

# GOLD

## experience

STUDENT'S BOOK

2ND EDITION

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**A2+**

Pre-Preliminary  
for Schools



Pearson

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**Starter** All about me



**Music is  
the answer.**



Look at the photo and discuss the questions.

- 1 What is the boy doing?
- 2 What other musical instruments can you name?
- 3 Can you play an instrument?

## STARTER

# All about me

### READING

read online posts about people's favourite objects

### LISTENING

listen to people talking about going back to school after the summer

### SPEAKING

ask and answer questions about you

### WRITING

write about your favourite objects

## Power up

- 1 Work in groups. Look at the photos. How many of the objects can you name? Do you have any objects like these ones?



## Read on

- 2 Work in pairs. Read the introduction to the website below and look at the people. Which five objects in Ex 1 do you think belong to each person? Why do you think the objects are important to the people?

## My life in five objects

Which objects tell the story of your life? Choose your top five objects and tell us why they are important to you.

### Dale

My first object is my bike helmet. I go everywhere on my bike, and I never forget to put my helmet on! Next, this games controller is really important to me. I love games and I play a lot with my friends. This old coin isn't real. I bought it in a museum shop after a trip to a museum. I like learning about the past. Last year I was at a music festival with my uncle. It was amazing! That's when I got this T-shirt. Finally, this old electric guitar was my dad's. I play it now and when I use it, I think about my dad when he was young.



### Greta

I can't live without my mobile phone, so that's my first object. I need it to message my friends. Next, this is a pencil case from my visit to the NASA space museum when I was six. I'm really interested in science and space. My third object is this body board because I use it every summer when I go to the sea with my family – great fun! I love swimming, and this cup is from a competition last year. I was so happy! Finally, these are my friendship bracelets – my friends are the most important thing in my life!



- 3 Read the posts in Ex 2 quickly and check your ideas. How many did you guess correctly?

- 4 Read the posts again. Answer the questions.

Which person:

uses something that belonged to a family member?

Dale. He has his dad's electric guitar.

- 1 has something that makes them think about holidays?
- 2 says they wear one of their objects a lot?
- 3 talks about doing an activity with friends?
- 4 has an object from when they were young?
- 5 has an object that they won?

- 5 Read another post from the website. Choose the correct words to complete it.

### Jamie

'This / These are the first football boots I had, when I 'am / was eight years old. Football's still my favourite sport! Next is a photo with some friends. We 'was / were all so happy to be at the theme park together! My skateboard is really important to me. 'My / Me dad bought it for 'me / my and I 'am / was quite good on it now! 'This / Those long object is a slide rule. You can use it like a calculator. It was my granddad's when 'he / him was at school. I've got some of 'his / him old maths books too – 'they / their look really difficult! My last object is a piece of moon rock. Can you believe it's really from the moon?

- 6 Think of five objects that are important to you. Make notes in the table. Then work in groups and compare your ideas. Who has similar objects to you?

object	why it is important



## Starter All about me

### Listen up

- Which photo describes how you feel about going back to school after the summer?



- 8 **S.1** Listen to three people talking about going back to school after the summer. Match the people (1–3) with the photos in Ex 7 (A–C).

- 9 **S.2** Complete the sentences with 'can' or 'can't'. Listen again and check your answers.

- It's strange because in the holidays I ..... get up early every day.
- I ..... wake up in the morning and I just want to sleep when I get home.
- In the holidays I ..... play computer games all day.
- When school starts, I ..... play during the day.
- I ..... see my friends every day.
- I ..... learn interesting things.

- 10 Write three sentences about things you can and can't do at school and in the holidays.

- 11 Work in groups and compare your sentences from Ex 10. Which of your partners' sentences are also true for you?

- 12 Work in pairs. Choose the correct words to complete the tips. Add one more tip.

## Got the back-to-school blues?

These tips will help you feel better about going back to school.

- 1 **Forget / Forgetting** the bus and 2 **find / finds** a new, fun way to travel to school.
- 3 **Not try / Don't try** to escape. It might sound like a good idea, but isn't possible.
- 4 **Get / You get** lots of sleep. But at home, not at school!
- 5 **Have / Has** a party to get to know your new friends. But **don't forget / don't to forget** to tell your parents first!

### Speak up

- 13 Match 1–8 with A–H to make questions.

- |                        |                               |
|------------------------|-------------------------------|
| 1 What's your          | A forward to this year?       |
| 2 Where do you         | B travel to school?           |
| 3 How old              | C name?                       |
| 4 Who do you           | D important to you? Why?      |
| 5 How do you usually   | E live?                       |
| 6 How do you feel      | F are you?                    |
| 7 What objects are     | G about being back at school? |
| 8 What are you looking | H live with?                  |

- 14 Work in pairs. Ask and answer the questions in Ex 13.

### Write on

- 15 You are going to write a post for the website in Ex 2. Look at your ideas in Ex 6 again. Can you improve them?

- 16 Complete the language box with these headings.

- A saying why it's important to you  
B introducing each object  
C saying where it came from

### explore language

- .....  
My first/second/third object is ...  
Next, this is my ...  
Finally, this is a ...
- .....  
I got it when I was eight/nine years old.  
I got it from ...  
My dad/mum/grandad bought it for me.  
It was my dad's/grandma's when he/she was young.
- .....  
I can't live without my ...  
My ... is really important to me because ...  
I love this ... because ...

- 17 Write your post. Use your ideas from Ex 6 and phrases from the language box.

A photograph of two young girls with glasses, smiling and looking towards the right. They are outdoors in a grassy area with trees in the background. The girl on the left is wearing a blue shirt, and the girl on the right is wearing a red and white shirt. The quote "Home is where the heart is." is overlaid on the left side of the image in a blue box.

“  
**Home** is  
where the  
**heart** is.  
”

Look at the photo and discuss the questions.

- 1 Who lives in your home with you?
- 2 Who are you most like in your family? In what ways?
- 3 What do you like most about the place where you live?

## There's no place like home

### READING

topic: growing up happy  
skill: finding specific information  
task: identify correct sentences

### GRAMMAR

articles  
*some, any, (how) much, (how) many, all, a little, a few, a lot (of)*  
task: open cloze

### VOCABULARY

around town: places and buildings

### LISTENING

topic: hanging out with friends  
skill: listening for specific information  
task: multiple choice (pictures)

### SPEAKING

topic: family time  
skill: planning what to say  
task: describing a photo

### WRITING

topic: what makes a place great  
skill: note-taking and planning  
task: article

### SWITCH ON ▶

video: home town performance  
project: planning an event

# 1 There's no place like home

## READING

### Power up

- 1 Choose three adjectives to describe your town/city. Share your ideas with the class.

attractive    dull    happy    industrial  
lively    modern    quiet  
relaxed    safe    traditional

### Read on

- 2 You are going to read a blog about a place where young people are happy. Look at the photos in the blog. Can you guess the country?
- 3 Read the introduction and the first line of the blog and check your ideas.
- 4 Read the blog quickly. Match the headings (A–D) with the paragraphs (1–4).
- |                 |                    |
|-----------------|--------------------|
| A Free to be me | C All about me     |
| B Less stress   | D The outdoor life |
- 5 Read the blog again. Which sentences are true?
- Lucas doesn't have any brothers or sisters.
  - Alex, Amy and Lucas live near each other.
  - Lucas feels he is free to go where he likes.
  - Lucas says that the weather doesn't stop people having fun.
  - Young people in Holland worry about school as much as teenagers in England.
  - More than three quarters of Dutch teenagers feel a connection to their school.
  - Lucas says that in his country it's easy for children of all ages to talk to their parents.
  - Alex wants to give up the piano because Lucas is a better player.
- 6 Find words/phrases in the blog that have these meanings.
- when somebody takes you in a car (para 2): .....
  - spend time with friends (para 2): .....
  - turn to ice (para 2): .....
  - a feeling of worry (para 3): .....
  - a group of people in the same place (para 3): .....
  - honest and easy to talk to (para 4): .....

## Sum up

- Which person from the blog might say these things?

- I have to go now to revise before tomorrow.
- I'll be there in ten minutes. Wait for me at the end of the cycle path.
- We can discuss it when you're ready, but no problem if you don't want to.
- Do I have to continue? I've already played for two hours and I'm bored!
- Mum, can you drive me to town? It's raining.

## Speak up

- 8 Work in pairs and discuss the questions. Share your ideas with the class.
- In what ways is your life:
    - similar to Lucas'? Alex and Amy's?
    - different from Lucas'? Alex and Amy's?
  - Lucas says he's lucky to live in a relaxed place. In what ways are you lucky to live where you live?
  - Lucas says he can't complain about life in Holland. What do young people complain about in your town/city?
  - Which do you think is the coolest country for young people to live in? Why?

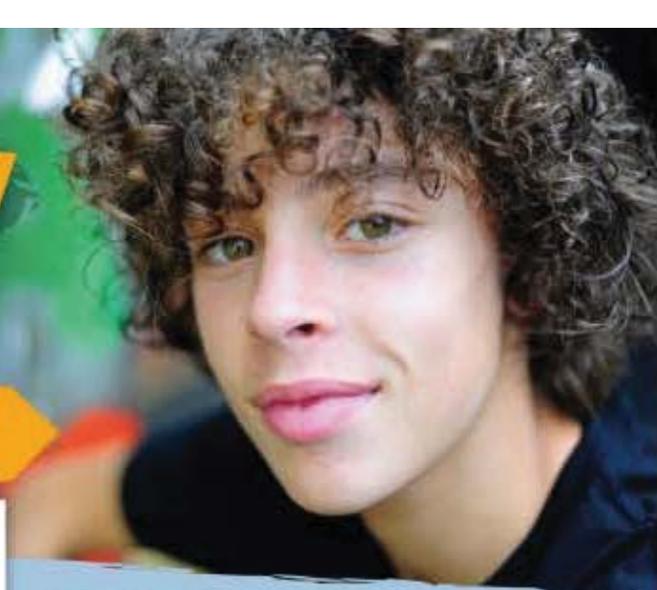


# A cool country to live in?

Hi there! (or 'Hoi', as we say in Dutch!)

- 1** My name's Lucas and I'm a student in Amsterdam. My mum's English but my dad's from Holland. I'm an only child but I have two cousins in England, Alex and Amy. Recently, our teacher told us about a report on happiness. In the report, it says Dutch teens are a lot happier than young people in other parts of the world. So is Holland really a great place to grow up?
- 2** Everyone knows that Dutch people love their bikes. There are cycle paths everywhere, so going by bike is fast, easy and safe. It also means I can be more independent. Amy and Alex have to wait for a lift from their mum or dad. But here I can get on my bike and meet up with my friends all over town. There are some great places to hang out. And we don't mind bad weather. If it's wet on the day of a school sports match, we play anyway. We love cold winters too. When the canals freeze, the whole city goes skating!
- 3** I think I'm lucky because Holland is quite a relaxed place. For Alex and Amy, school life seems quite competitive. They have homework every night and there's a lot of pressure from exams – more than we have here, I think. Dutch kids actually seem to enjoy school! In the happiness report, it says that eighty percent feel that they are part of their school community.
- 4** Here most families are quite open. Parents ask even younger kids for their opinion. In my case, my parents listen but they don't make me chat if I don't want to. And they don't message me on my mobile twenty times a day! They are just there when I need help. And I don't have to be the best at anything. Both Alex and I play the piano. I enjoy it but Alex would like to give it up. That's because his parents make him practise for competitions all the time.

Now you know a little about Holland. Of course, things aren't perfect but I can't complain. So what's life like where you live?



# 1 There's no place like home

## GRAMMAR

1 Read the grammar box. Match the example sentences (1–6) with the rules (A–F).

- 1 I'm **a** student in Amsterdam.
- 2 I'm **an** only child.
- 3 Dutch teens are happier than young people in other parts of **the** world.
- 4 Our teacher told us about **a** report. In **the** report, it says Dutch teens are happy.
- 5 **Dutch people** love their bikes.
- 6 They have **homework** every night.

### explore grammar → p126

#### articles

- A** no article with uncountable nouns when talking in general
- B** *a/an* for the first time you talk about something; *the* after that
- C** *a* with singular nouns that start with a consonant (*b, c, d*, etc.)
- D** *the* when there is only one of something
- E** *an* with singular nouns that start with a vowel (*a, e, i, o, u*)
- F** no article with countable nouns when talking in general

2 1.1 Listen and match the speakers (1–3) with the questions they are answering (A–C).

- A** What's good and bad about big families?
- B** Is being together as a family important?
- C** What do you know about young people in other countries?

3 1.2 Complete the sentences with 'a', 'an', 'the' or no article (-). Listen again and check your answers.

- 1 I think it's good for ..... families to spend ..... time with each other every day.
- 2 My sister is ..... university student.
- 3 I haven't been to many parts of ..... world, but I hope to travel more in ..... future.
- 4 I saw ..... TV programme about schools in Singapore. In ..... programme, it said students were under a lot of pressure from ..... exams.
- 5 I think ..... larger families are good because you learn to share and you get ..... advice from people of different ages.
- 6 If you're ..... only child, there's just you and you get everything you want.

4 Choose the correct words to complete the comments on Lucas' blog.



## So what's life like where **you** live?



Sanne

Hoi, Lucas! I'm Dutch, too – from Eindhoven. For people outside Holland, that's **'a / an** small city in the south. It's OK but there isn't much for young people to do. And **'a / the** city isn't very pretty. You're lucky living in **'capital / the capital**.



Joe

Thanks for **'a / an** interesting blog. I live in England and I'm from **'a / the** big family. I can't imagine being **'a / an** only child. My parents are open too and we talk all the time. But I agree with you about exams. **'English kids / The English kids** are under pressure at school.



Ana

Hi from me in Spain! Yes, nice blog. I laughed at the bit about your mobile! My parents message me all the time, so I put my phone on silent. **'Communication / The communication** is important but I don't need twelve messages in one hour! 😡

### Speak up

5 Add 'a', 'an' or 'the' where necessary in the sentences.

Life is better for teenagers in <sup>the</sup> capital than in <sup>a</sup> small town.

disagree

agree

1 Being only child is boring – big families have more fun.

disagree

agree

2 I prefer to ask people my own age for advice.

disagree

agree

3 When teenager gets message from adult, they should reply immediately.

disagree

agree

4 I'd prefer to live in modern city than old-fashioned village.

disagree

agree

6 Look at the sentences in Ex 5 again. Decide how much you agree or disagree. Share your ideas with the class.

I don't agree that life is better in the capital. You can have fun in a smaller town too. What do you think?

# VOCABULARY

## around town

1 Turn to page 153 and look at the photos. What do you think they show?

2 Match the photos (A-F) with these words.

bike rack bus stop crossing pavement rubbish bin seat



3 Read the vocabulary box. Find six places in the word snake to complete nouns 1-6. There are three words you don't need in the word snake.

### explore vocabulary

#### noun + noun

Sometimes we use two nouns together to make a word.

bus stop

To make the plural, add *-s/-es/-ies* to the second word.

bus stops

park path block gallery store box centre station pool

- |                  |                    |
|------------------|--------------------|
| 1 art .....      | 4 skate .....      |
| 2 sports .....   | 5 department ..... |
| 3 swimming ..... | 6 apartment .....  |

4 Complete the article with words from Ex 2 and 3.



## Cities with *art* at their heart

In the past, the only place to find colour and design was in an <sup>1</sup> ..... . But now design is coming to the streets ...

When you wait at the <sup>2</sup> ..... on your daily journey to school, you can admire the artwork painted on the side. The end of a cycle ride can make you smile with a <sup>3</sup> ..... that looks like a comb. Even the grey concrete <sup>4</sup> ..... we walk on is changing. As you go along, you can see 3D art, adverts and even poetry. And <sup>5</sup> ..... in the street don't have to be made of wood, all brown and boring. Now places to sit appear in a variety of shapes, colours and sizes.

Buildings are becoming more interesting, too. Imagine shopping in a futuristic <sup>6</sup> ..... like Selfridges in Birmingham!

And which of the <sup>7</sup> ..... below do you prefer? I know which I would like to live in ...



5 1.3 Listen to four people talking about places in town. Match the speakers (1-4) with four of the photos in Ex 2 (A-F).

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

### game on

Work in pairs. Close your eyes. Imagine a route around your town and the places and buildings that are there. Mime the activities that people can do in these places. Your partner guesses the places and buildings.

### Speak up

6 What do you think of the places/objects on this page? Would you like your town or city to have them? Why/Why not?

# 1 There's no place like home

## LISTENING

### Power up

1 Where do you usually go after school? Why? What do you do there?

- home
- a friend's/relative's house
- into town
- to the park
- to an after-school club
- somewhere else

### Listen up

2 1.4 Read the exam tip and complete the task.

#### exam tip: multiple choice (pictures)

Read the questions and look at the pictures before you listen. For each recording, think about (a) the speakers and (b) the situation. Then listen to understand the general idea.

Look at Ex 3. What words might you hear in each recording? Make a list. Listen and check your ideas.

3 1.5 Listen again. For each question, choose the correct answer.

1 How do the girl and her friend spend their free time after school?



2 What did the boy do on his birthday?



3 Which after-school club are the students not able to go to today?



4 What is the girl hoping to do with her friends this weekend?



5 What happened when the girl's friend visited before?



4 Choose the correct words to complete the examples in the grammar box.

### explore grammar

p126

#### some, any, (how) much, (how) many, all

- 1 We went shopping for **some** / **any** new trainers.
- 2 There won't be **some** / **any** problems.
- 3 How **much** / **many** people do you want to invite?
- 4 How **much** / **many** money do you need?
- 5 **Every** / **All** the classes start in ten minutes.

#### a little, a few, a lot of

- 6 I need to give you **a little** / **a few** information.
- 7 I spent the afternoon with **a little** / **a few** friends from school.
- 8 We have **a lot of** / **many** different hobbies.

5 Complete the quiz with words from the grammar box. Write one word in each gap.

### The perfect hangout house



You've got a lot of time but only a <sup>1</sup>..... money. <sup>2</sup>..... the fun places to go are expensive, so you need the perfect hangout house. What would it be like?

- 1 You want to invite <sup>3</sup>..... friends. Do you need to ask first?
- 2 How <sup>4</sup>..... friends can hang out with you in your room?
- 3 How <sup>5</sup>..... time can you spend in your room before your mum/dad comes in?
- 4 Is it OK to take drinks and a <sup>6</sup>..... snacks from the kitchen?

### Speak up

- 6 Do the quiz in Ex 5. Work in pairs and compare your answers. Whose house would be better to hang out at? Why?
- 7 Use words from the grammar box to write six rules for the perfect hangout house. Then work in groups and share your ideas.

# SPEAKING

## Power up

1 Answer the questions.

## How often do you:

1 play computer/video games? Who with?

2 go for a walk? Who with?

2 Look at the photo. What can you see? Read the exam tip. Choose the correct words to complete the description of the photo.



### exam tip: tenses in photo descriptions

Use present tenses to describe a photo. Remember to use the present continuous for the actions in the photos.

This photo **shows / showed** a family at home. I can **see / see** the parents and their two daughters. They **are / were** in the living room. The adults **sit / are sitting** on the sofa and the girls **are standing / stand** behind it. The man and the woman **were / are** playing a video game and the girls **watch / are watching**. I think they **enjoy / are enjoying** the game.

3 Read the useful language and look at the photo in Ex 2. Where are these people/things? What are the people doing?

- the man
- the window
- the big table
- the small table
- the girl with the grey top

The man is sitting on the sofa next to his wife. He's in front of his two daughters.

### useful language: saying where things are

On the left ... / On the right ...

At the front ... / At the back ...

It's/They're in / on / under / next to / near / in front of / behind / between ...

4 Work in pairs. Look at the photo in Ex 2 for thirty seconds. Close your books and test your partner.

Is the woman on the right or left?

She's on the right.

Wrong! The man is on the right.

5 1.6 Read the exam tip and complete the task.

### exam tip: describing a photo

When you are describing a photo, imagine you are describing it to someone who can't see it. Include as much information as possible (e.g. people, buildings, objects, colours, clothes, time of day, weather).

Listen to a student describing the photo below. Which of these things does he talk about?

- |               |           |           |
|---------------|-----------|-----------|
| 1 people      | 4 place   | 6 colours |
| 2 actions     | 5 weather | 7 clothes |
| 3 time of day |           |           |



6 1.7 Listen again. Put the information in the order the student talks about it (1-6).

- |         |       |          |         |
|---------|-------|----------|---------|
| weather | ..... | people   | ...1... |
| clothes | ..... | feelings | .....   |
| actions | ..... | place    | .....   |

## Speak up

7 e Work in pairs. Student A, turn to page 153. Student B, turn to page 155. Follow the instructions.

# 1 There's no place like home

## WRITING

### Power up

1 Imagine you meet a teenager from a different area or country. What do you want to know about their hometown? Put the ideas in order (1 = most important, 7 = least important).

- location
- population
- places where young people can hang out
- transport
- schools
- history
- problems for young people

### Plan on

2 Your English teacher has asked you to do this task. Read it and answer the questions below.

## Schools e-twinning programme



A school in Chicago USA is going to be our new twin school. The students there want to know about places in our country. Write an article in about 100 words about a town or city you know. Include information about the location, what you can do there and your own opinion. All the articles will go on the share site for other schools to read.

- 1 Who is going to read your article?
  - A just your teacher
  - B people your age
  - C the general public
- 2 What will make an interesting article?
  - A information and lists of numbers
  - B personal examples and opinions
  - C information, personal examples and opinions

3 Look at photos A-C. What do you think is good about living in these places? Share your ideas with the class.



C



4 1.8 Listen to three students talking about the places in Ex 3. Match the speakers (1–3) with the photos (A–C). Then compare the speakers' ideas with your ideas from Ex 3.

1 ..... 2 ..... 3 .....

5 Read the useful language. How many true sentences can you make with the phrases in one minute?

Tijuana is near the border with the USA.

### useful language: saying where things are

in the north/south/east/west

in the capital / the centre of / an area called / a region called ...

near the mountains / the capital / the border with ...

on the coast

by the sea/water

6 1.9 Listen again. Where exactly do Azra, Carlos and Ewa live? What is there for young people to do in each place?

### explore language

#### connectors

Link your ideas with words like *and*, *but*, *because*, *so*:

*and* = more information    *but* = something different  
*because* = a reason        *so* = a result

I like living in Turkey **because** I like the hot weather.

7 Read the language box and choose the correct words to complete the article Mikel wrote for the share site.

My hometown is Bilbao, <sup>1</sup>**in** / <sup>2</sup>**at** the north of Spain. It's in an area called the Basque Country and <sup>3</sup>**the** / <sup>4</sup>**a** city is <sup>5</sup>**near of** / <sup>6</sup>**near** the coast and the mountains.

We have different local sports, <sup>7</sup>**so** / <sup>8</sup>**because** I don't only play football. I also like it here <sup>9</sup>**so** / <sup>10</sup>**because** there are <sup>11</sup>**any** / <sup>12</sup>**some** interesting places to hang out. There's an art gallery but it isn't a boring, grey building. It looks like a ship and it has a huge statue of a dog <sup>13</sup>**in front of** / <sup>14</sup>**in front** it!

I think that life here is good! Bilbao isn't a very big city, but there's a lot to do <sup>15</sup>**and** / <sup>16</sup>**but** people are friendly.

8 Mikel forgot to give his article a title. Which one would you choose? Why?

1 The history of my town

2 You couldn't live anywhere better!

3 A nice place to live

4 I hate it here!

### Write on

9 Read the writing task. Complete the paragraph plan with ideas for your article. Make notes for each paragraph.

#### The place where I grew up

Where do you live? What can young people do there? How good is this place to grow up in?

Write an article answering these questions and we will put it on our website!

Answer the first question in the writing task.

Paragraph 1

Answer the second question. Give examples.

Paragraph 2

Answer the last question. Give your opinion.

Paragraph 3

10 Write your article in about 100 words.

### Improve it

11 Check your article. Did you:

1 answer all the questions in the task?

2 present your ideas in paragraphs?

3 use connectors to link ideas?

4 give your opinion?



# INDEPENDENT LEARNING

## Thinking about your learning

- 1 Which was your favourite lesson in Unit 1? Which lesson didn't you like so much? Why? Compare your answers with the class.
- 2 Choose three of the lessons and think about what you did well. Then compare your ideas with a partner.
  - Reading
  - Grammar
  - Vocabulary
  - Listening
  - Speaking
  - Writing

I got most of the answers right in Reading.

I remembered some of the Grammar from last year.

I practised some new words in Vocabulary.

The Listening was hard to understand but I didn't give up.

I was more confident at the end of the Speaking lesson.

The exercises in Writing helped me plan my work.

- 3 Think about the other three lessons. Which part of your learning do you think you need to work on? Why? Compare your ideas in groups.

In the ... lesson, I didn't feel very confident because ...

I need more practice with ... because I didn't understand it very well.

- 4 How can you improve the way you learn? Think about your answers to Ex 3 and write an example for each lesson.

Listening  
Don't give up if I hear new words.

Speaking  
Don't stop if I make a mistake.

Writing  
Plan my ideas before I start writing.

## SWITCH ON

### Home town performance

- 1 Work in pairs. What kind of activities bring people together in your town/city?
- 2 Work in pairs. Watch the clip. Was the ice rink a good or a bad thing for St Ann's? Why?
- 3 Watch again and answer the questions.
  - 1 What city is St Ann's in?
  - 2 What are the advantages of living in St Ann's?
  - 3 What are the disadvantages of living in St Ann's?
  - 4 Why is Nottingham special to Chris and Jayne?
  - 5 What does Nicky-Lee hope the ice rink will do for St Ann's?

### Project

- 4 Work in groups. You are going to plan an event for your home town/city. Think about these questions.
  - What is the event (a performance, a festival, a community event, a sports event, etc.)?
  - When and where is it?
  - How will you prepare for it?
  - What things do you need for it?
  - How long is it?
- 5 Can you think of any famous people from your area that could be involved in or be a part of your event? What could they do?
- 6 Present your event to the class. Remember to include all the information from Ex 4.

# UNIT CHECK

## Wordlist

### Adjectives to describe places

attractive  
dull  
happy  
industrial  
lively  
modern  
quiet  
relaxed  
safe  
traditional

### Around town

apartment block (n)  
art gallery (n)  
bike rack (n)

bus stop (n)  
crossing (n)  
department store (n)  
pavement (n)  
rubbish bin (n)  
seat (n)  
skate park (n)  
sports centre (n)  
swimming pool (n)

### Saying where things are

#### in a city

by the sea/water  
in an area/a region called  
in the capital  
in the centre of  
in the north/south/east/west



near the border with  
near the capital  
near the mountains  
on the coast

### in a photo

at the back  
at the front  
on the left  
on the right

### Other

community (n)  
freeze (v)  
hang out (phr v)  
lift (n)  
open (adj)  
pressure (n)

### Extra

be the best at something (phr)  
concrete (n)  
cycle path (n)  
design (n)  
give up (phr v)  
grow up (phr v)  
library (n)  
made of wood (phr)  
meet up (phr v)  
park (n)  
pass the time (phr)  
shape (n)

## Vocabulary

1 1.10 Listen to five sentences. When you hear a beep, write the correct word from the *Adjectives to describe places* section of the wordlist.

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

2 1.11 Listen and check your answers.

3 Find the following in the *Around town* section of the wordlist.

- 1 an object for transport on two wheels
- 2 two places where you can walk safely
- 3 a place where you can see water
- 4 an object where you can put an empty packet
- 5 a place where you can see paintings
- 6 an object where you can sit for a few minutes
- 7 a place where you can choose things to buy
- 8 a place where people live

4 Choose the correct words to complete the sentences.

- 1 Artur grew up in Warsaw, the **border** / **capital** of Poland.
- 2 My cousins live in Canada, in **an area** / **a coast** called The Gatineau Hills.
- 3 We stayed in a small Bulgarian village that was near the **region** / **border** with Romania.
- 4 I'd love to live in a big house by the **sea** / **south**.
- 5 We had lunch in a restaurant in the **coast** / **centre** of Holby, a small town near our hotel.

5 Match 1–6 with A–H to make sentences. You do not need two of the endings.

- 1 You can't see me in the photo because I'm at
  - 2 I'm quite good at the piano but I always feel under
  - 3 I walked to school after waiting at the bus
  - 4 There aren't many places where I can hang
  - 5 In this photo, I'm standing on
  - 6 Stephan lives in
- A pressure just before I take an exam.  
B the left, next to Ben.  
C the back behind the rest of the group.  
D the border into another country.  
E out with my friends after school.  
F stop for thirty minutes in the rain.  
G the north of Norway.  
H station isn't very near here.

# UNIT CHECK

## Review

1 Choose the correct answers in brackets to complete the sentences (- = no article).

- 1 I had ..... sandwich and ..... apple for lunch. .... sandwich was horrible. (the / an / a)
- 2 Where would you prefer to live: in ..... capital of your country, on ..... coast or in ..... area with mountains? (an / the / the)
- 3 When I need ..... advice, I ask ..... older friends more often than ..... adult. (- / an / -)
- 4 They're building ..... new library with ..... area for ..... exhibitions and talks. (a / - / an)
- 5 I couldn't get on ..... internet to get ..... information I needed for ..... project. (- / a / the)

2 Complete the article with 'a', 'an', 'the' or no article (-).

## TechTalk: Tech teens will hate!

A man from Cambridge has invented <sup>1</sup>..... app to solve a communication problem with his thirteen-year-old son, Ben. Nick Herbert bought Ben <sup>2</sup>..... smartphone when he started secondary school. But Ben loves playing games, so he often put <sup>3</sup>..... phone on silent. Nick was annoyed when Ben didn't answer his calls and so he developed ReplyASAP.

When Nick uses ReplyASAP to contact Ben, it locks <sup>4</sup>..... screen on Ben's phone. There is also <sup>5</sup>..... alarm that tells Ben he has <sup>6</sup>..... message. The alarm continues until Ben replies to his dad. So Ben can't have his phone on silent and continue playing his game. But Nick promises not to use the app all the time – only when he has <sup>7</sup>..... information for Ben that is important.

So now <sup>8</sup>..... parents everywhere can take over their kids' phones. How can their poor teens escape?

3  1.12 Listen to Josh speaking on the phone to his mum. You don't hear his mum's voice. Read her questions and put them in the order she asks them (1-4).

- A Will you go shopping for me? .....
- B Did you remember that grandma is coming? .....
- C Have you had anything to eat? .....
- D Is the weather bad? .....

4 Complete the sentences with these words/phrases.

a few a little a lot of all any how many how much

- 1 I didn't want a big party, so I only invited ..... friends.
- 2 ..... time did you spend at the museum?
- 3 Town was really busy. There were ..... people in the square.
- 4 Why did you eat ..... the chocolate? There isn't ..... left for me.
- 5 ..... students are there in your class?
- 6 I never go to the gym but I get ..... exercise every day by walking to school.

5 e Read the blog. For each question, write the correct answer. Write one word for each gap.

## Where are you from?



For a <sup>1</sup>..... of people, that's a simple question. They answer with <sup>2</sup>..... place where they were born or lived as a child. But for me, things are a little different. I'm half Argentinian and half English, and I <sup>3</sup>..... up in Thailand. I'm now at <sup>4</sup>..... international school in Switzerland but my parents are still working in Bangkok. I'm also an only child. Not having <sup>5</sup>..... brothers or sisters means the people at school are my family. And this can be a problem, too. It's easy to make friends but it can be harder to keep them because kids like me travel so much. You start hanging <sup>6</sup>..... with a great group and then they have to change schools because of their parents' work. Of course, I'm lucky to see different places, but it's hard to call anywhere home.

6 You have a new English-speaking pen friend. Write a message to him/her about your family and where you live.



I like a  
**challenge.**

Look at the photo and discuss the questions.

- 1 What is the girl doing?
- 2 Why do you think people enjoy these kinds of activities?
- 3 Name three activities or sports you would like to try. Give reasons.

# 2

## Try something different

### READING

topic: hobbies you can learn online

skill: recognising the purpose of a message or notice

task: multiple choice

### GRAMMAR

present simple and present continuous

subject and object questions

### VOCABULARY

collocations: practising and improving

task: multiple-choice cloze

### LISTENING

topic: is joining a club good for you?

skill: listening for detail; predicting information you are listening for

task: sentence completion

### SPEAKING

topic: games and free time activities

skill: discussing options; making suggestions; giving opinions

task: collaborative task

### WRITING

topic: hobbies and personality

skill: using adjectives

task: online profile

### SWITCH ON ▶

video: musician family

project: expert profile

## 2 Try something different

# READING

## Power up

- 1 Which of these things do you think you can learn online? Put them in order (1 = the easiest to learn online, 8 = the most difficult).

cooking dancing drawing languages making films  
playing the guitar singing sports skills

## Read on

- 2 Read the exam tip and complete the task.

### exam tip: multiple choice

Read the notice or message carefully to understand the details. Sometimes you also need to think about why the person wrote it.

Read the notice and text message in Ex 3. Which one is making a request?

- 3 e Read the notice and text message again. For each question, choose the correct answer.

## 1 School film competition

Prize for each age group

We will accept films on any subject,  
no longer than four minutes.

- A There is only one prize.  
B Films can be four minutes or less.  
C All films must be on a particular subject.

2  Ellie, here's the address of the dance website: [www.danceon.co.uk](http://www.danceon.co.uk). Look at the videos. Can we learn some dance moves together? Tabi

Tabi is writing because

- A she wants Ellie to send her some information about a website.  
B she wants Ellie to teach her some dance moves.  
C she wants to practise dancing with Ellie.

- 4 Look at the photos in the article. What hobbies do you think the article will talk about? Read it quickly and check your ideas.

### skill tip

When you match ideas with the text, don't look for the same words as in the question. Look for the same ideas, but using different words.

- 5 Read the skill tip. Then read the article again. Match each sentence (1–6) with a hobby: write 'C' (card tricks), 'A' (animation) or 'H' (hip-hop dancing).

- 1 It can help you to relax. ....  
2 Your friends will enjoy watching. ....  
3 You need to buy something for your computer. ....  
4 It's fun doing it with a friend. ....  
5 It's not good for people who want to do things quickly. ....  
6 You can learn some things quite easily. ....

- 6 Match the words in bold in the article with their meanings (1–6).

- 1 something you put onto your computer so it can do a particular task: .....  
2 a website: .....  
3 send a website address to someone so that they can visit the website: .....  
4 look for something online: .....  
5 touch a small picture on a screen when you want something to start: .....  
6 website names or addresses you touch on your screen to go to that website: .....

## Sum up

- 7 Work in pairs and discuss the questions.

- 1 Which skill in the article do you think is the most difficult? Why?  
2 Which person do you admire the most? Why?  
3 Which hobby would you like to learn? Why?

## Speak up

- 8 Think of three other ways of learning a new skill and the advantages of these ways. Share your ideas with the class.

You could join a club. The advantage of this is ...

# You can **try this** at home!

Do you think it's difficult to start a new hobby? Think again! You don't need to find a teacher or go to a class. You can learn exciting new skills without leaving your bedroom. Here are three ideas for fun hobbies you can start learning at home, and some young people who love them.

**What?** Card tricks

**How?** Go online and **search for** 'learn card tricks'. There are some really good websites that show you how to do easy tricks. For example, you can learn to show people one card and then it suddenly changes into another. Some tricks are simple to learn, but others take time. You can also follow **links** to other websites that sell special trick cards.

**Why?** It's great for parties and everyone thinks card tricks are amazing!

**Who?** Henry Richardson does some amazing tricks and he hardly ever makes mistakes. He's probably learning some new ones right now! He's famous after being on the TV show 'America's Got Talent'. Watch the video of the show online!



**What?** Animation

**How?** You don't need famous actors to make a good film. Animation is the skill of making films on a computer, without real people. The computer **program** that you need isn't free, but it isn't too expensive and there's lots of information online to help you get started.

**Why?** It's a great hobby if you have lots of ideas and enjoy stories, but not for people who want results immediately.

**Who?** George Summers loves making films. He uses small toys as the characters in his films, and he's starting to develop his career as a young film-maker. His films include the prize-winning 'Just Some Morning Tea'. Watch it online to get some ideas.



**What?** Hip-hop dancing

**How?** All you need is some music and some good dance shoes. Go to a video **site** online and search for 'hip-hop dance lessons'. Find one you like and just **press** 'Play'. It's great to **share** videos with your friends too, and learn dances together.

**Why?** Dancing is great fun and it's a good way to get rid of stress.

**Who?** Kyndall Harris is still very young, but she's already becoming famous. She is occasionally on stage with well-known singers like Janet Jackson. She's enjoying life and wants to show other teenagers that it's possible to follow your dream.



**What are you waiting for? Your classes start tonight!**

## 2 Try something different

# GRAMMAR

1 Read the grammar box. Complete the explanations with these words and phrases.

after before don't usually use is always true  
is happening now will happen

### explore grammar

→ p128

#### present simple and present continuous

##### A present simple

a habit/routine or something that <sup>1</sup>.....

Henry Richardson **does** some amazing tricks.

something that <sup>2</sup>..... at a particular time in the future

The library **opens** at nine o'clock tomorrow. Your classes **start** tonight!

##### B present continuous

something that <sup>3</sup>..... or a temporary situation

He's **starting** to develop his career as a young film-maker.

##### C adverbs of frequency

Adverbs of frequency come <sup>4</sup>..... the main verb, but <sup>5</sup>..... the verb *be*.

He **hardly ever makes** mistakes.

She **is occasionally** on stage with well-known singers.

##### D verbs we don't use in continuous forms

There are some common verbs that we <sup>6</sup>..... in continuous forms: *agree, believe, hate, hear, know, like, love, need, see, think, understand, want*. These verbs are called stative verbs.

George Summers **loves** making films.

2 2.1 Watch or listen to people talking about what they do in their free time. Complete the table with the activities they mention.

sports	<sup>1</sup> ....., horse-riding, <sup>2</sup> ....., gymnastics, trampoline
music	dancing and <sup>3</sup> ....., ukelele, <sup>4</sup> .....
computers	recording videos, playing <sup>5</sup> .....
other	working in a care home, watching TV series and <sup>6</sup> ....., shopping

3 2.2 Complete the sentences with the present simple or present continuous form of the verbs in brackets. Watch or listen again and check your answers.

- In my free time I ..... (play) hockey as I'm in the school team.
- I ..... (train) two times a week for my football club.
- I ..... (dance) every day.
- At the weekend I ..... (like) to watch television series and films.
- I ..... (learn) to play the ukulele and I ..... (teach) myself by watching YouTube videos.

4 Choose the correct words to complete the sentences.

- I go **hardly ever** / **hardly ever** go swimming.
- For me, exercise is **never** / **never** is fun!
- I **see rarely** / **rarely see** my friends at the weekend.
- I **play occasionally** / **occasionally play** computer games.
- I think watching sport on TV is **sometimes** / **sometimes** is boring.

5 Tick the sentences in Ex 4 that are true for you. Then work in pairs. Can you guess which sentences are true for your partner?

6 Complete the article with the present simple or present continuous form of the verbs in brackets.

## They can't stop us!



Most people in Brazil love watching football.

It's the national sport and it's popular with all ages. But in most schools, girls <sup>1</sup>..... (not play) football. Many people <sup>2</sup>..... (think) it's a sport for boys, not for girls. But now, in one school, things <sup>3</sup>..... (change). The girls in this school <sup>4</sup>..... (want) to play football and right now they <sup>5</sup>..... (do) everything they can to make this happen. Every time the boys <sup>6</sup>..... (play) football, the girls <sup>7</sup>..... (run) onto the pitch and start playing with them. Now the boys <sup>8</sup>..... (start) to accept that football is a game for girls too, and they <sup>9</sup>..... (agree) with the girls that everyone should have the right to play. A teacher <sup>10</sup>..... (help) the girls start their own team. Their training <sup>11</sup>..... (start) next week!

## Speak up

7 Discuss the questions.

- What sports do you do or watch? How often?
- What new things are you learning at the moment?
- Do boys and girls do the same sports at school in your country? What differences are there?

# VOCABULARY

## practising and improving

- 1 Do the quiz. Add up your score and turn to page 154 to read the results. Then work in pairs and talk about the results: do you agree with them?



Do you  
**have what it takes**  
to **get to the top?**

Mark your answer  
(1-5) for each  
statement.

- |   | Not true  | True      |
|---|-----------|-----------|
| 1 I really want to <b>do well</b> and be successful.  | 1 2 3 4 5 | 1 2 3 4 5 |
| 2 I'm happy to <b>spend time</b> practising things every day.   | 1 2 3 4 5 | 1 2 3 4 5 |
| 3 I don't give up if I don't <b>get good results</b> quickly.   | 1 2 3 4 5 | 1 2 3 4 5 |
| 4 I never <b>waste time</b> on my phone or chatting online.   | 1 2 3 4 5 | 1 2 3 4 5 |
| 5 If things don't <b>go well</b> at first, I try harder.  | 1 2 3 4 5 | 1 2 3 4 5 |
| 6 I'm always happy when I'm <b>making progress</b> and <b>getting better</b> at something.                    | 1 2 3 4 5 | 1 2 3 4 5 |
| 7 I love <b>taking part in</b> competitions and winning.  | 1 2 3 4 5 | 1 2 3 4 5 |
| 8 I accept that something might <b>not work</b> the first time and I keep going until I <b>get it right</b> . | 1 2 3 4 5 | 1 2 3 4 5 |

- 2 Look at the phrases in bold in the quiz. Match 1-6 with A-F to complete their meanings.

- |                                  |   |
|----------------------------------|---|
| 1 If you waste time,             | A you do it in the correct way.             |
| 2 If something goes well,        | B it is not successful.                     |
| 3 If you make progress,          | C you get better at something.              |
| 4 If you take part in something, | D you spend it in a way that is not useful. |
| 5 If something doesn't work,     | E it is successful.                         |
| 6 If you get something right,    | F you do it with other people.              |

## explore vocabulary

We use some very common verbs like *do*, *get*, *go* and *make* in a lot of informal phrases. Try to learn common phrases like the ones on this page: *do well*, *get good results*, *go well*, *make progress*.

You can **do well** in this competition.  
It takes time to **get good results**.

- 3 Read the vocabulary box. Then read the article. For each question, choose the correct answer.

## 10,000 hours



Some experts believe that anyone can become very good at any skill – they just need to <sup>1</sup>..... enough time practising. The 10,000 hour rule says that you need to practise for a total of 10,000 hours to <sup>2</sup>..... the best results. This is true for singing. Justin Stoney, a singing teacher in New York, says that everyone is able to sing well. Of course, some people find it easy to learn and they <sup>3</sup>..... faster progress than others. But he says that anyone who practises will slowly <sup>4</sup>..... better and can reach the same level just by hard work. Other experts disagree. They say that people shouldn't <sup>5</sup>..... time on activities that they are not good at. Instead, they should choose activities that match their natural skills because they are more likely to <sup>6</sup>..... well at these. No one can really know who is right!

- |          |         |         |        |
|----------|---------|---------|--------|
| 1 A give | B spend | C put   | D get  |
| 2 A get  | B buy   | C make  | D win  |
| 3 A get  | B do    | C find  | D make |
| 4 A go   | B get   | C turn  | D gain |
| 5 A lose | B drop  | C waste | D miss |
| 6 A get  | B do    | C make  | D win  |

## Speak up

- 4 Do you agree that anyone can become very good at any skill? Why/Why not? What other things are necessary for people to be successful?

## game on

Work in pairs. Take it in turns to say the second half of one of the phrases in bold in the quiz. Your partner makes a sentence with the phrase that is true for you.

Progress.

You want to make progress with your gaming skills.

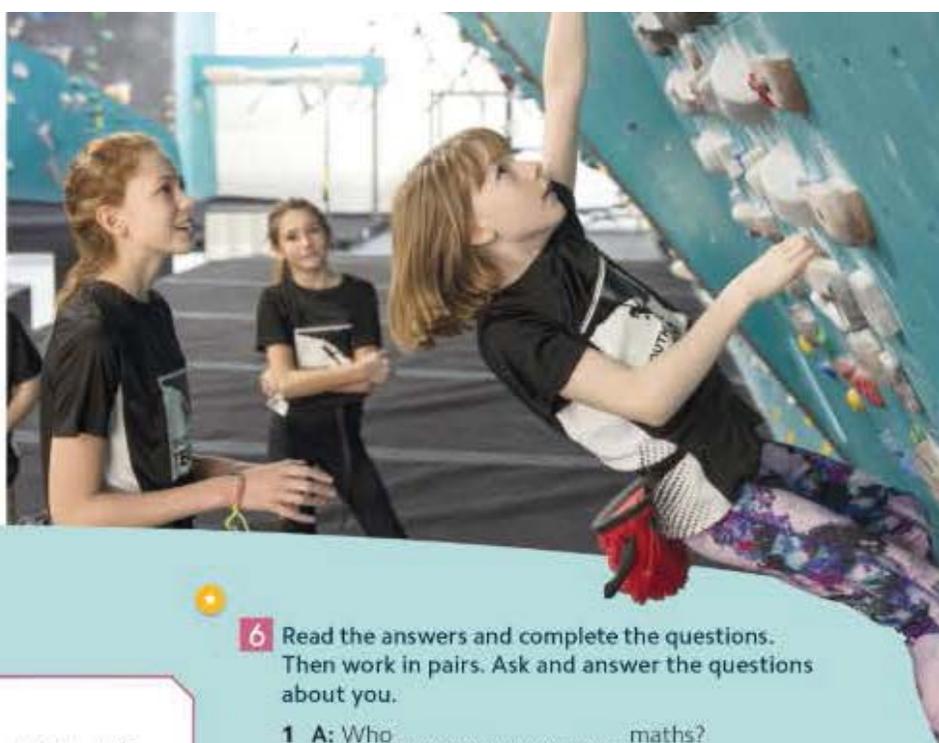
Yes, that's true!

## 2 Try something different

# LISTENING

## Power up

- 1 Work in pairs. What do you think are the advantages of joining a club?
- 2 2.3 Listen to part of a news report about clubs. Does it mention any of your ideas from Ex 1? Which facts do you find surprising?



## Listen up

- 3 Read the exam tip and complete the task.

### exam tip: sentence completion

Read the sentences before you listen and try to guess what kind of information is missing. For example, is it a date, a time, a place or an activity? Try to guess what the missing words might be.

You will hear a man called Adam Chambers telling a group of students about a youth club in their area. Read the sentences in Ex 4 and think about what kind of information is missing from each gap.

- 4 2.4 Listen to the talk and complete the sentences. Write one or two words or a number or a date or a time.

## Copthorn Youth Club

The club is quite new, but already has <sup>1</sup>..... members.  
 The club meets every <sup>2</sup>.....  
 The club often invites guests to come and talk about different <sup>3</sup>.....  
 At the moment, some members are making their own <sup>4</sup>.....  
 Everyone really enjoys the <sup>5</sup>..... every month.  
 Adam wants to organise more <sup>6</sup>..... in the future.

- 5 Complete the grammar box with these questions from the talk. Which questions in the grammar box ask about the subject of the verb?  
**A** Who comes to our club?      **B** What do we do?

## explore grammar

→ p128

### subject and object questions

Notice the difference between these questions and answers.

- A: <sup>1</sup>.....      A: Who do we invite?  
 B: Young people come to our club.      B: We invite speakers.  
 A: <sup>2</sup>.....      A: <sup>3</sup>.....  
 B: A quiz happens.      B: We do activities.

- 6 Read the answers and complete the questions. Then work in pairs. Ask and answer the questions about you.

- 1 A: Who ..... maths?  
B: Mr Edwards teaches me maths.
- 2 A: What ..... for breakfast?  
B: I eat cereal and bread for breakfast.
- 3 A: Who ..... next to in class?  
B: I sit next to Sara.
- 4 A: Who ..... the most TV in your house?  
B: My dad watches the most TV.

- 7 Complete the questions in the blog. Use 'who' or 'what' and the words in brackets.

## Free time is ME time!

'<sup>1</sup>..... (you / want) to do today?' That's my parents' favourite question. It's always the same. I'm just relaxing in my room, when <sup>2</sup>..... (happen)? My mum comes in and starts suggesting 'better' things I could do. 'You could go for a walk. Or we could go to the cinema. <sup>3</sup>..... (you / think) might like to come with us?' She just doesn't understand that doing nothing is fine! I mean, <sup>4</sup>..... (want) to be busy all the time? I don't want to spend my life hurrying from one activity to the next. <sup>5</sup>..... (enjoy) living like that? Maybe some people, but not me! <sup>6</sup>..... (I / need) to do to make them understand that free time is ME time?

## Speak up

- 8 Work in pairs. Think of an idea for an after-school club that people in your class would like. Share your ideas with the class. Vote for your favourite club.

# SPEAKING

## Power up

1 Read about four different kinds of game players and discuss the questions below.

- A **the gloater:** too happy when they win – no fun for anyone else!
- B **the rule follower:** gets the rule book out every five minutes – so boring!
- C **the cheat:** will do anything to win, even if it's against the rules
- D **the sore loser:** gets angry and throws things around if they don't win

- 1 What kinds of games do you play with your family?
- 2 Do any members of your family match the kinds of game players above?

2 Read the speaking task below. Are these sentences true (T) or false (F)?

- 1 You should talk on your own about the activities.
- 2 You should try to talk about all the activities.
- 3 You should give your own opinion and ask for your partner's opinion.
- 4 You and your partner should decide together which activity would be the most fun.

You are planning a barbecue with your family and some friends. Here are some activities you could do after the meal. Talk together about the different activities and say which would be the most fun.

### Activities after the meal



3 2.5 Listen to two students talking about the activities in Ex 2. Do they talk about all the activities? Which do they think would be the most fun?

4 2.6 Work in pairs. Read the task in Ex 2 again. Think of one advantage and one disadvantage of each activity. Listen again and compare your ideas with the speakers'.

## useful language:

### making suggestions

What about ... ?  
 What do you think about ... ?  
 Would ... be a good idea?

### giving your opinion

I think ...  
 In my opinion, ...

### asking for someone's opinion

Do you agree?  
 What do you think?

### responding to suggestions

That's a great idea.  
 Yes, good idea.  
 Yes, I agree.  
 I'm not sure.

5 2.7 Read the useful language. Complete the extracts from the conversation with these words. Listen and check your answers.

about agree great idea sure would

1 A: So, shall we start with the computer game? What do you think about that ... ?

B: I'm not ...

2 B: ... football be a good idea? Or volleyball?

A: Yes, I think that's a ... idea.

3 A: What ... a film? Maybe that would be a better choice.

B: Yes, I ... that would be a good choice.

6 2.8 Read the exam tip and complete the task.

### exam tip: collaborative task

In this task, you need to have a conversation with your partner. It's important to listen to your partner and respond to what they say. When you give your own opinion, ask your partner for their opinion.

What questions do the students use to ask for the other's opinion? Listen and check your answers.

7 e Work in pairs. Do the task in Ex 2. Tell the class what you decide and why.

8 e Work in pairs. Turn to page 154 and do the task.

## 2 Try something different

# WRITING

## Power up

- 1 Read the information and match the descriptions (1–4) with the activities in the photos (A–D).

### What does your hobby say about you?

- 1 You're **clever** and you learn quickly. You're a **serious** person and you're happy to spend time at home. You enjoy winning!
- 2 You're **friendly** and **confident**, and prefer being with other people to being alone. You like being active outside and you don't like losing.
- 3 You're **quiet** and **careful**. You work slowly because you like doing things well. You enjoy using your hands to make things.
- 4 You're **honest** and friendly, and you're always **polite** to people. You love reading and you're good at thinking of interesting ideas.

- 2 Choose the correct adjectives to complete the sentences.

- 1 Sam is a very **careful** / **quiet** person. He doesn't say very much.
- 2 I'm a **polite** / **friendly** person, so I love being with other people.
- 3 My brother is very **honest** / **clever**. He always does well in exams.
- 4 I'm a **serious** / **confident** person. I don't often make jokes or behave in a silly way.
- 5 My sister always does things too quickly. She isn't very **quiet** / **careful**.
- 6 Tessa is a very **honest** / **serious** person. She would never tell a lie!
- 7 I know that I'm quite good at sport. I'm very **confident** / **quiet**.
- 8 Tom would never shout at anyone. He's always **clever** / **polite** to everyone.

- 3 Work in pairs. Read the skill tip below and discuss the questions.

- 1 What kinds of people do you think enjoy these hobbies?

acting art cycling puzzles

- 2 Look at the adjectives in bold in Ex 2. Which ones describe you?

### skill tip

Use different adjectives when you write, to make your writing interesting.



## Plan on

- 4 Look at the photo on Lisa's online profile below. What do you think her hobby is? What do you think she would like to do one day? Read her profile and check your ideas.
- 5 Complete Lisa's profile with the correct form of the verbs in brackets.

## Fighting fit



My name's Lisa Brew and I'm fifteen years old. I'm a kind, friendly person, and I <sup>1</sup>..... (like) having fun with my friends. My hobby is taekwondo. Some people <sup>2</sup>..... (think) that you can only fight if you're an angry person, but it isn't true. I <sup>3</sup>..... (love) taekwondo because it's good exercise and I think that doing taekwondo <sup>4</sup>..... (make) you stronger. You can learn how to do different kinds of kicks and how to turn and jump quickly. At the moment I <sup>5</sup>..... (learn) how to do high kicks. I'm not very good, but I <sup>6</sup>..... (get) better. I <sup>7</sup>..... (practise) twice a week and I sometimes <sup>8</sup>..... (take) part in competitions. I'd like to win a competition one day!





**B** cooking



**C** gaming



**D** writing

**6** Read Lisa's profile again. Choose the information it includes.

- A her name
- B her age
- C her address
- D adjectives and phrases to describe her
- E the name of her hobby
- F why she likes her hobby
- G information about other people who do her hobby
- H how often she does her hobby
- I things she is learning now
- J her ideas about the future

**7** Read the language box below. Match 1-2 with A-B to make sentences from Lisa's profile. Which sentence is about the present? Which is about the future?

- 1 I like **A** to win a competition one day.
- 2 I'd like **B** having fun.

### explore language

Notice the difference between *I like* and *I'd like*.

*I like* + *-ing* form = something that you enjoy all the time

**I like taking** part in competitions.

*I'd like* + *to*-infinitive = something that you want to enjoy in the future

**I'd like to win** a competition.

**8** Complete the sentences. Use 'like/'d like' and the correct form of the verbs in brackets.

- 1 I enjoy playing tennis and volleyball because I ..... (spend) time outside.
- 2 I ..... (go) to dance lessons next year.
- 3 I ..... (play) football for a professional club one day.
- 4 I ..... (make) things, so I think cooking is a great hobby.

**9** Think about yourself and a hobby you enjoy. Make notes in the table.

your name and age	
words and phrases to describe you	
a hobby you enjoy	
why you enjoy it	
what you do or learn in this activity	
how often you do your hobby	
a new activity or skill you are learning at the moment	
something you'd like to do in the future	

### Write on

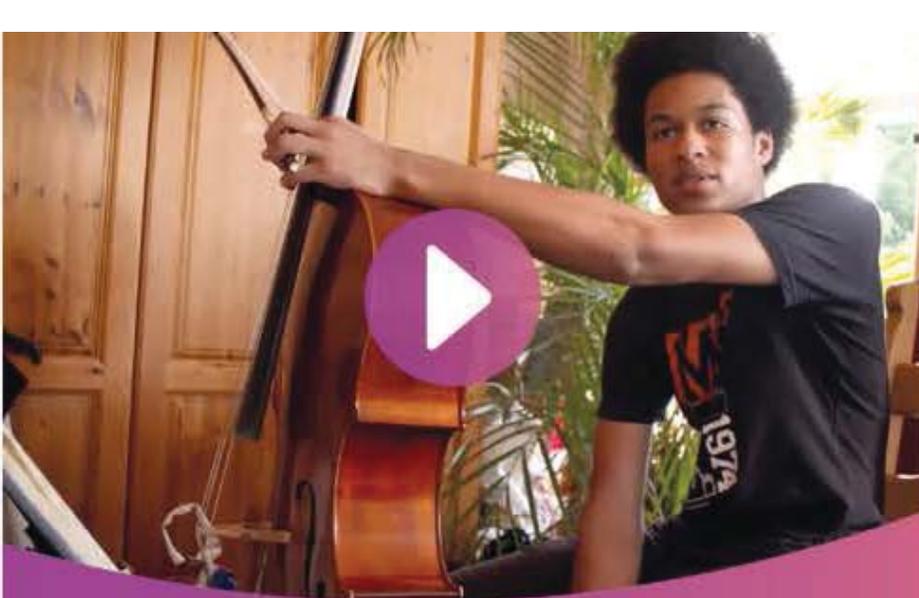
**10** Write an online profile including information about you and things you enjoy doing. Use your notes from Ex 9. Write about 100 words.

### Improve it

**11** Check your profile.

Did you:

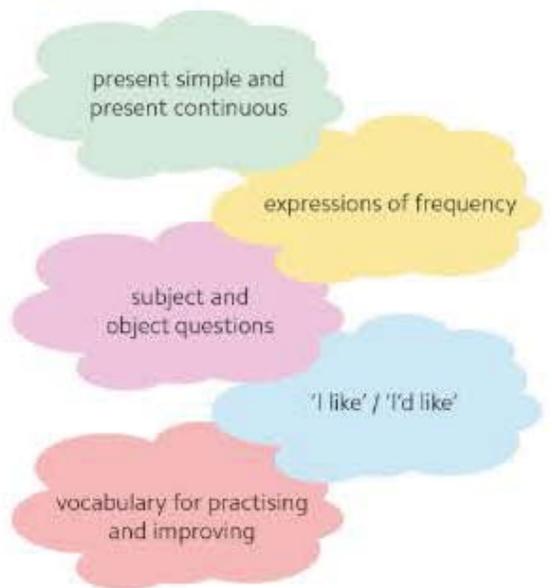
- 1 use adjectives and phrases to describe yourself?
- 2 use the present simple for things you do regularly and the present continuous for things you're doing at the moment?
- 3 use *I like* and *I'd like* correctly?



# INDEPENDENT LEARNING

## Language and skills

**1** Work in pairs. What have you learned about these language points in this unit? Share your ideas with the class.



**2** Look at the activities in the unit. Which three activities did you enjoy the most? Which three did you find the most difficult? Why?

**3** Order the four skills from 1 (the one you are best at) to 4 (the one you find most difficult).

- Reading
- Listening
- Speaking
- Writing

**4** Work in pairs. Think of ways to remember the language from this unit and ways to practise the skills you find difficult. Then complete the sentences with your own ideas.

*To remember the language, I could*

.....

.....

*To practise ....., I could*

.....

.....

## SWITCH ON

### Musician family

- 1** Work in pairs. Do you know anyone who has practised something so much that they are now an 'expert'?
- 2** Why do you think people spend so much time trying to improve something?
- 3** Watch the clip. What's unusual about the Kanneh-Mason family?
- 4** Watch again. Are the sentences true (T) or false (F)?
  - 1 The Kanneh-Mason family has seven children. T / F
  - 2 The children don't help each other with their music. T / F
  - 3 Sheku started playing cello when he was ten years old. T / F
  - 4 Sheku plays football with his friends. T / F
  - 5 Sheku played cello at Prince Harry and Meghan Markle's wedding. T / F
- 5** How do you think the younger children in the family feel?

### Project

- 6** Work in groups. Research a famous person who is an expert in something (e.g. sport, music, business, drama, gaming, literature). Think about these questions.
  - What skills does he/she have?
  - How did he/she become an expert?
  - What did he/she have to do to become an expert?
  - Did he/she have help from other people?
  - How long did it take him/her to become an expert?
- 7** Create a profile of the person to present to the class. Include photos, videos, a list of achievements and any other important information. Present your profile to the class.

# UNIT CHECK



## Wordlist

### Hobbies and activities

- acting (n)
- art (n)
- cooking (n)
- cycling (n)
- dancing (n)
- drawing (n)
- gaming (n)
- languages (n)
- making films (n)
- playing the guitar (n)
- puzzles (n)
- singing (n)
- team sports (n)
- writing (n)

### Practising and improving

- do well (phr)
- get better (phr)
- get good results (phr)
- get it right (phr)
- go well (phr)
- make progress (phr)
- spend time (phr)
- take part (in) (phr)
- waste time (phr)

### Personality adjectives

- careful
  - clever
  - confident
  - friendly
  - honest
  - polite
  - quiet
  - serious
- Other**
- link (n)
  - press (v)
  - program (n)
  - search (for) (v)
  - share (v)
  - site (n)

### Extra

- animation (n)
- card trick (n)
- choice (n)
- exercise (n)
- get rid of something (phr)
- get started (phr)
- get to the top (phr)
- go for a walk (phr)
- go online (phr)
- make a mistake (phr)
- taekwondo (n)

## Vocabulary

**1** 2.9 Listen to six speakers. When you hear a beep, write the correct word from the wordlist.

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

**2** 2.10 Listen and check your answers.

**3** Look at the things you need for each hobby and activity. Write the correct hobby or activity from the wordlist.

- 1 a pencil and some paper: .....
- 2 a microphone, some music: .....
- 3 a video camera: .....
- 4 a bike: .....
- 5 some music and comfortable clothes and shoes: .....
- 6 books, dictionaries, CDs: .....

**4** What are their hobbies? Read the sentences and write the correct hobby or activity from the wordlist.

- 1 Mika's friends love her food. ....
- 2 James would like to star in a film one day. ....
- 3 Lindsay plays beautifully. Her music is amazing! .....
- 4 Pete loves painting. ....
- 5 Eva and Alex play with their friends in the park every Saturday. ....

**5** Match each description with a personality adjective from the wordlist.

- 1 Jasmin would never take something that doesn't belong to her! .....
- 2 Max never says very much .....
- 3 Sara always takes time so she doesn't make mistakes. ....
- 4 Paul is sure that he can win the race. ....
- 5 Lily never laughs or makes jokes. ....
- 6 Stan always gets 100 percent in tests. ....
- 7 Oliver always says 'please' and 'thank you'. ....
- 8 Ella is always kind to us and offers to help whenever she can. ....

**6** Complete the sentences with words from the *Other* section of the wordlist.

- 1 To watch the video, just ..... 'Play'.
- 2 I often take photos of my pets and ..... them with my friends.
- 3 Can you give me the ..... to that music website?
- 4 You should visit that ..... - it's got some great videos and photos.
- 5 I've got this new ..... for making videos on my computer. It's great, and it's free!
- 6 To find the information you need for your project, go online and ..... for 'history of hip-hop music'.

# UNIT CHECK

## Review

**1** Choose the correct verb forms to complete the sentences.

- I usually **play** / 'm **playing** tennis on Saturdays.
- Taekwondo **becomes** / **is becoming** more popular now.
- Hurry up! It's 9.30 and the train **leaves** / **is leaving** at six!
- No, that's not true! I **don't believe** / 'm **not believing** you!
- Don't worry, Stella often **arrives** / **is arriving** late.
- I'm really bad at science – I **never do** / 'm **never doing** well in tests.
- James is really good at the guitar and he **hardly ever makes** / **is hardly ever making** mistakes.
- Our English teacher **doesn't usually give** / **isn't usually giving** us too much homework.

**2** Complete the conversations with the present simple or present continuous form of the verbs in brackets.

- A: Wow! Jack ..... (get) really good at tennis!  
B: I know. He ..... (practise) every day after school.
- A: ..... (you / have) a guitar lesson every week?  
B: Yes. I ..... (learn) a really nice song at the moment.
- A: What time ..... (the film / start) this evening?  
B: I ..... (not know). 7.30, maybe?
- A: ..... (you / need) some help with those bags?  
B: No, thanks. I ..... (think) I can manage on my own.
- A: Hi. What ..... (you / do)?  
B: I ..... (try) some new dance moves. .... (you / like) them?
- A: Hi. .... (you / enjoy) the party?  
B: Yes. Millie's parties ..... (be / always) fun!
- A: ..... (you / usually / go) to the youth club on Wednesdays?  
B: Yes. .... (you / want) to come with me next week?
- A: ..... (you / always / have) a big breakfast?  
B: No. I ..... (not eat / usually) much and I ..... (try) to lose weight at the moment.

**3** Complete the questions with these words/phrases. You do not need two of the words/phrases.

do you enjoy   do you spend   do you travel   do you want   happens  
hates   spends   travels

- What ..... doing at the weekend?
- Who ..... losing at games in your family?
- What ..... if you make a mistake when you're on stage?
- Who ..... to school with?
- Who ..... the most time reading in your family?
- What ..... to buy in the supermarket?

**4**  **2.11** Listen and choose the correct question (A or B) for each answer (1–4).

- A Who do you message the most often?  
B Who messages you the most often?
- A Who do you buy birthday presents for?  
B Who buys birthday presents for you?
- A Who usually goes to the youth club?  
B Who do you usually go to the youth club with?
- A Who plays tennis in your family?  
B Who do you play tennis with?

**5**  **2.12** Listen and check your answers.

**6**  **e** Read the advert. For each question, write the correct answer. Write one word for each gap.

## Newton Drama Club



What <sup>1</sup> ..... you usually do on Thursday evenings? Why not come and join us at the new Drama Club? Acting is great fun and it <sup>2</sup> ..... becoming more popular with young people everywhere. We especially love musicals! As well as meeting once a week and putting on our own shows, we organise trips to <sup>3</sup> ..... the theatres in our area, to see plays and musicals. We usually make our own costumes for our shows – we hardly <sup>4</sup> ..... buy them, because they can be expensive. We also have a <sup>5</sup> ..... classes each year by professional actors, so you can improve your drama skills. So <sup>6</sup> ..... wants to come and join in the fun? You never know – you might become a star one day! Email Mark on [mark@newtondramaclub.co.uk](mailto:mark@newtondramaclub.co.uk).

**7** Your new friend wants to know what you do in your free time. Write an email about what you usually do in the evenings and at the weekend, and talk about something new you are learning at the moment.

“

I'm too old  
for **stories**.

”



Look at the photo and discuss the questions.

- 1 What was your favourite story as a young child?
- 2 When and where do you read or listen to stories now?
- 3 Why do you think we enjoy stories?

3

## Read all about it

### READING

topic: railway to the rescue  
skill: understanding text  
structure  
task: gapped text

### GRAMMAR

past: simple and past continuous  
*someone, anyone, nothing, everything, etc.*  
task: open cloze

### VOCABULARY

adjectives; strong adjectives;  
adjective order

### LISTENING

topic: story slams  
skill: listening for specific  
information and detailed  
meaning  
task: multiple choice

### SPEAKING

topic: something funny  
happened to me  
skill: tenses; understanding  
a good model; planning  
task: tell a story

### WRITING

topic: short stories  
skill: interesting the reader;  
planning  
task: story

### SWITCH ON ▶

video: Teen Press  
project: recording an  
interview

### 3 Read all about it

## READING

### Power up

- 1 Read the news headlines and answer the questions.
  - 1 What do the stories have in common? They are all about:  
A an accident.      B a journey.      C a rescue.
  - 2 Which story would you most like to read? Why?

① **TEEN JUMPS INTO POOL TO FIND SMARTPHONE**

② **Hero dog saves woman from fire**

③ **Helicopter lifts injured teenager to safety**

### Read on

- 2 You are going to read a news story about the rescue of a family. Look at photos A-C and guess what happened.
- 3 Read the news story quickly and check your ideas.
- 4 Read the exam tip and complete the task.

#### exam tip: gapped text

Look carefully at the words before and after each gap. Remember not to choose an answer just because you see the same words in the sentence as in the main text.

Read the first paragraph of the news story. Think about the missing information and choose the correct sentence (A-H) from Ex 5.

- 5 **e** Read the news story again. Five sentences have been removed from the text. For each question, choose the correct answer. There are three extra sentences which you do not need to use.

- A In the end, Jon rang the police for help.
- B Although the accommodation was basic, they were warm and they had food.
- C They got back safely to their car and went home.
- D The children couldn't believe their eyes.
- E The children were tired, so they stayed on the boat.
- F Luckily for the Cluetts, there was a railway line just near the house.
- G There was no road access, so they parked their car a few kilometres away.
- H It was small and cold, so they wanted to leave.

- 6 Find words/phrases in the news story that have these meanings.

- 1 far from other people (para i): .....
- 2 held something in place with rope or string (para ii): .....
- 3 water moving (para iii): .....
- 4 unable to escape (para iii): .....
- 5 collect them (para iv): .....
- 6 things or possessions (para v): .....





# Railway to the rescue

# Railway to the rescue

i On a recent trip, the Cluett family had quite an adventure when they were staying in Scotland. The remote holiday cottage Jon and Helen Cluett had booked was on the edge of a lake and difficult to get to. <sup>1</sup>..... The only way to reach the house was on foot or across the water.

ii Fortunately, the family had their canoe and so they paddled across the lake. Ten minutes later, they were inside the cottage. <sup>2</sup>..... Jon tied their canoe up safely in a little stream behind the house and they all thought everything was fine. Until the next morning.

iii The family woke up and found the whole area was under water. The stream was flowing very fast and the ties around their boat were broken. The canoe had gone. Jon and Helen didn't want to be stuck there. They knew they had to get back to their car. But how? It was too difficult for the younger children to walk on wet ground. <sup>3</sup>.....

**'Jon and Helen didn't want to be stuck there. They knew they had to get back to their car. But how?'**

iv The officers were helpful but they gave the family more than advice. <sup>4</sup>..... The police arranged for a train to make an extra stop and pick them up. And it wasn't just any train. The next service that was passing was a wonderful steam train called The Jacobite. It runs tourist trips through beautiful countryside and on its route it crosses the Glenfinnan Viaduct.

v As soon as they knew about the plan, the family threw their stuff into bags and boxes. While they were running up to the railway line, the train appeared on the tracks. <sup>5</sup>..... When the train stopped right next to them, they were smiling with excitement. Do you know why? It wasn't just because they were safe. The kids recognised the train from a story they knew. Do you recognise it too?

### 3 Read all about it

# GRAMMAR

1 Read the grammar box. Complete the explanations with these words.

irregular past continuous (x3) past simple (x2)

## explore grammar → p130

### past simple and past continuous

**A** We use the <sup>1</sup>..... for one completed past action after another. Some verbs are <sup>2</sup>..... and don't add -ed.

The family **woke up** and **found** the area was under water.

**B** We use the <sup>3</sup>..... for actions in progress in the past.

The stream **was flowing** very fast.

**C** We use the <sup>4</sup>..... for an action that interrupts another action in progress in the past. For the action that was in progress, we use the <sup>5</sup>.....

The Cluett family **had** an adventure when they **were staying** in Scotland.

**D** We can use *while* instead of *when* before the <sup>6</sup>.....

**While** they were running up to the railway line, the train appeared on the tracks.

2 3.1 Listen to a girl telling a story. What is she talking about?

- A an interesting news story she read
- B a place she enjoyed visiting
- C a time something went wrong on a trip

3 3.2 Choose the correct verb forms to complete the girl's story. Listen again and check your answers.

## Selfie fail

I **was** / **were** travelling with my parents in the USA last year. My dad **bought** / **was buying** a new phone with an amazing camera in New York because he **wanted** / **was wanting** to record our trip. He filmed us while we **was** / **were** sightseeing – everywhere! While he **had** / **was having** breakfast one day, I **was asking** / **asked** to see the videos. But all I could see were pictures of his face – he had the camera in selfie mode the whole time!



4 Read the exam tip and complete the task.

### exam tip: open cloze

Write only one word in each gap. Look at the words around each gap to help you decide what type of word you need.

Look at the story in Ex 5. Which tenses are needed in gaps 1, 2 and 3? How do you know?

5 **e** Read the story. For each question, write the correct answer. Write one word for each gap.

## Down the drain!

A team of firefighters were surprised when they found a teenage girl stuck in a drain.

Ella Birchenough <sup>1</sup>..... talking to someone on her smartphone in the street. After her call, she tried to put it in her pocket but missed and it <sup>2</sup>..... down the drain. Then Ella <sup>3</sup>..... a silly decision.

She took off the drain cover and jumped into the hole to get her phone back. The only problem was ... she couldn't get out again! <sup>4</sup>..... Ella was sitting in the hole, more and more people turned up. Some of them even <sup>5</sup>..... photos when they were <sup>6</sup>..... for the firefighters to arrive.

When Ella's mum arrived, they both laughed about the situation. Eventually, the firefighters came. Ella said, 'When they <sup>7</sup>..... me out, I ran straight home and jumped in the bath!'

## Speak up

6 What were you doing at these times? Write four true and two false sentences.

- first thing this morning
- yesterday evening
- an hour ago
- last Saturday afternoon
- yesterday morning
- on your last birthday

7 Work in pairs. Ask and answer questions about your sentences in Ex 6. Can your partner guess the false information?

What were you doing first thing this morning?

I was talking to my friend Ella in Sydney.

What time was it in Sydney?

It was five in the afternoon.

What was your friend doing when you called her?

She was walking her dog.

I don't believe you!

It's true!

# VOCABULARY

## adjectives

1 Put these adjectives in the correct place in the table.

ancient dark dull exciting gold huge light modern  
ordinary scary special tiny useful valuable wooden

size	price	colour	age	material	opinion

2 Work in pairs. How fast can you match nine of the adjectives in Ex 1 with their meanings?

- |                                      |   |
|--------------------------------------|---|
| 1 boring: .....                      | 6 very old: .....                       |
| 2 very small: .....                  | 7 made of wood: .....                   |
| 3 very big: .....                    | 8 made of a yellow metal: .....         |
| 4 expensive; important to you: ..... | 9 different or better than usual: ..... |
| 5 not unusual: .....                 |   |

3 3.3 You will hear a talk about an activity called geocaching. Complete the first part with adjectives from Ex 1. Listen and check your answers.

Today is all about an <sup>1</sup> ..... activity called geocaching. It's like a <sup>2</sup> ..... treasure hunt for the twenty-first century, but you don't need a map and you don't often find <sup>3</sup> ..... Roman coins! You hide a cache – a small box or container of objects – in a remote place. Then you post information about where the box is online. Other geocachers look for the box using a GPS gadget or app. What makes the activity <sup>4</sup> ..... is the adventure of finding the box, not its contents.

4 3.4 Listen to the next part of the talk. Which two adjectives does the speaker use to describe each of these things?

- a ..... watch
- a ..... GPS gadget
- a ..... spider
- a ..... box

## explore vocabulary

### order of adjectives

We usually put an 'opinion adjective' before a 'fact adjective'.

opinion + fact + noun  
a beautiful gold watch

5 Read the vocabulary box below. Put the words in brackets in the correct order to complete the sentences.

In my last geocache, I found:

- a(n) ..... (coin / ancient / interesting).
- some ..... (special / stamps / foreign).
- a(n) ..... (photo / old / dull).
- a(n) ..... (Japanese / comic / exciting).
- a(n) ..... (notebook / little / ordinary).

## Speak up

6 Answer the questions. Then work in groups and choose the best objects and place to hide the cache.

## The geocache challenge

1 What would you hide? Think of something:

- valuable.
- cheap.
- useful.
- tiny.
- scary.
- special.

2 Where would you hide the cache?



### 3 Read all about it

## LISTENING

### Power up

1 What's your favourite way to experience a story? Put the ideas in order (1 = most favourite, 6 = least favourite). Share your answers with the class.

- a comic .....
- a film .....
- a book .....
- an audio book .....
- a person reading to you .....
- a song .....

### Listen up

2 Read the exam tip and complete the task.

#### exam tip: multiple choice

The order of the questions in the task is the same as in the recording. Listen for the information you need to answer each one in turn.

Read questions 1–6 in Ex 3. Before you listen, think about the information you need for each answer.

3 3.5 Listen to a radio interview with a boy called Eddie. For each question, choose the correct answer.

- 1 A story slam is an event for people who like
  - A choosing fiction for a book club
  - B listening to writers read their story.
  - C competing to win money for stories.
- 2 Eddie first heard about story slams from
  - A his group of friends
  - B a trip to the United States.
  - C a blogger in another country.
- 3 What was Eddie's first story slam like?
  - A Some of the stories weren't interesting.
  - B People read stories of different types.
  - C He was too nervous to read his story.
- 4 In his first story, Eddie wrote about a time he felt
  - A embarrassed.
  - B in pain.
  - C annoyed.
- 5 What's Eddie's favourite thing about story slams?
  - A getting the vote for the best story
  - B having the opportunity to be creative
  - C sharing stories with a group of people
- 6 What does Eddie say about his future?
  - A He won't give up writing.
  - B He wants to write full-time.
  - C He wants to leave school soon.

4 Read the grammar box and complete the table.

#### explore grammar

p130

#### someone, anyone, nothing, everything, etc.

We use *someone/anyone* and *something/anything* in the same way as *some* and *any*.

Do you know **anyone** who loves stories?

You don't win **anything**.

**No one** was interested.

**Everything** went well.

**Someone** told a ghost story.

I wrote about **something** that really happened.

**Everyone** in the shop was laughing.

There's **nothing** better.

people	someone	1	everyone	2
things	3	anything	4	nothing

5 Choose the correct words to complete the tips.

## THE PERFECT PRESENTATION

Presenting in front of an audience is one of the hardest things to do. Here are some tips to help you.



#### SPEAKING

Ask <sup>1</sup>**someone** / **something** to watch you practise and start with <sup>2</sup>**everything** / **something** funny or surprising.



#### LISTENING

Say <sup>3</sup>**something** / **nothing** until the speaker finishes and don't do <sup>4</sup>**anything** / **anyone** distracting.

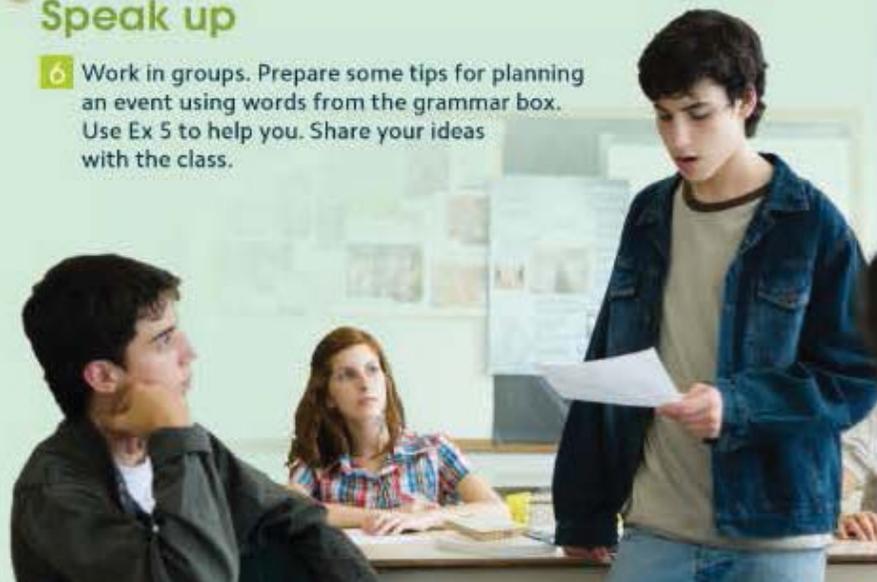


#### COMPARING IDEAS

Leave <sup>5</sup>**no one** / **nothing** in the group out and don't make <sup>6</sup>**anyone** / **no one** feel silly.

### Speak up

6 Work in groups. Prepare some tips for planning an event using words from the grammar box. Use Ex 5 to help you. Share your ideas with the class.



# SPEAKING

## Power up

- 1 When did you last laugh out loud? What made you laugh?
- 2 Read the advert. Are people going to read the stories, listen to them or both?

### TeenMachine

## Make us laugh!

We want your funny stories. Record what happened to you on your phone. Send your story to the website to win tickets to a comedy festival.

- 3 3.6 Look at the pictures and complete the sentences with these verbs. Listen and check your answers.

didn't know + was wearing    flew + landed    pulled + was moving  
took + were    was chatting + were all enjoying

It was my friend's birthday party and we were at a pizza place.

- 1 Everyone ..... and we ..... our food.
- 2 I ..... the tablecloth was stuck on the belt I .....
- 3 I ..... everything off the table when I ..... from my seat!
- 4 Suddenly, a pizza ..... up and ..... on my friend's face.
- 5 Then a boy at the next table ..... a photo. Seconds later we ..... all over social media.



- 4 3.7 Listen to a boy's story. Tick the phrases from the useful language he uses.

### useful language: telling stories

#### introduction

This is a story about ...  
I'm going to tell you about something funny that ...  
This is a true story that happened to me when ...

#### actions

Suddenly, ...  
Soon after that, / Then / A little later, ...  
In the end, ...

#### including the listener

What do you think happened next?  
Can you imagine what I did after that?  
Can you guess what happened next?

#### what I remember

When I think back to what happened, I ...  
After what happened, ...

- 5 Imagine you are the boy from Ex 4. Retell your story. Use these ideas and phrases from the useful language.

- plane – mum
- boy – hair/clothes
- mum – sleep; me – video
- mum – bathroom
- other mum – sat down – proud
- mum – returned; lady – mistake – embarrassed
- tell my mum – proud

- 6 3.8 Listen to three students telling their stories. Which student do you think is a good storyteller? Why?

## Speak up

- 7 Plan a story about something funny that happened to you. Use these tips to help you SHINE!

**S**ay what your story is about.  
**H**elp the listener follow the action.  
**I**nterest the audience: include direct questions.  
**N**ever sound bored or look at the floor.  
**E**nd with what you remember about the experience.

- 8 Work in groups. Take turns to tell your stories. Which story would win the competition in Ex 2?

### 3 Read all about it

## WRITING

### Power up

1 Which of the places in the photos (A-F) would be a good location for a short story? Why?

2 Read the tips. Do you know any stories that follow this advice?

### STAR STORIES

A good story:

- ✓ makes you want to keep reading.
- ✓ is easy to follow, with clear action.
- ✓ uses interesting and descriptive language.
- ✓ has a good ending.

### Plan on

3 Read the writing task below and choose the correct words to complete the sentences.

To get a good mark, the story:

- 1 has to / doesn't have to be true.
- 2 needs / doesn't need a title.
- 3 needs to be entertaining / educational.
- 4 needs to use mainly present / past tenses.

Your English teacher has asked you to write a story.

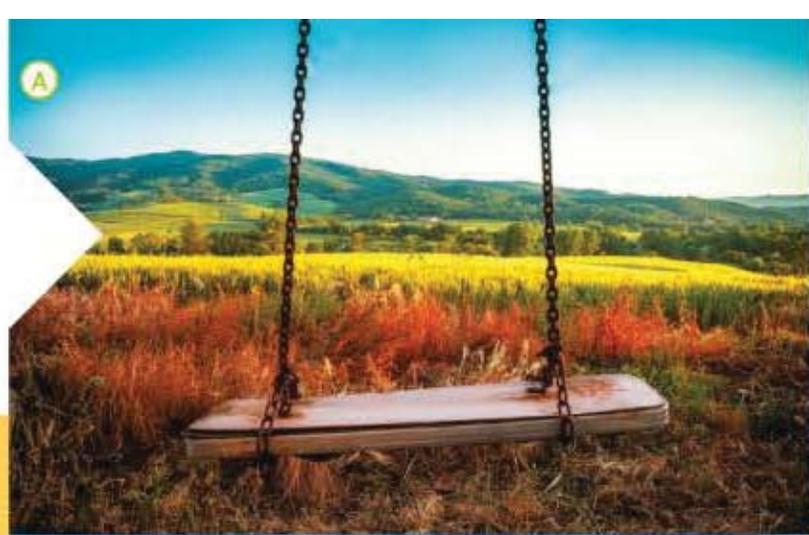
Your story must begin with this sentence:

'I pushed open the door and walked in.'

Write your **story** in about **100 words**.

4 Read a student's story. Complete the plan below with information from the story.

I pushed open the door and walked in. It was the day of my music exam at school. Everything was quiet. The room seemed big and I felt small. The teacher looked at me but didn't say anything. While I was walking to the piano, I was nervous. I sat down and started to play but something strange happened. There wasn't any sound! The teacher looked angry and shouted, 'What are you waiting for?' Then I tried again but the same thing happened. I was playing but I couldn't hear anything. Suddenly, I woke up and I realised it was just a dream.





## Write on

- 9 Read the task. Close your eyes and imagine where you are and what's inside the room.

Your English teacher has asked you to write a story. Your story must begin with this sentence:  
 'I walked into the room and started to smile.'  
 Write your **story** in about **100 words**.

- 5 Read the exam tip and complete the task.

### exam tip: story

To make your story interesting, you can:

- talk about people's feelings.
- use short sentences with an exclamation mark (!).
- say what people said or thought.
- start your sentences in different ways – not always with / ...

Find examples of this type of language in the story in Ex. 4.

- 6 Read the language box below. Match these adjectives from the story in Ex 4 with adjectives 1–5. Which group of adjectives makes a story more interesting?

furious huge incredible silent tiny

- |               |                 |
|---------------|-----------------|
| 1 quiet ..... | 4 strange ..... |
| 2 big .....   | 5 angry .....   |
| 3 small ..... |                 |

## explore language

### strong adjectives

A strong adjective includes the meaning *very*.

fantastic (= very good)    terrible (= very bad)

Don't use *very* with strong adjectives – it's already in the meaning.

The story was **very impossible** to understand.

- 7 Replace the adjectives in **bold** in the sentences with these strong adjectives.

brilliant delicious delighted exhausted freezing starving

- 1 I was **hungry** and all the food looked **nice**.
- 2 The weather was **cold** and I was **tired** after our long walk.
- 3 It was a **good** result for our team and everyone was **happy**.

- 8 Use strong adjectives from this lesson to tell the class about something that happened to you.

On my last birthday, I was **delighted** when my friend gave me a **fantastic** computer game.

- 10 Copy and complete the plan in Ex 4 with ideas for your story. Work in groups and take turns to tell your stories. Is there anything you want to change?

- 11 e Write your story in about 100 words.

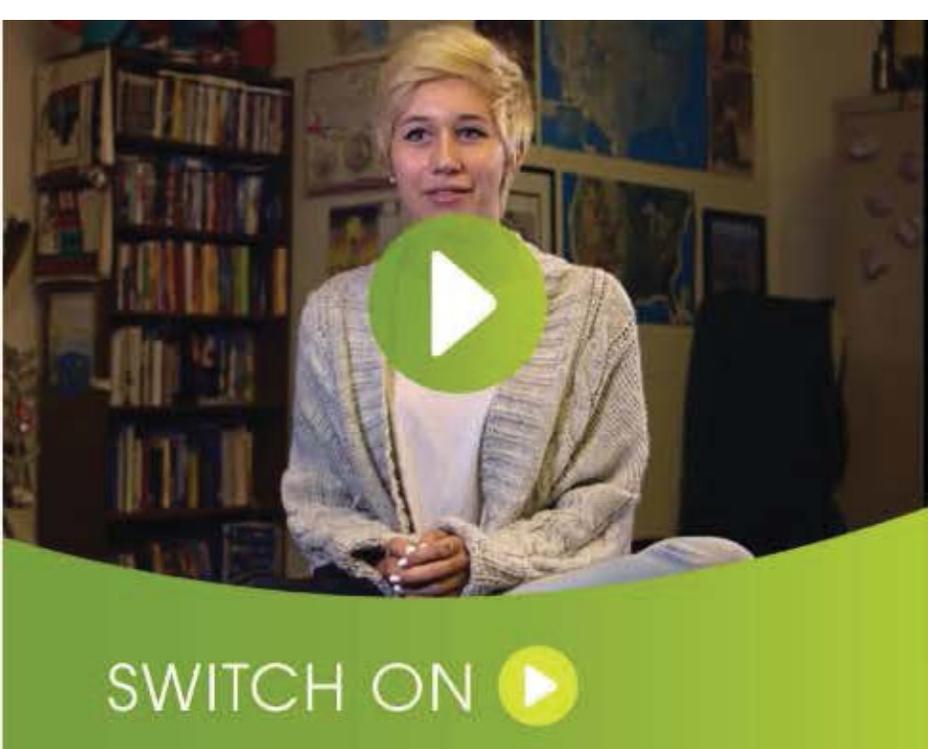
## Improve it

- 12 Check your story.

Did you:

- 1 use the opening sentence?
- 2 make the action easy to follow?
- 3 use interesting language?
- 4 use strong adjectives?
- 5 start your sentences in different ways?
- 6 give a clear ending?





## Teen Press

- 1 Work in pairs. Would you like to be a journalist? Why/Why not?
- 2 Watch the clip. Do you think Teen Press is a good idea? Why/Why not?
- 3 Watch again and answer the questions.
  - 1 Why did Ella sign up to be part of Teen Press?
  - 2 Why do the students need to make lots of phone calls?
  - 3 What type of people are the team interviewing this semester?
  - 4 What is Ella taking away from her experience with Teen Press?
  - 5 What is Jayden taking away from his experience with Teen Press?

## Project

- 4 Work as a class. You are going to interview a member of your family. Think of general interview questions you can ask them. Think about these things.
  - work/education
  - hobbies/interests
  - achievements
  - future plans
- 5 Choose the person you will interview. Prepare a list of questions to ask them.
- 6 Interview the person. You can do this face to face or online. Record the interview as video or audio. Present your interview to the class.

# INDEPENDENT LEARNING

## My four skills progress

- 1 Put the four skills in order for learning English (1 = favourite). Is your order the same for other school subjects? Why?/Why not? Compare your ideas with the class.

- Reading 
 Speaking 
  
 Listening 
 Writing /

- 2 How easy are the four skills for you in English? Put an 'x' for each skill to show your opinion.

### Reading



### Writing



### Speaking



### Listening



- 3 Work in pairs and compare your answers in Ex 2. Write a sentence of advice for the skill your partner finds most difficult.

Read the text quickly for the general idea.

Try to make your writing interesting for the reader.

Ask the other person to repeat if you don't understand.

Think about what words you might hear before you listen.

- 4 Think about the two skills you find most difficult. Copy and complete the diagram with advice to help you improve each skill.



- 5 Work in groups and compare your diagrams. Do you want to make any changes to your advice?

# UNIT CHECK



## Wordlist

### Adjectives to describe objects

ancient  
dark  
dull  
exciting  
gold  
light  
modern  
ordinary  
scary  
special  
strange  
useful  
valuable  
wooden

### Strong adjectives

brilliant  
delicious  
delighted  
exhausted  
fantastic  
freezing  
furious  
huge  
incredible  
starving  
terrible  
tiny

### Other

accident (n)  
audio book (n)

comic (n)

embarrassed (adj)

flow (v)

journey (n)

pick up (phr v)

proud (adj)

remote (adj)

rescue (n)

silent (adj)

stuck (adj)

stuff (n)

tie up (phr v)

### Extra

adventure (n)

appear (v)

be worth a lot of money (phr)

book (v)

canoe (n)

cottage (n)

countryside (n)

cross (v)

get back (phr v)

have an adventure (phr)

make someone laugh (phr)

railway (n)

recent (adj)

recognise (v)

route (n)

stream (n)

take off (phr v)

turn round (phr v)

turn up (phr v)

wake up (phr v)

## Vocabulary

1 3.9 Listen to six sentences. When you hear a beep, write the correct word from the *Adjectives to describe objects* section of the wordlist.

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

2 3.10 Listen and check your answers.

3 Replace the words in bold in the sentences with strong adjectives from the wordlist.

- I'm **really hungry!** When will dinner be ready? .....
- No, we didn't like the hotel at all. It was **really bad!** .....
- I think it's **very strange** that he didn't get hurt in the accident. ....
- Wow! Your swimming pool is **really big!** .....
- It's **really cold** outside, so you'll need a jacket. ....
- It was a really hard match, so the team was **very tired** at the end. ....
- You've eaten nearly all the pizza! There's only a **very small** piece left for me. ....
- My sister was **really happy** with her present. We chose the right thing for her. ....

4 Complete the sentences with words from the *Other* section of the wordlist.

- I felt really ..... when my phone started ringing in the middle of the play.
- After a ten-hour ....., we finally arrived in London, tired and hungry.
- We spent the morning on a ..... beach in the north of the island. We were the only ones there.
- I passed all my exams. My mum says she's really ..... of me.
- I liked the story in the ....., but the pictures weren't very good.
- I can't put all my ..... in this bag. It's too small.
- The kitten was ..... in a tree and couldn't get down.
- I always put my phone on ..... when I'm in the library.

5 Complete the sentences with words from the wordlist. The first letter of each word is given.

- I was stuck at school because of bad weather, so my dad had to p..... me up.
- My grandmother gave me this watch. It isn't v..... but I wear it every day.
- It was a really d..... movie. I fell asleep before the end.
- My sister likes d..... colours. All her clothes are black!
- I didn't like the house because it was old. I want to live in a m..... house.
- How did the a..... happen? Did anyone get hurt?
- When my brother saw I was wearing his T-shirt, he was f.....! He never lets me wear his clothes.
- The cake was d..... I had three pieces!

# UNIT CHECK

## Review

 Choose the correct words to complete the news stories.

## You'll never believe it!

Here's a selection of the strangest stories we've found this week.

A hungry bird <sup>1</sup>**was coming out / came out** bright orange after it <sup>2</sup>**fell / was falling** into some curry outside a food factory. It <sup>3</sup>**was / were** trying to get a piece of chicken when it <sup>4</sup>**landed / was landing** right in the sauce. After a shower at a local animal hospital, the bird was safe but still a bit smelly!



When teenager Nathaniel Bolwell was feeling hungry, he <sup>5</sup>**was deciding / decided** to order a pizza. He ate his meal and <sup>6</sup>**wasn't thinking / didn't think** any more about it – until he checked his bank account. Instead of £17.99, the pizza cost £179,932.32! Imagine that!

While a little girl in Texas <sup>7</sup>**talked / was talking** to her parents' smart speaker, she <sup>8</sup>**was asking / asked** for a doll's house to play with. The speaker added the toy to the family's shopping list and two days later, it <sup>9</sup>**was arriving / arrived** in the post! That's one way to get what you want ...

 **2** Complete the conversations with these words.

anything everyone nothing someone

A: Did you hear the news about the after-school club?  
<sup>1</sup>..... said it's closing.

B: No, I didn't know <sup>2</sup>..... about that. But I hope they keep it open.

A: Me too. There's <sup>3</sup>..... to do round here, so we really need that club.

B: You're right. <sup>4</sup>..... in my class goes there at least one day a week.

anyone everything no one something

A: I've got <sup>5</sup>..... to tell you. But it's a secret.  
<sup>6</sup>..... else knows.

B: I promise I won't tell <sup>7</sup>..... I can keep a secret.

A: We're going to live in Germany for a year.

B: You can't do that! You're my best friend!

A: I know but it's because of my mum's work and  
<sup>8</sup>..... is already organised. We can still be friends.

 **3** Complete the article with words beginning with 'some-', 'any-', 'every-' or 'no-'.

## LOST AND FOUND

Have you ever lost <sup>1</sup>.....? Of course –  
<sup>2</sup>..... has. It happens every day. But now a study has investigated what people lose and how much it costs. The study shows that one in five people loses <sup>3</sup>..... important every week. As you might expect, this includes phones, watches, keys, shoes and wallets.

But now there's help. Dr Michael Solomon is a 'findologist' –  
<sup>4</sup>..... who gives advice on how to find things. He believes that <sup>5</sup>..... is ever really lost – it's just in the wrong place. So if you put <sup>6</sup>..... where it should be, you can't lose it. Of course, <sup>7</sup>..... is that organised – things disappear in my house all the time.

So what should we do? Dr Solomon says be like a detective: think about when you last had the object and where you have been since. Go back over your route and you should find what's missing. If not, ask, 'Has <sup>8</sup>..... seen my ...?' That usually works for me because my sister is always borrowing my stuff!

 **4** Write a short blog post about one of these topics.

- an interesting news story you read or heard
- something you lost or found

“  
We  
never  
stop  
learning.”

Look at the photo and discuss the questions.

1 What kinds of things do you learn from these people?

friends parents or grandparents teachers

2 What's the most enjoyable or difficult thing you've learnt this year?

4

## Live and learn

### READING

topic: the School Enterprise Challenge

skill: answering a question about the whole text

task: multiple choice

### GRAMMAR

the future: plans and intentions (*going to*, present continuous, present simple)  
the future: predictions (*will*, *may/might*)

### VOCABULARY

ways of learning

### LISTENING

topic: schools: past, present and future

skill: understanding general meaning

task: multiple choice

### SPEAKING

topic: meeting school friends

skill: making arrangements

task: long turn

### WRITING

topic: school exchanges

skill: reading the task carefully, beginning and ending emails

task: email

### SWITCH ON

video: school swap

project: class debate

## 4 Live and learn

# READING

## Power up

- 1 Which of these subjects do you study at school? What other things would you like to study or learn about? Why?

art business studies computer studies dance drama  
geography history maths media studies music PE science

## Read on

- 2 Read the title of the article. What do you think the School Enterprise Challenge is? Read the first paragraph and check your ideas.

- A a business that sells things to schools
- B a new kind of school where students learn about business
- C a competition for schools to start businesses

- 3 Look at the photos in the article. Read the rest of the article. Which businesses does it mention?

- 4 e Read the article again. For each question, choose the correct answer.

- 1 Alison liked the idea of the School Enterprise Challenge because
- A she knew that most schools need more money.
  - B she thought students needed to do more than traditional subjects.
  - C she wanted to help students to become rich.
  - D she was already running her own business.
- 2 What does Alison say about the project in Colombia?
- A It stopped local businesses from cutting down trees.
  - B People used less paper as a result of the project.
  - C Some people still don't agree that recycling is important.
  - D The students spent the money they made on helping the environment.
- 3 Alison says that students who take part in the competition
- A always make a lot of money.
  - B already know how to run a business.
  - C can decide how to use the money they make.
  - D can work individually or as a team.
- 4 How does Alison feel about the idea of working for the School Enterprise Challenge?
- A She is excited about seeing lots of different businesses.
  - B She thinks she wouldn't enjoy all the travelling.
  - C She is worried it would be very difficult to choose the winners.
  - D She thinks there won't be time to visit many schools.

- 5 Read the exam tip and complete the task.

### exam tip: multiple choice

Some questions ask about the general meaning of the whole text. To answer these questions, read the text again and think about the general idea.

Read the article again. What would be a good introduction to the article?

- A Teacher Alison Blackmoor talks about why her job is important and how the School Enterprise Challenge can help her in her school.
- B For Alison Blackmoor, students can learn a lot from the School Enterprise Challenge. She discusses the advantages of taking part.
- C Alison Blackmoor explains what she learned from working for the School Enterprise Challenge.
- D In this article, Alison Blackmoor tells us how she became a teacher and why she started teaching her students how to run their own business.

- 6 Complete the definitions with the verbs in bold in the article. Put the verbs in the correct form.

- 1 When you ..... a new business, it begins to work.
- 2 When you ..... money, you get it by selling things.
- 3 If you ..... a business, you are the boss and help it to work well.
- 4 If you ..... a café or shop, you start it, so that people can come into it for the first time.
- 5 If you ..... a business plan, you make it by thinking carefully about it.
- 6 When you ..... a team of people, you tell them what to do.

## Sum up

- 7 Work in pairs. Take turns to explain what the School Enterprise Challenge is and what its advantages are. Use these words and the verbs from Ex 6.

competition business life skills money community

It's a competition for schools to ...

## Speak up

- 8 Work in groups. Think about a business you could start at your school and discuss the questions. Present your ideas to the class. Then vote for the best idea.

- 1 What kind of business is it?
- 2 What is your business plan?
- 3 How much money do you think you could make?
- 4 What would you spend the money on?

# Alison Blackmoor talks about the **School Enterprise Challenge**

I first got interested in the School Enterprise Challenge when I was working as a teacher. I got bored with teaching the same old subjects and felt that students needed to learn life skills as well as the traditional maths and history. The School Enterprise Challenge helps students **start** and **run** their own business, and the best businesses win prizes. Students all over the world take part. The aim isn't for students to make lots of money for themselves, but to learn about business and help their school or local community.

I'm always amazed at the clever ideas students have, like **opening** a school café or repairing furniture for other schools. There was an amazing project in Colombia, South America one year. The students could see that the natural forest in their area was getting smaller as businesses were cutting down too many trees. To help people to recycle paper, the students built recycling boxes and put them in local schools, colleges and businesses. They sold the waste paper for recycling, then used the money to plant more trees. It was a brilliant idea, which helped the environment and really taught everyone how important recycling is.

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**'It was a brilliant idea, which helped the environment and really taught everyone how important recycling is.'**

---

As well as learning how to run a business, the students also learn more general skills such as how to plan ahead and **manage** a team of people. The organisation that runs the School Enterprise Challenge supports schools with information packs and ideas about how to **develop** their business plan. And there are lots of different ways students can choose to spend the money they **make**. Some use it to buy sports equipment for their school. Others might use it to help poorer students to buy books or school uniforms.

I stopped teaching and got a job in business a few years ago, and now I'm going to apply to work for the School Enterprise Challenge as a competition judge. I'm sending my application in next week, so wish me luck! Judges travel all over the country to visit schools that are taking part, to see their businesses in action. It sounds amazing! Then the judges decide on the winners. Next year's competition opens in March, so if you're reading this, why not think about having a go and starting your own school business?



## 4 Live and learn

# GRAMMAR

1 Read the grammar box and complete the examples with the correct form of the verbs in brackets.

### explore grammar

→ p132

#### the future: plans and intentions

- A** *going to* for intentions or things we are planning to do  
I <sup>1</sup> ..... (apply) to work for the School Enterprise Challenge.
- B** present continuous for future events that we have already planned, arranged and agreed  
I <sup>2</sup> ..... (send) my application in next week.
- C** present simple for something that will happen at a particular time in the future because it is part of a timetable or schedule  
Next year's competition <sup>3</sup> ..... (open) in March.

**Note:** We don't usually use *going to* + *go*. Instead, we use the present continuous.

I'm going to go I'm going to the cinema tonight.

2   4.1 Watch or listen to people talking about their plans and intentions. Which of the activities (A–H) do they mention?

- |                              |                             |
|------------------------------|-----------------------------|
| <b>A</b> watching TV         | <b>E</b> reading a comic    |
| <b>B</b> singing             | <b>F</b> revising for exams |
| <b>C</b> going to the cinema | <b>G</b> swimming           |
| <b>D</b> going shopping      | <b>H</b> playing basketball |

3   4.2 Watch or listen again and complete the sentences.

- 1 This evening I ..... in a show.
- 2 Tonight I ..... my brothers because my mum is out.
- 3 At the weekend I ..... shopping with my friends and family. I ..... a dress for my grandma's anniversary.
- 4 I ..... my coursework, which needs to be done before September.
- 5 Tonight I ..... to my best friend's party.
- 6 I ..... my friends and we ..... football.

4 Make six sentences about your plans and intentions for these times. Use 'going to' and the present continuous. Work in pairs and share your sentences with your partner.

- |                      |                          |
|----------------------|--------------------------|
| • this evening       | • next month             |
| • tomorrow at school | • in the summer holidays |
| • next weekend       | • my next birthday       |

5 Read Jacob's email about his plans for starting at a new school. What is different about this school?

 To: Sam  From: Jacob

Hi Sam,

I love Australia! It's so warm and sunny, and the people are really friendly. I <sup>1</sup> ..... (go) to my new school for the first time next Monday. It's an amazing school called Templestowe College.

The students here decide what they want to learn.

I <sup>2</sup> ..... (meet) my teacher on Monday and

we <sup>3</sup> ..... (talk) about what I want to do.

I <sup>4</sup> ..... (study) science subjects in my first term.

I <sup>5</sup> ..... (not spend) much time on subjects

I hate, like geography and history. I wrote my own

timetable last night. My first class <sup>6</sup> ..... (start) at

10.30 on Monday, and my lessons <sup>7</sup> ..... (finish)

at 5 p.m. I <sup>8</sup> ..... (enjoy) getting up a bit later!

You can learn how to look after animals at this school –

they've lots of animals here. My friend Ollie and

I <sup>9</sup> ..... (help) look after the snakes.

I have to go now. Ollie <sup>10</sup> ..... (come round) to my house in half an hour.

Write soon,

Jacob

6 Complete Jacob's email with the correct form of the verbs in brackets. Use 'going to', the present continuous or the present simple.

### Speak up

- 7 Imagine you can choose what to study at your school. Write your timetable for next week.
- 8 Write questions about a partner's timetable. Use 'going to', the present continuous or the present simple.  
What time do your lessons start?  
What subjects are you going to study?  
What are you doing on Tuesday afternoon?
- 9 Work in pairs. Ask and answer your questions from Ex 8. Tell the class about your partner's plans.

### game on

Work in pairs. Think about an activity you're going to do and three things you need for it. Tell your partner what the three things are. Can he/she guess what you're going to do?

I need my computer, some books and a dictionary.

You're going to do your English homework!

# VOCABULARY

## ways of learning

1 Which of these things do you find easy to learn? Which do you find difficult?

English vocabulary facts maths names and dates  
new software sports words in songs

2 4.3 Listen to four students talking about how they learn best. Match the speakers (1-4) with the sentences (A-D).

- A I learn best when I'm working in a group.
- B I can't learn by listening. I need to use my hands and do things myself.
- C I think you can only learn if you work hard.
- D I think you learn by trying things and getting them wrong.

3 4.4 Complete the sentences with the correct form of these verbs. Listen again and check your answers.

get give have make (x2) take (x2)

- 1 I need to watch someone do something and then ..... a go myself.
- 2 I'm good at listening to other people and ..... advice from them.
- 3 I find it difficult to ..... up my mind about something if I'm working alone.
- 4 If I'm not sure about how to do something, I'm happy to ..... it a try and see what happens.
- 5 I'm not scared of ..... a chance and ..... a mistake because that's how you learn.
- 6 I need to work hard if I want to do well and ..... good grades in tests.

Work in pairs. Which sentences in Ex 3 are true for you? Tell your partner.

5 Choose the correct words to complete the sentences. Then work in pairs. Can you guess which sentences are true for your partner?

- 1 I hate just listening and noting up / down what someone says.
- 2 I find it difficult to settle off / down in class and sit still.
- 3 I prefer to get up and move around / out.
- 4 If something isn't correct, I'm happy to cross it up / out and start again.
- 5 I usually hand my work off / in on time.
- 6 I hate it if I'm late with a piece of work and the teacher tells me off / out.

## explore vocabulary

### phrasal verbs

Sometimes phrasal verbs with similar meanings use the same particle.

stand up, get up, jump up (= move so that you are on your feet)

6 Read the vocabulary box. Make groups of phrasal verbs with these words and the words in bold.

lie run sit take throw walk

- 1 settle **down**, ..... **lie down** .....
- 2 move **around** .....
- 3 cross **out**, .....

7 e Read the article. For each question, write the correct answer. Write one word for each gap.

## Celebrating when things go wrong

Do you hate it when things go wrong? Many people are scared of <sup>1</sup> ..... mistakes, but in fact our mistakes can <sup>2</sup> ..... us a lot, at school and in life. For example, if you don't <sup>3</sup> ..... well in an exam, you learn about all the things you don't know, so you can improve next time. Fear of getting things wrong often prevents people from trying new things. But in fact, if you <sup>4</sup> ..... something a try, you can learn a lot from the experience, even if you fail. You just need to make up your <sup>5</sup> ..... that you will look at the experience in a positive way and be clear you're going to do better next time. So don't be scared to <sup>6</sup> ..... a chance and try something new – just be ready to learn from it if it doesn't go as you planned!

## Speak up

8 Do you agree that you can learn from making mistakes? Tell the class about a time this happened to you.

## 4 Live and learn

# LISTENING

## Power up

- 1 Work in pairs. How do you think schools were different in the past? How are schools changing now?

## Listen up

- 2  4.5 Read the exam tip and complete the task.

### exam tip: multiple choice

Read the questions and all the options before you listen. Sometimes words and ideas from all the options are mentioned in the recording. Listen carefully to see which option matches perfectly.

You will hear five conversations about schools. Read question 1 and the options in Ex 3. Listen to the first conversation. Which ideas do the speakers mention? Which answer is correct?

- 3  4.6 Read questions and options 2–5. Listen and for each question, choose the correct answer.

- 1 You will hear two friends talking about a history lesson. What did they both enjoy?
- A watching a film
  - B doing a quiz
  - C discussing the topic
- 2 You will hear two friends talking about homework. The girl thinks that homework
- A was easier in the past.
  - B wasn't as interesting in the past.
  - C took more time in the past.
- 3 You will hear a boy telling his friend about a school trip to a sports event. How did he feel about it?
- A happy about the experience
  - B disappointed at the result
  - C angry at the behaviour of others
- 4 You will hear two friends talking about studying music at school. The boy advises the girl to
- A change the instrument she plays.
  - B join the school band.
  - C practise more.
- 5 You will hear two friends talking about education in the future. What do they agree will be different in fifty years?
- A Students will learn different subjects.
  - B Schools will be bigger.
  - C Students will learn from home.

- 4 Read the grammar box and complete the examples with these verbs.

may not allow   might be   will learn   won't change

## explore grammar

→ p132

### the future: predictions

- A We use *will* to make a prediction about the future. The negative form is *won't*.

I think people <sup>1</sup>..... the same subjects.

The subjects <sup>2</sup>..... much.

- B We use *may* or *might* for predictions, when we think something is possible but we are not sure.

Schools <sup>3</sup>..... bigger.

The teachers <sup>4</sup>..... them to go on the next trip.

- 5 Complete the comments with the correct form of the verbs in brackets. Use 'will' or 'won't' when the writer is sure. Use 'may/might' or 'may/might not' when the writer is not sure.

## What will schools be like in the future?



Sam G

I'm sure teachers in the future <sup>1</sup>..... (not be) real people. They <sup>2</sup>..... (be) robots! We know that in the future, robots <sup>3</sup>..... (do) a lot more of our jobs for us, so why not teaching?



BDS7

We definitely <sup>4</sup>..... (not have) big classes like now. All students <sup>5</sup>..... (study) on their own, on tablets, and computer programs <sup>6</sup>..... (check) their work. This already happens at the Altschool in the United States!



Ellie T

Well, we can't be certain, but I think that we <sup>7</sup>..... (have) computer chips inside our heads, to make us smarter. So, you never know – someone like me <sup>8</sup>..... (not get) such bad exam results in the future!

## Speak up

- 6 Work in pairs. Which ideas from the comments in Ex 5 do you agree with? Think of three more predictions about what schools will or may/might be like in twenty years.

We won't spend so much time at school.

We might have online classes.

# SPEAKING

## Power up

1 How often do you see your school friends outside school? Where do you meet? What do you do together?



2 Read the exam tip and complete the task.

### exam tip: long turn

When you talk about a photo, you can describe what you see and you can also make guesses about what is happening (e.g. where the people are or how they are feeling).

Look at the photo in Ex 1. Where are the people? What things do you know for sure about the photo? What things can you guess?

3 4.7 Listen to a student talking about the photo. Compare what she says with your ideas from Ex 2.

4 4.8 Complete the sentences about the photo with these words. Listen again and check your answers.

look maybe might probably right there are

- ..... five people in the photo.
- I think they ..... be school friends because they have some books with them.
- They're wearing warm clothes, so it's ..... winter.
- They ..... very relaxed and happy.
- The boy on the ..... is showing the two girls his tablet.
- I think ..... he's showing them some photos or a video.

5 e Work in pairs. Turn to page 155. Take turns to talk about the photo. Say what you can see and make guesses. Try to talk for one minute.

6 4.9 Listen to two conversations. When and where do the friends agree to meet? Complete the table.

	day and time	place
Josh and Tim	1 .....	2 .....
Laura and Rosie	3 .....	4 .....

## explore language

### suggesting an arrangement

Do you fancy going/meeting up ... ?  
What about going/meeting ... ?  
We could go/meet ...

### agreeing an arrangement

That sounds good.  
Good idea.  
Cool!  
See you there,  
See you on (Saturday).

### explaining a problem

I can't ... because (I need to) ...

7 4.10 Read the language box. Then complete the extracts from the conversations in Ex 6 with one word in each gap. Listen again and check your answers.

- A Tim:** Do you <sup>1</sup> ..... meeting up on Saturday morning?  
**Josh:** I <sup>2</sup> ..... on Saturday morning because I've got my guitar lesson.
- B Tim:** What <sup>3</sup> ..... after your lesson? We <sup>4</sup> ..... meet at my house and have some lunch.  
**Josh:** That <sup>5</sup> ..... good.
- C Laura:** We could <sup>6</sup> ..... at the cinema at 6.30.  
**Rosie:** Good <sup>7</sup> ..... I need to <sup>8</sup> ..... with my mum, of course.
- D Laura:** OK. <sup>9</sup> ..... you on Friday then.  
**Rosie:** Yes. See you <sup>10</sup> .....

## Speak up

8 You are going to make an arrangement with a friend for this weekend. Complete the calendar with three plans you already have.

	morning	afternoon	evening
Saturday			
Sunday			

9 Work in pairs. Look at your notes from Ex 8 and plan a conversation to make an arrangement. Practise your conversation. Then swap roles.

**Student A:** Suggest an arrangement.

**Student B:** Explain a problem if necessary.

**Student A:** Suggest another arrangement.

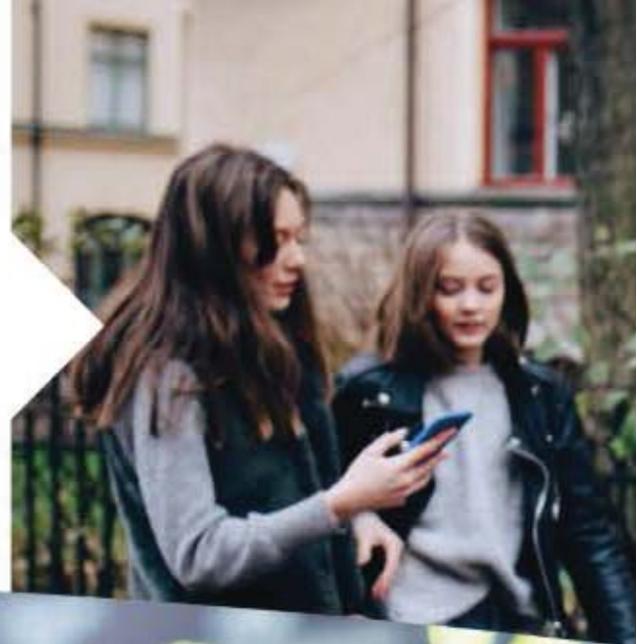
**Student B:** Accept the suggestion and agree the arrangement.

## 4 Live and learn

# WRITING

## Power up

- 1 Discuss the questions.
  - 1 What do you think you can learn from a school exchange?
  - 2 What problems might there be?
- 2  4.11 Listen to two students talking about their experiences of a school exchange. Do they mention any of your ideas from Ex 1? What other ideas do they mention?



## Plan on

- 3 Read the writing task. Who are you writing to? How many words should you write? How many ideas should you include?

Read this email from your English-speaking exchange student and the notes you have made. Write your **email** to Sam, using all the notes.  
Write your answer in about **100 words**.

 From: **Sam**

Hi,

How are you? I'm very excited because it's nearly time for my visit to your country. My flight is booked and my bag is ready, so I'll see you tomorrow!!

What's the weather like in your country at the moment? It's very cold and wet here.

I'd like to bring a present for your family, to thank them for being my host family. Do you have any ideas? It can't be too big because it has to go in my bag.

Are you going to come on the exchange visit to England? I hope you are. What's the date for that?

See you soon,  
Sam

1 great!

2 tell Sam

3 suggest

4 yes - give the date

- 4 Read the exam tip and complete the task.

### exam tip: email

It is important to read the task very carefully so that you understand exactly what you have to write.

Look at the notes (1-4) in the writing task in Ex 4. For which note should you:

- |  |   |
|--|---|
| <b>A</b> make a suggestion?                  | <b>C</b> show how you feel about something? |
| <b>B</b> give some facts about your country? | <b>D</b> include a number?                  |



- 5 Read part of a student's reply to Sam. Which note from the writing task in Ex 3 does it answer?

My mum and dad love chocolates, so you could bring them some chocolates from your country. They would love that!

- 6 Write a reply to one of the other notes in the writing task in Ex 3. Work in pairs and read your reply to your partner. Can he/she guess which note it answers?

### explore language

We use informal phrases at the beginning and end of informal emails. Notice that we use a comma after the phrase.

#### email beginnings

Hi,  
Hi there,  
Hi Jo,  
Dear Jo,  
Hello,

#### email endings

Bye for now,  
Write soon,  
See you soon,

- 7 Read the language box. What beginning and ending does Sam use in his email?

- 8 Read the writing task in Ex 3 again and plan your answer. Make notes in the table.

beginning phrase	
reply to note 1	
reply to note 2	
reply to note 3	
reply to note 4	
ending phrase	

### Write on

- 9 e Write your email. Use your notes from Ex 8. Write about 100 words.

### Improve it

- 10 Check your email.
- 1 Did you use an informal phrase as a beginning and ending? Has it got a comma after it?
  - 2 Did you answer all four notes? If not, can you add any replies that are missing?
  - 3 Check your spelling. You can use the email in Ex 3 to check the spelling of words that are in it (e.g. *weather*, *exchange*).



# INDEPENDENT LEARNING

## Reading skills

**1** Look at the reading texts in Units 1–4. Which did you enjoy reading? Why? Which did you find difficult?

**2** Think about the different reading skills you have used in Units 1–4. Give yourself a score from 1–5 for each skill (5 = the best).

I can ...

- 1** match paragraph headings to paragraphs. ....
- 2** read a text carefully to find specific information. ....
- 3** read notices and messages carefully to understand the meaning. ....
- 4** complete a text with missing sentences. ....
- 5** answer multiple choice questions about a text. ....
- 6** answer multiple choice questions about the meaning of the whole text. ....

**3** Work in pairs. Talk about the reading texts and skills that you found difficult. What made them difficult for you?

**4** Work in pairs. What texts could you read in English to improve your reading? How could you work on the skills that you find difficult?

### Texts to read

.....

.....

.....

*How to improve the skills I find difficult*

.....

.....

.....

.....

.....

## SWITCH ON

### School swap

- 1** Work in pairs. Describe your school in 30 words. Think about these things.
- number of students
  - discipline
  - sports
  - how long you spend at school
- 2**  Watch the clip. Is Warminster a private school or a state school? Is Bemrose a private school or a state school?
- 3**  Watch again and answer the questions.
- 1** Is Brett a good student at Bemrose?
  - 2** How is discipline stricter at Warminster?
  - 3** Which school has bigger class sizes?
  - 4** What times do classes finish at Bemrose and Warminster?
  - 5** What does it mean if a student is a boarder?
- 4** What was the purpose of the school swap? Would you like to do a school swap? Why/Why not?

### Project

- 5** Work in pairs. Think about the things you like most and least about your school.
- 6** You are going to have a class debate. One group will agree with this statement and the other group will disagree. Read the statement and plan your arguments.
- 'School would be better with a longer school day and no homework'.
- 7** Hold the debate.

# UNIT CHECK

## Wordlist

### School subjects

- art (n)
- business studies (n)
- computer studies (n)
- dance (n)
- drama (n)
- geography (n)
- history (n)
- maths (n)
- media studies
- music (n)
- PE (n)
- science (n)

### Ways of learning

- get good grades (phr)
- give something a try (phr)

- have a go (phr)
- make a mistake (phr)
- make up your mind (phr)
- take a chance (phr)
- take advice (phr)

### Phrasal verbs

- cross (something) out
- get up
- hand (something) in
- jump up
- lie down
- move around
- note (something) down
- run around
- settle down
- sit down



- stand up
- take (something) out
- tell (someone) off
- throw (something) out
- walk around

### Business collocations

- develop a business plan
- make money
- manage people
- open a café/shop
- run a business
- start a business

### Making arrangements

- Cool! (adj)
- Do you fancy ... -ing? (phr)
- Good idea! (phr)

- I can't because ... (phr)
- I need to check with ... (phr)
- See you on (Saturday). (phr)
- See you there! (phr)
- That sounds good. (phr)
- We could go/meet ... (phr)
- What about ... -ing? (phr)

### Other

- competition (n)
- business (n)
- life skills (n)
- community (n)
- fact (n)
- software (n)

## Vocabulary

**1** **4.12** Listen to six conversations and answer the questions. In your answers, use words/phrases from the *Ways of learning* and *Phrasal verbs* sections of the wordlist.

- 1 Why is the girl not happy?
- 2 Why is the boy pleased?
- 3 What is the girl doing with her homework?
- 4 What is the boy finding it difficult to do?
- 5 What do the students do before the lesson starts?
- 6 What should the students do with the information about the trip?

**2** Complete advert with words from the *Business collocations* section of the wordlist.

## Food fundraiser!

We want to <sup>1</sup> ..... a new school café at the beginning of next term. At the moment we're trying to <sup>2</sup> ..... our business plan and we need more helpers! If you want to learn how to <sup>3</sup> ..... a business, come and join us at our meeting next Monday. You'll learn lots of great skills, like how to plan menus and also how to <sup>4</sup> ..... other workers. Come and help us get our café started, so we can <sup>5</sup> ..... money to help our school!

**3** Read what the people say and write the school subjects.

- 1 This is my favourite subject because I love numbers and I like trying to work out the answers to difficult questions.
- 2 I love anything to do with technology and it's great to learn how to write your own programs!
- 3 This is always the best lesson of the week for me. I love all sports!
- 4 This is my favourite subject! I love acting and I'd love to be a professional actor.
- 5 This is a great subject to study because it will help you get a job. You learn about different companies and how to make money, too!

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

# UNIT CHECK

## Review

**1** Choose the correct verb forms to complete the conversations.

- 1** A: Do you want to come round to my house this evening?  
 B: Sorry, I can't. I'm going / I'm going to go to the cinema with my family.
- 2** A: Do you have any plans for the summer holidays?  
 B: Yes. I'm asking / I'm going to ask my uncle if I can work in his café. I need some money!
- 3** A: What time is the film starting / does the film start tonight?  
 B: At 7.30. Don't be late!
- 4** A: What's that?  
 B: It's a form for a drama competition. I think I'm entering / I'm going to enter it.
- 5** A: Are you coming / Do you come to Jan's party at the weekend?  
 B: Yes, of course!
- 6** A: Where are you going?  
 B: To the library, but I need to hurry. It closes / It's going to close at 3.30!

**2** Complete the sentences with the correct form of these verbs. Use 'will/won't' or 'may/might' (not).

come    have    join    not be    not enjoy  
 probably / do    spend    win

- 1** I'm sure that in the future students ..... more time at home, learning on the internet.
- 2** Why don't you enter the singing competition? You never know - you .....
- 3** No, I don't want to go to the museum. I know I ..... it!
- 4** I ..... the football club next term. I'm not sure yet, but it's possible.
- 5** I'm feeling ill, so I ..... at school tomorrow. I'm not sure yet.
- 6** Don't worry. You ..... really well in the test tomorrow.
- 7** We should go to Eve's birthday party on Saturday. I'm sure we ..... a great time.
- 8** I ..... to the concert with you. I'm going to ask my mum - I hope she says 'yes'!

**3 e** Read the advert. For each question, write the correct answer. Write one word for each gap.

## Young inventors competition

Can you think of a great new invention? Then why not get together with other people at your school and enter our competition? Last year there <sup>1</sup> ..... some amazing ideas from schools all around the country, like some new kind of wheels for a skateboard that allow you to turn more easily and an app to help you revise for exams. And we know this year's competition <sup>2</sup> ..... definitely be even better! So what are you waiting for? I'm sure you can think of <sup>3</sup> ..... new and exciting! And you never know - you <sup>4</sup> ..... even think of an idea that you can use to make some money in the future! So are you going <sup>5</sup> ..... give it a go? We know you will <sup>6</sup> ..... regret it if you do!

**4** **4.13** Read three students' ideas for the competition in Ex 3. Choose the correct words to complete them. Listen and check your answers.

**A** My school is entering a team this year. We have a problem with rubbish at our school, so we **'design / are designing** a bin that talks to people. As they walk past, **'it'll speak / it's speaking** to them and say, 'Don't forget to use me!' We hope it **'won't / might** encourage people to put more of their rubbish in the bin and so make our school cleaner.

**B** We **'have / are going to have** a go in the competition this year. We **'don't have / are having** a meeting next week to make the final decision. We want to design an app for school lunches. The idea is that people **'are seeing / will see** the menus in advance and choose the lunch they want. This means the school cafeteria **'might / won't** cook any meals that people don't want. We **'won't / might** take advice from someone who writes apps, to help us get started. It's really exciting!

**C** The competition **'starts / is going to start** next month and I'm really excited about it! I'm working with a group in my school and we have a few ideas. I think we're **'going to probably / probably going to** work on a school bag that uses energy from the sun to charge your phone. It will **'turn also / also turn** your phone to silent, so the teacher **'never will / will never** tell you off again for your phone making a noise in class!

**5** Write a blog post about your plans for the weekend. Answer these questions.

- 1 What are you doing on Saturday and Sunday?
- 2 How do you feel about your plans?
- 3 When are you going to do your homework?
- 4 What do you think will be the best part of the weekend?



“  
When I  
**look good,**  
I feel good.”

Look at the photo and discuss the questions.

- 1 Do you spend a lot of time thinking about your look (your hair, your clothes, etc.)?
- 2 What are the positive and negative points of looking different?
- 3 When did you last change your appearance? What did you do?

5

## Get the look!

### READING

topic: improving your look  
skill: finding specific information; understanding detail  
task: multiple matching

### GRAMMAR

comparatives and superlatives; *(not) as ... as*; *too/enough*

*much/a lot/a bit + comparative, not quite as ... as*  
task: open cloze

### VOCABULARY

describing appearance

### LISTENING

topic: shops that offer more than shopping

skill: listening for specific information  
task: sentence completion

### SPEAKING

topic: ways of shopping  
skill: making guesses  
task: describing a photo

### WRITING

topic: app and website reviews  
skill: structuring and planning a review  
task: review

### SWITCH ON ▶

video: fashion factory  
project: new clothing brand

## 5 Get the look!

# READING

## Power up

1 Replace the phrases in bold in the sentences with these verbs. Which sentences are true for you?

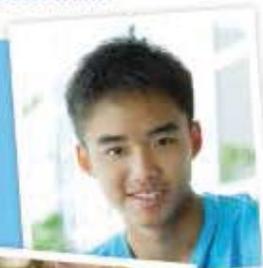
check out   dress up   save up   stand out   suit   try on

- 1 I'd rather **check the size and style of** clothes at home than in a store. ....
- 2 I like expensive trainers, so I have to **put money away** when I want a new pair. ....
- 3 I often **look for information on** fashion blogs to get advice and ideas. ....
- 4 I never **put on special clothes** for parties. I wear just jeans and a top. ....
- 5 I always know when things don't **look good on** me. ....
- 6 I'm happy not to **be easy to notice** in a crowd. ....

## Read on

2 Read the descriptions (1–4). What does each person want?

1 Ash is generally happy with his hair but he'd like to be more adventurous with clothes. He doesn't want to buy anything new but he needs a quick and practical style guide to help him be fashionable with what he already has. ▶



2 Tom loves fashion and changing his hair. He's small for his age but very confident in his appearance. He hates looking ordinary, so he wants to spend the money he's saved up to get something that will help him stand out at a festival in a week's time. ▶



3 Gemma's found a hairstyle that suits her, but she wants to get something to wear for a party she's going to in three days. She isn't keen on the clothes she's got but she's avoiding the shops because she hasn't got much money. ▶



4 Abi likes trying on clothes but doesn't know what suits her. She needs to look her best at a family wedding next month. She can afford something special but has no idea what to buy. ▶



3 Read the exam tip and complete the task.

### exam tip: multiple matching

Read the descriptions of the people first and find the key words. Then look for information in the texts that matches these key words. Don't just match individual words and phrases. Focus on the meaning of the whole text.

What are the key words in description 1? Read the reviews (A–F) quickly. Which reviews talk about advice on clothes? Which review is the best match for Ash's situation?

4 e Read the reviews again. Decide which service would be the most suitable for the people in Ex 2.

5 Find words/phrases in the reviews that have these meanings.

- 1 people who know a lot about something (review A): .....
- 2 the usual level or number for most people/things (review B): .....
- 3 'Would you like to ...?' (review C): .....
- 4 repeated shapes, colours or lines (review D): .....
- 5 things you add to your clothes to look attractive, e.g. a bag or hat (review D): .....
- 6 a sentence that is easy to remember (review F): .....

## Sum up

6 Think of the positive and negative points of two of the services in the reviews. Work in pairs and discuss your ideas. Which one would you most like to try? Why?

## Speak up

7 What do you think these slogans mean? Which one would you choose to have on a T-shirt? Why?

- 1 **Buy less, choose well.**
- 2 **Friendship is always in fashion.**
- 3 **Life's too short to wear jeans every day.**
- 4 **Normal is boring.**

8 What other T-shirt slogans might be popular with young people?



## HOW TO GET THE **LOOK**

Sometimes the hardest thing about fashion is knowing where to look for advice. Check out our reviews of the apps and services that might just help.



### **A The Style Advisors**

Are you as confident with clothes as your friends? Do you need the perfect look for a special event? The Style Advisors can help. One of our fashion experts will find the best shapes, styles and colours for you, and then take you shopping to your favourite store. Hair and skin care tips are also on offer. It's not the cheapest advice and you need to wait two weeks for an appointment, but it's personal to you.

### **B From Small to Tall**

Are you taller or smaller than average? Would you like to have a bigger choice of clothes and shoes? Now you can. From Small to Tall does all the work for you, although the prices are high. They find the coolest fashions and put them together on one website. Now the slimmest and the biggest kids can buy the clothes they want; but delivery is up to twenty-eight days.

### **C Swap Till You Drop**

Do you fancy getting a new look but high street clothes are too expensive? Welcome to Swap Till You Drop. Teens of all sizes can exchange clothes, shoes or accessories they don't need by using this simple app. It's the easiest way to make a change without spending anything and you can usually get your items in forty-eight hours. Find stuff to wear for hanging out with friends or for special occasions. It's better for the environment, too.

### **D Your Look, Your Way**

If you're bored with the usual jeans, trainers and tops, check out Your Look, Your Way. This site lets you create a more interesting wardrobe. You select an item and use the online tools to make your own designs. Add colour, a pattern, a message or a photo of yourself to clothes, shoes or accessories. This service is expensive but in five days you get your special design. Go on, be different!

### **E Hair Scare**

Have you ever wondered, 'Would I look better or worse with short hair?' Find out with the free Hair Scare app. Upload your photo and choose from different menus to find what suits you. Share the images and get your friends' opinion, too. Most of us aren't adventurous enough to have blue hair in real life but why not create a crazier look with a virtual new you?

### **F Nat the Hat**

Nathan Miller, or Nat the Hat, is the most popular fashion vlogger right now. Follow his videos to get the latest free tips on clothes, skin and hair care. What's special about Nathan? He wants all teens to be confident enough to look good. And his advice is easy to follow in his weekly five-minute vlogs. His slogan is 'Five Minutes to Fashionable'!

# GRAMMAR

1 Read the grammar box and complete the examples with these words.

best bigger cheapest easiest more interesting  
slimmest smaller worse

## explore grammar → p134

### making comparisons

#### A comparatives

- Add *-er* for most short adjectives: taller, <sup>1</sup>.....
- Double the final consonant for some short adjectives: hotter, <sup>2</sup>.....
- Change the final *-y* to *-i*: happier, crazier.
- Use *more/less* before long adjectives: <sup>3</sup>.....
- irregular comparatives: better, <sup>4</sup>.....

#### B superlatives

- Add *-est* for most short adjectives: the <sup>5</sup>.....
- Double the final consonant for some short adjectives: the biggest, the <sup>6</sup>.....
- Change the final *-y* to *-i*: the friendliest, the <sup>7</sup>.....
- Use *most/least* before long adjectives: the most popular.
- irregular superlatives: the <sup>8</sup>....., the worst

#### C (not) as ... as, too/enough

- Use *as ... as* to say two things or people are the same in some way. The negative is *not as ... as*.  
Are you **as confident as** your friends?
- Use *too* + adjective to mean 'more/less than necessary'.  
Are high street clothes **too expensive**?
- Use adjective + *enough* to mean 'the right amount'.  
He wants all teens to be **confident enough** to enjoy clothes.
- Use *not* + adjective + *enough* to mean 'not the right amount'.  
Most of us aren't **adventurous enough** to have blue hair.

2 5.1 Watch or listen and choose the four topics the people talk about.

- |                                   |                            |
|-----------------------------------|----------------------------|
| A working in fashion              | D fashion advice           |
| B differences from when younger   | E paying a lot for clothes |
| C shopping with friends or family | F shopping online          |

3 5.2 Complete the sentences with the comparative form of the adjectives in brackets. Watch or listen again and check your answers.

- 1 I think it's ..... (good) to get fashion tips from your friends because they're honest.
- 2 Expensive and cheap clothes can be good, but usually the ..... (expensive) ones are ..... (good) quality, but you can get ..... (cheap) ones that are just as good.
- 3 My teeth are ..... (straight) than they were five years ago because I've had braces.
- 4 Compared to five years ago, I'm a lot ..... (tall) and ..... (confident) in myself.
- 5 I find shopping ..... (easy) with friends as it's often more fun and ..... (interesting) to spend time with them.

4 Choose two of the three words in brackets to complete the sentences.

Some kids are more confident than other kids at maths. (than / confident / as)

- 1 Fashionable clothes and trainers are ..... (expensive / enough / too)
- 2 Kids of twelve or thirteen aren't ..... to choose their own clothes. (enough / young / old)
- 3 Being a model would be ..... job in the world. (worst / better / the)
- 4 A uniform is the ..... thing for students to wear to school. (most / practical / more)

5 Work in groups. Choose three sentences from Ex 4 to discuss.

6 Read the post. For each question, write the correct answer. Write one word for each gap.

## Are filters making us fake?

For some users of Snapchat, the filters are the best part of the app. You know, the options that make your photos <sup>1</sup>..... entertaining by changing your face. The <sup>2</sup>..... popular filter with my friends is Face Swap. But I've also noticed that people are using filters to change their appearance. A friend thought she was too small, so she used a filter to make herself <sup>3</sup>..... Another felt he wasn't slim <sup>4</sup>..... and so he made his face look thinner. Are people trying to look as good <sup>5</sup>..... supermodels? Are some people becoming <sup>6</sup>..... shy to take photos without a filter?

## Speak up

7 Discuss the questions.

- 1 Do you think filters create funnier photos?
- 2 Do young people take too many selfies?



# VOCABULARY

## describing appearance

1 Choose the word or phrase that doesn't belong in each group. Why is that word or phrase different?

- height:** high / average height / short / 1 m 64 tall / small for your age
- hair:** fair / straight / curly / long / slim
- face:** freckles / glasses / stripes / braces / make-up
- accessories:** jewellery / a smartphone / a backpack / a baseball cap / a wallet

2 Match these verbs with the words/phrases in Ex 1.

be carry have wear

3 5.3 Complete the sentences with words/phrases from Ex 1 and 2. Listen and check your answers.

- I'd like to have straight hair you can wear in different ways. Mine's so ..... it's impossible to control, so I wear a ..... half the time.
- We can't wear ..... at school, so the teacher told me to put my rings in my ..... with all my books. I don't understand it because they let us wear a watch.
- Some people get self-conscious but I don't mind having ..... I still smile in photos. But I would like to be taller. I'm fifteen but I'm .....
- My friend won't go out when it's sunny because it makes her ..... darker. And she carries ..... with her all the time so she can cover them up.

4 Choose photos of people from Units 1–5. Make sentences about them using words/phrases from Ex 1 and 2. Then work in pairs and read your sentences to your partner. How quickly can he/she find the correct photos?

She's got fair hair and freckles.

5 Read the language box. What do questions 2–5 ask about? Match them with A–C. Then work in pairs. Ask and answer the questions about someone you know.

- A appearance      B personality      C preferences

## explore language

### How ... ? / What ... like? / What ... look like?

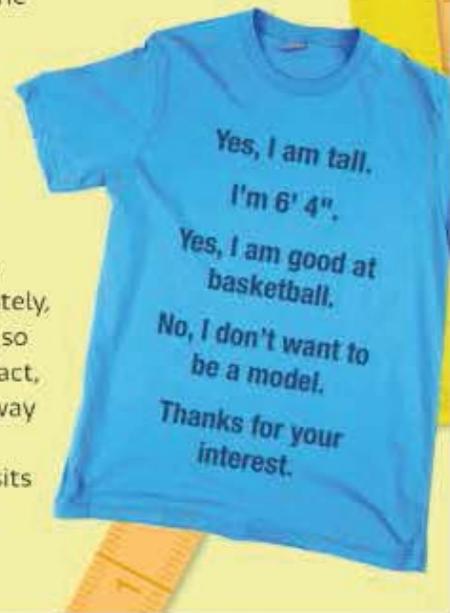
- How old/tall/tidy are you? (how + adjective)
- A: What's she like?  
B: Really friendly.
- A: What does she look like?  
B: She's small and slim.
- A: Who does she look like?  
B: Just like her twin sister.
- A: What does she like?  
B: Fashion and music.

6 e Read the article. For each question, choose the correct answer.

# A tall story!

Kerstin Fairley is a fifteen-year-old who really stands <sup>1</sup>..... in a crowd. So, does she have blue hair, unusual clothes or wear <sup>2</sup>..... all over her face? No, but she's anything but average – she's 6 foot 4 inches – that's 1.95 metres tall. Can you imagine the first question everyone asks her? That's right: 'How <sup>3</sup>..... tall are you?' And she gets this question every time she meets someone new.

It seems it's <sup>4</sup>..... difficult for people to ignore her height! But Kerstin realises she's tall! She knows what she <sup>5</sup>..... like, so why ask the question? Fortunately, she has quite a calm <sup>6</sup>....., so she doesn't get angry. In fact, she's developed a clever way of not talking about her height at all. When she visits a new place, she wears a T-shirt that does all the talking for her!



- A up      B out      C for      D down
- A braces      B accessories      C freckles      D make-up
- A How many      B How much      C How      D What
- A too      B enough      C as      D more
- A looks      B shows      C seems      D wears
- A behaviour      B style      C personality      D appearance

## Speak up

7 What questions do you get bored of answering? Write three examples and share them with the class. How do you answer questions like this?

Haven't you grown a lot?

How tall are you now?

You're wearing jeans again! Why don't you wear something smarter?

## 5 Get the look!

# LISTENING

## Power up

- 1 What are the positive and negative points of online shopping? Add your ideas to the list. Then share them with the class.

positive	negative
cheaper than shops	slower because of delivery

## Listen up

- 2 5.4 You will hear a man giving information about a new clothes shop for young people. Listen and choose the correct words to complete the sentences.

- The speaker is giving information in a **presentation** / an advert.
- The information is for young people who are **listening to the radio** / looking online.
- The information would interest **young people in general** / only fashionable teenagers.

- 3 5.5 Listen again and complete the information. For each question, write the correct answer in each gap.

## A shop called *Attitude*

People who go to Attitude can watch <sup>1</sup>.....

Attitude's staff want to offer <sup>2</sup>..... to their customers.

Shoppers can pay less for <sup>3</sup>..... at the moment.

Attitude is open later than usual on a <sup>4</sup>.....

The opening date for the new store is <sup>5</sup>.....

- There will be a prize for the first <sup>6</sup>..... customers who visit.

- 4 Read the grammar box. Match the examples (1-4) with the explanations (A-B).

### explore grammar

→ p134

#### *much/a lot/a bit* + comparative, *not quite as ... as*

We use *much/a lot/a bit* + comparative to change the comparative to show either a bigger or smaller difference.

We use *not quite as ... as* to say that there is not much difference between the two things.

- The shop is a **lot bigger** than most stores.
- It's **much more entertaining**.
- We welcome kids who are modern or just a **bit more traditional**.
- Some teens **aren't quite as confident as** others.

A describes a big difference: .....

B describes a small difference: .....

- 5 e Read the article. For each question, write the correct answer. Write one word for each gap.

## Shops aren't just about shopping



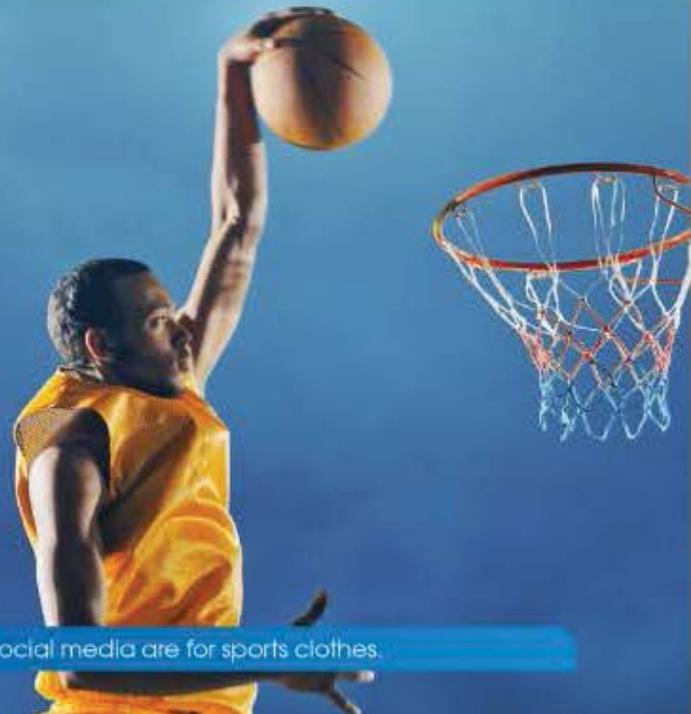
You go shopping to buy something at the best price, right? Well, nowadays it isn't quite <sup>1</sup>..... simple as that. Shopping is becoming more about experiences, not just products. The internet is all about saving money with <sup>2</sup>..... prices than the high street. This has made the world of business a <sup>3</sup>..... more competitive. Stores need to be <sup>4</sup>..... more creative in how they attract customers.

Take one of the <sup>5</sup>..... famous sportswear brands in the world – Nike. In its latest New York store, there's an indoor basketball court, a running machine and an area for playing football. All this is to make your time there <sup>6</sup>..... bit more fun. You can buy products too, of course, but the point of this store is to build the Nike brand. Teens get a cool place to hang out, but Nike gets something too: valuable publicity when young people talk about their brand on social media.

## Speak up

- 6 How could a clothes shop attract more people of your age? Choose two things from the list. Add two more examples of your own. Then work in groups and discuss your ideas.

- a hair salon
- a fashion show
- a juice bar
- fashion tips
- an ice cream bar
- live music



# SPEAKING

## Power up

1 When you want to get information about a product, do you prefer window shopping or browsing online? Why?

2 Work in pairs. Look at the photos. How many things can you name in each photo?

3  5.6 Look at the photos and listen to eight sentences. Match each sentence (1-8) with photo A or B.

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



4  5.7 Read the useful language and choose the correct words to complete these sentences. Listen and check your answers.

- 1 He sits / He's sitting on a seat inside a shoe shop.
- 2 He's wearing white trousers and a blue sweatshirt but he isn't / doesn't wearing a jacket.
- 3 He's wearing a T-shirt but no jacket, so it's probably / probable summer.
- 4 He's got short brown hair. He's looking / He looks about fourteen to me.
- 5 He maybe / might be a bit confused. Might / Maybe he doesn't know which shoes to buy.
- 6 He looks / looks like interested in a pair of shoes in the shop window.

## useful language:

### making guesses

He/She/It/They look(s) happy/bored/about fourteen.

He/She/It/They might be/have ...

Maybe he/she/it/they ...

He/She/It/They is/are probably ...

5 Read the useful language. Work in pairs. Take turns to make more guesses about photos A and B.

In A, the boy is trying on formal shoes, so he might be buying them for a special occasion.

## Speak up

6  e Work in pairs. Student A, turn to page 156. Student B, turn to page 160. Follow the instructions.

## Speaking extra

7 Read the extracts from a conversation in a clothes store. Who is speaking: the sales assistant (SA) or the customer (C)?

- Medium, I think. ....
- Hi, can I help you? ...SA.
- We've got this style in your size. Would you like to try them on? .....
- I'm looking for a pair of black jeans. ....
- Yes, please. Where are the changing rooms? .....
- Sure, no problem. What size are you? .....
- Just over there in the corner. ....

### A little later ...

- Here you are. Can I have a bag, please? .....
- Are the jeans any good for you? .....
- So they're £50.00, less twenty percent in the sale. So that's £40 to pay. ....
- Of course. Here are your jeans and your change. ....
- Yes, they fit really well. I'll take them. ....

8  5.8 Put the conversation in Ex 7 in the correct order (1-12). Listen and check your answers. Then work in pairs and practise the conversation. Take turns to be the shop assistant and customer.

## 5 Get the look!

# WRITING

## Power up

**1** Imagine you have the money to buy the things in the photos. What would help you decide which type or brand to choose?

- a positive review on a website/ in a magazine
- advice from the sales assistant
- your best friend or a celebrity already has the same thing
- advice from someone older in your family

**2** Share your ideas with the class. Which answer in Ex 1 was the most popular? Why?



## Plan on

**3** Read the advert and choose the correct answers in these questions. Choose more than one answer in question 2.

- 1** The most important thing to do in a review is to
- A** help the reader make a choice.
  - B** make the reader laugh.
  - C** describe an object in detail.
- 2** A good review has
- A** a chatty style and interesting language.
  - B** a lot of repetition.
  - C** connectors to link ideas, e.g. *but*, *because*.
  - D** a clear opinion at the end.
  - E** an interesting title.
  - F** very formal language.

## Do you have an opinion? Share it!

We want reviews of a shopping app or website you have used. Answer these questions:

- What is your review about?
- What was positive about your experience?
- What was negative?
- Would you recommend the app/site to people of your age?

**4** Read reviews A and B on page 65 quickly and answer the questions. Use Ex 3 to help you.

- 1** Which review is for a website and which for an app?
- 2** Which review is more interesting to read? Why?
- 3** What are the problems with the other review?

**5** Find words/phrases in review A that have these meanings.

- 1** I really wanted to (para 1): .....
- 2** great thing (para 2): .....
- 3** really love (para 2): .....
- 4** it's disappointing (para 3): .....
- 5** easy to use (para 4): .....

**6** Link these sentences from review B with suitable connectors.

- 1** I needed it for school. My bag had a hole in it.
- 2** They had different sizes and colours. The bags were cheap.
- 3** It was big. It didn't have any pockets for my stuff.
- 4** It wasn't very good material. I returned it.

A

Don't leave home without it!

I've just used Giftpocket. I was keen to try it because the idea came from a teenager, Brooke Yoakam. She recognised a common problem: how to manage gift cards.

The best thing about the program is that it lets you store all your cards in one place on your phone. Another fantastic feature is that you can exchange cards you don't want for brands you adore.

The only problem with Giftpocket is that you have to be thirteen to download it. Younger kids receive gift cards, so it's a shame they can't use it too.

All in all, I would recommend Giftpocket. It's a clever program and it's really user-friendly. Is your wallet full of cards? Then check out Giftpocket.

B

I ordered a backpack from FreshLook last month. I needed it for school. My bag had a hole in it. I wanted a cheap bag quickly.

FreshLook had a big range of bags. They had different sizes and colours. The bags were cheap. They said the bag I chose would arrive the next day.

The bag arrived three days later. It was big. It didn't have any pockets for my stuff. It wasn't very good material. I returned it. They didn't give me my money back.

7 Read the useful language and this improved version of review B. Complete it with these phrases. Then compare the two versions of the review. What other changes has the writer made?

a good thing   another fantastic feature   I was keen to   it was a shame  
the first problem was   the worst thing was   my advice is to avoid

I ordered a backpack from FreshLook last month. I needed it for school because my bag had a hole in it. <sup>1</sup>..... get a low price and quick delivery.

<sup>2</sup>..... about FreshLook was that they had a huge range of bags. They had different sizes and colours and the bags were cheap. <sup>3</sup>..... was the promise of next-day delivery.

<sup>4</sup>..... the bag arrived three days later. It was large enough but didn't have any pockets for my stuff. <sup>5</sup>..... that it wasn't very good material, so I returned it. <sup>6</sup>..... they didn't give me my money back.

<sup>7</sup>..... FreshLook because the pictures on the site look a lot better than the products.

## useful language:

### reviews

#### positive points

A good thing about ... is/was ...

The best thing about ... is/was ...

Another fantastic feature is/was ...

#### negative points

The (only) problem is/was that ...

The worst thing is/was the ...

It's a shame that ...

#### recommendations

All in all, I would/wouldn't recommend ...

On the whole, I think this ... is/was ...

My advice is to try/avoid this ...

8 Choose the best title for the improved review in Ex 7.

A My opinion of FreshLook

B A terrible website

C Don't waste your money!

## Write on

9 Read the advert in Ex 3 again. Copy and complete the paragraph plan with notes for your review.

### What are you reviewing?

↓  
positive points

↓  
negative points

↓  
recommendation

10 Write your review in about 100 words.

## Improve it

11 Check your review.

Did you:

- 1 give an interesting title?
- 2 use interesting language?
- 3 link your ideas with connectors?
- 4 give a clear recommendation at the end?



# INDEPENDENT LEARNING

## Speaking skills

- 1 What makes a person good at speaking? Choose the two most important ideas from the list and compare with the class.
  - Perfect pronunciation
  - Interesting ideas
  - Never making a mistake
  - Including others in the conversation
  - Explaining ideas and opinions
  - Listening to others
- 2 How much have your speaking skills improved? Mark your score in the questionnaire (5 = highest).

## SWITCH ON

### Fashion factory

- 1 Work in pairs. Think of as many items of clothing as you can. You have two minutes.
- 2  Watch the clip. What are the three challenges/tasks the children do?
- 3  Watch again. How is Ellie different from the other children?

### Project

- 4 Work in pairs. You will create a new clothing brand. Prepare a short presentation for the class about your company and draw a poster advertisement. Think about these things.
  - what kind of clothes you will design and why
  - who you are designing your clothes for (boys, girls, old people, young people, etc.)
  - what your logo looks like
  - the colours of your clothes
  - where you will sell them
- 5 Present your ideas to the class.

Our design is streetwear / sports clothes / party clothes / school uniform ...

We chose sports clothing because we like skateboarding.

We are designing for young people.

We will sell our clothing at school.

## SPEAK UP!

After studying half the course, I

- 1 feel more confident in speaking. 1 2 3 4 5
- 2 can share more of my ideas with others. 1 2 3 4 5
- 3 keep talking if I make a mistake. 1 2 3 4 5
- 4 think my pronunciation is better. 1 2 3 4 5
- 5 give longer answers (not just 'yes' or 'no'). 1 2 3 4 5
- 6 always invite other students to speak. 1 2 3 4 5

- 3 Work with a student you know well. Write his/her scores for the sentences in Ex 2. Then compare your scores. What did you agree/disagree on?
- 4 Think about your scores and complete the lists to help you improve your speaking skills.

I'm going to continue to:  
– speak as much as possible in class.

I need to start to:  
– give longer answers.

# UNIT CHECK

## Wordlist

### Describing appearance

#### height

- 1 m 64 tall (*phr*)
- average height (*phr*)
- short (*adj*)
- small (for your age) (*phr*)

#### hair

- curly (*adj*)
- dark (*adj*)
- fair (*adj*)
- long (*adj*)
- short (*adj*)
- straight (*adj*)

#### face

- (have/wear) braces (*n*)
- (have) freckles (*n*)
- (wear) glasses (*n*)
- (wear) make-up (*n*)

#### accessories

- (carry a) backpack (*n*)
- (wear a) baseball cap (*n*)
- (wear) jewellery (*n*)
- (carry a) wallet (*v*)

#### Phrasal verbs

- check out
- dress up
- save up

- stand out
- try on

#### Other

- accessories (*n*)
- appearance (*n*)
- average (*adj*)
- behaviour (*n*)
- do you fancy...? (*phr*)
- expert (*n*)
- high (*adj*)
- look like (your sister) (*phr*)
- pattern (*n*)
- personality (*n*)
- preference (*n*)

- slim (*adj*)
- slogan (*n*)
- stripe (*n*)
- suit (*v*)

#### Extra

- changing room (*n*)
- customer (*n*)
- fit (*v*)
- sale (*n*)
- sales assistant (*n*)
- size (*n*)
- style (*n*)



## Vocabulary

**1** 5.9 Listen to six sentences. When you hear a beep, write the correct word from the *Describing appearance* section of the wordlist.

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

**2** 5.10 Listen and check your answers.

**3** Read the definitions and write the correct words/phrases from the wordlist.

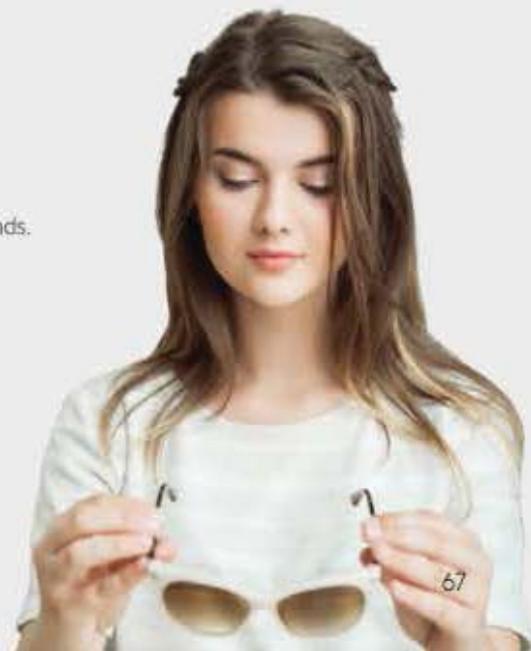
- 1 You do this when you collect money over a long time to buy something.  
.....
- 2 If your hair isn't short, it's this. ....
- 3 Things like hats and bags that you have because you think they look good.  
.....
- 4 If you aren't very tall or short, you're this. ....
- 5 If your hair isn't straight, it's this. ....
- 6 If your hair is light in colour, it's this. ....
- 7 You do this when you put on special clothes that you don't wear every day.  
.....
- 8 You wear this on your head to keep the sun out of your eyes or just for fashion.  
.....

**4** Match 1–6 with A–H to make sentences. You do not need two of the endings.

- |  |  |
|--|--|
| 1 My teeth are straighter because I've had                         | <b>A</b> make-up, but I put some on at weekends. |
| 2 I was so tired after carrying my                                 | <b>B</b> like my brother very much at all.       |
| 3 With her red hair and those colourful clothes, she really stands | <b>C</b> backpack all the way up the hill.       |
| 4 I'm a twin but I don't think I look                              | <b>D</b> braces for about six months.            |
| 5 It's one of the school rules that we can't wear                  | <b>E</b> glasses but I quite like them.          |
| 6 I'm the shortest in my class but I'm quite happy being small     | <b>F</b> out from the crowd.                     |
|  | <b>G</b> long hair since I was a young child.    |
|  | <b>H</b> for my age.                             |

**5** Complete the sentences with words from the *Other* section of the wordlist.

- 1 My cousin knows everything there is to know about fashion! She's an .....!
- 2 I love the ..... on Ray's T-shirt: 'I'm always right!'
- 3 She's tall, ....., with long fair hair and blue eyes.
- 4 Do you ..... going shopping at the weekend? Claire's coming, too.
- 5 These sunglasses really ..... you. You should buy them.



# UNIT CHECK

## Review

1 Complete the signs and notices with these comparative and superlative adjectives.

fastest funniest more modern taller and fitter  
the lowest the most brilliant

1 **Sale!**  
We have .....  
prices in town!

2  **Basketball players wanted!**  
Are you ..... than average?

3  **See this!**  
It's .....  
movie of the year.

4 **Win £100!**  
Send us your  
.....  
selfie.

5 **Are your clothes old-fashioned?**  
Read our tips to look .....

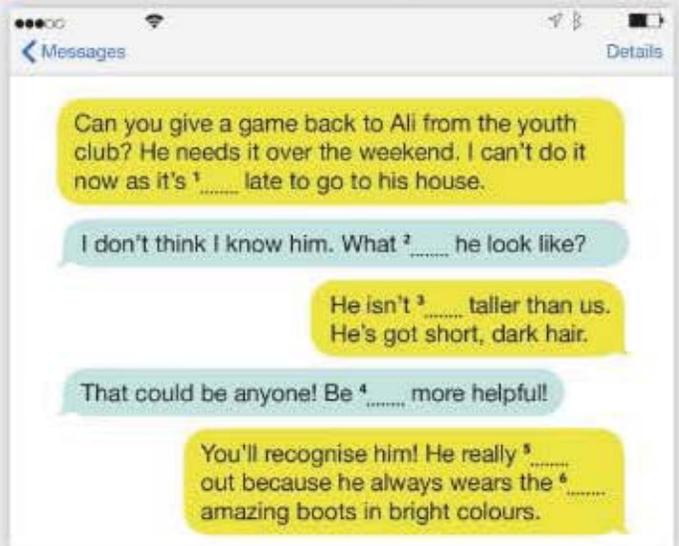
6   
The ..... way  
to get across town!

2 5.11 Listen to three people talking about fashion. Match the names (1-3) with the sentences (A-F).

1 Ellie                      2 Mark                      3 Joe

- A has an unusual hairstyle.
- B doesn't like being in photos very much.
- C doesn't wear dark colours as often now.
- D thinks some young people care too much about how they look.
- E decides for himself what to wear.
- F is thinking of working in fashion.

3 Choose the correct answers to complete the text messages.



Can you give a game back to Ali from the youth club? He needs it over the weekend. I can't do it now as it's <sup>1</sup> ..... late to go to his house.

I don't think I know him. What <sup>2</sup> ..... he look like?

He isn't <sup>3</sup> ..... taller than us. He's got short, dark hair.

That could be anyone! Be <sup>4</sup> ..... more helpful!

You'll recognise him! He really <sup>5</sup> ..... out because he always wears the <sup>6</sup> ..... amazing boots in bright colours.

- 1 A as                      B too                      C enough
- 2 A is                      B has                      C does
- 3 A much                  B quite                  C more
- 4 A some                  B a bit                    C too
- 5 A looks                  B walks                  C stands
- 6 A more                  B most                    C very

4 e Read the article. For each question, write the correct answer. Write one word for each gap.

## How to look confident

(even when you're not)

**I CAN'T**

Who are the most confident kids in your school? Truth may be that they're not quite as confident <sup>1</sup> ..... you think. They just know how to appear confident. And you can too. Here's how:

- Stand up straight. Be proud of your height, even if you are shorter or taller <sup>2</sup> ..... average.
- Walk with confidence. Take bigger steps and move slowly. This makes you appear a <sup>3</sup> ..... more positive.
- Change your look. Throw out anything that is <sup>4</sup> ..... big or small to wear. You don't have to spend a lot to be <sup>5</sup> ..... bit more adventurous.
- Think positively. Try not to say, 'I can't do that. I'm not confident <sup>6</sup> .....,' but 'That sounds fun. How can I try it?'

5 A fashion blog is asking for writers. Write a paragraph about you to the editor. Describe your style of clothes and hair, and any changes you'd like to make to your style.

“  
This is  
where  
I love to be.”



Look at the photo and discuss the questions.

- 1 What's the boy doing? How do you think he feels?
- 2 Think about the time you spend outdoors and indoors in a typical week. What do you usually do?

6

## The great outdoors

### READING

topic: green spaces in the city  
skill: understanding the writer's feelings  
task: multiple choice

### GRAMMAR

modal verbs for rules  
reflexive pronouns  
*it's, there is/there are*

### VOCABULARY

animals

### LISTENING

topic: the Great Green Wall  
skill: recognising distractors  
task: multiple choice (pictures)

### SPEAKING

topic: wild camping  
skill: comparing options;  
agreeing and disagreeing  
task: collaborative task;  
follow-up questions

### WRITING

topic: the natural world  
skill: using collocations  
task: article

### SWITCH ON ▶

video: lemur life  
project: animal fact file

## 6 The great outdoors

# READING

### Power up

- 1 Look at the photos in the article. Are there green spaces like these in your area? What are the advantages of having green spaces in towns/cities?

### Read on

- 2 Which countries do you think the green spaces in the photos are in? Read the article quickly and check.

- 3 Read the questions and options. Which question asks about the writer's feelings?

- 1 What is the writer doing in the first paragraph?
- A explaining how his work as an architect helps to make cities better
  - B telling people about the dangers of pollution in cities
  - C explaining the need for green spaces in cities
  - D giving advice to people on how to build new parks in their city
- 2 Alan first became interested parks while he was
- A visiting a relative.
  - B playing in his local park.
  - C studying at school.
  - D working with his uncle.
- 3 What do we learn about the High Line in New York?
- A Not many people used it at first.
  - B There are sometimes too many tourists.
  - C It is quite expensive for the city.
  - D People who live nearby help to look after it.
- 4 How does Alan feel about the Underpass Park?
- A He is disappointed that it doesn't get much natural light.
  - B He is glad that people of different ages use it.
  - C He is worried that people might leave rubbish there.
  - D He is pleased that people can't see it from the main roads.
- 5 Which best describes Alan's opinion about green spaces in cities?
- A They're nice, but they aren't as good as the real countryside.
  - B They are a good way to use empty land and can bring lots of benefits to people.
  - C They are expensive to build, and they can cause problems.
  - D They make cities look more attractive, but people don't always use them.

- 4 Read the skill tip and complete the task.

### skill tip

Sometimes a question asks you about a writer's feelings. Writers don't always express their feelings directly, but they show them in a less direct way, by the words that they choose.

Read the last paragraph of the article again. Does the writer feel positive or negative about the Underpass Park? Which words show these feelings?

- 5 e Read the article again. For each question in Ex 3, choose the correct answer.

- 6 Match the adjectives to describe places in bold in the article with their meanings.

- 1 with nothing in it: .....
- 2 growing in a natural way, not like a garden: .....
- 3 with lots of different colours: .....
- 4 where people can meet and be together: .....
- 5 away from the heat of the sun: .....
- 6 not busy and with no noise: .....

- 7 Work in pairs. Think of places you know and take turns to describe them to your partner. Use some of the adjectives in Ex 6.

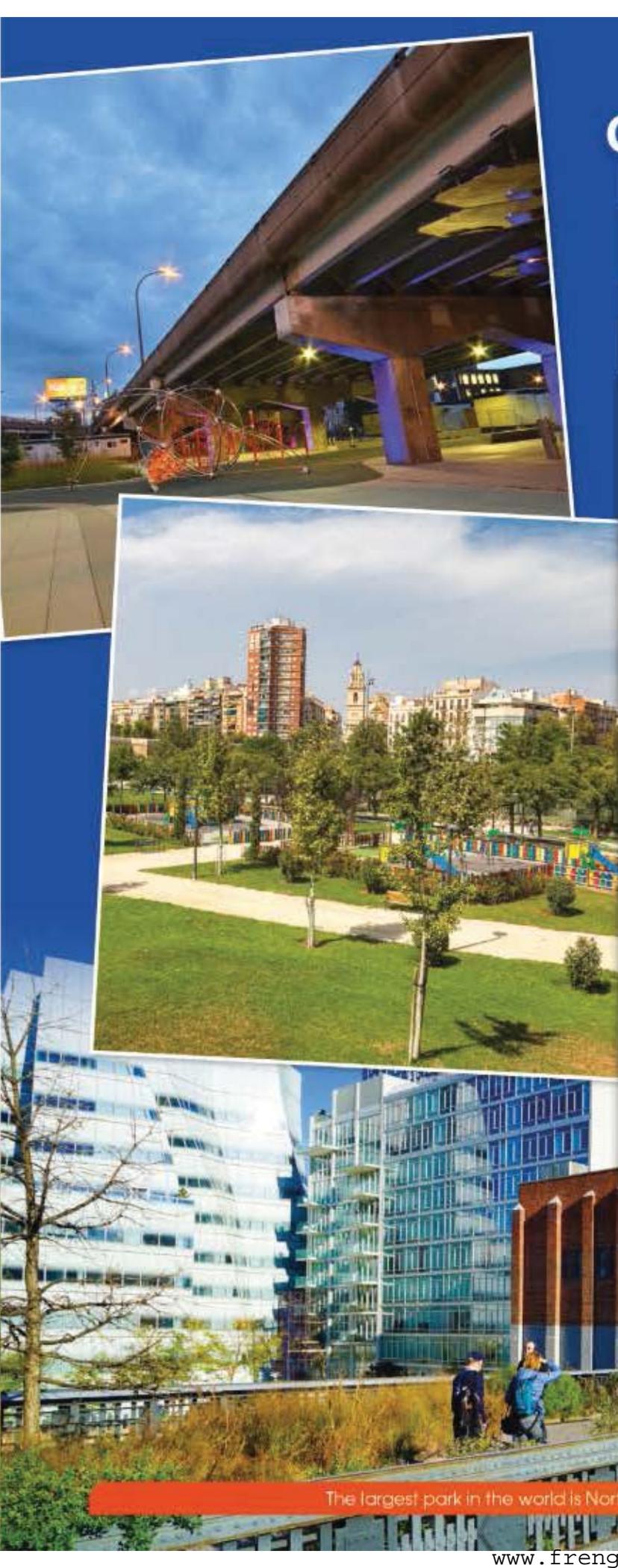
### sum up

- 8 Work in pairs. Which of the spaces in the article would you like to visit? Why?

### Speak up

- 9 Work in groups. Think about a place in your town or city that you could change into a green space. What would it look like? How could people use it? Tell the class.





# Bringing the countryside into the city centre

## Student architect Alan Clark talks about parks around the world

Most people in the world live in cities. But city life isn't always great – it's often too hot to spend time outside in the summer, there's pollution from traffic and there are signs everywhere saying that people can't ride skateboards or bikes. However, green spaces can bring the countryside into city centres and really make people's lives better.

I played in my local park as a child, but I never thought about how important it was to me. Then, at sixteen, my uncle invited me to stay with him in Valencia during the school holidays and took me to the Jardín del Turia. This amazing park is over seven kilometres long and until 1986 it was just **empty** land after the river flooded the whole city. It now has space for walking, **social** areas for chatting and even a playground for kids. You don't have to pay to use it, so everyone can enjoy it. People who live nearby are healthier and happier and love their city park.

I started reading about other exciting green spaces and found the High Line in New York. This was an old railway line, ten metres above the city, and is now a **colourful** park with flowers and **wild** areas, and amazing views over the city. The city government was worried it would be expensive to build and no one would use it. However, it was popular from day one. As well as New Yorkers, it attracts thousands of tourists, and the money they spend in the city more than pays for it. Local people work with city gardeners to keep it tidy.

The Underpass Park in Toronto is on land under road bridges, which was covered in rubbish before. You don't see it as you drive past, so it's a special, secret place. It's also **peaceful**, as you can't hear the traffic above. Because the road gives it a roof, people can use it in all weather and it's lovely and **cool** in the summer. It doesn't have much natural light, but mirrors on the 'walls' solve this problem. Mainly teenagers use it, and because they feel it's theirs, they know they must keep it clean and they mustn't leave rubbish.

The largest park in the world is Northeast Greenland National Park.

## 6 The great outdoors

# GRAMMAR

- 1 Read the grammar box. Complete the examples with the correct modal verb and the verbs in brackets.

### explore grammar

→ p136

#### modal verbs for rules

##### obligation

We can use *must* or *have to* when something is necessary, for example because of a rule.

They know they <sup>1</sup> ..... (keep) their park clean.

##### prohibition

We use *mustn't* when something is not allowed.

They know they <sup>2</sup> ..... (leave) rubbish in the park.

##### no obligation

We use *don't have to* when something is not necessary.

You <sup>3</sup> ..... (pay) to use the park.

##### can/can't

We can also use *can/can't* to talk about rules. We use *can* if something is allowed and *can't* if it is not allowed.

Everyone <sup>4</sup> ..... (enjoy) the park.

There are signs everywhere saying that teenagers <sup>5</sup> ..... (ride) skateboards or bikes.

- 2 Choose the correct verb forms to complete the tips.

## BEAR SAFETY TIPS

- 1 Look out for signs that say you **must** / **can't** go into a particular area.
- 2 You **have to** / **can** camp overnight in the park, but you **can't** / **have to** keep your food in a special box so it doesn't attract bears.
- 3 You **must** / **don't have to** carry bear spray, but it's a good idea.
- 4 Don't go too close to any wild animals. You **must** / **can't** stay 100 metres away from bears.
- 5 You **have to** / **can't** make a lot of noise while you are walking, to warn the bears that you are there.
- 6 If a bear comes towards you, you **have to** / **mustn't** run away.



- 3 6.1 Listen to a park ranger and check your answers.

- 4 Read the grammar box and choose the correct words to complete the rules.

### explore grammar

→ p136

#### reflexive pronouns

*myself, yourself, himself, herself, itself, ourselves, yourselves, themselves*

We use reflexive pronouns for actions that we do to <sup>1</sup>ourselves / someone else.

The Park Ranger looks after **you**.

You look after **yourself**.

**Note:** *by myself/yourself/himself/etc.* means <sup>2</sup>alone / with another person.

Don't go hiking **by yourself**.

- 5 Choose the correct words to complete the article.

## Is it best to leave wild animals alone?

Most zoos and wildlife parks don't allow you to feed the animals because human food is bad for <sup>1</sup>**them** / **themselves**. But many tourists like to get up close and take photos of <sup>2</sup>**them** / **themselves** with the animals. I'm sure <sup>3</sup>**we** / **ourselves** would all love to take a selfie holding a cute baby koala to share online. But many people now believe it's wrong to touch and pick up wild animals in this way. In fact, you get a much better photo if the animal is by <sup>4</sup>**themselves** / **itself**. So the next time <sup>5</sup>**you** / **yourself** see a cute animal and imagine <sup>6</sup>**you** / **yourself** taking a selfie with it, maybe you should think again and keep your distance.

## Speak up

- 6 Discuss the questions.
- 1 Do you think wild animals can look after themselves or do we need rules to protect them?
  - 2 What wild animals can you see in your country? Think of three rules to protect them.

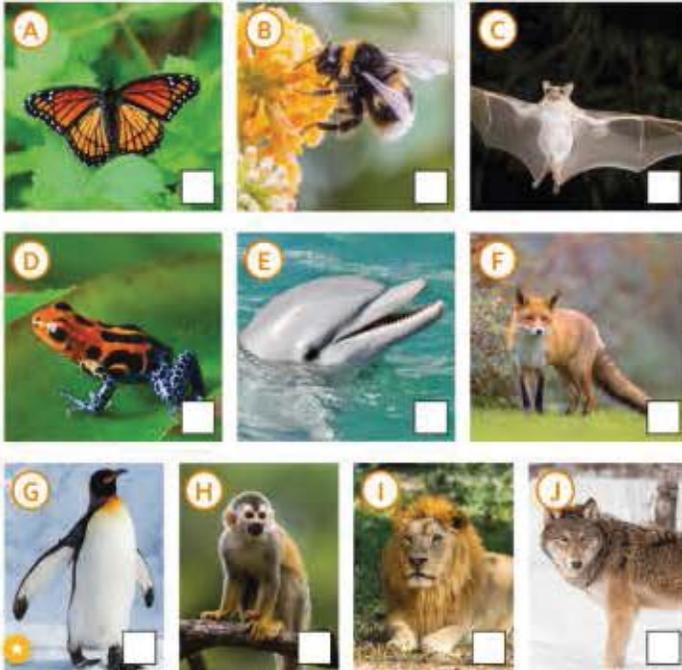


# VOCABULARY

## animals

1 Match animals 1–10 with photos A–J.

- |             |           |
|-------------|-----------|
| 1 bat       | 6 frog    |
| 2 bee       | 7 lion    |
| 3 butterfly | 8 monkey  |
| 4 dolphin   | 9 penguin |
| 5 fox       | 10 wolf   |



6.2 Listen and match the descriptions (1–5) with five of the photos in Ex 1 (A–J).

6.3 Are the sentences true (T) or false (F)? Guess. Then listen and check your answers.

- All birds have wings and feathers.
- All dogs have fur.
- Dogs, foxes and bats all have tails.

4 Choose the correct words to complete the animal facts.

- Bats are **sharp** / **blind**, so they can't see. They use sounds to **hunt** / **land** for insects.
- Bears are very large animals, with **powerful** / **sharp** arms and legs. They can also **dive** / **climb** trees.
- Lions have **blind** / **sharp** teeth. They also have strong legs, and they can **bite** / **jump** about 10 metres. Like all cats, they always **land** / **hunt** on their feet if they fall.
- Monkeys use tools to find food and this shows they are very **friendly** / **clever**. People think that they look **sharp** / **friendly** but in fact, they often **dive** / **bite** people.
- Some kinds of penguin can **dive** / **land** down to over 500 metres below the sea.

5 Read the vocabulary box and complete the sentences with prepositions.

- They jump ..... tree to tree.
- They hunt ..... insects.
- They can dive ..... the sea.
- They always land ..... their feet.
- They can dive ..... 500 metres below the sea.

## explore vocabulary

### verb + preposition

Some verbs are usually followed by certain prepositions. It is important to learn which prepositions can come after verbs.

Lions **hunt for** food but they can't **climb up** into trees like some big cats can.

6 Complete the animal challenge.

## Animal challenge

You have two minutes. Add the animals from Ex 1 to the table. Then add as many more animals as you can. You can add the same animal in more than one part of the table.

has fur	has wings	has a tail	swims
	bat		
is an insect	climbs trees	hunts other animals for food	
		bat	

## Speak up

7 Work in pairs. Create your own new animal and think of a name for it. Write six sentences about it. Think about what it looks like, what it eats and what it can do. Present your animal to the class.

### game on

Work in pairs. Say three sentences about an animal. Can your partner guess the animal?

It has fur. It has sharp teeth, but it doesn't often bite people. A lot of people keep it as a pet.

Is it a dog?

## 6 The great outdoors

# LISTENING

### Power up

1 Work in pairs. You have two minutes. Name:

- |                  |  |
|------------------|--|
| 1 two deserts.   | 4 four rivers.                         |
| 2 three islands. | 5 two countries that have rainforests. |
| 3 three oceans.  | 6 five different kinds of weather.     |

### Listen up

2 6.4 For each set of pictures, you will hear one speaker or a conversation. Look at the pictures. What words do you think you might hear? Listen and check.

1 What should the students take on the camping trip?



2 Where does the girl want to go walking tomorrow?



3 What's the weather going to be like at the weekend?



4 Where did the girl go swimming on holiday?



5 How does the man suggest seeing the rainforest?



3 6.5 Read the exam tip and complete the task.

#### exam tip: multiple choice (pictures)

The speakers may say something that sounds like the correct answer, but it isn't correct because they say it in a negative way.

Listen to the first speaker again. What does the man say they DON'T have to take? What MUSTN'T they take? Why? What is the correct answer?

4 6.6 Listen again. Choose the correct answer for questions 2–5 in Ex 2.

5 Read the grammar box and complete the examples.

### explore grammar

→ p136

#### it's, there is / there are

A We use *there is / there are* to say that something exists:

1 ..... a new wildlife park.

2 ..... a few monkeys.

B We use *it's*:

- to describe what something is like.

We went to the new park. **It's** quite big.

- to make a general statement.

**It's** fun swimming in the sea.

- to talk about the weather.

3 ..... windy today.

6 Complete the article with the correct form of 'it's' or 'there's / there are'.

## The Great Green Wall

1 ..... many parts of Africa that are hot, dry deserts. But 2 ..... possible to change this just by planting trees? Many people think so, and 3 ..... an exciting project underway to plant an 8,000-km-long 'wall' of trees right across the centre of Africa. 4 ..... called the Great Green Wall and 5 ..... already bringing benefits. In the areas where 6 ..... new trees, the ground stays wetter and 7 ..... shade to protect young plants from the hot sun. This means that 8 ..... easier for people to grow food successfully, even when 9 ..... very hot.

### Speak up

7 Discuss the questions.

- What advantages do you think the Great Green Wall can bring to Africa?
- What natural areas in your country / in the world is it important to protect?
- In what ways can people benefit if we protect the natural world?

It's important to keep the rainforest safe because ...

# SPEAKING

## Power up

- 1 Do you ever go camping? Do you enjoy it or would you like to try it? Why/Why not?
- 2 Look at the photo below. Can you think of three advantages and three disadvantages of wild camping?
- 3 6.7 Listen to James talking about wild camping in Scotland. Compare what he says with your ideas in Ex 2.
- 4 6.8 Read the speaking task and look at the pictures. Listen to two students discussing the options. Which place do they agree on? Why?

A boy is planning a wild camping trip with some friends. Here are some places they could choose to camp. Talk together about the different places and say which is the best.

### Places where the friends could camp



## explore language

### comparing options

I think ... is better / safer / more sensible because ...

I think that's the best / worst / safest / most sensible idea because ...

### agreeing

Yes, I agree with you.

Yes, you're right.

### disagreeing

No, I disagree because ...

I'm not sure about that because ...

- 5 6.9 Read the language box and complete the sentences from the students' conversation with these words. Listen and check your answers.

agree with disagree fun than more safer the best worst

- 1 So, let's think about ..... place for them to camp.
- 2 Yes, I ..... you. I think a forest is a ..... place.
- 3 The forest would be more ..... the beach.
- 4 No, I ..... I don't think it's safe to drink water in the wild.
- 5 I think it's ..... sensible to camp in a field.
- 6 I think that's the ..... idea of them all.

- 6 Read the exam tip and complete the task.

### exam tip: collaborative task

Remember: this task is a conversation.

Choose the three things you should do.

- 1 suggest ideas to your partner
- 2 talk on your own as much as possible
- 3 ask your partner what they think
- 4 interrupt your partner
- 5 agree or disagree with your partner politely

- 7 e Work in pairs. Do the task in Ex 4.

- 8 e Work in pairs. Turn to page 157 and do the task.

## Speak up

- 9 Work in pairs. Take turns to ask and answer the questions. Try to talk for 30 seconds when you answer. Give reasons and talk about your own experiences.

- 1 What activities do you enjoy doing in the countryside?
- 2 What is the best time to visit the countryside? Why?
- 3 Which do you think is more interesting: visiting the countryside or visiting a city? Why?



## 6 The great outdoors

# WRITING

### Power up

- 1 Look at photos A-D. Which place would you most like to visit? Number them in order of preference. Then work in pairs. Compare and explain your answers.
- 2 Work in pairs. How could you use these adjectives to describe things you can see in the photos?

bright calm clear cool huge loud peaceful silent

- 3  6.10 Listen to people talking about two of the places in the photos. Which places do they talk about? Do they mention any of your ideas from Ex 2?
- 4  6.11 Choose the correct words to complete the sentences from the descriptions. Listen again and check your answers.
  - 1 There's a lovely **silent** / **peaceful** beach.
  - 2 The water feels lovely and **cool** / **clear** on my feet.
  - 3 Everything is **bright** / **silent**, except for the gentle sound of the water on the sand.
  - 4 There are lots of **huge** / **calm** waterfalls.
  - 5 It's really **loud** / **calm**, so you can't speak.
  - 6 It's so beautiful, especially when the sun is **clear** / **bright**.



## Plan on

- 5 Read the advert from an international English language website. What do you have to write? How many questions do you have to answer? Who might read it?

### Articles wanted!

What kinds of wild places do you enjoy visiting? How important is it for you to spend time in the countryside? Tell us what you think!

Write an article answering these questions and we will publish the most interesting articles on our website.

- 6 Read the article a student wrote for the website. Find the parts of the article that answer each question in the advert.

I really enjoy visiting wild places. I love climbing high mountains because you can get a clear view from the top and the countryside below **looks / feels** amazing. I also like walking through woods with my family because they **feel / sound** lovely and cool, and they **look / sound** peaceful because you can hear birds singing in the trees.

For me, it's very important to spend time in the countryside. The city is always loud and busy, but the countryside **feels / sounds** calm and you can forget about stress and problems.

- 7 Read the skill tip and complete the task.

#### skill tip

Choosing a good title for your article that will make people want to read it. Think of a title that shows the general meaning of your article.

Choose the best title for the article in Ex 6. Explain why you think it is the best one.

- A A view from the mountains
- B A place to relax
- C An amazing walk in the countryside

- 8 Read the language box. Find ten descriptive adjectives in the article in Ex 6.

#### explore language

Try to use a range of unusual and descriptive adjectives and verbs, to make your writing more interesting.

##### descriptive adjectives

a peaceful beach                      clear, blue water

##### descriptive verbs to use instead of be

The water **feels** cool.                      The lake **looks** beautiful.  
The beach **seems** perfect.

- 9 Read the article in Ex 6 again and choose the correct words to complete it.
- 10 Read the advert in Ex 5 again. Think of some wild places you know and make notes to answer the two questions in the advert.

kinds of wild places I like to visit: .....

important to spend time in the countryside? why?  
.....  
.....  
.....

## Write on

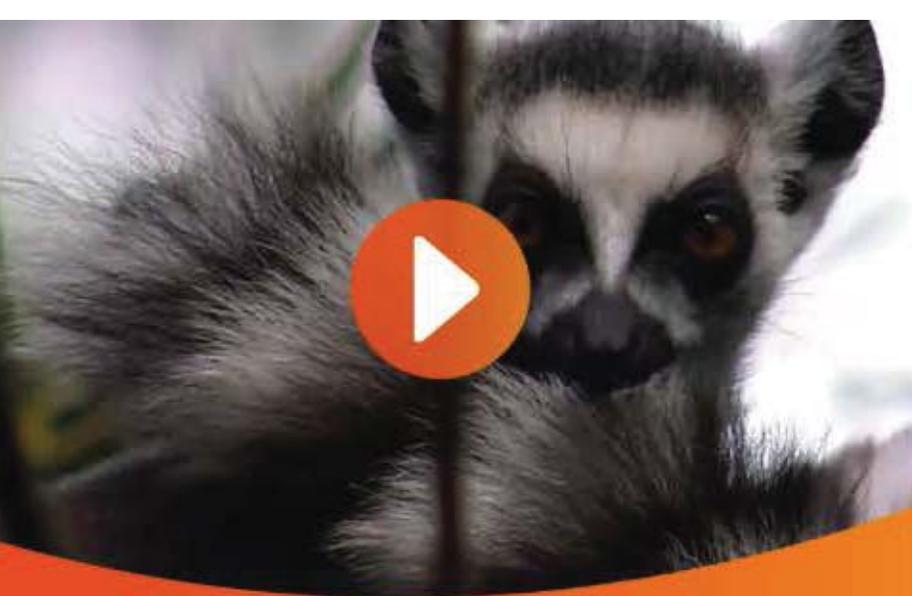
- 11 **e** Write your article in about 100 words.

## Improve it

- 12 Check your article.

Did you:

- 1 answer all the questions in the task?
- 2 use a range of descriptive adjectives and verbs?
- 3 write about your own experiences, feelings and opinions?



## SWITCH ON

### Lemur life

- 1 Work in pairs. If you had to work with an animal and look after it, which animal would you choose? Why?
- 2 Watch the clip. Who helps keep the baby lemurs safe?
- 3 Watch again and answer the questions.
  - 1 Where do the lemurs live?
  - 2 How do the lemurs enjoy their freedom?
  - 3 How many babies has the group had this year?
  - 4 How do Catherine and Louise bring Olly and Orla back to the group?
  - 5 Who helps Kitty by babysitting the twins?

### Project

- 4 You are going to work in groups to research animals that live on each continent. First, work as a class to decide on a continent for each group.
- 5 Work in your groups. Research eight animals that live on your continent. Think about these questions for each animal.
  - Where does it live (the desert, the forest, the rainforest, lakes, etc.)?
  - What does it eat?
  - Does it live in families or groups?
  - What is its daily life like?
- 6 Find photos of your animals and write a fact file. Put this information on a map and present it to the class.

## INDEPENDENT LEARNING

### Grammar and vocabulary skills

- 1 Look back through Units 1–6. Answer the questions. Then share your ideas with the class.
  - 1 Which grammar areas did you enjoy and which did you find difficult?
  - 2 Which vocabulary areas were the most interesting for you?
  - 3 Which new words did you find easy to remember?
- 2 Think about the grammar you have learned in Units 1–6. Which areas are you confident that you understand? Work in pairs and compare your answers.
  - 1 I know when to use 'a/an', 'the' and no article.
  - 2 I can use 'some', 'any', 'much' and 'many' to talk about quantities.
  - 3 I understand the difference between the present simple and present continuous.
  - 4 I can use the past simple and past continuous to talk about past events.
  - 5 I can talk about plans, intentions and predictions.
  - 6 I can compare things using comparative and superlative adjectives and 'too/enough'.
  - 7 I can use modal verbs to talk about rules.
- 3 Work in pairs. Look at the wordlists for Units 1–6. Take turns to choose words/phrases and make sentences with them. Which words/phrases are difficult to remember?
- 4 Work in pairs. Which of these tips for learning grammar and vocabulary would be useful for you? Add three more tips.

Revise difficult grammar areas regularly.

Practise using a range of grammar in writing tasks.

Write personal examples with new words.

Record new words on my phone and listen to them.



# UNIT CHECK

## Wordlist

### Animals

- bat (n)
- bee (n)
- butterfly (n)
- dolphin (n)
- fox (n)
- frog (n)
- insect (n)
- koala (n)
- lion (n)
- monkey (n)
- penguin (n)
- wolf (n)

### Describing animals

- bite (v)
- blind (adj)

- catch (v)
- clever (adj)
- climb (v)
- dive (v)
- feather (n)
- fly (v)
- friendly (adj)
- fur (n)
- hunt (v)
- jump (v)
- land (v)
- pet (n)
- powerful (adj)
- sharp (teeth) (adj)
- skin (n)
- soft (fur) (adj)

- swim (v)
- tail (n)
- wing (n)

### Descriptive adjectives

- bright
- calm
- clear
- colourful
- cool
- empty
- huge
- loud
- lovely
- peaceful
- perfect

- silent
- social
- wild

### Descriptive verbs

- feel (cool)
- look (beautiful)
- seem (perfect)
- sound (nice)

### Extra

- architect (n)
- countryside (n)
- tourist (n)
- traffic (n)
- view (n)
- waterfall (n)

## Vocabulary

- 1 6.12 Complete the clues with words from the *Describing animals* section of the wordlist. Then guess the animals. Listen and check your answers.

## What am I?

- I look like a big dog and I've got soft, grey ..... I'm a .....
- I'm a bird, but I use my ..... for swimming, not flying. I'm a .....
- I'm ....., so I can't see anything, but it doesn't matter because I only fly at night. I'm a .....
- I'm a kind of insect. I often ..... on flowers in your garden and use the sweet liquid in the flowers to make honey. I'm a .....
- I'm small and green and I live near water. I've got strong legs and I can ..... quite high. I'm a .....
- I'm a big cat and I live in Africa. I ..... other animals for food, so I'm very dangerous. I'm a .....

- 2 Complete the definitions with words from the *Descriptive adjectives* section of the wordlist.

- If water is ....., you can see through it easily.
- If a place is ....., it isn't hot.
- If a place is ....., there is no one in it.
- If a place is ....., there is no noise there.
- If something is ....., it is very big.
- If something is ....., it makes a lot of noise.
- A ..... place is one where people can meet and talk to each other.
- A ..... place is one that is far from towns and cities, where nature is not controlled.

- 3 Complete the sentences with words from the wordlist in the correct form. The first letter of each word is given.

- Don't worry. Barney is a very friendly dog - he won't b..... you.
- It's so p..... here! No cars, no people, no noise - I love it!
- A fox's teeth are small, but they're very s.....
- Ostriches are large birds with long legs and black and white f.....
- B..... are beautiful, colourful insects that we often see in our gardens.
- Dogs, cats and rabbits are animals that people often keep as p.....



# UNIT CHECK

## Review

1 6.13 Complete the conversation with these verbs. You do not need two of the verbs. Listen and check your answers.

can anyone   can't you   do you have to   does he have to  
don't have to   has to   have to   mustn't   you must

- A: This is Monty, my pet snake. You can hold him if you like.  
 B: Er, maybe not! How often <sup>1</sup>..... feed him?  
 A: He only <sup>2</sup>..... have food once a week. You <sup>3</sup>..... feed snakes too often because it makes them ill.  
 B: And <sup>4</sup>..... have special food?  
 A: No. Any kind of meat is fine.  
 B: And what does the law say? <sup>5</sup>..... have a pet snake or do you need a licence?  
 A: No, you <sup>6</sup>..... have a licence for most snakes. You only <sup>7</sup>..... have a licence for dangerous wild animals, like lions and wolves.  
 B: Wow! But who would want to keep one of those?

2 Choose the correct verb forms to complete the rules.

## Protecting the Galapagos

The Galapagos Islands are well-known for their special wildlife. Follow these rules and keep them safe for future generations.

- Take someone with you as a guide. Visitors to the island <sup>1</sup>have to / don't have to / can't have an official guide. You <sup>2</sup>don't have to / must / can't visit the islands on your own.
- Sleep safely: There are hotels on some islands, but you <sup>3</sup>can / don't have to / must stay in them. You <sup>4</sup>can't / can / have to camp on the island, but you <sup>5</sup>have to / can / mustn't get a permit first, and you aren't allowed to camp in the countryside. You <sup>6</sup>can't / must / don't have to stay on a campsite.
- Take only photos. You <sup>7</sup>can't / don't have to / can take photos on the islands, of course. But you <sup>8</sup>don't have to / can't / must take anything else away with you, like plants or rocks.
- Leave only footprints. The animals <sup>9</sup>can / mustn't / have to have a clean environment, so you <sup>10</sup>mustn't / can / don't have to leave any rubbish behind when you go home.
- Keep your distance. You <sup>11</sup>never can / must never / don't ever have to get too close to the animals so you don't frighten them. You <sup>12</sup>can / have to / mustn't disturb the animals, especially when they have children.

3 Complete the fact file with reflexive or object pronouns.

## Did you know?

- 1 A mouse can push ..... through a hole only 6 mm wide – the size of a pencil!
- 2 Snakes can't keep ..... warm like we can. They need the sun to warm them up.
- 3 Jane Goodall lived with chimpanzees in Africa for many years. She taught ..... how to copy their ways of behaving, so they accepted ..... into their group.
- 4 Some fish that live in warm waters are very bright and colourful, but you need to be careful because some can harm ..... and you can make ..... very ill by eating them!
- 5 Bees help ..... by helping our crops to produce food. We will create big problems for ..... if we don't look after them and protect them.

4 e Read the article. For each question, write the correct answer. Write one word for each gap.

## Ugly animals in danger



Everyone wants to protect cute animals, but what about ugly ones? Are they not cute <sup>1</sup>..... to save? Blobfish live in the deepest, darkest part of the ocean. They live alone, so they spend a lot of time by <sup>2</sup>....., sitting on the sea bottom waiting for food <sup>3</sup>..... come along! Most people think they're <sup>4</sup>..... disgusting to eat, but fishing boats often catch them by mistake, so they are now in danger. They are just as important as cute animals, and we really <sup>5</sup>..... protect them so they don't disappear completely. We all need to ask <sup>6</sup>..... whether it's right to only think about saving cute animals or we should also make an effort with the less beautiful ones.

5 Write a description of your favourite animal for your school magazine. Think about these questions.

- 1 Where does it live?
- 2 What does it look like?
- 3 What does it eat?
- 4 What can it do?
- 5 Why do you like it?
- 6 What else do you know about it?



“  
**Spicy** food  
is my  
**favourite!**  
”

Look at the photo and discuss the questions.

- 1 Name your favourite food and drink.
- 2 Are there any foods or drinks you don't like?
- 3 What food from other countries would you like to try?

7

## Food for thought

### READING

topic: restaurants that don't take money

skill: understanding text structure

task: gapped text

### GRAMMAR

relative clauses with *who* and *which*

adverbs of manner

### VOCABULARY

talking about food

### LISTENING

topic: food and eating

skill: listening for the main idea

task: multiple choice

### SPEAKING

topic: preparing food

skill: dealing with unknown words

task: describing a photo

### WRITING

topic: a food festival

skill: understanding the task; using the correct language

task: email

### SWITCH ON

video: extreme cake-makers

project: party planning

# READING

## Power up

1 What do you think is the link between these pictures and eating in a café or restaurant? Share your ideas with the class.



## Read on

2 Read the article quickly and check your ideas from Ex 1. Why do you think the writer wrote the article?

- A to explain that most places to eat are too expensive
- B to recommend interesting places to eat and drink
- C to explore a new idea in eating in cafés and restaurants

3 Read the article again. Five sentences have been removed from the article. For each question, choose the correct answer. There are three extra sentences which you do not need to use.

- A Although this isn't completely free, you only pay for how long you spend in the café.
- B Customers who ordered at certain times of the day didn't need money.
- C It isn't a good idea to exercise straight after eating.
- D So maybe fast food can be friendly, too.
- E Japanese food is getting a lot more popular.
- F So after working out on an exercise bike and doing sit-ups, customers could choose a tasty lunch.
- G Some cafés are too expensive for young people to go to.
- H Customers can pay for their food in the normal way or get it for nothing by helping as a waiter or in the kitchen.

4 Find words/phrases in the article that have these meanings.

- 1 when you don't have enough money to buy things (para ii): .....
- 2 be very expensive (para iii): .....
- 3 a number of restaurants, cafés, etc. owned by the same people (para iii): .....
- 4 a place to eat that is there only for a short time (para iv): .....
- 5 something the owners of a restaurant, café, etc. do to get more customers (para v): .....
- 6 nice to eat (para v): .....
- 7 putting your arms round someone (para v): .....

## Sum up

5 Which places from the article are these people talking about? Which one would you like to go to? Why?

1 It wouldn't make me go there for lunch. I don't need a free meal to be kind to another person.

2 I guess it's different but what happens if you stay for just a few of minutes but eat a lot?

3 It would be OK to try once, just for fun. But it wouldn't be a great way to get fit or to enjoy your lunch every day.

4 I think that's a great way to help. After less than an hour, you could have something to eat but also make contact with other people.

## Speak up

6 Work in pairs. Which of these facts do you think is false?



### Fun facts: food

- 1 A chicken and burger restaurant in Wales is giving a discount to people with red hair.
- 2 A restaurant in Las Vegas, USA, offers a burger which costs \$5,000.
- 3 The pop-up Toast or Hands Café in London put butter and jam on people's hands to show them that bread is useful.
- 4 A group of young inventors in the USA have come up with a way to print faces on ice cream.
- 5 Teenagers at a school in east London were given a three-course lunch made of insects.

7 Imagine you are going to start a pop-up café for your school. What food will you serve? How could people pay? Present your ideas to the class and vote for the best café.

# Paying for a hamburger with a hug



i It's something people do all over the world: go out for a meal with family or friends, enjoy the food and give the waiter cash or a card at the end. Actually, not always. Some businesspeople are letting customers pay in more creative ways.

ii Sekai Kobayashi is one of these businesspeople. She's the woman who owns the Mirai Shokudo restaurant in Tokyo. Sekai has a system which offers good food to everyone, even if they're short of money. They can get a free meal if they work in the restaurant for just fifty minutes. <sup>1</sup>..... So far about 500 people, including students, have worked for their meal.

iii Imagine a cool café that doesn't cost a fortune. That's Ziferblat, a chain of cafés which started in Russia. Here time is money because you pay by the minute. You can hang out with your friends, have a drink and a snack, use the wi-fi and play board games. <sup>2</sup>..... It's a system that seems to work as there are now fourteen of these cafés in different places.

iv Have you ever thought about mixing food and fitness? Run for your Bun was a pop-up café in London which did just that. A chicken burger didn't cost six pounds but six minutes of fast and hard training! <sup>3</sup>..... Although they didn't use any notes or coins, they certainly used a lot of energy. Even the bill showed that you paid in movement, not money!

v And one of the most popular burger chains has also been playful when people pay. It had a special promotion in the US. <sup>4</sup>..... Instead, they had the chance to win a tasty meal by being nice to another person – by saying 'hello', giving someone a hug or sharing a selfie. <sup>5</sup>.....

vi If you're someone who likes eating out, who knows how you might pay for food in the future!



# GRAMMAR

1 Read the grammar box and choose the correct words to complete the rules.

## explore grammar

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### relative clauses with *who* and *which*

She's the woman **who** owns the Mirai Shokudo restaurant in Tokyo.

If you're someone **who** likes eating out, who knows how you might pay for food in the future!

Sekai has a system **which** offers good food to everyone.

Ziferblat is a chain of cafés **which** started in Russia.

*Who* and *which* are examples of relative pronouns. We use them after a noun to make it clear which person or thing we are talking about. We use <sup>1</sup>**who / which** for people and <sup>2</sup>**who / which** for things and animals.

With a relative pronoun, we <sup>3</sup>**repeat / don't repeat** the subject pronouns *he, she, it* or *they*.

2 7.1 Listen and match the speakers (1-3) with the questions they are answering (A-D). You do not need one of the questions.

- A Is anyone you know a professional chef?
- B What things would you never eat or drink?
- C Who is the best cook you know?
- D Which smells really make you want to eat?

3 7.2 Complete the sentences with 'who' or 'which'. Listen again and check your answers.

- 1 A The person ..... makes the most delicious food is my mum.  
B She's someone ..... likes parties, too.
- 2 A One thing ..... makes me hungry is the smell of fresh bread.  
B Another thing ..... makes me want to eat is the smell of popcorn.
- 3 A I'm a person ..... cares about animals.  
B So the one food ..... I'd never eat is meat.

4 Connect the sentences with 'who' or 'which'. Are the sentences true (T) or false (F)? Guess.

- 1 Fish is a food. It can help you sleep better.
- 2 A vegan is a person. He/She doesn't eat meat but eats eggs and cheese.
- 3 'A piece of cake' is an expression. It means that something is very easy.
- 4 Honey is a food. It never goes bad.
- 5 A cooker is a person. He/She prepares food as their job.
- 6 Scarlett Johansson is a famous American actress. She owns a popcorn shop in Paris.

## game on

Work in pairs. Write six quiz questions about food: three with *which* and three with *who*. Then work in groups. Can the other students answer your questions?

- What is the thing which heats food very quickly?
- What do we call a person who grows vegetables?

5 e Read the article and for each question, write the correct answer. Write one word for each gap.

## A sweet deal

Nathan John-Baptiste is a fifteen-year-old student from east London. He's also a young man <sup>1</sup>..... loves sweets; not eating them, but selling them. When he was just twelve, Nathan came up <sup>2</sup>..... a business plan to sell sweets and drinks to his schoolmates. He started with just £5 and made money by buying cheap sweets and selling them during the school day. Over time, he became much <sup>3</sup>..... ambitious and he took on students to work for him in three different schools.

During that time, Nathan <sup>4</sup>..... earning about £200 a day from sweets and another project <sup>5</sup>..... made bath products. Then his sweet business ended. It wasn't because the products became <sup>6</sup>..... expensive to buy – the school found out about his business and closed it down. But by then Nathan had made £250,000!

6 Write 'who' or 'which' in the gaps. Then complete the sentences with your own ideas. Work in pairs and compare your sentences.

- 1 Nathan John-Baptiste is a student .....
- 2 The person ..... closed Nathan's business is .....
- 3 A good businessperson is someone .....
- 4 Selling sweets at school is something .....
- 5 An activity ..... can make a lot of money is .....
- 6 Learning about business is a skill .....

## Speak up

7 Why do you think Nathan's school stopped his business?

# VOCABULARY

## talking about food

- 1 Match the food in the photos (A–G) with these adjectives. You can use the adjectives more than once and you can match each photo with more than one adjective.

burned cooked crispy dry hard juicy raw  
salty soft sour spicy sweet

- 2 The toast is burned and hard.  
3 Give an example of something delicious and something horrible you have eaten. Use the adjectives in Ex 1.

I ate some burned steak once. It was awful!

I had some crispy fries yesterday. They were tasty.



## explore vocabulary

### using the correct word

It can be helpful to remember adjectives in pairs of opposites, e.g. *raw* – *cooked*. But sometimes the adjective you need depends on the context.

a dry day – a wet day

a dry steak – a wet steak a juicy steak

Note down adjectives in context to help you remember the correct one.

- 3 Read the vocabulary box and complete the questions with adjectives from Ex 1. Work in pairs and ask and answer the questions.

- Do you prefer boiled eggs to be hard or \_\_\_\_\_?
- Which is nicer: sweet or \_\_\_\_\_ popcorn?
- Why is roast chicken sometimes very dry and other times really \_\_\_\_\_?
- Do you prefer \_\_\_\_\_, or cooked vegetables?

- 4 7.3 Listen and match the conversations (1–4) with the problems (A–F). You do not need two of the problems.

- A The pizza was burned. ....
- B The yoghurt wasn't sweet enough. ....
- C The fruit wasn't juicy enough. ....
- D The fast food was too expensive. ....
- E The food wasn't vegetarian. ....
- F The burger was too dry. ....



- 5 Put the letters in brackets in the correct order to complete the food blog.



What's better than a film with your friends and a takeaway pizza? I always order cheese and tomato with a nice crispy (**pircys**) base.

But recently I've noticed pictures of the strangest pizzas are all over social media. Sushi, for example; I don't mind <sup>1</sup>..... (**arw**) fish but why mix Japanese food with Italian? And what about a popcorn pizza? It looks quite <sup>2</sup>..... (**ryd**) and if the popcorn is <sup>3</sup>..... (**yatsl**), you'll definitely need a drink!

Or do you fancy a Swedish pizza with peanuts, bananas, chicken, pineapple and curry powder? Some <sup>4</sup>..... (**iucjy**) fruit is delicious on a hot day, but on pizza? And for me, the <sup>5</sup>..... (**ypics**) flavours of curry belong in Indian food.

But the most creative has to be the unicorn pizza. It's very <sup>6</sup>..... (**ewtse**), with <sup>7</sup>..... (**fots**), multi-coloured marshmallows on the top. Would you like to try one?

## Speak up

- 6 Invent the strangest pizza or sandwich possible. Share your ideas and vote as a class. The pizza or sandwich which gets the biggest 'Yuk!' is the winner.

My sandwich is roast chicken, bananas, salty popcorn and sweet chocolate sauce on white bread!

# LISTENING

## Power up

- 1 What are the advantages and disadvantages of eating in these ways?
- 1 a takeaway pizza at home with friends
  - 2 a family dinner in a restaurant
  - 3 a snack from a street food seller

## Listen up

- 2 7.4 Listen and match the conversations (1–5) with the topics (A–E).

- A a problem at lunchtime .....
- B a difficult lesson .....
- C giving opinions about a meal .....
- D an end-of-term celebration .....
- E reading about food .....

- 3 7.5 Listen again. For each question, choose the correct answer.

- 1 You will hear a girl telling her friend about a food blog. The girl recommends it because
  - A it is just for vegetarians.
  - B it has lots of different information.
  - C the blogger is from another country.
- 2 You will hear two friends talking about a café. They agree that
  - A the waiters are efficient.
  - B they have had enough to eat.
  - C they are going to have dessert.
- 3 You will hear two friends talking about a cookery presentation. What problem did the girl have?
  - A She burned the food.
  - B She spoke very quickly.
  - C She forgot the recipe.
- 4 You will hear two friends talking about planning a party. What do they agree to check first?
  - A when to have the party
  - B where to have the party
  - C what food to have at the party
- 5 You will hear two friends talking about a disagreement. The girl's mother was not happy because the girl
  - A wanted a different meal.
  - B didn't finish her meal.
  - C used her phone during lunch.

- 4 Read the grammar box and complete the examples with these words.

fast hard healthily quickly simply well

## explore grammar

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### adverbs of manner

We use adverbs of manner to describe verbs.

For most adverbs, we add *-ly* to the adjective (e.g. *quiet – quietly*).

They brought the food <sup>1</sup> .....

Adjectives ending in a consonant + *-y* drop the *-y* and add *-ily* (e.g. *happy – happily*).

You can learn how to eat <sup>2</sup> .....

Adjectives ending in *-le* change the *-le* to *-ly* (e.g. *terrible – terribly*).

I tried to explain everything <sup>3</sup> .....

Some adverbs are irregular (e.g. *good – well*). *Fast* and *hard* have the same form for both the adjective and the adverb.

The blogger writes <sup>4</sup> .....

I'm studying really <sup>5</sup> .....

I always talk <sup>6</sup> ..... when I'm nervous.

- 5 Complete the questionnaire with adverbs.

# Fabulous food

- 1 What's the perfect snack when you're studying ..... (hard)?
- 2 Do you sleep ..... (bad) if you have a midnight snack?
- 3 What's a snack you can make ..... (fast)?
- 4 Imagine there's no more chocolate! Would you miss it ..... (terrible)?
- 5 How important is it to learn to cook ..... (good)?
- 6 Do you eat ..... (different) from your parents? How?
- 7 Is it rude to eat ..... (noisy) or check your phone at the table?
- 8 Do you eat ..... (healthy) or do you eat too much junk food?



## Speak up

- 6 Write two more questions about food and eating like those in the questionnaire.
- 7 Work in pairs. Ask and answer the questions in Ex 5 and 6.

# SPEAKING

## Power up

1 What do you think is the best way to learn to cook something new?

- reading a recipe in a book
- watching a live presentation
- watching a famous chef on TV
- making the food in a class
- cooking with someone you know
- watching an online video

2  7.6 Listen to a student describing this photo. Shout 'Stop!' when you hear something that isn't true. Give the correct information.



3  7.7 Choose the correct words to complete the student's sentences. Listen again and check your answers.

- 1 I can't **forget** / **remember** the word in English.
- 2 It's / It has a type of fruit you eat in the summer.
- 3 It looks / looks like a type of jacket.
- 4 I'm **not** / I **don't** sure of the word in English.
- 5 It's something you use for **hold** / **holding** food or water.

4 Read the useful language and look at the photo below. Work in pairs and take turns to describe something in the photo. Your partner must point to what you are describing.



## useful language: dealing with unknown words

It looks like a/an ...

It's a type of ...

It's something you use for ...-ing.

## Speak up

5 Read the exam tip and complete the task.

### exam tip: describing a photo

- Don't worry if you don't know the words for all the things/people in the photo. Say what the object/person looks like or what the object/person does.
- Don't panic if you can't think of anything to say. Take a deep breath, look at the photo and start again.

Work in pairs. Describe a new word in the photo in Ex 2 for your partner to guess.

6 **e** Work in pairs. Student A, turn to page 157. Student B, turn to page 161. Follow the instructions.

## Speaking extra

7  7.8 Choose the correct words to complete the conversation. Listen and check your answers.

**Waiter:** Hi. Are you ready to **order** / **decide**?

**Max:** Yes, please. **I'd like** / **I like** a burger with fries, please.

**Waiter:** And for you?

**Amy:** **I have** / **I'll have** a cheese and tomato pizza.

**Waiter:** OK. And what **\*do** / **would** you like to drink?

**Amy:** **\*A** / **An** orange juice, please.

**Waiter:** Small or large?

**Amy:** Large, please.

**Max:** And **\*I'm going** / **I'll** have a glass of cola.

**Waiter:** OK, I'll be right back.

8 Work in groups of three. Turn to page 158. Look at your role cards and the menu and decide what to order.

9 Work in the same groups. Roleplay a conversation at a restaurant and order your food from Ex 8. Take turns to be the waiter. Use Ex 7 to help you.

## 7 Food for thought

# WRITING

### Power up

1 Match the photos of typical food from different countries (A-H) with the flags (1-8). Work in pairs and compare your answers.



2 Discuss the questions.

- Which of the foods in Ex 1 have you tried? Which would you like to try?
- Which food from other parts of the world is popular in your country?
- Imagine you are moving abroad. Which food from your country will you miss most?



### Plan on

3 Read the writing task below and choose the correct answers to complete these sentences.

- You are writing to
  - a friend.
  - someone you know well.
  - someone you don't know well.
- Ms Roberts is writing to
  - offer help.
  - ask for information.
  - accept an invitation.
- In your email, you need to include
  - four points.    B three points.    C two points.

Read this email from your English teacher and the notes you have made. Write your **email** to Ms Roberts, using all the notes.

Write your answer in about **100 words**.

From: **Ms Roberts**

Dear Students,

Our English Club is planning a food festival with dishes and snacks from different countries. We need information and ideas, so could you help? ←

Which food from around the world do you think we should include and why? ←

We'd also like to include some fun activities at the festival. Do you have any ideas? ←

The festival is the last weekend of this month. Would you like to come? It would be great to see you. ←

Thanks very much,

Ms Roberts  
Head of English Club

1 yes - agree to help

2 tell Ms Roberts

3 suggest ideas

4 no, away that weekend



4 Read part of a student's reply to Ms Roberts' email. Which points from the notes are missing?

I think it would be a good idea to have food that people can share, like paella or curry. But I don't think we should have anything too spicy. It would be fun to have things you can eat with your fingers, too, like kebabs and tortillas, for example.

Young people like competitions, so why don't we have a food quiz? Members of the English Club can write the questions. Shall we give a prize to the best team?

5 Look at the email in Ex 4 again. Find the expressions the student uses to give an opinion and make a suggestion.

6 Read the exam tip and match the sentences (1-8) with the functions (A-D).

- 1 I'm afraid I won't be here that weekend.
- 2 Of course I'll lend a hand with the preparations.
- 3 How about having some music for people to listen to?
- 4 I'd say it's important to have food for people who eat meat and for vegetarians.
- 5 What about some games which people can play outside?
- 6 I'm sorry, but I'll be away on those two days.
- 7 I'm more than happy to offer some ideas.
- 8 For me, the best idea is to offer new flavours.

- A agreeing to help .....  
 B giving an opinion .....  
 C making a suggestion .....  
 D refusing/apologising .....

### exam tip: an email

Don't just copy the notes on the email into your reply. Think about the language you need for each idea in the notes.

7 Write the missing parts of the email in Ex 4.

8 Which of these phrases aren't appropriate for your reply to Ms Roberts? Why?

#### Starting the email

- 1 Hi Roberts,
- 2 Dear Roberts,
- 3 Dear Ms Roberts,
- 4 Hi Miss,

#### Ending the email

- 5 Lots of love,
- 6 See you later,
- 7 Cheers,
- 8 With best wishes,

### Write on

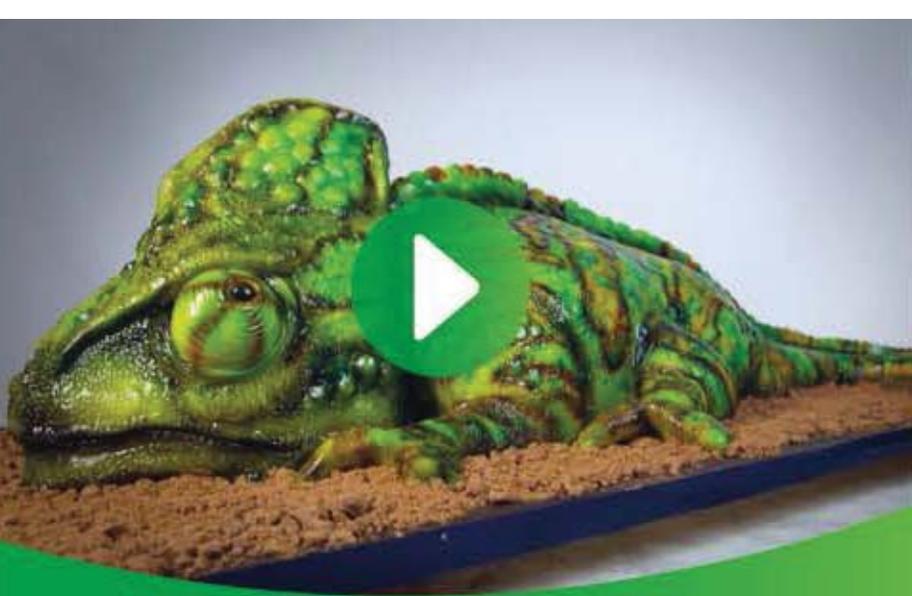
9 e Write your own reply to the email in Ex 3 in about 100 words.

### Improve it

10 Check your email.

Did you:

- 1 include information for all four notes in the task?
- 2 use the correct language to express the ideas in the notes?
- 3 use an appropriate phrase to begin and end your email?
- 4 check your spelling?



## SWITCH ON

### xtreme cake-makers

- 1  Work in pairs. What is the most interesting cake or sculpture you have seen? Why was it interesting?
- 2   Work in pairs. Watch the clip. Which do you think is the best cake? Why?
- 3   Watch again. Are the sentences true (T) or false (F)?
  - 1 Nastassja created the sculpture cake to celebrate the opening of a football stadium. T/F
  - 2 Nastassja's cake is difficult to make because it has a hole in the middle of it. T/F
  - 3 Karisha's wedding cake is the smallest cake she has ever made. T/F
  - 4 Molly wants to make a cow cake because the show is in the countryside. T/F
  - 5 Molly makes the cow's body out of chocolate fudge cake. T/F

### Project

- 4  Work in small groups. You are party planners. Choose one of these celebrations.
  -  a New Year's party
  -  an end-of-school party
  -  a sports victory party
  -  a party for a new student
- 5  Plan your party. Think about these things.
  -  location
  -  music
  -  food and drink
  -  guests
  -  decorations
  -  clothes
  -  extreme cake
- 6  Present your party to the class.

# INDEPENDENT LEARNING

## Listening skills

- 1  Look back at Units 1–7. Which listening tasks did you enjoy most? Which did you find the most difficult? Why? Share your ideas with the class.
- 2  Put these listening tasks in order (1 = most difficult).
 

**Understanding:**

  -  the teacher in class .....
  -  other students in class .....
  -  a video with three or more speakers .....
  -  a short recording with two speakers .....
  -  a longer recording with two speakers .....
  -  a recording about something you're interested in .....
  -  a recording about a new subject .....
- 3  Work in groups and compare your answers for the most and least difficult tasks in Ex 2. Why are some tasks more difficult than others?
- 4  Write two tips for each situation to help you improve your listening skills.

### Top tips for understanding:

#### the teacher/classmates

-  Be quiet so you can hear!
-  .....
-  .....

#### recordings in class

-  Don't worry if you miss a word. Keep listening!
-  .....
-  .....

#### videos online

-  Look at the speakers' body language.
-  .....
-  .....

# UNIT CHECK

## Wordlist

### Adjectives to describe food

burned  
cooked  
crispy  
dry  
hard  
juicy  
raw  
salty  
soft  
sour  
spicy  
sweet

### Food

burger (n)  
butter (n)  
chilli (n)  
cupcake (n)  
curry (n)  
curry powder (n)  
fast food (n)  
fish (n)  
(fried/roast) chicken (n)  
fries (n)  
fruit (n)  
jam (n)  
kebab (n)  
lemon (n)  
marshmallow (n)



paella (n)  
pasta (n)  
peanut (n)  
pineapple (n)  
popcorn (n)  
scone (n)  
steak (n)  
sushi (n)  
toast (n)  
tortilla (n)  
vegetable (n)  
yoghurt (n)

### Other

be short of money (phr)  
chain (n)  
cost a fortune (phr)

delicious (adj)  
give someone a hug (phr)  
pop-up café (n)  
promotion (n)  
raw (adj)  
roast (adj)  
takeaway (n)  
tasty (adj)  
vegetarian (adj)

### Extra

bill (n)  
cook (n)  
cooker (n)  
recipe (n)

## Vocabulary

**1** **7.9** Listen to six sentences. When you hear a beep, write the correct word from the *Adjectives to describe food* section of the wordlist.

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

**2** **7.10** Listen and check your answers.

**3** Find these things in the *Food* section of the wordlist.

- two types of fruit: .....
- two types of cake: .....
- something sweet you can put on bread: .....
- a dish that is made from raw fish: .....
- something we put in food to make it more spicy: .....
- a vegetable with a strong, hot taste: .....
- a very soft sweet that is often white: .....
- a round piece of cooked meat: .....

**4** Choose the correct words to complete the sentences.

- This dish is not **burned** / **vegetarian**, so I can't eat it. I don't eat meat.
- I'm a little **short** / **hard** of money at the moment, so I can't come to the concert with you.
- It was a simple but very **sour** / **tasty** dish. I liked it.
- Go on, **give** / **make** your grandma a hug and say 'thank you' for your present.
- I made some ice cream and put some **kebabs** / **peanuts** on top. Yum!
- Would you like some **fries** / **jams** with your burger?

**5** Choose the correct answers to complete the conversation.

- A:** Do you think you're a good **1** .....
- B:** I'm not bad but I like to read a **2** ..... before I make anything.
- A:** What was the last thing you made?
- B:** Some **3** ..... with chocolate and cream on top. Everyone liked them and they were cheap to make. The ones in the local shop **4** ..... a fortune.
- A:** Yes, they're expensive, but they're **5** .....! I love sweet things but my mum wants us to eat more healthily, so for dessert we just get fruit or a **6** .....

- |                    |                    |                 |
|--------------------|--------------------|-----------------|
| 1 <b>A</b> cooking | <b>B</b> cooker    | <b>C</b> cook   |
| 2 <b>A</b> recipe  | <b>B</b> bill      | <b>C</b> menu   |
| 3 <b>A</b> fries   | <b>B</b> cupcakes  | <b>C</b> kebabs |
| 4 <b>A</b> pay for | <b>B</b> pay       | <b>C</b> cost   |
| 5 <b>A</b> roast   | <b>B</b> delicious | <b>C</b> raw    |
| 6 <b>A</b> yoghurt | <b>B</b> curry     | <b>C</b> steak  |

# UNIT CHECK

## Review

1 Choose the correct words to complete the sentences.

- 1 Pasta is a food **who** / **which** we eat every day in my family.
- 2 I hate cheese – it's something **who** / **which** makes me feel sick.
- 3 I've got a friend **who** / **which** writes a food blog.
- 4 Everyone enjoyed the cake **who** / **which** my dad made.
- 5 I can't cook. I don't know anyone **who** / **which** likes my food!
- 6 A barista is a person **who** / **which** prepares coffee.

2 e Read the article and for each question, write the correct answer. Write one word for each gap.

## A robot restaurant

Finding a great place to eat can be difficult. The food might be good but often the place just isn't exciting <sup>1</sup> ..... for you to enjoy yourself. Well, how <sup>2</sup> ..... trying Huis Ten Bosch, a theme park in Japan? And one of the <sup>3</sup> ..... unusual things about the restaurant in the park is the chef. It's a robot <sup>4</sup> ..... makes food in front of the customers.

In fact, this restaurant has thirty robots and just seven humans. Ikki Nakahiri is the man <sup>5</sup> ..... came up with the idea of the robot chef. It's part of a project to find out how <sup>6</sup> ..... different jobs robots can do.



3 7.11 Listen to a food podcast and complete the sentences.

- The date of World Chocolate Day is <sup>1</sup> .....
- To the ancient Mayans, cocoa beans were more valuable than <sup>2</sup> .....
- The word 'chocolate' was first used in English in the year <sup>3</sup> .....
- On average, the British, Swiss and Germans eat <sup>4</sup> ..... kilos of chocolate each year.
- A British chocolate company made a bar weighing 5,792 kilos to celebrate its <sup>5</sup> .....
- Artists have made chocolate sculptures of people such as the Queen of <sup>6</sup> .....

4 Complete the blog post with adverbs formed from the adjectives in brackets.

## A fashion in food



There are two things I love: food and social media. I can cook a few things quite <sup>1</sup> ..... (good) but I think sharing photos of food online is a bit strange. I've never taken a photo of my dinner! Just yesterday I saw hundreds of photos of rainbow food. If you haven't heard of it, it's the food people <sup>2</sup> ..... (normal) eat, like burgers and sandwiches, but in all the colours of the rainbow: red, orange, yellow, green, etc. I thought that this fashion was for very young children. My little cousin would <sup>3</sup> ..... (happy) eat a rainbow cake on his birthday. But <sup>4</sup> ..... (surprising), adults seem to love this multi-coloured food, too. I could see from the photos that people have worked very <sup>5</sup> ..... (hard) to make this rainbow food. My question is: why? It's great to cook <sup>6</sup> ..... (creative) but does food that is white or brown need to be pink, blue and yellow? You can already get colourful food very <sup>7</sup> ..... (easy) from real fruit and vegetables. I <sup>8</sup> ..... (complete) agree that food can be fun but does it need to be fake?

5 Imagine you went to one of the restaurants or cafés in this unit. Write a short blog post about your experience. Would you recommend the place to other people?

“

It's not a  
**holiday** if  
 there's  
 no **snow!**

”



Look at the photo and discuss the questions.

- 1 Where is the boy? What do you think he is doing?
- 2 Would you enjoy this kind of holiday? Why/Why not?
- 3 Have you ever been to a very hot or very cold place?

8

## Getting away

### READING

topic: holidays, summer camps  
 skill: matching meanings  
 task: multiple matching

### GRAMMAR

present perfect  
 present perfect with *for* and *since*

### VOCABULARY

travel and transport

### LISTENING

topic: moving to a different country  
 skill: matching meanings  
 task: multiple choice

### SPEAKING

topic: things you travel with  
 skill: reaching agreement  
 task: collaborative task and discussion

### WRITING

topic: a holiday story  
 skill: structuring a story; using adverbs  
 task: story

### SWITCH ON ▶

video: Peru adventure  
 project: travel roleplay

# READING

## Power up

- 1 What makes your perfect holiday? Work in pairs and decide on the three most important things.
- 2 What do you know about summer camps for young people? What activities can you do there?

## Read on

- 3 Read about five young people who are interested in going to a summer camp. Find the things that are important for each person.



### 1 Beth

Beth has just started having tennis lessons. She'd like to improve her skills and try some new sports. She wants to stay at camp overnight, but in her own room, which must have wi-fi!



### 2 Theo

Theo isn't into sport, but he loves computers and gaming. He enjoys competing against other people in a friendly way. He wants to spend three weeks at camp in August.



### 3 Eve

Eve hasn't stayed away from home before, so is looking for a daytime camp. She's never enjoyed sport, but loves art and making things. She needs a camp that isn't too expensive.



### 4 Jack

Jack loves adventure and is happiest when he's outside. He loves anything that's exciting and a bit different. He wants to try water sports and he also wants organised activities in the evenings.



### 5 Daisy

Daisy loves music and drama. She plays the guitar and would like to play music with other people. She also loves performing and wants the experience of staying away from home. She doesn't eat meat.

- 4 Read text 1 in Ex 3 again. Then read the reviews on page 95. Which ones mention the things that are important for Beth? Do they use the same words as the text about Beth?

- 5 Read the exam tip and complete the task.

#### exam tip: multiple matching

More than one review might mention some of the things that are important for each person, but only one will match all the things the person wants.

Read the reviews again. Which one matches all the things that Beth wants?

- 6 e Read the reviews again. Decide which summer camp (A-H) would be the most suitable for the people in Ex 3 (1-5).
- 7 Find words in the reviews that have these meanings.
  - 1 a number of different things from which you can choose (review A): .....
  - 2 every day (review B): .....
  - 3 difficult (review C): .....
  - 4 in every possible way (review D): .....
  - 5 for one person (review E): .....
  - 6 make something over a period of time (review F): .....
  - 7 the part of a theatre where people perform (review H): .....
  - 8 make something better (review H): .....

## Sum up

- 8 Work in pairs. Talk about the summer camps in the reviews. Which one would you most like to go to? Why?

## Speak up

- 9 Work in pairs. Design your own summer camp. Think about these questions.
  - 1 Where is it?
  - 2 What activities can people do there?
  - 3 What's special about it?
- 10 Work in the same pairs. Present your summer camp to the class. Vote for the best one.

Have you discovered the fun of summer camp yet? Summer camp is a great way of making new friends and having your first holiday without your family. We review some popular summer camp choices.



### **A** Camp Beaumont

Camp Beaumont has a fantastic choice of activities, from tennis and football to climbing and water sports. Great if you love spending time in the fresh air. There's plenty of free time in the evenings for relaxing and chatting to friends online. All rooms are for two or three people, so you'll make new friends, too.

#### **B** Get Busy!

This is the creative camp! As well as painting and drawing, there are lessons on using technology in creative ways, from making cartoons to games and apps for your phone. The camp runs daily from 9.00 to 6.00 for three weeks in July, and you can take things home each evening to show your family. Prices are quite low, too.

#### **D** Action Plus

This is the place for sports and for people who like to be busy and outside all day. As well as popular sports such as basketball and tennis, there are also more challenging activities like mountain biking and horse-riding. There's no wi-fi, but there are organised trips at the weekend. Choose a single or double room.

#### **D** Show Time!

Have you ever thought about doing something completely different? Why not spend four weeks writing and performing in your own play? There's a job for everyone, from making costumes to playing music, or even working the theatre lights. Everyone works, eats and lives together, so it's a great way to make friends. The food is OK, although there are no vegetarian choices.

### **B** Langdale Summer Camp

Langdale isn't cheap, but it's great if you love art and drama and there's also every sport you can think of, with expert teachers to help you. Choose just one activity or do something different every day. The food is great, with vegetarian choices. Come for days only or stay in a single or shared room, all with wi-fi!



### **B** Go For It!

Want to get creative? Go For It only opened last year, but it's already become a very popular camp. You can make anything from clothes to musical instruments or even help to develop a new electronic game! There are quizzes in the evenings, with great prizes for the winners. It's open July to September. Prices are high, but we know you'll love it!

### **G** Be Extreme

If you're not scared of being scared, then why not Be Extreme? There are lots of great activities you probably haven't done before, like driving a quad bike or coming down zip wires high in the trees. There's a large pool for canoeing and diving, too. Evenings are full, with quizzes and other fun things, so you'll never get bored!

### **D** Hardy House

This is the perfect summer camp for all those who love the stage, whether singing, playing in a band, dancing or acting. You'll learn from experts how to improve your skills and the weekly shows give you and your new friends the chance to be stars together in a local theatre. The accommodation and food are excellent, with great vegetarian choices.

# GRAMMAR

1 Read the grammar box and choose the correct words to complete the rules.

**explore grammar** → p140

### present perfect

We use the present perfect simple to talk about an experience at some time in the past. We **say / don't say** exactly when it happened.  
 Jack **has done** lots of different activities.  
 There are lots of exciting activities you probably **haven't done** before.

#### ever and never

We use *ever* to ask if something has happened. We use *never* to say that something has not happened.  
 Have you **ever** thought about doing something completely different?  
 She's **never** enjoyed sport.

#### just, already and yet

Beth has **just** started having tennis lessons. (= a <sup>3</sup>long / short time ago)  
 It's **already** become a very popular camp. (= <sup>3</sup>sooner / later than someone expected)  
 Have you discovered the fun of summer camp **yet**? (= I <sup>4</sup>expect / don't expect this to happen.)

2 8.1 Watch or listen to people talking about their holiday experiences. Match the speakers (1–5) with the places they have visited (A–H).

- |           |             |            |          |
|-----------|-------------|------------|----------|
| A Wales   | C Australia | E Portugal | G Dubai  |
| B America | D Spain     | F Ibiza    | H Greece |

3 8.2 Complete the sentences with the present perfect form of the verbs in brackets. Watch or listen again and check your answers.

- I ..... (visit) Dubai, America, France and Spain but I ..... (not be) to Japan.
- I ..... (eat) snails on holiday in France and I ..... (see) jellyfish in Portugal.
- I ..... (already / be) to Wales this year.
- I ..... (just / get back) from a week's holiday in France.
- I ..... (be) to the Greek islands but I ..... (never / visit) Spain.
- I ..... (stay) in a rainforest overnight, I ..... (be) to the beach in Australia, I ..... (also / visit) Europe.
- I ..... (sail) on a glass-bottom boat and seen the fish beneath me.
- I ..... (be) scuba-diving in Ibiza with my family.

4 Choose the correct words to complete the sentences. Which sentences are true for you? Work in pairs and compare your answers.

- I've **never / ever** been to America.
- I've **yet / already** been on holiday once this year.
- I haven't been to Australia **already / yet**, but I'd like to go one day.

5 Read the text messages (A–C) people sent from airports when they were going on holiday. Complete them with the present perfect form of these verbs.

already / have already / tell just / ask just / say  
 never / fly not arrive / yet

**A** At the airport and still waiting. We <sup>1</sup> ..... three cups of coffee. Our plane is delayed. It seems the pilot is on his way, but he <sup>2</sup> ..... I hope he'll be here soon!

**B** We're waiting to go through security. My dad <sup>3</sup> ..... me if I've got my passport with me. I <sup>4</sup> ..... him three times that it's in my bag. Why can't he just relax and trust me?

**C** I'm travelling to New York with my family. My gran <sup>5</sup> ..... before and she's really nervous. She <sup>6</sup> ..... that she'll be fine if she can open the window when we're in the air. I think I'll try not to sit next to her!

## Speak up

6 Write four questions about travelling using 'Have you ever ...?'. Use these ideas or your own ideas.

be ill on holiday eat something unusual  
 fly in a helicopter forget your ticket ride on a camel  
 see a jellyfish travel by boat visit the USA

7 Ask your questions from Ex 6 to different students. Who gave the most 'yes' answers?

### game on

Work in pairs. Guess what your partner has done. Use the present perfect and *never, just, already* and *yet*. Tell your partner. Are you right?

I think you haven't finished your history project yet.

Yes, that's true!



# VOCABULARY

## travel and transport

1 Put these words in the correct group. Some words can go in more than one group.

accommodation booking customs fare guest ID passenger platform  
reception reservation return ticket security tourist visa

airport	train station	hotel

2 8.3 Listen and match the conversations (1–5) with the situations (A–E).

- A The passenger has forgotten a document they need. ....
- B The customs officer found something that isn't allowed. ....
- C The tourist made a reservation online. ....
- D The guest doesn't like their accommodation. ....
- E The people are waiting at the wrong platform. ....

3 Complete the quiz questions with these words.

fare ID passengers platforms security



## TRAVEL TRIVIA

- 1 What did ..... officers find in a woman's handbag at an airport in Scotland?  
A a cat B a dog C a mouse
- 2 If you fly from New York to Abu Dhabi and you pay a one-way ..... of about £20,000, what does your flight include?  
A a swimming pool  
B a three-room apartment  
C a show to entertain you
- 3 What must ..... wear on some planes in the US?  
A shoes B gloves C a coat
- 4 Grand Central Station in New York is the biggest train station in the world. What is unusual about its forty-four ..... ?  
A They are painted red.  
B They are made of wood.  
C They are all under the ground.
- 5 Which of these have officials NOT accepted as a form of ..... at US airports?  
A a store card B a photo of someone's passport C a family photo

4 8.4 Do the quiz in Ex 3. Listen and check your answers.

5 Read the vocabulary box and complete the questions with the correct form of these verbs. Work in pairs and ask and answer the questions.

buy catch go make pay show

- 1 When was the last time you ..... a train? Where to?
- 2 At what age do you have to ..... the full fare on buses and trains in your country?
- 3 When was the last time you ..... a return ticket? Where to?
- 4 If you wanted to ..... a reservation, would you phone or do it online? Why?
- 5 When was the last time you had to ..... your ID? Who to?
- 6 Where would you most like to ..... on a long journey to?

### explore vocabulary

#### verbs and nouns

Try to learn the verbs and phrasal verbs that are often used with nouns, for example:

- book accommodation
- go through security at the airport
- go to reception in a hotel
- take a boat trip

Write example sentences to help you remember.

### Speak up

6 Work in pairs. Think of a difficult situation while travelling and answer the questions. Use these ideas or your own ideas.

lost bag mistake with ticket no passport/ID  
room not booked train/flight delayed

- 1 Your situation involves two people. Who are they?
  - 2 What has happened?
  - 3 How do the people feel?
  - 4 What is the answer to the problem?
- 7 Work in the same pairs. Prepare a conversation for the situation in Ex 6. Act out your conversation for the class. Can they guess the situation?

## 8 Getting away

# LISTENING

### Power up

- 1 Work in pairs. What are the five most difficult things about moving to a different country?

### Listen up

- 2  8.5 Read the exam tip and complete the task.

#### exam tip: multiple choice

Sometimes the speakers mention words or ideas that are in the incorrect options. Don't choose an option just because you hear a particular word or idea. Listen carefully to see if the meaning matches.

You will hear an interview with Abi, who has recently moved from London to New York. Read question 1 in Ex 3 and listen to the first part of the interview. Answer these questions.

- 1 Which things in the options for question 1 does Abi mention?
- 2 What is the correct option?
- 3 Why are the other two options wrong?

- 3  8.6 Listen to the rest of the interview. Choose the correct answers to questions 2–6.

- 1 Abi moved to New York.  
A when her dad moved.  
B immediately after her exams.  
C in the summer holidays.
- 2 Abi has noticed that at the weekend, the trains  
A seem to arrive very quickly.  
B sometimes go to different places.  
C are busier than during the week.
- 3 Abi says that eating in New York  
A is always interesting.  
B is very expensive.  
C isn't as good as in London.
- 4 How does Abi feel about seeing famous people?  
A pleased that it now seems normal to her  
B surprised that other people don't get excited  
C sorry that she hasn't seen her favourite star
- 5 For Abi, the best thing about New York is  
A the parks.  
B her friends.  
C the shopping.
- 6 Next year Abi wants to  
A go to some concerts.  
B see some tourist attractions.  
C visit some museums.

- 4 Read the grammar box and complete the rules with these words.

for since the past the present

### explore grammar

→ p140

#### present perfect with *for* and *since*

We can use the present perfect for an action that started in <sup>1</sup>..... and continues in <sup>2</sup>.....

My dad **has lived** here *since the spring*.  
(He came here in the spring and still lives here now.)

I **'ve been** here *for three months now*.  
(I came here three months ago and I still live here.)

We use <sup>3</sup>..... + a period of time (e.g. *two weeks, three months, six years*).

We use <sup>4</sup>..... + a point in time (e.g. *last Saturday, June, 2010*).

- 5 Read some online comments about Abi's interview. Complete them with the present perfect form of the verbs in brackets and 'for' or 'since'.



I agree with Abi that transport can be difficult in a new city. I <sup>1</sup>..... (live) in Amsterdam <sup>2</sup>..... six months now, and I still find it strange that everyone cycles everywhere. No one cycles in Melbourne, where I'm from!



I'm surprised that Abi doesn't miss food from home. I moved from Rome to London a few years ago and I really miss Italian ice cream. I <sup>3</sup>..... (not eat) good ice cream <sup>4</sup>..... I arrived here!



I can't believe that Abi's seen Zac Efron and Johnny Depp! I <sup>5</sup>..... (be) in New York <sup>6</sup>..... two years now and I haven't seen any of my favourite stars! 😞



Abi's lucky that she's made new friends. I miss my old friends! I live in Hamburg in Germany now and I <sup>7</sup>..... (not see) my best friend <sup>8</sup>..... last July. But she's coming to visit me soon!

### Speak up

- 6 Think of three things that someone coming to live in your town or city might like or find interesting. Share your ideas with the class.

# SPEAKING

## Power up

1 Which of these things do you usually take with you when you travel? Do you take any other things? Make a list.

diary digital camera earphones flip flops guidebook  
mobile phone phone charger sunglasses water bottle

2 Work in groups and compare your lists from Ex 1. What things do you all take? Why do you take these things?

3  8.7 Listen to Tom and Evie talking about things they always travel with. Write the things they mention. Can you remember the reasons they gave for each object?

1 Tom: .....

2 Evie: .....

4 Read the speaking task and look at the pictures. Which things do you think would be a good idea for a present?

One of your classmates is going to live in a different country. Here are some ideas for a goodbye present you could give him. Talk together about the different presents and say which would be the best.

### Ideas for a goodbye present



5  8.8 Listen to two students discussing the presents. Which one do they agree on? Why?

6  8.9 Read the useful language and complete the sentences from the students' conversation with these words. Listen again and check your answers.

both choice decide on happy with talked about would choose

- So, we've ..... all the presents now. Shall we ..... the best one?
- I ..... either the book of photos of his city or the T-shirt.
- My ..... would be the T-shirt or the backpack.
- We ..... think the T-shirt is a good idea.
- Yes, I'm ..... that.

### useful language: reaching agreement

We've talked about all the ... now. Shall we decide on the best one?	We both think the ... is a good idea.
I would choose ...	I'm happy with that.
My choice would be ...	I agree that's the best idea.
Shall we choose ...?	Let's choose that one.

7 Read the exam tip and complete the task.

### exam tip: collaborative task

Remember: you don't need to reach an agreement, but you need to **try** to agree on one thing.

What can you say to your partner if you can't agree?

- Yes, I think you're probably right.
- OK, I guess we just have different opinions.
- How can you think that's the best option?

## Speak up

8  e Work in pairs. Do the task in Ex 4.

9  e Work in pairs. Turn to page 161 and do the task.

10  e Work in pairs. Take turns to ask and answer the questions.

- Have you ever forgotten to take something with you on a trip?
- Which places would you most like to visit? Why?
- Why do you think people enjoy going on holiday?



# WRITING

## Power up

1 Describe what is happening in each picture.



2 Work in groups. What other things might happen in a story about a holiday? Write as many ideas as you can. You have three minutes.

## Plan on

Complete the tips on how to write a good story with these words.

adverbs beginning ending interesting time expressions

### A good story:

- has a clear <sup>1</sup>....., middle and <sup>2</sup>.....
- uses <sup>3</sup>..... to say when the main events happened.
- uses adjectives and <sup>4</sup>..... to describe what happened and make the story <sup>5</sup>.....

4 Read the writing task and the middle part of a student's story below. Choose the best beginning and ending for the story. Why are these the best ones?

#### Beginnings

- A We arrived at the airport early. It was a long journey to get there.
- B We arrived at the airport early. I was tired, and my bags were really heavy.
- C We arrived at the airport early. It was my first trip to New York, so I was very excited.

#### Endings

- A I felt very disappointed and I didn't know what to do next.
- B I looked at my phone, and saw the date – 23 June. The date on the ticket was 24 June!
- C I looked at her angrily and asked, 'Why can't you accept it?'

Your English teacher has asked you to write a story. Your story must begin with this sentence: 'We arrived at the airport early.' Write your **story** in about **100 words**.

While we were waiting to check in, I thought about all the things I wanted to see in New York. **Finally**, it was my turn. The woman at the desk smiled and said, 'Ticket and passport, please.' I **quickly** gave her my ticket and passport. **Suddenly**, she stopped smiling. Then she said **sadly**, 'I'm sorry, I can't accept this ticket.'

5 Read the skill tip and complete the task.

### skill tip

Use time words and expressions in stories to show when different actions happen.

Match the highlighted time words in the story in Ex 4 with their meanings (A–B). Which tense do we use after each time word?

- A the action happened after another action
- B the action happened at the same time as another action

6 Choose the correct words to complete the sentences.

- 1 **Before** / **While** I left for the airport, I checked that I had my passport.
- 2 It started to rain **while** / **before** we were driving to the airport.
- 3 **Then** / **When** we got to the airport, we went for a coffee.
- 4 We bought a new ticket and **after** / **then** did some shopping.
- 5 **Half an hour later** / **Later than half an hour**, we were sitting on the plane.
- 6 We all laughed about the situation **next** / **afterwards**.

7 Read the language box. Look at the adverbs in bold in the story in Ex 4 and answer the questions.

- 1 Which adverbs describe how something happened? Which say when it happened?
- 2 Which adverbs come at the beginning of the sentence?

## explore language

### using adverbs

Use adverbs to make your writing more interesting.

Some adverbs describe how someone does something.

I walked home **slowly**.

She was speaking **loudly**.

Some adverbs say when something happened.

It **suddenly** started to rain.

We went home **immediately**.

We can use adverbs before or after a verb. If an adverb comes after a verb, it must also come after the object of the verb.

I **quickly shut** the door.

I **shut** the door **quickly**.

We can also use adverbs at the beginning of a sentence. This makes them seem more important.

**Suddenly**, I woke up.

8 Rewrite the sentences using the adverbs in brackets. More than one answer may be possible.

- 1 I walked home. (quickly)
- 2 I heard a loud noise. (suddenly)
- 3 She told me the good news. (immediately)
- 4 I opened the door. (slowly)
- 5 We arrived home. (finally)
- 6 He called my name. (loudly)

## Write on

9 Read the writing task and plan your story. Use the questions below to help you.

Your English teacher has asked you to write a story. Your story must begin with this sentence:

'We arrived at our hotel and went to the reception desk.'

Write your **story** in about **100 words**.

### Beginning

- Where was the hotel?
- Who were you with?
- Why were you there?
- How were you feeling?

### Middle

- What was the hotel like?
- What happened when you went to the reception desk?
- What did you do?
- How did you feel?
- What happened next?

### Ending

- What happened in the end?
- How did you feel?

10 e Write your story in about 100 words.

## Improve it

11 Check your story.

Did you:

- 1 use the opening sentence?
- 2 add more information at the beginning to explain the situation?
- 3 describe what happened and how you felt?
- 4 use time expressions to show when the actions happened?
- 5 use adverbs to make your writing interesting?
- 6 give a clear ending?



# INDEPENDENT LEARNING

## Writing skills

- 1 Look back through Units 1–8. Which writing tasks did you enjoy the most? Which did you find difficult? Tell the class.
- 2 What do you find easy and difficult about writing? Choose two things that you are confident about and two that you find difficult. Work in pairs and compare your ideas.

- understanding the task
- getting ideas
- planning how to organise my ideas
- thinking of interesting vocabulary
- using grammar correctly
- spelling and punctuation

- 3 Look at the story you wrote in this unit. Answer the questions. Then work in pairs and discuss your answers.

- 1 What is good about it (ideas, grammar, vocabulary, etc.)?
- 2 What things could you do better next time?

- 4 Complete the notes with your own ideas.

*Next time I do a writing task, I will ...*

.....

.....

.....

.....

.....

.....

.....

## SWITCH ON

### Peru adventure

- 1 Work in pairs. Name as many countries as you can. You have two minutes.
- 2 Watch the clip. Would you like to go on this kind of trip? Why/Why not?
- 3 Watch again. Are the sentences true (T) or false (F)?
  - 1 Most of the girls have been abroad before. T/F
  - 2 The girls spend time at a local school in Peru. T/F
  - 3 The hike is harder for the Peruvian girls than the American girls. T/F
  - 4 Alexis was getting headaches and stomachaches up the mountain. T/F
  - 5 It's the first time many of the girls have seen snow. T/F

### Project

- 4 Work in pairs. You are going to roleplay being a travel agent and a customer. First, choose a country you are interested in and three popular locations / tourist attractions in that country. Then find things to do in each location.
- 5 Work in the same pairs. Make detailed notes as travel agents for each location / attraction (price, opening/closing times, age limit, etc.).
- 6 Work in the same pairs. Think about what kind of holiday you want as customers. You will discuss this with the travel agent. Think about these things and make notes.
  - weather
  - famous landmarks
  - food
  - kind of holiday (beach, activity, water sports, sightseeing, etc.)
  - attractions
- 7 Take turns to play both roles. Ask and answer questions about your holidays as a travel agent and a customer. Use your notes to help you.

# UNIT CHECK

## Wordlist

### Travel and transport nouns

accommodation  
airport  
booking  
customs  
customs officer  
fare  
guest  
hotel  
ID  
journey  
passenger  
platform  
reception  
reservation  
return ticket  
security  
tourist  
train station  
trip  
visa

### Travel and transport collocations

book accommodation  
buy a (return) ticket  
catch a train/flight  
go on a journey  
go through security  
go to reception  
make a reservation  
pay the full fare  
show your ID  
take a trip

### Travel items

diary (n)  
digital camera (n)  
earphones (n)  
flip flops (n)  
guidebook (n)  
mobile phone (n)  
phone charger (n)  
sunglasses  
water bottle (n)

### Time expressions

after (prep)  
afterwards (adv)  
before (prep)  
(half an hour) later (adv)  
next (adv)  
then (adv)  
when (conj)  
while (conj)

### Adverbs

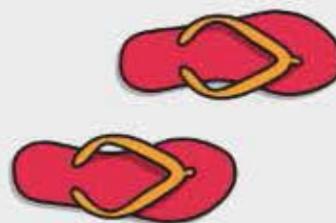
finally  
immediately  
loudly  
quickly  
slowly  
suddenly

### Other

challenging (adj)  
choice (n)  
completely (adv)  
daily (adv)  
develop (v)  
double (room) (adj)  
improve (v)  
single (room) (adj)  
stage (n)

### Extra

creative (adj)  
expert (n)  
extreme (adj)  
fresh air (n)  
local (adj)  
perform (v)  
skill (n)



## Vocabulary

1 8.10 Listen to six sentences. When you hear a beep, write the correct word or phrase from the wordlist.

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

2 8.11 Listen and check your answers.

3 Read the definitions and write the correct words from the *Travel and transport nouns* section of the wordlist.

- a person who visits a place or country on holiday: .....
- the place in a hotel where you first go when you arrive: .....
- a document that shows who you are: .....
- a person travelling on a plane, ship, train, etc.: .....
- a mark on your passport that shows you can visit a foreign country: .....
- a person staying in a hotel: .....

4 Read the article. For each question, choose the correct answer.

## Backpacking adventure

The idea of travelling alone to far-off places is certainly exciting. But it's important to be well prepared. First, make sure you save up enough money to pay for your air <sup>1</sup> ..... and also give you plenty to spend while you're away. You don't need to <sup>2</sup> ..... all your accommodation in advance, but it's a good idea to find places to stay for the first few nights at least and <sup>3</sup> ..... reservations online. Make sure you check the prices carefully so you don't get any surprises when you arrive. When the big day comes, get to the airport early to make sure you <sup>4</sup> ..... your flight. Remember it can take time to <sup>5</sup> ..... security. Once you're on the plane, try to rest because you may have a long <sup>6</sup> ..... ahead of you. Then, once you're there, you can relax and enjoy your adventure!



- |                      |                     |                    |                     |
|----------------------|---------------------|--------------------|---------------------|
| 1 <b>A</b> cost      | <b>B</b> bill       | <b>C</b> fare      | <b>D</b> payment    |
| 2 <b>A</b> hire      | <b>B</b> book       | <b>C</b> buy       | <b>D</b> rent       |
| 3 <b>A</b> make      | <b>B</b> take       | <b>C</b> fill      | <b>D</b> do         |
| 4 <b>A</b> reach     | <b>B</b> catch      | <b>C</b> have      | <b>D</b> keep       |
| 5 <b>A</b> walk past | <b>B</b> get out of | <b>C</b> come into | <b>D</b> go through |
| 6 <b>A</b> journey   | <b>B</b> transport  | <b>C</b> visit     | <b>D</b> travel     |

# UNIT CHECK

## Review

**1** Choose the correct words to complete the sentences.

- Have you **finished your homework yet** / **yet finished your homework**?
- Have **ever you** / **you ever** climbed a high mountain?
- I only put the post online yesterday and I've **already** / **never** had fifty comments!
- Max has **just** / **yet** called to say he's going to be late.
- Look, that's amazing! I've **never** / **ever** seen a car like that before!
- I've known my best friend **for** / **since** I was eight years old.
- The new school has been open **for** / **since** six months now.
- I ordered some tickets online two weeks ago, but they **have already arrived** / **haven't arrived yet**.
- We **saw** / **We've seen** that film last week.
- Sara's **been** / **gone** to Australia and she won't be back until next week.

**2** **8.12** Complete the conversations with the present perfect form of the verbs in brackets. Listen and check your answers.

- A:** <sup>1</sup>..... (you / ever / do) any water sports?  
**B:** Yes, I <sup>2</sup>..... I <sup>3</sup>..... (just / come back) from my holiday and I tried waterskiing. It was amazing!
- A:** <sup>4</sup>..... (your exams / finish / yet)?  
**B:** No, they <sup>5</sup>..... I <sup>6</sup>..... (already / do) maths and science, but I <sup>7</sup>..... (not do / English / yet). That's tomorrow!
- A:** <sup>8</sup>..... (your new computer game / arrive / yet)?  
**B:** No, it <sup>9</sup>..... They say they <sup>10</sup>..... (already / send) it, so I hope it'll arrive tomorrow!
- A:** How long <sup>11</sup>..... (you / have) this phone?  
**B:** I <sup>12</sup>..... (have) it for three months. I really like it.

**3** Complete the second sentence so that it has the same meaning as the first sentence. Use the words in brackets.

- They told us a few minutes ago that our plane is delayed. (just)  
They ..... that our plane is delayed.
- This is the third cup of coffee you've had today. (already)  
You ..... two cups of coffee today.
- I need to pay for my ticket. (paid)  
I ..... for my ticket yet.
- This is our first time in Paris. (never)  
We ..... to Paris before.
- I met Sam four years ago. (known)  
I ..... Sam ..... four years.
- They first moved here in 2017. (lived)  
They ..... here ..... 2017.

**4 e** Read the article and for each question, write the correct answer. Write one word for each gap.

## The train ticket of the future?

This looks like an amazing idea! Have you <sup>1</sup>..... forgotten or lost your train ticket? It <sup>2</sup>..... happened to me lots of times in my life and it's not much fun! But now scientists in Sweden <sup>3</sup>..... developed a new way of taking your ticket with you so you can never forget it again. Your ticket is a tiny computer chip inside your hand and the guard checks it using their phone! The technology to do this isn't new. Scientists have known about it <sup>4</sup>..... quite a long time, but the new tickets have only been available <sup>5</sup>..... last year. It's a great idea for someone like me – I always leave my ticket at home! I haven't got my electronic ticket <sup>6</sup>....., but I hope I can get one soon.



**5** Imagine you are staying at a summer camp. Write an email to a friend. Think about these questions.

- Where is the camp?
- How long have you been there?
- What's the camp like?
- What activities have you done or tried already?
- What things haven't you done yet?



“It’s always  
**fun** when  
you are  
**with** your  
**friends.**”

Look at the photo and discuss the questions.

- 1 Where do you think the girls are?
- 2 Do you enjoy spending time in these kinds of places? Why/Why not?
- 3 Where do you like spending time with your friends?

9

## What’s your idea of fun?

### READING

topic: low-tech teens  
skill: understanding attitude, opinion and global meaning  
task: multiple choice

### GRAMMAR

zero and first conditionals  
verb patterns: *-ing* and to-infinitive

### VOCABULARY

entertainment and technology

### LISTENING

topic: a comic convention  
skill: listening for specific information  
task: sentence completion

### SPEAKING

topic: entertainment  
skill: talking for a full minute  
task: long turn

### WRITING

topic: an invitation  
skill: understanding the task; expanding notes; planning  
task: email

### SWITCH ON ▶

video: pastimes in the past  
project: game/toy creation

## 9 What's your idea of fun?

# READING

## Power up

1 Read the headline below and answer these questions.

- 1 Which two words make 'screenager'? Why do you think this word was invented?
- 2 Do you think social media is important? Why/Why not?
- 3 Without social media, what things might someone miss out on?

### Screenagers check social media every few seconds

2 Read the text message and notice. For each question, choose the correct answer.



Why has Emily sent this text message?

- A She's asking Ali about her favourite food.
- B She recommending a film to Ali.
- C She's inviting Ali to spend time with her at home.

## NOTICE

Students must turn off their phones during the school day, including breaks and the lunch hour.

- A Students are not allowed to use their phone at any time in school.
- B Students must not take their phones into school at any time.
- C Students can use their phones when they aren't in lessons.

## Read on

3 Read the article quickly. Who did Jo and Craig write it for?

- A app developers
- B other teenagers
- C parents and teachers

4 Read the exam tip and complete the task.

### exam tip: multiple choice

In the exam, you should read the questions one by one and compare each option (A-D) with the text. Your answer should match the meaning of the text exactly. Questions 1-4 follow the order of information in the text. Question 5 focuses on the meaning of the whole text.

Read question 1 and options A-D in Ex 5. Find information in the text to help you choose the correct answer.

5 Read the article again. For each question, choose the correct answer.

- 1 Jo believes that most teenagers
  - A rely on social media too much.
  - B have fun messaging each other.
  - C worry about how long they spend on social media.
  - D understood her feelings about social media.
- 2 What does Jo say about her life now?
  - A She arranges to meet her friends more often.
  - B She misses her friends who are online.
  - C She wishes she could be more independent.
  - D She has plenty to do without social media.
- 3 Craig isn't interested in social media because
  - A his friends from school aren't on social media either.
  - B he prefers to have his own opinions on things.
  - C he thinks there are too many selfies.
  - D he can't find an app for the activities he likes.
- 4 What does Craig say about mobile phones?
  - A He knows you can use them to make new friends.
  - B They can offer different types of entertainment.
  - C He may decide to have one at some time.
  - D They might be useful for advertising his songs.
- 5 What would be a good introduction to this article?

A Young people spend their whole lives online. Here are two teenagers who couldn't live without their smartphone.

B Are these teenagers refusing to be like everyone else? Jo and Craig tell us why they've lived their whole life without a smartphone.

C Not every teenager relies on their smartphone for entertainment. Meet two young people who gave up life online to enjoy real life.

D Why do all young people spend their lives on social media? Jo and Craig argue what's good and bad about smartphones.

# WHY BE A SCREENAGER?



**JO, 14**

I was on social media 24/7 but when my smartphone broke, I didn't replace it. I've never felt better but nearly all people my age just don't understand my decision. If their phone doesn't beep every two seconds, they get worried. If they're bored, they pick up their mobile. It's how they communicate, spend free time and have fun. But how much fun is staring at a screen and waiting for the next message?

I don't think I'm missing out on a social life. The people I want to hang out with are all close by. When someone wants to see me, they just knock on the door. Or we arrange to meet up during the school day. And my life is so full I don't have time to sit around messaging people. I sing and do street dance and I also design my own clothes. I get everything I need from the internet on my laptop. Living without a smartphone isn't like being on another planet. In fact, it makes me more independent and creative. Why not give it a go?



**CRAIG, 15**

A few months ago I lost my smartphone and never found it. The first few days were awful. I really felt I was missing out on everything but now I don't think about social media much. Who cares how many likes a selfie gets or which songs everyone is listening to? I like to make up my own mind and not think the same as everyone else. The teens who are on social media are the same people I see at school or at the youth club anyway. I don't need apps like Snapchat to plan a game of football or to decide to download a film.

To me, a phone should be a way of planning entertainment, not the entertainment itself. I spend my free time skateboarding, playing my guitar and writing songs. I don't need a mobile for any of that! If I need a phone in the future, of course I'll get one. But for now I find social media a bit dull. Going out with my mates is just more personal to me and more fun. Try it. If you switch off your phone today, you won't lose all your friends tomorrow, honest.

## 6 Find words/phrases in the article that have these meanings.

- 1 make a short high sound (para 1): .....
- 2 looking at something without moving your eyes (para 1): .....
- 3 make plans (para 2): .....
- 4 try it (para 2): .....
- 5 copy information or a program, usually over the internet (para 3): .....

## Sum up

### 7 Which of these adjectives would you use to describe Jo and Craig? Why?

brave confident interesting old-fashioned strange unusual

## Speak up

### 8 Work in groups. Discuss the questions.

- 1 How would you answer these questions from the article?
  - A Jo: 'How much fun is staring at a screen and waiting for the next message?'
  - B Craig: 'Who cares how many likes a selfie gets?'
- 2 Which of Jo and Craig's opinions do you agree with? Which do you disagree with? Why?
- 3 Do you think you are a screenager? Why/Why not?

## 9 What's your idea of fun?

# GRAMMAR

1 Read the grammar box and choose the correct words to complete the examples.

### explore grammar → p142

#### zero and first conditionals

##### zero conditional

We use the zero conditional (*if* + present simple + present simple) for habits and things that are generally true.

If their phone <sup>1</sup>doesn't / won't beep, they <sup>2</sup>get / will get worried.

If they <sup>3</sup>are / were bored, they <sup>4</sup>pick up / will pick up their mobile.

We can also use *when* instead of *if*.

When someone <sup>5</sup>wants / wanted to see me, they just <sup>6</sup>knock / will knock on the door.

##### first conditional

We use the first conditional (*if* + present simple + *will/won't*) for possible future actions/situations and their results.

If <sup>7</sup>I need / I'll need a phone in the future, <sup>8</sup>I get / I'll get one.

If <sup>9</sup>you switch / you'll switch your phone off today, you <sup>10</sup>don't / won't lose all your friends tomorrow.

2 9.1 Listen to eight people and choose the things they talk about.

animals exams food free time activities  
sport travel weather

3 9.2 Complete the conditional sentences with the correct form of the verbs in brackets. Listen again and check your answers.

- When I ..... (feel) bored, I normally just find a corner to sit in and I ..... (read) a book.
- When it ..... (rain), I usually ..... (go) to the library and study.
- If I ..... (have) no homework after school today, I ..... (go out) with my friends for a pizza.
- If the weather ..... (be) good this weekend, I ..... (take) my dog for a walk with my friend.
- If it ..... (not rain) this weekend, I ..... (go) to the local zoo with my friends.

4 Complete the pairs of gaps in the article with these verbs.

are + try gets + go choose + 'll have happens + is  
do you do + feel feels + sing

## BOREDOM BUSTERS

What <sup>1A</sup> happens when someone <sup>1B</sup> is bored? Of course, life seems dull to them but there can also be other problems. They feel tired and so don't have the energy to do things they usually enjoy. Relationships and schoolwork can also suffer, so it's important to get the motivation back.

So what <sup>2A</sup> ..... when you <sup>2B</sup> ..... bored? Tell us your favourite 'boredom busters'.



Sam

When life <sup>3A</sup> ..... boring, I <sup>3B</sup> ..... geocaching. It's the best way to have fun. If there <sup>4A</sup> ..... some new caches near my house, I <sup>4B</sup> ..... and look for them later.



Alex

Music! When everything <sup>5A</sup> ..... dull, I <sup>5B</sup> ..... all my favourite songs out loud – and do the dance moves! 😊



Josie

You can't beat a movie marathon – watching five or six films one after another. If your friends each <sup>6A</sup> ..... a film, you <sup>6B</sup> ..... the best time ever! And don't forget the pizza and popcorn!

## Speak up

5 Complete the sentences so they are true for you. Work in pairs and take turns to read the sentence endings to your partner. Can he/she guess the correct beginnings?

- When I feel bored, I usually ...
- When my friends don't message me, I ...
- If I have time after school today, I ...
- If I don't see my friends this weekend, I ...

### game on

Imagine your school is having student elections and you want to be the class representative. How are you going to make school more fun? Write five promises. Read them to the class and vote for the best representative.

If you vote for me, every Friday will be a holiday!

When lessons are boring, we'll go on strike!

# VOCABULARY

## entertainment and technology

1 Choose the word/phrase that does NOT go with each verb. Then look at the words/phrases you chose. What verbs can go with them?

- 1 play a computer game / a blog / chess / the guitar
- 2 do a video / an activity / a quiz / judo
- 3 listen to a podcast / a song / a website / a live band
- 4 download an app / a track / a film / a link
- 5 watch a vlog / TV on demand / a music festival / action films
- 6 have a sleepover / online / a good connection / a good time

2 Choose two of the words/phrases in brackets to complete each sentence.

- 1 If you don't have a good \_\_\_\_\_, a film takes ages to \_\_\_\_\_ (download / connection / track)
- 2 I love music and I listen to my favourite \_\_\_\_\_ on my phone all the time. I'd like to play \_\_\_\_\_ too but I don't have music lessons at school. (the guitar / podcasts / songs)
- 3 There's a(n) \_\_\_\_\_ that I watch every week. The presenter is so funny. We chat about her all the time \_\_\_\_\_ (app / vlog / online)
- 4 We \_\_\_\_\_ computer games at midnight when my mum came in. That's the last sleepover I \_\_\_\_\_! (made / were playing / had)

3 e Read the article. For each question, choose the correct answer.



**Training for a MARATHON**

Now that we can all watch TV <sup>1</sup> \_\_\_\_\_ demand, it's easy to think that everyone is staring at different screens all over the house. But watching as a group is fun, especially at a movie marathon.

First, do a <sup>2</sup> \_\_\_\_\_ online of the most popular films. Then <sup>3</sup> \_\_\_\_\_ an app called BingeClock to help you work out the total screen time. A full movie marathon would be 26.2 hours (just like the race that is 26.2 miles, or 42.2 km). But for most people, 4–5 hours is enough. If you're <sup>4</sup> \_\_\_\_\_ a sleepover, you can do longer but not twenty-six hours – no one would stay awake! Plan things to do in the breaks between films, too. How about showing a short video that you have <sup>5</sup> \_\_\_\_\_? Or you could <sup>6</sup> \_\_\_\_\_ a film quiz while enjoying some tasty snacks.

- |              |            |            |           |
|--------------|------------|------------|-----------|
| 1 A for      | B on       | C in       | D at      |
| 2 A question | B research | C look     | D search  |
| 3 A connect  | B click    | C download | D set     |
| 4 A having   | B taking   | C making   | D going   |
| 5 A listened | B drawn    | C written  | D made    |
| 6 A do       | B play     | C take     | D compete |

4 9.3 Choose the correct words to complete the conversations. Listen and check your answers. Then work in pairs and practise the conversations.

A Can I borrow your phone <sup>1</sup>changer / charger? My battery is <sup>2</sup>dead / killed.

But I haven't got the same phone as you. You'll have to <sup>3</sup>charge / change it at home.

B Why didn't you message me from your holiday? Did you <sup>4</sup>forget / leave your phone at home?

No, but I couldn't get a <sup>5</sup>signal / link anywhere. And there <sup>6</sup>had / was no free wi-fi in the hotel.

C Oh no!

Have you <sup>7</sup>left / forgotten your password? Try putting the letters in again.

No, I'm going to run out of <sup>8</sup>memory / memories. I need to <sup>9</sup>delete / take some photos to make some space.

## Speak up

5 Choose the best answers for you. Work in groups and compare your ideas.

### MY IDEA OF fun

I'd prefer to:

- 1 A download a film to my phone.  
B go to the cinema with my family.  
C have a movie marathon with friends.
- 2 A listen to a live band at a music festival.  
B listen to my favourite songs online.  
C sing or play my favourite songs on the guitar/piano.
- 3 A play chess or a board game face to face.  
B play a computer game online.  
C play sport outside with my friends.

6 What are the most popular answers to Ex 5 across the class? How do you think technology has changed how people have fun?

## 9 What's your idea of fun?

# LISTENING

### Power up

- 1 Complete the advert with these words.  
Do you know anyone who likes comic cons?

autograph costume fantasy  
monsters superfan



# COMICS FOR YOU!

SATURDAY 19 MAY

Calling all fans of <sup>1</sup>..... films and stories! If you love action heroes, <sup>2</sup>..... and robots, our Comic Convention, or Comic Con for short, is the event for you.

You will be able to buy comic books, meet storywriters and film-makers, and take a selfie with your favourite star or get them to sign an <sup>3</sup>..... Show you are a <sup>4</sup>.....: dress up like your favourite hero or heroine and win a prize for the best <sup>5</sup>.....!

### Listen up

- 2 9.4 Listen to Kiera giving a presentation. For each question, write the correct answer in the gap. Write one or two words or a number or a date or a time.

## Comic conventions

Kiera became interested in comic cons because she liked <sup>1</sup>.....

Comic conventions started in the USA in the year <sup>2</sup>.....

It took Kiera <sup>3</sup>..... hours to make her last costume.

Kiera's hero signed her <sup>4</sup>..... at one event.

The object Kiera says you must take with you is your <sup>5</sup>.....

Kiera would like to be a <sup>6</sup>..... in the future.

- 3 Read the grammar box and complete the examples with the correct form of the verbs in brackets.

### explore grammar

→ p142

#### verb patterns: *-ing* and *to*-infinitive

We use *-ing*:

- A** after some verbs and phrases.

I'll always **remember** <sup>1</sup>..... (get) my favourite star's autograph.

- B** after prepositions.

Thanks **for** <sup>2</sup>..... (invite) me.

We use the *to*-infinitive:

- C** after some verbs.

Don't **forget** <sup>3</sup>..... (wear) comfortable shoes.

- D** after some adjectives.

It's **possible** <sup>4</sup>..... (meet) your favourite actors.

**Note:** We use *-ing* OR *to*-infinitive after *like*, *love* and *prefer*.

I **love making** costumes. / I **love to make** costumes.

- 4 Complete the article with the correct form of the verbs in brackets.

## How deep is your LOVE?

Imagine <sup>1</sup>..... (fly) 6,000 miles to visit a football ground. That's exactly what Huang Wenbin and his family did – from Xiamen in China to Runcorn, a small town in England. So why did they decide <sup>2</sup>..... (do) this? Wenbin became a fan of Runcorn's team when he chose them on a fantasy football site. And he was very good at <sup>3</sup>..... (manage) the virtual team.

A director of the club arranged for the family <sup>4</sup>..... (have) a tour of the ground. Wenbin's son Yandao is only four but he's a fan, too. The director allowed Yandao <sup>5</sup>..... (kick) a ball on the pitch. The family had a fantastic day before they flew 6,000 miles home again.

It seems it's difficult <sup>6</sup>..... (be) a superfan. How far would you go for your hero or heroine?

### Speak up

- 5 Choose the correct verb forms to complete the questions. Work in groups and ask and answer the questions. Do you think you're a superfan? Why/Why not?

For your hero or heroine, would you:

- 1 give up **spending** / **to spend** time with your friends?
- 2 arrange **travelling** / **to travel** hundreds of miles to meet them?
- 3 practise **dressing** / **to dress** the way they do?
- 4 be happy **waiting** / **to wait** for hours to get their autograph?

# SPEAKING

## Power up

1 Put the types of entertainment in order (1 = most favourite, 5 = least favourite). Work in pairs and compare your answers.

- A having a sleepover and watching a film .....
- B going to a concert or festival .....
- C chatting with your friends on social media .....
- D doing a dance or singing class .....
- E playing computer games .....

2 Discuss the questions.

- 1 How often do you do the activities in photos A-C?
- 2 What entertainment is there for people your age where you live?

3 Work in pairs. Look at the photos (A-C) and take turns to say where these things and people are.

- 1 the guitar poster
- 2 the bike
- 3 the popcorn
- 4 the girl with dark curly hair
- 5 the girl who's holding a laptop

The guitar poster is on the wall behind the girls in the bedroom.

4 9.5 Listen to six students describing different parts of the photos. Point to the correct things in the photos.

5 Read the exam tip and complete the task.

### exam tip: long turn

In the exam, you need to talk for about a minute, but don't worry because you will have lots to say! Practise describing different photos for one minute. This will help you know how much to say in the exam.

Choose one of the photos on this page. Make notes about it below.

people: .....

place: .....

time: .....

clothes: .....

activity: .....

feelings: .....

6 Work in pairs. Take turns to describe your photo to your partner. Use your notes from Ex 5 to help you. How long did you speak for?

## Speak up

7 **e** Work in pairs. Student A, turn to page 159. Student B, turn to page 162. Follow the instructions.



## 9 What's your idea of fun?

# WRITING

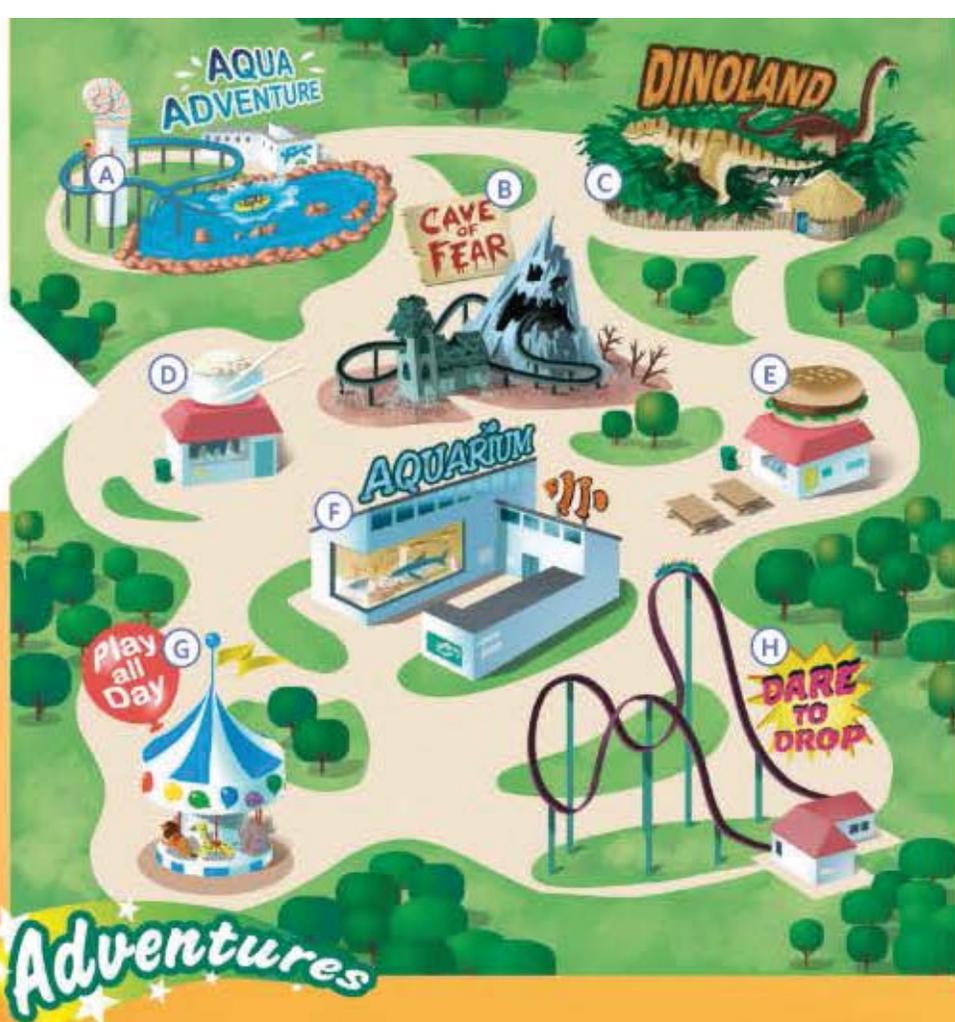
## Power up

1 Imagine visiting this amusement park. Decide in what order (1-8) you would go to the different areas (A-H). Work in groups and compare your answers. Who would be your ideal friend for the day?

## Plan on

2 Read the writing task below and choose the things Kim wants to know.

- A what you think about going to Adventures
- B your favourite food
- C where you would like to have lunch
- D if you have been to Adventures
- E what Adventures is like
- F the arrangements before going to Adventures
- G if you can go to Adventures on Saturday or Sunday
- H how far Adventures is from town



Read this email from your English-speaking friend Kim and the notes you have made. Write your **email** to Kim, using all the notes. Write your answer in about **100 words**.

3 Match your answers to Ex 2 with the notes in the writing task (1-4).

 From: Kim

Hi,

Do you remember I told you about Adventures, the new amusement park for people our age? I've got two free tickets for this Saturday or Sunday.

Would you like to come with me to the park this weekend?

There are two places where we can eat: a burger bar and a Chinese restaurant. Which would you prefer?

The park is fifteen minutes from the centre of town and it opens at 10 a.m. When and where would you like to meet?

Write back soon.  
Kim

- 1 fantastic!
- 2 yes - say which day
- 3 tell Kim; explain why
- 4 suggest

**4** Read the exam tip and complete the task.

**exam tip: email**

Use the notes on the email to plan what to say. You can include the words in the notes, but you should also add your own ideas and experiences. Don't write too little or too much for each note. Remember that you need to have a total of about 100 words in your reply.

Read the paragraphs below. Choose the best paragraph for note 1 in the writing task. What is the problem with the other two paragraphs?

- A** That's brilliant news! I remember you told me about Adventures but I haven't been there. I really like amusement parks, though. I went to a fantastic one when I was on holiday in Spain. I can show you the photos if you like.
- B** Thanks for your message. That's great news. I haven't been to Adventures but I've heard it's fantastic.
- C** That's fantastic news, thanks.

**5** Read the language box below and complete the sentences with the correct form of the verbs in brackets.

- 1 I'd love ..... (come) to the party. Thanks so much for ..... (invite) me.
- 2 I'm sorry, I can't because I need ..... (visit) my grandparents.
- 3 I think I'd rather ..... (watch) a film than play tennis.
- 4 I'd prefer ..... (play) my new game if that's OK.
- 5 Shall we ..... (try) this exercise first?
- 6 How about ..... (have) a break for five minutes?

**explore language**

**to-infinitive**

offering: Can I help you to finish your homework?  
 inviting: Would you like to come to my party?

**infinitive without to**

apologising: I'm sorry, I can't come because I'm not free that day.  
 offering a choice: Would you rather watch a film or read a book?  
 suggesting: Shall we do a quiz?

**6** Match the sentences in Ex 5 (1–6) with the functions (A–D).

- A** giving a preference .....
- B** making a suggestion .....
- C** accepting .....
- D** refusing .....

**7** Look at note 4 in the writing task in Ex 2. Think of three possible places to meet Kim. Work in pairs and compare your ideas.

How about meeting in the main square / next to the statue / outside the library?

**8** Write four sentences about possible times to meet Kim. Use these times.



If we meet at 9.00, we'll have time to look round the shops in town first.

**9** Copy and complete the plan for the writing task in Ex 2.

starting expression .....

expressions for note 1 .....

expressions for note 2 .....

expressions for note 3 .....

expressions for note 4 .....

ending expression .....

**Write on**

**10 e** Write your email. Use your plan from Ex 9. Write about 100 words.

**Improve it**

**11** Check your email.

Did you:

- 1 include information for all four notes in the writing task?
- 2 use the correct language to express the ideas in the notes?
- 3 use an appropriate expression to begin and end your email?
- 4 check your spelling?



# INDEPENDENT LEARNING

## Study skills

- 1 Congratulations! You've got to the end of the core units! In what ways are you a better student than at the start? Compare your ideas with the class.
- 2 Look at the guide below. Match three tips with each category.

Find the key words in the test questions.

Give yourself time to check your answer paper.

Keep a homework diary.

Practise grammar by writing true sentences about you.

Review vocabulary after every lesson.

Revise with a friend.

## SWITCH ON

### Pastimes in the past

- 1 Work in pairs. Name three team activities. What team activities do you enjoy? Why?
- 2  Work in pairs. Watch the clip. Would you like to do an experiment like this? Why/Why not?
- 3  Watch again and answer the questions.
  - 1 Which decades do the Ashby-Hawkins family travel back to?
  - 2 What do Daisy and Seth think will be the hardest thing about travelling back in time?
  - 3 Which new technology do the Ashby-Hawkins family get in their home in the 1960s?
  - 4 What do Seth and Daisy like about the 1970s?
  - 5 What four new things do the family do in the 1980s?
- 4 Was it better to be young in the past or is it better to be young now? Why?

### Project

- 1 Research three toys or games from the past that do not use batteries, electricity or any technology.
- 2 Share your research with the class. Which toy/game do you like best?
- 3 Work in groups. You will create a toy or game based on one of your ideas from Ex 5. Think about these things.
  - how you play
  - how many people can play
  - how you win / what it does
  - what equipment you need / what material it is made of
- 4 Present your toy or game to the class. Which is the most creative/interesting one? Vote on the best idea.

### Study smarter

- 1 .....
- 2 .....
- 3 .....
- 4 .....

### Excellent at exams

- 1 .....
- 2 .....
- 3 .....
- 4 .....

- 3 Add two more tips to the guide in Ex 2. Work in groups and compare your ideas.
- 4 Think about next term or your next exam. Complete the notes and remember to look back at them!

### Set for success

*I'm going to be an even more awesome student next term/in my next exam.*

*I'm going to:*

- 1 .....
- 2 .....
- 3 .....

# UNIT CHECK



## Wordlist

### Entertainment collocations

- do a quiz / judo
- have a sleepover / a good time / a movie marathon
- listen to a podcast / a song / a live band
- play a computer game / chess / the guitar / a board game / sport

watch a vlog / TV on demand / action films

### Technology

- charge your phone (*phr*)
- delete files / photos (*phr*)
- do a search (*phr*)
- download an app / a track / a film (*phr*)
- forget your password (*phr*)
- get a signal (*phr*)

- have (free) wi-fi (*phr*)
- have a good connection (*phr*)
- headphones (*n*)
- my battery is dead (*phr*)
- phone charger (*n*)
- run out of memory (*phr*)

### Other

- arrange (*v*)
- autograph (*n*)
- beep (*v*)

- costume (*n*)
- fantasy (*n*)
- give something a go (*phr*)
- leave your phone at home (*phr*)
- like (*n*)
- monster (*n*)
- music festival (*n*)
- stare (*v*)
- superfan (*n*)

## Vocabulary

**1** Match 1–6 with A–H to make sentences. You do not need two of the endings.

- 1 I'm really into the latest apps and I listen
- 2 I wanted some advice, so I watched
- 3 My friend does ballet and she suggested that I give
- 4 Josh, Ella and Ian came to my house on Saturday and we had
- 5 On the last day of term we did
- 6 At first I thought it was going to be boring but playing

- A to a live band which was fantastic.
- B a fashion vlog for the first time last week.
- C it a go too with the same teacher.
- D a quiz in class and my team won.
- E to a technology podcast every week.
- F chess really made me think hard.
- G a movie marathon.
- H not very keen on dancing.

**2** 9.6 Listen to six sentences. When you hear a beep, write the correct word from the *Technology* section of the wordlist.

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

**3** 9.7 Listen and check your answers.

**4** Complete the sentences with words from the *Other* section of the wordlist in the correct form.

- 1 We waited hours after the concert for the band to sign ..... but there were just too many fans.
- 2 Let's ..... to meet next weekend – we can ask Kevin and Amanda to join us too.
- 3 I don't really like ..... films – dragons and monsters aren't really my thing.
- 4 Mario dressed up as his favourite superhero and won first prize for best .....
- 5 I've just bought our tickets for the ..... in March.
- 6 She just sat there – she was ..... at the screen of her phone and didn't say a word.

**5** Choose the correct answers to complete the conversations.

### Conversation 1

- A:** How often do you watch a film at home with your family?  
**B:** Hardly ever. TV on <sup>1</sup>..... means that we all watch what we like in different rooms. I think it's better like that, especially when I <sup>2</sup>..... a sleepover. My friends and I can download an action film in my room.  
**A:** I can't do that because we don't have a very good <sup>3</sup>..... in our flat. The wi-fi is really slow.

### Conversation 2

- A:** Can I borrow your mobile? I've <sup>4</sup>..... mine at home.  
**B:** Sure, but my <sup>5</sup>..... is nearly dead, so you can't talk for long.  
**A:** OK, I'll be quick and then you can <sup>6</sup>..... your phone.

- |              |              |             |
|--------------|--------------|-------------|
| 1 A delivery | B delay      | C demand    |
| 2 A have     | B make       | C get       |
| 3 A app      | B connection | C memory    |
| 4 A lost     | B left       | C forgotten |
| 5 A battery  | B memory     | C screen    |
| 6 A run      | B connect    | C charge    |

# UNIT CHECK

## Review

### 1 Choose the correct ending for each sentence.

- I'll come with you to the cinema.
  - if you will want to go at the weekend.
  - if you want to go at the weekend.
- When I don't go on social media,
  - I don't really miss it.
  - I won't really miss it.
- I'll come shopping with you after school.
  - if I have a lot of homework to do.
  - if I don't have a lot of homework to do.
- If you don't find your phone soon,
  - do you buy a new one?
  - will you buy a new one?
- Our teacher gets angry.
  - if we chat online during the lesson.
  - if we'll chat online during the lesson.

### 2 Complete the conditional sentences with the correct form of the verbs in brackets. Use short forms where possible.

- If we ..... (not finish) our project today, we ..... (have to) do it at home at the weekend.
- When my phone ..... (go) quiet, I ..... (think) people don't want to chat to me.
- What ..... (we/do) if the weather ..... (be) bad tomorrow?
- If I ..... (look) at a screen for a long time, my eyes ..... (get) tired.
- I ..... (not sleep) well if I ..... (not turn off) my computer.
- If you ..... (need) a lift to the match, my dad ..... (take) us.

### 3 9.8 Listen to a radio programme about young people and social media. Are these sentences true (T) or false (F)?

- To join most social media sites, you have to be ten years old.
- The presenter says that the age checks on social media should be stronger.
- Anita joined social media when she was thirteen.
- Anita doesn't agree with adults checking children's online searches.
- Harry doesn't believe that you can set a general age limit for all people.
- This is the first year that Harry has used social media.

### 4 Complete the conversation with the correct form of the verbs in brackets.

- A: I'm really looking forward to <sup>1</sup>..... (appear) in the school play.
- B: Yes, you must be really happy <sup>2</sup>..... (get) the biggest part. But isn't it difficult <sup>3</sup>..... (learn) all your lines?
- A: You just have to continue <sup>4</sup>..... (practise). My drama teacher suggested <sup>5</sup>..... (record) the lines on a phone or computer. This allows you <sup>6</sup>..... (listen) to them again and again. What about you? Would you like <sup>7</sup>..... (go) on stage?
- B: No way! I can't stand <sup>8</sup>..... (be) in front of a big crowd – I get too nervous. But I love clothes, so I'd rather <sup>9</sup>..... (help) with the costumes. I'm excited about <sup>10</sup>..... (make) them for everyone.

### 5 e Read the article and for each question, write the correct answer. Write one word for each gap.

## Is being bored good for you?

Dr Sandi Mann is an expert on feelings. She's particularly interested in people <sup>1</sup>..... are bored. But is it possible <sup>2</sup>..... be bored and interesting? It is for Dr Mann. She has done tests on people to answer this question: What happens to the brain <sup>3</sup>..... we feel bored?

She invited 170 people to take part. She gave them the <sup>4</sup>..... boring activity she could think of: copying a list of telephone numbers. After doing this for a <sup>5</sup>..... minutes, the group moved to a different activity – finding different uses for ordinary objects. Dr Mann found that after being bored in the first activity, people were much <sup>6</sup>..... creative in the second.

She now advises people to accept boredom because it increases creativity. Usually, I can't stand having nothing to do, but maybe being bored isn't so bad after all.

### 6 Write a message to your English-speaking friend about a form of entertainment you enjoyed recently. Use one of these suggestions or your own idea.

- a film
- a live band
- a play
- a sports event
- a festival
- a computer game

“

It's my  
**favourite**  
**time** of  
the year!

Look at the photo and discuss the questions.

- 1 What things do you celebrate each year?
- 2 What kinds of parties or festivals do you go to?
- 3 Talk about a party or festival you enjoyed.

10

Let's celebrate!

**READING**

topic: birthday parties  
task: multiple matching

**LISTENING**

topic: festivals  
task: multiple choice;  
sentence completion

**SPEAKING**

topic: celebrations  
task: all parts

**WRITING**

topic: celebrations  
and festivals  
task: all parts

## READING

### Power up

1 Discuss the questions.

- 1 How did you celebrate your birthday last year?
- 2 What's the best birthday party you have ever been to? Why did you enjoy it?

### Read on

- 2 Read about five young people who are looking for a fun birthday activity. Which people might like the activities in the photos on page 119?
- 3 Read the texts again and find the things that are important for each person.

2 Read the reviews on page 119 quickly. Which of the activities in the reviews do the photos show?

3 e Read the reviews again. Decide which activity (A–H) would be the most suitable for the people in Ex 3 (1–5).

### Speak up

6 Plan your ideal birthday party. Answer the questions.

- 1 Where will your party be?
  - 2 What activity/activities will you do?
  - 3 Who will you invite?
  - 4 What food will you have?
  - 5 What other features will there be (cake, presents, etc.)?
- 7 Work in groups and compare your plans. Whose party would you like to go to? Why?



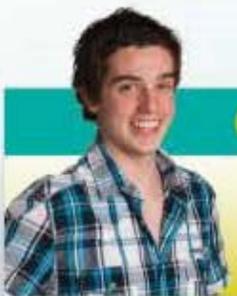
#### 1 Ben

Ben wants to invite twenty friends on a Saturday afternoon. He's looking for an activity outside in which people compete against each other. He wants a place that also offers food, with something special for his birthday.



#### 2 Elsie

Elsie is planning an evening party with twelve friends. She wants a fun activity that isn't expensive. She doesn't want anything to eat and she needs to get there by bus.



#### 3 Tom

Tom wants an indoor party on Saturday afternoon. He's inviting ten friends and his brothers, aged six and eight. He would like a snack afterwards and a present for each guest.



#### 4 Amy

Amy wants an indoor activity for seven people on a Saturday evening. She would like everyone to have something to take home with them to remember the experience. They don't want food.



#### 5 Max

Max wants a Saturday morning activity for twenty-five friends. He enjoys outdoor activities and would like something to eat afterwards, as well as some entertainment for his guests.

# Birthday party activities you **MUST** try!



- A Completely Wiped Out** Can you take on challenges like jumping along the line of huge beach balls or standing on the moving Wheel of Death? Lots of outdoor fun, and you're sure to get wet! Can your team finish first? A professional photographer will take photos for you to take home. Not cheap and no meal, but well worth the money!
- B You're a Star!** Spend an evening with your friends at a professional film studio, making your own pop video! Don't worry about your ability – professionals will make sure you get good results! Not suitable for groups of more than eight people. All your guests will get a copy of the video to keep.
- C Bubble Football** Why not try bubble football? It's football, but with a huge, clear plastic ball over your head and body – great fun when you knock into someone! Mornings and afternoons available, and they take groups of 12–24 people. Dress up warm if the weather's cold! The price includes prizes for the winning teams, a great meal and delicious birthday cake.
- D Perfect Chocolate** The perfect party activity for chocolate lovers! Learn how to make your own delicious chocolates with a top chocolate-maker. Available Thursday and Friday evenings or Saturday mornings and, of course, you can take your chocolates home with you! Suitable for ages six and over, but no groups of more than eight people.
- E Dancing Fun** Three hours of dancing – what could be better? Learn new steps to your favourite songs, then put on a show in a modern dance studio. They accept groups of ten people or more and can offer afternoon or evening parties. The studio is in a city centre location, so it's ideal for public transport. Amazing low price – great value!
- F Crazy Games** Enjoy twenty crazy games, including water fights and races. Great fun for all ages, from three to ninety-three, and inside, so the weather doesn't matter! There's no meal, but the price includes a sandwich and chocolate bar. Each guest also gets a special Crazy Gift. Available 2–5 p.m. every day, and outside town, so you need your own transport to get there.
- G Roller Disco** Do you enjoy dancing? Why not put on your skates and dance like a professional? They offer evening parties, from 6 to 9 p.m. The price is surprisingly low and includes pizza and birthday cake, and a comedian to keep you laughing while you eat. Not suitable for children under twelve. Access is by car only.
- H Pot of Gold** A great new activity at Hall Farm! Can your team read the secret messages and follow the directions through fields and woods to find the pot of gold? Then hear stories about the history of the farm while you enjoy a delicious birthday meal. Groups of twelve to thirty people. Weekends only, from 10 a.m. till 1 p.m.



# LISTENING

## Power up

- 1 Look at the photos below (A–C). Are there any festivals like these in your country? List as many festivals as you can in two minutes.
- 2 Work in groups. Compare your lists and say which are your favourite festivals and why.

## Listen up

- 3 You will hear an interview with Dan, an expert on festivals. Read the questions and find the key words that will help you answer each question.

- |  |  |
|--|--|
| <ol style="list-style-type: none"> <li>1 Dan says that traditional festivals                     <ul style="list-style-type: none"> <li>A sometimes need to change.</li> <li>B help keep our culture alive.</li> <li>C can teach us about history.</li> </ul> </li> <li>2 What does Dan think about modern festivals?                     <ul style="list-style-type: none"> <li>A They are becoming less popular.</li> <li>B There are too many of them.</li> <li>C Some are there just to make money.</li> </ul> </li> <li>3 How did Dan feel when he went to the Oulu Music Video festival?                     <ul style="list-style-type: none"> <li>A surprised that so many people were there</li> <li>B disappointed that he didn't have his camera</li> <li>C angry that some people behaved badly</li> </ul> </li> </ol> | <ol style="list-style-type: none"> <li>4 What did Dan do at the 'orange festival'?                     <ul style="list-style-type: none"> <li>A He joined in the fighting.</li> <li>B He was injured.</li> <li>C He ate a lot of oranges.</li> </ul> </li> <li>5 The Hair Freezing Festival is Dan's favourite because everyone                     <ul style="list-style-type: none"> <li>A tries to be very creative.</li> <li>B is very serious about it.</li> <li>C can take part.</li> </ul> </li> <li>6 Dan thinks that in the future, festivals will                     <ul style="list-style-type: none"> <li>A become more international.</li> <li>B continue in the same way.</li> <li>C become too expensive to organise.</li> </ul> </li> </ol> |
|--|--|

**10.1** Listen to the interview. For each question, choose the correct answer.

**10.2** Listen again and check your answers.

- 6 You will hear an announcement about an unusual festival. Read the sentences and think about what kind of information is missing from each gap.



**Cooper's Hill**  
**Cheese-rolling Festival**

- 1 The cheese-rolling competition takes place next .....
- 2 The organisers remove ..... from the hill before the races.
- 3 This year they are expecting about ..... people to watch the event.
- 4 The event starts at ..... o'clock.
- 5 The ..... is a good place to meet people before the races.
- 6 You should go to the ..... if you want to take part in the races.

**10.3** Listen to the announcement. For each question, write the correct answer in the gap. Write one or two words or a number or a date or a time.

**10.4** Listen again and check your answers.

## Speak up

Work in pairs and discuss the questions.

- 1 What advantages do festivals bring to a town or city?
- 2 What kind of festival would you like to have in your town or city? Why?



# SPEAKING

## Power up

**1** Work in pairs. Which of these things should you try to do when you take a speaking test?

- A listen carefully to understand the question or task
- B speak clearly
- C answer questions as quickly as possible
- D talk about your own experiences
- E add more information when you answer
- F give your opinion and give reasons to support it
- G try to use interesting vocabulary
- H listen to your partner if you are working in pairs

## Speak up

**2 e** Work in pairs and follow these steps.

**1** Student A, ask Student B these questions. Student B, answer the questions.

- A What's your favourite time of year? Why?
- B How would you like to celebrate your next birthday?
- C Tell me about a festival in your country.

**2** Student B, ask Student A these questions. Student A, answer the questions.

- A How do people celebrate their birthday in your country?
- B What's the best present you've ever received?
- C Tell me about a family celebration you enjoy.

**3 e** Work in pairs and follow these steps.

**1** Student A, look at the photo below. It shows someone celebrating at home. Tell Student B what you can see in your photo. Talk for one minute.

**2** Student B, listen to Student A and answer these questions.

- A Does Student A describe the photo?
- B Does he/she speak clearly?
- C Does he/she use some interesting vocabulary?



**4 e** Work in the same pairs. Turn to page 163 and follow the instructions.

**5** Work in the same pairs and talk about Ex 3 and 4. What was difficult? What did you and your partner do well?

**6 e** Work in pairs. Turn to page 163 and do the task. Talk for about two minutes.

**7** Work in the same pairs. Discuss the questions about Ex 6.

- 1 Did you talk about all the ideas or most of the ideas?
- 2 Did you make and respond to suggestions?
- 3 Did you compare the different options?
- 4 Did you ask for your partner's opinion?
- 5 Did you try to reach agreement?
- 6 What did you find difficult?

**8** Work in the same pairs. Take turns to ask and answer the questions.

- 1 What do you think is more fun: having a party or going on a trip? Why?
- 2 Would you like to have more school trips? Why/Why not?
- 3 Do you think it is fun organising things to do with your friends? Why/Why not?
- 4 Do you think you need to spend a lot of money to have a good time with your friends? Why/Why not?
- 5 What are some of the best things to do with your friends where you live?

**9** Work in the same pairs. Discuss the questions about Ex 8.

- 1 Did you add more information to give longer answers?
- 2 Did you talk about your own experiences?
- 3 Did you give your opinions and examples to support them?

## 10 Let's celebrate!

# WRITING

## Power up

- 1 Work in groups and discuss the questions.
  - 1 What do you find easy and difficult about writing?
  - 2 How do you think you can improve your writing?

I find it difficult to think of good vocabulary.

## Plan on

- 2 Read the writing task below. Choose the things you need to do in your email.
  - A thank Asha for the invitation
  - B ask how Asha is feeling
  - C accept the invitation
  - D explain which day you can come
  - E give information about which film you prefer
  - F suggest a way of getting to the cinema
  - G invite Asha to another activity

Read this email from your English-speaking friend Asha and the notes you have made. Write your **email** to Asha using all the notes. Write your answer in about **100 words**.

 From: Asha

Hi,  
Guess what! My uncle's given me two cinema tickets for my birthday. We can use them for any film! ←  
Would you like to go to the cinema with me next weekend? When would be best for you? ←  
We could either see a comedy or a science fiction film. Which do you prefer? ←  
How do you think we should travel to the cinema?  
See you soon,  
Asha

great!

say which day

tell Asha

suggest

- 3 Read a student's answer to the writing task in Ex 2. Which things (A-G) has the student done?

 To: Asha

Hi Asha,

Good to hear from you, and that's great news about the tickets.

Thanks for inviting me. Yes, I'd love to come to the cinema next weekend. I'm busy on Sunday, so Saturday afternoon would be good for me.

I like all films, but science fiction films are my favourite, so it would be great if we could see a film like that. They always look amazing on a big screen, too!

We can get the bus to the cinema. I can come to your house first if you like and then we can catch the bus together.

See you soon!

- 4 Plan your answer to the writing task in Ex 2. Use your answers to Ex 2 to help you. Then work in pairs and compare your notes. Can you improve them?

## Write on

- 5 e Write your email in about 100 words.



## Plan on

- 6 Read the two writing tasks (A and B) and choose the one you want to do. Why did you choose this task?

- A You see this notice in an online English-language magazine.

### Articles wanted!

#### A GREAT FESTIVAL

What's your favourite cultural festival?

How do you and your family celebrate it?

What makes it special and fun: the food, the activities, the people?

Write an article answering these questions and we will publish the most interesting articles on our website.

Write your **article** in about **100 words**.

- B Your English teacher has asked you to write a story. Your story must begin with this sentence:

'Sam's phone rang, so he answered it.'

Write your **story** in about **100 words**.

- 7 Read two students' answers to the writing tasks in Ex 6. Answer the questions.

Which answer, A, B or both:

- 1 includes opinions? .....
- 2 uses adjectives to describe people and things? .....
- 3 uses adverbs to describe how someone does something? .....
- 4 includes interesting information about an event? .....
- 5 uses connectors to link ideas together? .....

Task A

### A great festival

Do you know Diwali? It's the biggest festival in my culture. It's the festival of light and people celebrate it all over the world. I celebrate it with my family.

We wait until it gets dark, then we light special lamps in our house. We have a big meal of traditional Indian food and we eat special sweets called burfi. They're really delicious! The best part is after our meal. We go into the garden and light fireworks.

I love everything about Diwali. The food is amazing and having fireworks is really exciting. But the best part is being with all my family!

Task B

Sam's phone rang, so he answered it. 'Hi, it's Max. I'm in the games store. Can you meet me here quickly?' 'Sure,' Sam said. He was in town looking for some new trainers, so he quickly left the shop and walked towards the games store. He wondered why Max wanted to see him. Was there a problem? He was worried. When he arrived at the store, Max was waiting for him. 'Are you OK?' Sam asked. 'What's wrong?' 'Nothing,' Max said. 'But can I borrow some money? There's a really good new game here and I haven't got enough.' 'What?' Sam said, then he laughed. 'Yes, of course!'

- 8 Plan your answer to the writing task you chose in Ex 6.

## Write on

- 9 Write your answer to the task you have chosen.

## Improve it

- 10 Check your answers to both writing tasks.

Did you:

- |  |  |
|--|--|
| 1 follow all the instructions in the task carefully?           | 3 organise your ideas well and use connectors? |
| 2 use adjectives and adverbs to make your writing interesting? | 4 use interesting vocabulary?                  |
|  | 5 use grammar correctly?                       |

# GRAMMAR FILE

## GRAMMAR FILE STARTER

## REFERENCE

### this/that/these/those

	close to you	not close to you
singular	this	that
plural	these	those

We use *this*, *that*, *these* and *those* when we are pointing to something or talking about it. We use *this* and *these* for things that are close to us (e.g. things that we are holding or touching). We use *that* and *those* for things that are not close to us.

**This** phone is amazing!

Look at **that** car over there!

Are **these** football boots yours?

We can sit on **those** chairs by the window.

### be: present and past simple

#### present

I	am / 'm not	happy.
We/You/They	are / aren't	
He/She/It	is / isn't	

#### past

I	was / wasn't	happy.
We/You/They	were / weren't	
He/She/It	was / wasn't	

I'm fifteen years old.

My mum's a teacher.

We **were** at school yesterday.

The film last night **wasn't** very good.

### subject and object pronouns, possessive adjectives

subject pronouns	I	you	he	she	it	we	you	they
object pronouns	me	you	him	her	it	us	you	them
possessive adjectives	my	your	his	her	its	our	your	their

We use subject pronouns before a verb.

**They** play football every day.

We use object pronouns after a verb or a preposition.

I don't like **him**.

We use possessive adjectives to say who something belongs to.  
Is that **your** phone?

### can/can't

We use *can* to talk about an ability. The verb stays the same for all persons.

I **can** swim.

Jack **can** play the guitar.

They **can** sing really well.

We use *can't* if someone doesn't have an ability.

My brother **can't** ride a bike.

They **can't** hear us.

Notice how we make questions and short answers.

**A:** Can you swim?

**B:** Yes, I can.

**A:** Can she play tennis?

**B:** No, she can't.

### imperatives

We use imperatives to tell someone to do something. We use the base form of the verb.

**Sit** down!

Please **be** quiet.

We don't use a subject pronoun.

~~You come in.~~ **Come** in.

We use *don't* to tell someone not to do something.

**Don't eat** all the biscuits!

**Don't forget** to call me.

### question words

to ask about:	we use:
a person	who
a thing	what
a place	where
a time	when
a way	how
age	how old
possession	whose

Question words come at the beginning of a question, before the auxiliary verb and subject.

**Who** do you sit next to in class?

**Where** do you live?

**How old** are you?

**Whose** bike is that?

# PRACTICE

## this/that/these/those

1 Choose the correct words to complete the sentences.

- I don't like **this** / **these** TV show – it's boring. Can we watch something else?
- Look at **that** / **those** amazing shoes!
- Let's go into **these** / **that** shop over there.
- Mm, **that** / **these** biscuits are nice!
- This** / **That** letter here is from my uncle.

## be: present and past simple

2 Complete the sentences with these forms of 'be'. You do not need two of the forms.

are is isn't 'm was were weren't

- The film last night ..... amazing – I loved it!
- I ..... really tired today.
- You ..... at the party last Saturday – why not?
- Beth ..... a really good dancer. I love watching her dance.
- Our teachers ..... strict, so we usually work hard.

## subject and object pronouns, possessive adjectives

3 Choose the correct answers to complete the post.

Do <sup>1</sup>..... have a special photo? What is it? Tell <sup>2</sup>..... why it's important to you.



**Roxy55** My favourite photo is of me and <sup>3</sup>..... family. It was last summer, when <sup>4</sup>..... were at a theme park. I love <sup>5</sup>..... because everyone looks so happy, especially my dad. He's got a big smile on <sup>6</sup>..... face!



**Anna889** My grandparents live a long way away, so I don't see <sup>7</sup>..... very often. Last year we went to a wildlife park and my granddad took a photo of me with an elephant. I'm giving <sup>8</sup>..... some food. I love that photo!

- |          |        |        |
|----------|--------|--------|
| 1 A you  | B your | C us   |
| 2 A I    | B us   | C my   |
| 3 A me   | B I    | C my   |
| 4 A them | B we   | C our  |
| 5 A it   | B him  | C her  |
| 6 A he   | B his  | C him  |
| 7 A they | B us   | C them |
| 8 A it   | B them | C he   |

## can/can't

4 Write sentences with 'can' or 'can't'.

- my baby sister / swim ✗

- Lisa and George / ride a bike ✓

- Pablo / speak English ?

- I / play the piano ✗

- your cousin / drive ?

## imperatives

5 Complete the tips with the correct imperative form of the verbs in brackets.

### Homework tips for happy students!

- <sup>1</sup>..... (wait) until the night before you have to hand in a piece of homework – you may not have enough time to do it well! <sup>2</sup>..... (do) it on the day you get it if you can.
- <sup>3</sup>..... (use) the internet if you need to, but <sup>4</sup>..... (start) chatting to your friends online!
- <sup>5</sup>..... (try) to do all your homework in one night – it just isn't possible!

## question words

6 Complete the text messages with these question words. You do not need one of the question words.

how what where when who whose why

Sam! <sup>1</sup>..... are you?

I'm in Edgely, Mum – near the sports centre.

<sup>2</sup>..... are you doing there?

I'm trying to get home.

But <sup>3</sup>..... did you get there?

I got on the wrong bus.

<sup>4</sup>..... can't you get the right bus home now?

Because I don't have any more money.

You left your phone at home. <sup>5</sup>..... phone are you using?

The bus driver's! <sup>6</sup>..... can you pick me up?

I can come right now! See you soon.

# REFERENCE

## articles

### a/an

We use *a* and *an* before singular nouns. We use:

- *a* with singular nouns that start with a consonant (*b, c, d*, etc.).  
I'm **a** student.
- *an* with singular nouns that start with *a, e, i, o, u*.  
Are you **an** only child?

### BUT

- *a* before *u* when we pronounce it /ju:/.  
He's at **a** university in Scotland.
- *an* before *h* when it is silent.  
The lesson lasts **an** hour.

**Note:** Remember to use *a/an* with jobs.

I want to be **a** journalist.

Would you like to be **an** actor?

### the

We use *the*:

- when there is only one of something.  
I'd like to travel round **the** world.
- when it is clear which person or thing we are talking about.  
Are you going to **the** youth club later? (the club we both know)

**Note:** Remember to use *the* with musical instruments.

I'm learning to play **the** guitar.

### a/an → the

We use *a/an* the first time we talk about something and *the* after that.

I read **an** interesting interview. In **the** interview, my favourite actor talked about his life.

### no article

We don't use an article:

- with plural countable nouns when talking in general.  
**Dutch** people love cycling.
- with uncountable nouns when talking in general.  
We don't have **homework** every night.
- with languages.  
How do you say 'hi' in **French**?
- with most countries.  
I live in **Spain**.

### BUT

They're from **the** USA.

I live in a small town in **the** UK.

## some, any, (how) much, (how) many, all, a little, a few, a lot of

### some, any

We use *some* and *any* to talk about quantity when we don't know the number or amount.

We usually use *some* in positive sentences with plural countable nouns and uncountable nouns.

There are **some** great places to hang out.

I need **some** advice.

We usually use *any* in negative sentences and questions with plural countable nouns and uncountable nouns.

I haven't got **any** brothers and sisters.

Are there **any** cafés near here?

We don't have **any** homework tonight.

Have you got **any** money?

### (how) much, (how) many, all

We usually use *much* in negative sentences with uncountable nouns.

The poster doesn't give **much** information.

We use *How much ... ?* in questions:

**How much** time do you spend online?

We use *many* in negative sentences with plural countable nouns.

There aren't **many** good players in the team.

We use *How many ... ?* in questions.

**How many** students are there at your school?

We use *all* with plural countable nouns and uncountable nouns.

**All** my friends love basketball.

**All** the food was cold.

We don't use *the* after *all* when talking in general.

**All** children love chocolate.

### a little, a few, a lot of

We use *a little* with uncountable nouns.

Can I give you **a little** advice?

We use *a few* with plural countable nouns.

I invited **a few** friends to my house after school.

We usually use *a lot of* (not *much/many*) in positive sentences with:

- plural countable nouns.  
I've got **a lot of** posters on my wall.
- uncountable nouns.  
There was **a lot of** traffic on the roads.



# REFERENCE

## present simple and present continuous

### present simple

#### positive

I/We/You/They	walk.
He/She/It	walks.

#### negative

I/We/You/They	don't walk.
He/She/It	doesn't walk.

#### questions

Do	I/we/you/they	walk?
Does	he/she/it	

#### short answers

Yes,	I/we/you/they	do.
	he/she/it	does.
No,	I/we/you/they	don't.
	he/she/it	doesn't.

We use the present simple for:

- habits or routines.  
I **play** tennis every Saturday.
- facts or things that are always true.  
My uncle **lives** in New York.
- something that will happen at a particular time in the future because it is part of a timetable or schedule.  
The library **opens** at nine o'clock.

### present continuous

#### positive

I	'm (am)	working.
He/She/It	's (is)	
We/You/They	're (are)	

#### negative

I	'm not (am not)	working.
He/She/It	isn't (is not)	
We/You/They	aren't (are not)	

#### questions

Am	I	working?
Is	he/she/it	
Are	we/you/they	

#### short answers

Yes,	I	am.
	he/she/it	is.
	we/you/they	are.
No,	I	'm not.
	he/she/it	isn't.
	we/you/they	aren't.

We use the present continuous for:

- things that are happening now.  
Oh, no! It's **raining!**
- temporary situations.  
I'm **trying** to improve my tennis skills at the moment.

### adverbs of frequency and time expressions

We use adverbs of frequency to say how often something happens. We use them with the present simple. Some common adverbs of frequency are: *always, usually, normally, often, sometimes, occasionally, rarely, hardly ever, never.*

Adverbs of frequency come:

- before the main verb.  
I **never watch** horror films.
- after the verb *be*.  
My birthday **is always** fun.

Other time expressions usually come at the end of a sentence. We use these time expressions with the present simple: *every day, at the weekend, on Saturdays, once a week.*

I practise on my guitar **every day**.

We use these time expressions with the present continuous: *at the moment, now, right now*

I'm doing my homework **at the moment**.

### verbs we don't use in continuous forms

There are some verbs that we don't use in continuous forms: *agree, believe, hate, hear, know, like, love, need, see, think, understand, want.* These verbs are called stative verbs.

I **agree** with you.

I **don't understand** what you're saying.

### subject and object questions

When a question asks about the subject of a verb, the word order is the same as for a statement. We don't use an auxiliary verb.

? messages Laura. **Who** messages Laura? **Max** messages Laura.

? happened. **What** happened? **Something amazing** happened.

When a question asks about the object of a verb, we use an auxiliary verb in the question.

Max messages ? **Who** does Max message? Max messages **Laura**.

She likes ? **What** does she like? She likes **pizza**.

# PRACTICE

## present simple and present continuous

- 1 Choose the correct words to complete the sentences.
- We go / We're going to the cinema every Saturday.
  - I study / I'm studying Spanish at the moment.
  - I don't know / I'm not knowing where Petra lives.
  - Some people in my class don't work / aren't working hard this year.
  - Hi. Where do you go / are you going?
  - What do you do / are you doing on Saturdays?
- 2 Complete the sentences with the present simple or present continuous form of the verbs in brackets.
- Your phone ..... (ring). Why don't you answer it?
  - I ..... (not watch/often) films on TV.
  - Lily ..... (usually/be) in a good mood on Fridays.
  - What's wrong? Why ..... (you/cry)?
  - I'm sorry, but I ..... (not agree) with you.
  - It ..... (not rain) today, so we can have a picnic in the park.
- 3 Complete the posts with the present simple or present continuous form of the verbs in brackets.

There are some great apps available to help you organise your free time. What are your favourites?

Jen33



Clothes are my big thing! I love shopping for clothes and I <sup>1</sup> ..... (use/always) ShopStyle when I <sup>2</sup> ..... (want) to buy something new. It brings together lots of different online stores, so you can search them all at the same time. At the moment I <sup>3</sup> ..... (look) for some new jeans, and I'm sure I'll find some easily.

RoBMX



I <sup>4</sup> ..... (go/often) running at the weekend, so I use Strava. It <sup>5</sup> ..... (show) me how far I run, and my time. I <sup>6</sup> ..... (try) to beat my personal best time for five kilometres at the moment.

ClareS



I <sup>7</sup> ..... (start) to get into music, so I <sup>8</sup> ..... (love) Pandora because it <sup>9</sup> ..... (suggest) music for you to listen to, based on your favourite singers. I <sup>10</sup> ..... (get) to know lots of new singers by using this app.

## subject and object questions

- 4 Choose the best answer for each question.
- Who do you usually invite to your party?
    - I usually invite all my friends.
    - All my friends usually invite me.
  - What does Jon want?
    - No one wants him.
    - He wants to borrow some money.
  - Who helps you with your homework?
    - I help my younger sister.
    - No one helps me.
  - What are you buying?
    - I'm buying a present for Tim.
    - Tim is buying me a present.
  - Who tells you the best jokes?
    - I tell great jokes to all my friends.
    - Sam tells me really good jokes.
- 5 Read the answers and complete the questions.
- A: What ..... ?  
B: I'm looking at that amazing sports car over there!
  - A: Who ..... apartment?  
B: I think an American family lives in that apartment.
  - A: Who ..... at the weekend?  
B: I spend time with my friends at the weekend.
  - A: What ..... ?  
B: That shop sells really expensive clothes!
  - A: Who ..... with Sara?  
B: Tom and Louise are going to the cinema with Sara.
- 6 What would you ask in these situations? Write the questions.
- Jack wants to buy something, but you don't know what it is. Ask him.  
.....
  - Someone is organising the school trip, but you don't know who. Ask.  
.....
  - Max is writing a message to someone, but you don't know who. Ask him.  
.....
  - Something is happening, but you don't know what. Ask.  
.....
  - Libby does something on Wednesday evenings, but you don't know what. Ask her.  
.....
  - Someone keeps moving your school bag, but you don't know who. Ask.  
.....

# REFERENCE

## past simple and past continuous

### past simple: be

#### positive

I/He/She/It	<b>was</b>	late.
We/You/They	<b>were</b>	

#### negative

I/He/She/It	<b>wasn't</b>	late.
We/You/They	<b>weren't</b>	

#### questions

<b>Was</b>	I/he/she/it	late?
<b>Were</b>	we/you/they	

#### short answers

<b>Yes,</b>	I/he/she/it	<b>was.</b>
	we/you/they	<b>were.</b>
<b>No,</b>	I/he/she/it	<b>wasn't.</b>
	we/you/they	<b>weren't.</b>

### past simple: regular and irregular verbs

For regular verbs in the past simple, we add *-ed*.

work – worked

But sometimes the spelling changes:

arrive – arrived    study – studied    stop – stopped

Irregular verbs have a different form in the past simple. They don't end in *-ed*.

buy – bought    come – came    find – found

#### positive

I/He/She/It/We/You/They	<b>worked/slept.</b>
-------------------------	----------------------

#### negative

I/He/She/It/We/You/They	<b>didn't work / didn't sleep.</b>
-------------------------	------------------------------------

#### questions

<b>Did</b>	I/he/she/it/we/you/they	<b>work/sleep?</b>
------------	-------------------------	--------------------

#### short answers

<b>Yes,</b>	I/he/she/it/we/you/they	<b>did.</b>
<b>No,</b>	I/he/she/it/we/you/they	<b>didn't.</b>

We use the past simple for:

- actions that started and finished in the past.  
The family **went** on holiday to Scotland last year.
- one completed past action after another.  
We **had** breakfast and then **went out** for the day.
- a past habit.  
We **stayed** in the same cottage every year.

### past continuous

#### positive

I/He/She/It	<b>was</b>	waiting.
We/You/They	<b>were</b>	

#### negative

I/He/She/It	<b>wasn't</b>	waiting.
We/You/They	<b>weren't</b>	

#### questions

<b>Was</b>	I/he/she/it	waiting?
<b>Were</b>	we/you/they	

#### short answers

<b>Yes,</b>	I/he/she/it	<b>was.</b>
	we/you/they	<b>were.</b>
<b>No,</b>	I/he/she/it	<b>wasn't.</b>

We use the past continuous:

- for actions in progress in the past.  
I **was chatting** to my friend at midnight last night.
- to set the scene in a story.  
It **was raining** and the girl **was waiting** at the bus stop.

### past simple and past continuous

We use the past simple for an action that interrupts another action in progress in the past. The action in progress is in the past continuous.

I **dropped** my phone when I **was walking** home last night.

We can use *while* instead of *when* followed by the past continuous.

**While** they **were running** up to the railway line, the train **appeared**.

### someone, anyone, nothing, everything, etc.

Words like *someone*, *nothing*, etc. are indefinite pronouns. We use them to talk about a person or a thing when we don't know who/what it is or when it is not important to know.

<b>people</b>	someone	anyone	everyone	no one
<b>things</b>	something	anything	everything	nothing

We use *someone* and *something* in positive sentences.

**Someone** told a ghost story.

We use *anyone* and *anything* in negative sentences and questions.

You don't win **anything**. Did **anyone** call?

We use *no one* and *nothing* in positive sentences to mean 'not anything' and 'not anyone'.

There's **nothing** in this box. **No one** liked the story.

We use *everything* and *everyone* in all forms. We use them with a singular verb.

**Everything** is ready. Why is **everyone** laughing?

# PRACTICE

## past simple and past continuous

### 1 Choose the correct ending for each sentence.

- When I saw Eric yesterday, he  
**A** was waiting for the bus.      **B** waited for the bus.
- Last Saturday, I met my friend for lunch and then I  
**A** went shopping.      **B** was going shopping.
- While I was learning to ride a bike, I  
**A** was falling off all the time.      **B** fell off all the time.
- We were sitting in the exam room when the door  
**A** was opening.      **B** opened.
- At the start of the story, it was dark and the wind  
**A** blew.      **B** was blowing.
- I couldn't answer your message earlier because I  
**A** was doing my homework.      **B** did my homework.

### 2 Choose the correct words to complete the conversation.

- A:** 'Did you hear / Were you hearing' the story about those two men in Hawaii?  
**B:** No, what men in what story?  
**A:** I 'looked / was looking' online when I 'saw / was seeing' an interesting article about two friends who 'found out / were finding out' they were brothers!  
**B:** How can friends be from the same family?  
**A:** The men 'met / were meeting' sixty years ago and over time they 'became / were becoming' best friends.  
**B:** I still don't understand how they are brothers.  
**A:** They 'both researched / were both researching' their family history when they 'did / were doing' a blood test. The results 'showed / were showing' they were from the same family!

### 3 Complete the article with the past simple or past continuous form of the verbs in brackets.

## Message in a bottle

Julian Joy, a teenager from New Zealand, was just seven years old when he <sup>1</sup>..... (write) a message and <sup>2</sup>..... (put) it in a bottle. He <sup>3</sup>..... (walk) near the coast with his mother when they <sup>4</sup>..... (throw) the bottle into the sea.

Eight years and 19,000 km later, a German woman called Luisa <sup>5</sup>..... (find) the bottle. But not in Germany. Luisa <sup>6</sup>..... (stay) in a village near Bilbao in the north of Spain at the time. She <sup>7</sup>..... (enjoy) a walk on the beach when she <sup>8</sup>..... (notice) something. It was the bottle. Luisa <sup>9</sup>..... (open) it and <sup>10</sup>..... (decide) to reply to Julian's message. He couldn't believe his eyes when he received Luisa's letter!

## someone, anyone, nothing, everything, etc.

### 4 Rewrite the sentences. Use the words in brackets.

- There isn't anyone at home. (no one)  
 .....
- There's nothing to watch on TV. (anything)  
 .....
- We all like listening to stories. (everyone)  
 .....
- A person left you a message. (someone)  
 .....
- Please tidy up all the stuff in your bedroom. (everything)  
 .....

### 5 Choose the correct words to complete the texts.

- A:** **A:** 'Something / Anything' arrived in the post for you.  
**B:** What is it? I didn't order 'anything / something'.  
**A:** I don't know. Maybe 'someone / everyone' sent you a present. Here's the box.  
**B:** Thanks. ... Well, there's 'nothing / anything' in it – it's empty!  
**A:** That's strange. Why would 'anything / anyone' send an empty box?  
**B:** Please listen carefully, 'anyone / everyone'. We've arrived at the theatre but there's 'someone / something' I need to say before we get off the bus. Please take 'everyone / everything' with you – all your coats, bags and umbrellas. We can't leave 'something / anything' here. When we're in our seats and the play starts, please be quiet. And 'no one / anyone' can use a mobile during the play, so please turn your phones off now.

### 6 Complete the blog post with these words. You do not need two of the words.

anyone   anything   everyone   everything  
 no one   nothing   someone   something

## No negative news

I don't often watch the news because there isn't <sup>1</sup>..... positive in it. But then <sup>2</sup>..... at my school suggested a website with a difference. It's called The Good News Network and all the stories there say <sup>3</sup>..... good about people and the world. There's a section for young people and I read about a girl who's helping her community by collecting rubbish. She picks up <sup>4</sup>..... she finds on her way home from school. Amazing!

Do you know <sup>5</sup>..... who feels sad? Why not send them a link to the site? <sup>6</sup>..... enjoys hearing good news.

# REFERENCE

## the future: plans and intentions

### going to

#### positive

I	'm	going to	play.
He/She/It	's		
We/You/They	're		

#### negative

I	'm not	going to	play.
He/She/It	isn't		
We/You/They	aren't		

#### questions

Am	I	going to	play?
Is	he/she/it		
Are	we/you/they		

#### short answers

Yes,	I	am
	he/she/it	is.
	we/you/they	are.
No,	I	'm not.
	he/she/it	isn't.
	we/you/they	aren't.

We use *going to* for things we are planning to do.

I'm **going to play** basketball tomorrow.

### present continuous

See page 128 for the form of the present continuous.

We use the present continuous for future actions that are already planned, arranged and agreed.

I'm **meeting** my friends later this afternoon.

Notice the difference between *going to* and the present continuous:

I'm **going to talk** to my teacher about my homework.

(This is my plan, but it isn't arranged yet.)

I'm **seeing** my teacher about my homework this afternoon.

(I already have a meeting arranged.)

### present simple

See page 128 for the form of the present simple.

We use the present simple for something that will happen at a particular time in the future because it is part of a timetable or schedule.

Hurry up! The train **leaves** at nine o'clock.

## the future: predictions

### positive

I/He/She/It/We/You/They	will ('ll)	work.
	may/might	

### negative

I/He/She/It/We/You/They	won't	work.
	may/might not	

### questions

Will	I/he/she/it/we/you/they	work?
Might		

### short answers

Yes,	I/he/she/it/we/you/they	will/might.
No,	I/he/she/it/we/you/they	won't / might not.

We use *will* and *won't* to make a prediction about the future, when we are fairly sure about our prediction.

Life **will be** better for most people in the future.

We **won't have** so many problems in the future.

We use *may* and *might* for predictions or guesses about the future, when we think something is possible, but we are not sure.

We **may not do** very well in the competition.

It **might rain** later.



# PRACTICE

## the future: plans and intentions

1 Choose the correct verb forms to complete the sentences.

- 1 Don't worry, Mum. I tidy / I'm going to tidy my room later!
- 2 I can't come to your house this afternoon. I'm going to meet / I'm meeting some friends in town at two o'clock.
- 3 What time is the show going to start / does the show start tonight?
- 4 What do you do / are you doing after school today?
- 5 Why are you going to the museum so early? It doesn't open / isn't opening until nine.

2 Complete the second sentence so that it has a similar meaning to the first sentence. Use 'going to', the present continuous or the present simple form of the verbs in brackets.

- 1 My intention is to do all my homework on Friday. (do)  
I ..... all my homework on Friday.
- 2 We've agreed to meet at the swimming pool at half past three. (meet)  
We ..... at the swimming pool at half past three.
- 3 Our bus is at 6.30. (leave)  
Our bus ..... at 6.30.
- 4 I have an appointment with my teacher at 9.45. (see)  
I ..... my teacher at 9.45.
- 5 The shop is open until six tonight. (close)  
The shop ..... at six tonight.

3 Complete the posts with the correct form of the verbs. Use 'going to', the present continuous or the present simple.

<sup>1</sup> ..... (you / study) any unusual subjects at school next year? Tell us about them!

 Marty55 My new school term <sup>2</sup> ..... (start) next month and I <sup>3</sup> ..... (learn) how to sail this year! My school is Greig City Academy in London. It's a normal school, but it has an amazing sailing club! Last year a team from my school took part in a round-the-world race. I <sup>4</sup> ..... (meet) the sailing team next week, and I can't wait! Of course, we <sup>5</sup> ..... (concentrate) on learning the basic skills first, but then who knows?

 AnaB My school in Berlin <sup>6</sup> ..... (open) after the summer holidays next week and I'm really looking forward to it. This year I <sup>7</sup> ..... (do) a challenge. The school gives you an amount of money and you have to plan and go on an adventure. I <sup>8</sup> ..... (climb) a mountain in Austria with some friends. I <sup>9</sup> ..... (go) to Austria with my parents next week to have a look at the mountain and get some ideas. Wish me luck!

## the future: predictions

4 Read the sentences and choose the option that best describes their meaning.

- 1 It might rain later.  
A I'm sure about this.  
B I think this is possible, but I'm not sure.
- 2 Robots will be more important in the future.  
A I'm sure about this prediction.  
B This is possible, but I don't think it's certain.
- 3 We won't win the game.  
A It's possible that we will win.  
B It isn't possible for us to win.
- 4 Jack may not come swimming with us.  
A I know that Jack won't come swimming.  
B It's possible that Jack won't come swimming.

5 Complete the second sentence so that it has a similar meaning to the first sentence. Use the word in brackets.

- 1 My prediction is for bigger schools in the future. (be)  
I think schools ..... bigger in the future.
- 2 It's possible that Mia will cook a meal for everyone. (might)  
Mia ..... a meal for everyone.
- 3 Jack predicts space holidays for people in twenty years. (go)  
Jack thinks people ..... on space holidays in twenty years.
- 4 It's possible the tickets will cost a lot of money. (may)  
The tickets ..... expensive.
- 5 I promise I'll arrive on time tomorrow. (won't)  
I promise I ..... late tomorrow.
- 6 It's possible that you won't enjoy this film. (not)  
You ..... this film.

6 Choose the correct words to complete the article.

### Is it possible to learn in your sleep? zzzzz

Think about revising for an exam. You read through all your books the night before and you think, 'How <sup>1</sup>may I / will I ever remember all this for tomorrow's exam?' Well, science <sup>2</sup>probably won't / might have an answer one day! We know that when we sleep, our brain continues to work. Some scientists think that it <sup>3</sup>will clearly / might be possible to use smells and sounds to make your brain pay attention to certain things while you sleep. The idea is that having a certain smell or sound in the room while you're revising, and then keeping that same smell or sound in your room while you sleep <sup>4</sup>may not / will encourage your brain to think about those same facts while you're sleeping. So when you wake up in the morning, the facts <sup>5</sup>will / might not be fixed in your memory. Clearly, it <sup>6</sup>might / won't be possible to get rid of exam stress completely, but it's possible that by using science we <sup>7</sup>might not / will clearly have to worry so much about exams in the future!

# REFERENCE

## making comparisons

adjective	comparative	superlative
most one-syllable adjectives tall, short	add -er taller, shorter	add -est the tallest, the shortest
one-syllable adjectives ending in -e wide, nice	add -r wider, nicer	add -st the widest, the nicest
one-syllable adjectives ending in one vowel and one consonant big, hot	double the final consonant, add -er bigger, hotter	double the final consonant, add -est the biggest, the hottest
two-syllable adjectives ending in -y happy, easy	drop the -y, add -ier happier, easier	drop the -y, add -iest the happiest, the easiest
long adjectives (two or more syllables) nervous, interesting	more/less + adjective more nervous, less interesting	the most / the least + adjective the most nervous, the least interesting
irregular good, bad	better, worse	the best, the worst

### comparative adjectives

We use comparative adjectives + *than* to compare two people or things.

Are you **taller** or **shorter than** your brother?

Your clothes are **nicer than** mine.

Shopping online is **easier than** going to a mall.

His blog is **more interesting than** the others.

The new shop is **worse than** the old one.

Sometimes *than* isn't necessary, e.g. when there isn't a direct comparison of two things.

Would I look **better** with short hair?

### superlative adjectives

We use superlative adjectives to compare one thing or person to others in a group. We use *the* before the superlative adjective.

It was **the coldest** day of the year.

The blue shirt is **the nicest** one.

What's **the biggest** size you have?

She's got **the craziest** hair – it's blue and yellow.

He is **the most popular** fashion vlogger.

This is **the best** style for you.

We can use certain expressions with *the* after superlative adjectives, e.g. *in the class, in the school, in the town, in the world*.

She's the tallest student **in the class**.

He's the most fashionable boy **in the school**.

It's the cheapest clothes shop **in the town**.

Who's the best designer **in the world**?

### (not) as ... as

We use *as* + adjective + *as* to say two things or people are the same in some way.

Are you **as confident as** your friends?

The negative is *not as ... as*.

I'm **not as tall as** my sister.

### too/enough

We use *too* + adjective to mean 'more than necessary'.

High street clothes are **too expensive** for me to buy.

These shoes are **too big**. I need a smaller size.

We use adjective + *enough* to mean 'the right amount'.

He wants all teens to be **confident enough** to enjoy clothes.

We use *not* + adjective + *enough* to mean 'not the right amount'.

Most of us aren't **adventurous enough** to have blue hair.

### much / a lot / a bit + comparative, not quite as ... as

We use *much / a lot* + comparative to describe a big difference.

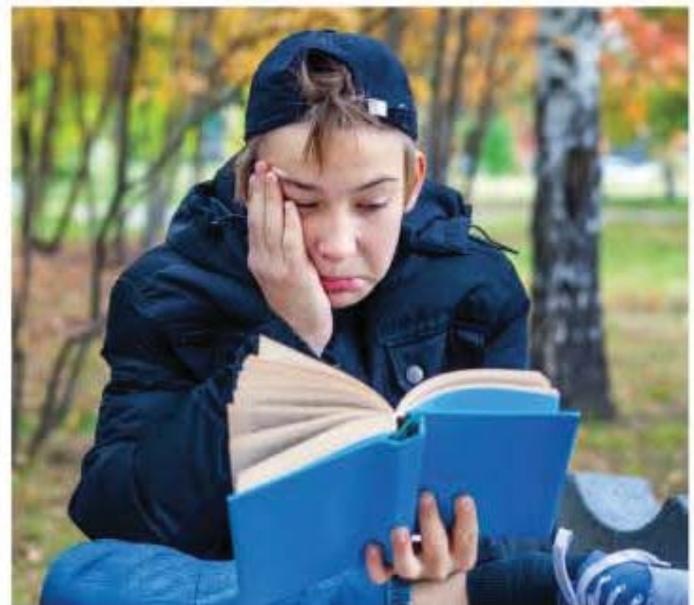
The shop is **a lot bigger** than most stores.

It's **much more entertaining**.

We use *a bit* + comparative and *not quite as ... as* to describe a small difference.

Are you modern or just **a bit more traditional**?

Alex isn't **quite as interested** in reading as his brother.



# PRACTICE

## making comparisons

1 Complete the conversations with the comparative or superlative form of these adjectives.

bad cheap expensive nice

- A: Did you buy anything to wear to the party?  
 B: No, that new shop is awful. It sells <sup>1</sup> ..... clothes in the world! And they're a lot <sup>2</sup> ..... than the other stores. The prices are really high.  
 A: You could save money online. It's <sup>3</sup> ..... but you have to wait for delivery. So why don't you borrow something of mine?  
 B: Brilliant! Can I borrow that new red top?  
 A: No way! That's my favourite. It's <sup>4</sup> ..... I've got!

bright fashionable happy hot

- A: Why are you wearing black on <sup>5</sup> ..... day of the year? It's forty degrees outside!  
 B: I always wear dark colours because they're <sup>6</sup> ..... The models in the magazines are wearing a lot of black.  
 A: Sure, but why wear it every day? Why not have a change and choose <sup>7</sup> ..... colours too?  
 B: It's just how I like to look. Other people might be <sup>8</sup> ..... in red and yellow but not me.

2 Complete the second sentence so that it has a similar meaning to the first sentence. Use the words in brackets.

- My sister is better at choosing clothes than me. (good)  
I'm ..... at choosing clothes.
- I'm too young to get a job as a model. (enough)  
I'm ..... to get a job as a model.
- I've never been to a better clothes shop than that one. (the)  
That's ..... clothes shop I've ever been to.
- I didn't have enough money to buy the sunglasses. (expensive)  
The sunglasses ..... for me to buy.
- My best friend and I are the same height. (tall)  
My best friend ..... me.
- My last haircut wasn't as good as usual. (than)  
My last haircut ..... usual.
- My brother says I'm too short to play basketball. (enough)  
My brother says I'm ..... to play basketball.
- The black top was cheaper than the blue one. (as)  
The blue top wasn't ..... the black one.

3 Complete the blog post with one word in each gap.



### Looking good isn't just for girls

A lot of boys spend hours talking about fashion and cool haircuts. They save up to buy the <sup>1</sup> ..... expensive designer clothes and accessories, too. The market for skin and hair products for men and boys is already huge and one of <sup>2</sup> ..... latest developments is boys wearing make-up. Traditionally, this has been for girls and women, but you can see older teen boys in make-up all over Instagram. I think I'm <sup>3</sup> ..... shy to stand out in a crowd like that. There are lots of teenage boys who are <sup>4</sup> ..... confident than I am and I think it's fine if they want to wear make-up.

What do you think? Are the boys you know <sup>5</sup> ..... interested in their looks as girls?

## much / a lot / a bit + comparative, not quite as ... as

4 Find and circle the extra word in each sentence.

- My friend is a lot much more serious than I am.
- I'm not quite as tall as than you are.
  - It's a lot more easier to buy cheap clothes.
  - I'd like to be a bit of more confident with my clothes.
  - The boys at my school aren't quite as much fashionable as the girls.
  - I think social media has made people's appearance a much more important.
  - The way young people look now is much of more interesting than in the past.

5 Choose the correct words to complete the blog post.

### Who chooses your clothes?

I've just finished an experiment: my mum chose everything I wore for a whole week! I don't usually wear dresses, so that was the challenge for day 1. I'm **'much / more** happier in jeans and a top but the dress my mum chose was OK. In fact, it was **'lot / a lot** nicer than I expected but I didn't tell her that! The rest of the week was a mix of shorts, trousers and tops. Most of it was fine but not the yellow jumper! My mum is **'much / much more** confident with bright colours than I am. I wore the jumper but I didn't go out all day!

I was terrified at the start of the experiment but it wasn't **'quite / enough** as bad as I expected. I enjoyed trying on different things and I might be **'a bit / a bit of** more adventurous with clothes in the future.

# REFERENCE

## modal verbs for rules

### have to

We use *have to* when something is necessary, for example because of a rule.

You **have to have** a driving licence before you can drive a car.

We use *don't have to* when something is not necessary.

You **don't have to have** a licence to ride a bike.

### must

We use *must* with a similar meaning to *have to*, when something is necessary or when we are obliged to do it.

Visitors **must stay** on the official paths in the National Park.

But sometimes there is a difference in meaning. *Have to* suggests an obligation because of a rule, but *must* suggests an obligation because we think that something is very important.

Everyone at the school **has to take** exams. (This is necessary because of a rule.)

I **must finish** my homework. (I think this is necessary.)

We use *mustn't* when something is not allowed.

Visitors **mustn't feed** the animals.

Notice the difference between *mustn't* and *don't have to*.

You **mustn't swim** here. (It isn't allowed.)

You **don't have to swim** today. (It isn't necessary.)

### can

We use *can* if something is allowed.

You **can park** here.

We use *can't* if something is not allowed.

I'm sorry, you **can't park** here.

*Can't* has a similar meaning to *mustn't*.

You **mustn't/can't feed** the animals.

But notice the difference sometimes.

You **can't drive** a car until you're eighteen. (This is a rule or law.)

You **mustn't drive** too fast. (I think this is a bad idea.)

## reflexive pronouns

subject pronouns	object pronouns	reflexive pronouns
I	me	myself
you	you	yourself
he	him	himself
she	her	herself
it	it	itself
we	us	ourselves
they	them	themselves

We use an object pronoun if we do something to another person.

I bumped into Rosa and hurt **her**.

Jack was looking at **me**.

We use a reflexive pronoun if we do something to ourselves.

I fell off my bike and hurt **myself**.

He was looking at **himself** in the mirror.

Notice the difference between these sentences.

I bought a present for **him**. (I bought the present, he got the present.)

I bought a present for **myself**. (I bought the present, I got the present.)

*By myself/yourself/himself/etc.* means 'alone, without anyone else'.

I went to London **by myself**.

She cooked the whole meal **by herself**.

## it's, there is / there are

We use *it's*:

- to make a general statement.  
**It's** not always easy to make new friends.
- to talk about the weather.  
**It's** really hot today.

We use *there is / there are* to say that something exists.

**There's** a great new restaurant in West Street.

**There are** twenty-two students in my class.

# PRACTICE

## modal verbs for rules

- 1** Choose the correct verb forms to complete the sentences.
- Young children **have to** / **can't** be with an adult when they go in the swimming pool.
  - There's no age limit on this film, so anyone **can** / **can't** watch it.
  - You're allowed to camp in the National Park, but you **must** / **can** use an official campsite.
  - I've got an important meeting with my Maths teacher, so I **have to** / **mustn't** be late.
  - There's a 'No parking' sign, so you **must** / **can't** park here.
  - There's plenty of time, so we **mustn't** / **don't have to** hurry.

- 2** Choose the correct answers to complete the rules for mountain bikers.

## Mountain biking

### Safety rules

Mountain biking is a great sport and it's a brilliant way to enjoy the countryside. Follow these rules to make sure you stay safe and enjoy the experience!

- Cyclists aren't allowed on the paths in some National Parks. Always ask if you ..... use a particular route before you ride on it.
- Some mountain bikes don't have brakes, but remember that by law, all bikes ..... have brakes if you're riding on public roads.
- Look at the weather and plan ahead. You ..... be sensible and avoid cycling in bad weather.
- Remember that not all land is public land. You ..... ride through a farmer's field without permission.
- Stay safe! A ride ..... be dangerous to be fun!

- |           |           |                   |
|-----------|-----------|-------------------|
| 1 A can   | B can't   | C mustn't         |
| 2 A can   | B can't   | C have to         |
| 3 A must  | B can't   | C don't have to   |
| 4 A can't | B must    | C don't have to   |
| 5 A can't | B mustn't | C doesn't have to |

## reflexive pronouns

- 3** Complete the sentences with object pronouns or reflexive pronouns. Add 'by' where necessary.
- Ellie and I bought a pizza for .....
  - Parents shouldn't go out and leave their children .....
  - Jack and Molly are over here. Come and meet .....
  - Be careful you don't cut ..... with that sharp knife.
  - Tara is a really nice girl. I met ..... last year.
  - My phone turns ..... off if I don't use it for five minutes.
- 4** Complete the posts with these words/phrases. You do not need three of the words/phrases.

by yourself   him   himself   me   myself   them  
themselves   you   yourself

## Advice wanted, please!

I want to do a survival course this summer. I like the idea that I can learn how to look after <sup>1</sup> ..... and survive in the wild. Has anyone done this course? Did you enjoy it?

-  I did a course like this last summer. They teach you how to build a shelter and how to find food for <sup>2</sup> ..... I loved it!
-  My brother did this course and loved it, but two of his friends went with <sup>3</sup> ....., and they weren't so keen on the idea of catching animals for food. I don't blame <sup>4</sup> .....!
-  Go for it! And don't worry – there's always an instructor with you, so you won't be completely <sup>5</sup> .....!
-  It's a great course! They show <sup>6</sup> ..... how to make a fire and cook food over it – really cool!

## it's, there is / there are

- 5** Complete the sentences with 'there is', 'there are' and 'it's'.
- ..... lots of people who think that she cheated on the test.
  - ..... a nice day today, isn't it?
  - ..... a sign here that says you have to turn right.
  - I don't like going outside when ..... raining.
  - ..... 4 o'clock now. What are you doing after school?

# REFERENCE

## relative clauses with *who* and *which*

*Who* and *which* are examples of relative pronouns.

We use them after a noun to make it clear which person or thing we are talking about.

She's the woman **who** owns the restaurant.

There's the café **which** sells delicious burgers.

We use *who* when we are talking about people.

A baker is someone **who** makes bread and cakes.

I've got a friend **who** loves spicy food.

It wasn't Thomas **who** liked fish, it was Sarah.

We use *which* when we are talking about things and animals.

Pizza is a food **which** is popular round the world.

This is the dog **which** we've had for years.

This is the toy **which** has been with me since I was little.

Remember that with a relative pronoun, we don't repeat the subject pronouns (*he, she, it, etc.*).

Do you know the girl **who** she won the cooking competition?

It was Jonathan **who** he asked for more ice cream.

## adverbs of manner

Adverbs of manner are words like *quickly, slowly, simply, etc.* They describe verbs and they say how we do something.

I was hungry, so I ate my lunch **quickly**.

I like to eat my breakfast **slowly**.

I don't understand. Please explain it to me **simply**.

adjective	adverb
most adjectives quiet, quick, careful	add <i>-ly</i> quietly, quickly, carefully
adjectives ending in a consonant + <i>y</i> easy, happy, healthy	drop the <i>-y</i> , add <i>-ily</i> easily, happily, healthily
adjectives ending in <i>-le</i> terrible, horrible, possible	change <i>-le</i> to <i>-ly</i> terribly, horribly, possibly
irregular good, fast, hard	well, fast, hard

Remember that *fast* and *hard* have the same form for both the adjective and the adverb.

The service at the café wasn't very **fast**. (adjective)

Don't eat **fast**. You'll get stomach ache. (adverb)

This steak is really **hard**. I can't eat it. (adjective)

I'm studying **hard** for my exams. (adverb)

This is the usual word order with adverbs:

verb + adverb  
She cooks well.

verb + object + adverb  
He ate his lunch quickly.



# PRACTICE

## relative clauses with *who* and *which*

- 1 Choose the correct words to complete the sentences.
- 1 I'm not keen on food **who** / **which** is very spicy.
  - 2 A chef is someone **who** / **which** has to work long hours.
  - 3 I met a boy **who** / **which** is a food blogger.
  - 4 Have you eaten the cake **who** / **which** was in the fridge?
  - 5 A vegan is a person **who** / **which** doesn't eat animal products.
  - 6 Curry is a dish **who** / **which** is popular all over the world.

- 2 Complete the article with 'who' or 'which'.

### An app for young people from young people

Alyssa Kapasi is a student from New York <sup>1</sup>..... is doing something special. She's developing an app <sup>2</sup>..... aims to help other students. The app is called Food for Thought and it's an app <sup>3</sup>..... people can use to pay for their kids' lunch. But they can also donate an extra two or three dollars for each meal. This money buys something to eat for students <sup>4</sup>..... can't afford it. All this is done without giving names, so a hungry student gets lunch without feeling embarrassed. At the moment, Alyssa is working on the app with four of her classmates. They are all trying to make life a bit better for young people <sup>5</sup>..... need help.

- 3 Connect the sentences with 'who' or 'which'.

- 1 Pizza is a food. It's popular all over the world.  
.....
- 2 Fruitarians are people. They eat only fruit and nuts.  
.....
- 3 I have a friend. He really enjoys cooking.  
.....
- 4 Percy Spencer was an American engineer. He invented the microwave.  
.....
- 5 I watched a video. It helped me prepare food for the party.  
.....
- 6 Ben ate the sandwich. It was on the table.  
.....

## adverbs of manner

- 4 Choose the correct words to complete the conversations.

- A: Would you like a sweet? They're really <sup>1</sup>nice / nicely.  
B: No, thanks. I've got toothache. It hurts really <sup>2</sup>bad / badly!  
A: Oh no. You'd better see the dentist <sup>3</sup>quick / quickly.  
A: How is everything going with your brother at university?  
B: Well, he's missing Mum and Dad <sup>4</sup>terrible / terribly because he's making his own meals.  
A: Is he a <sup>5</sup>good / well cook?  
B: Well, he only ever cooked once at home. We waited <sup>6</sup>patieny / patiently for hours but everything was burned!

- 5 Complete the second sentence so that it has a similar meaning to the first sentence. Use an adverb in each sentence.

- 1 I'd like to be a good cook.  
I'd like to .....
- 2 The recipe wasn't very easy to understand.  
We couldn't .....
- 3 You need to be a hard worker to become a chef.  
You need ..... to become a chef.
- 4 I dropped the knife and got a bad cut on my hand.  
I dropped the knife and cut .....
- 5 You're a slow eater.  
You .....

- 6 Complete the post with adverbs formed from these adjectives.

careful fast hard healthy honest immediate slow terrible

## A food diary

Our science teacher asked us to keep a food diary. It was important to give the information <sup>1</sup>..... and not lie or leave anything out. So, for a week, I <sup>2</sup>..... wrote down what I ate and at what times.

The diary showed that I eat quite <sup>3</sup>..... with lots of fresh fruit and vegetables every day. But I always eat very <sup>4</sup>..... – my lunch is usually finished in five minutes! So an hour after each meal, I often feel <sup>5</sup>..... hungry again. From the diary, I could also <sup>6</sup>..... see that I eat a lot of snacks. When I'm studying <sup>7</sup>..... my favourite things are biscuits and crisps.

Keeping the diary was interesting. It's taught me to take more time over food. I now eat much more

<sup>8</sup>.....



# REFERENCE

## present perfect

### positive

I/We/You/They	've (have)	finished.
He/She/It	's (has)	

### negative

I/We/You/They	haven't (have not)	finished.
He/She/It	hasn't (has not)	

### questions

Have	I/we/you/they	finished?
Has	he/she/it	

### short answers

Yes,	I/we/you/they	have.
	he/she/it	has.
No,	I/we/you/they	haven't.
	he/she/it	hasn't.

We form the present perfect with the correct form of *have* and the past participle of the main verb.

For regular verbs, the past participle ends in *-ed* and is the same as the past simple form. Irregular verbs don't follow the *-ed* rule.

I've **joined** the tennis club.

Someone **has eaten** all the cake!

We use the present perfect to talk about a general experience at some time in the past. We don't say exactly when it happened.

My brother **has written** a book.

I **haven't seen** that film.

Notice the difference between *have/has been* and *have/has gone*:

Tom **has been** to New York. (He went there at some time in the past and is now back home.)

Tom **has gone** to New York. (He is there now.)

## ever and never

We use *ever* to ask if something has happened in someone's life.

Have you **ever** eaten raw fish?

We use *never* to say that something has not happened in someone's life.

Carla **has never** studied music but she's a really good singer.

## just, already and yet

We use *just* to talk about something that happened a short time ago.

Jacob **has just** left.

We use *already* for something that happened sooner than someone expected.

It's only six o'clock, and I've **already** finished all my homework!

We use *yet* in questions and negative sentences when we are talking about something we expect to happen soon.

Has Jon called **yet**? (= I'm expecting him to call.)

The train **hasn't arrived yet**. (= I expect it to arrive soon.)

## present perfect with for and since

We often use the present perfect with *for* and *since* to talk about something that started in the past and continues in the present.

I've had my phone **for** three months. (I got it three months ago and I still have it.)

I've been a member of the football club **since** last year. (I joined the club last year and I'm still a member now.)

We use *for* + a period of time.

We've lived in this town **for** two years.

We've known Mr and Mrs Fox **for** six months.

I've had this laptop **for** a few weeks.

We use *since* + a point in time.

We've lived in this town **since** July.

We've known Mr and Mrs Fox **since** 2017.

I've had this laptop **since** last year.

# PRACTICE

## present perfect

1 Choose the correct words to complete the conversations.

- A: What's wrong?  
B: I've **just / already** hurt my head! Ow!
- A: What's your new computer game like?  
B: I don't know – I haven't played it **already / yet**.
- A: Do you know Simon?  
B: No, I've / I **haven't** never met him.
- A: Has Mia left **just / yet**?  
B: No, she's still here.
- A: Would you like some more cake?  
B: No, thanks. I've **already / yet** had three slices!
- A: Have you **ever met / met ever** a celebrity?  
B: No, I haven't, but I'd like to!

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

- I'm sorry, I can't come to the cinema with you on Friday. Carl ..... (already / invite) me to his house to watch a film.
- ..... (you / ever / eat) insects? They're very popular in some countries.
- Marco ..... (just / get) his exam results and he's really happy.
- I ..... (never / hear) of this game. What kind of game is it?
- I gave Lizzie your phone number yesterday. .... (she / call / yet)?
- I've started my project, but I ..... (not finish / it / yet).

3 Choose the correct verb forms to complete the posts.

### What's the silliest thing you've ever done?

**TmG66** Added at 18.56

'I **haven't started / I've just started / I haven't started yet** my first job, working in a coffee shop. It's my first day and this morning I spilled coffee all over a woman! Luckily, it **hasn't happened / has happened never / has already happened** again.

**EvieMoll** Added at 19.07

Have you **already made / made yet / ever made** a stupid promise? Last year my little brother was crying, so I promised to take him to the zoo every week for a year. I've **already seen / just seen / never saw** the monkeys twenty-four times now, and there's still six months to go!

**SamTT** Added at 19.16

I've **been ever / ever been / never been** very good at swimming, but last summer I decided to take part in a swim for charity. Of course, I got tired and someone had to rescue me. My friends **already have let / have never let / haven't let** yet me forget it!

## present perfect with *for* and *since*

4 Write these words/phrases in the correct group.

2012 a few hours a long time I was ten last week  
three weeks two years yesterday

for

since

5 Complete the second sentence so that it has a similar meaning to the first sentence. Use 'for' or 'since'.

- I last spoke to Jim on Saturday.  
I haven't ..... Saturday.
- They first built a cinema here forty years ago.  
There has been a ..... forty years.
- I came to this school when I was eleven.  
I've been at ..... I was eleven.
- I first wanted to visit the USA a long time ago.  
I've ..... a long time.
- My brother started work in a bank when he left school.  
My brother has ..... he left school.

6 Read the text. Then make sentences using the present perfect and 'for' or 'since'.



## Crazy Science

### Summer Camp



If you love science, then Crazy Science Summer Camp is the right place for you. The camp first opened in 2016 and courses take place every year. You can learn about animals and plants, do experiments and find out all about space travel. Here's what some people say about us.

**Gemma:** I started work at the camp last year and I can tell you that everyone who comes here loves it. It's a great way to learn about science, make friends and have fun!

**Toby:** I first went to the camp when I was eight, and I come every year. It's amazing! I started enjoying science when I was very young, and the camp has been perfect for me. This year I've built a robot!

**Elsie:** I'm new to the camp this year. I came a week ago and now I want to stay all summer!

- courses at the camp / take place / every year / 2016
- Gemma / work / camp / a year
- Toby / a member / camp / eight
- Toby / enjoy / science / very young
- Elsie / be / camp / a week

# REFERENCE

## zero and first conditionals

### zero conditional

if clause	main clause
<b>if/when + present simple</b>	<b>present simple</b>
If I <b>don't message</b> my mum,	she gets worried.
When it <b>rains</b> ,	I <b>get</b> really bored.

We use the zero conditional for habits and things that are generally true.

We use a comma (,) when *if* starts the sentence.

If I'm bored, I watch TV or play a game.

We don't use a comma when *if* is in the middle of the sentence.

I watch TV or play a game if I'm bored.

### first conditional

if clause	main clause
<b>if + present simple</b>	<b>will/could/might + infinitive</b>
If I <b>need</b> a phone in the future,	I'll <b>get</b> one.
If you <b>switch off</b> your phone,	you <b>won't lose</b> all your friends.

We use the first conditional to talk about a possible future action or situation and its results.

As with zero conditional sentences, when *if* starts the sentence, we use a comma. When it's in the middle of the sentence, we don't use a comma.

If you send me the link, I'll download the information.

I'll download the information if you send me the link.

## verb patterns: -ing and to-infinitive

### -ing

We use the *-ing* form after:

- these verbs: *begin, continue, enjoy, finish, hate, like, love, imagine, practise, prefer, remember, start, stop, suggest*.  
I **enjoy reading**.  
Imagine **being** in the same room as your favourite pop star!
- these phrases: *can't stand, don't mind, look forward to*.  
I **can't stand being** without my phone.  
I'm really **looking forward to going** on holiday next week.
- prepositions.  
Thanks **for listening** to me.  
I'm tired **of waiting**.  
I'm interested **in trying** something new.

### to-infinitive

We use the to-infinitive after:

- these verbs: *agree, allow, arrange, ask, choose, decide, forget, help, hope, learn, need, offer, plan, prepare, promise, start, try, want, would like, would love, would prefer*.  
I'd **like to talk** to you.  
Don't **forget to wear** comfortable shoes.  
I **want to work** in films.  
We **hope to see** you at the party.
- some adjectives: *easy, difficult, happy, important, possible, sad*.  
It's **possible to meet** your favourite actors.  
It's **important to plan** your day.

**Note:** We can use the *-ing* form OR the to-infinitive after *like, love and prefer*.

I **love making** costumes. / I **love to make** costumes.

### infinitive without to

We use the infinitive without *to* after:

- modal verbs (*can, must, shall, etc.*).  
I **can't come** to the beach with you.  
**Shall we meet up** on Saturday?
- would rather* to talk about preferences.  
I'd **rather listen to** some music than play a game.
- let's* to make suggestions.  
It's a beautiful day. **Let's go** for a walk in the park.



# PRACTICE

## zero and first conditionals

### 1 Match 1–6 with A–F to make sentences.

- 1 When you click on this link,
  - 2 I'll play tennis with you after school.
  - 3 If you download this fitness app to your phone,
  - 4 We'll have a barbecue on the beach
  - 5 When I'm tired after college,
  - 6 We won't win the swimming competition
- A I get up late the next morning.
  - B if I can borrow a racket.
  - C if we don't train hard.
  - D it opens a new document.
  - E if it doesn't rain at the weekend.
  - F it shows you how far you walk each day.

### 2 Complete the conversations with these verbs.

don't know help see will you come

- A: I don't understand this maths question.  
 B: If I <sup>1</sup>..... you with it, <sup>2</sup>..... shopping with me on Saturday?  
 A: Of course but why?  
 B: I hate clothes shopping. When I <sup>3</sup>..... all the stuff in the store, I <sup>4</sup>..... what to choose.

buys don't leave 'll miss go

- A: The bus leaves in five minutes. If we <sup>5</sup>..... now, we <sup>6</sup>..... the start of the film.  
 B: OK, I'm ready. I hope we have time to get some snacks before the movie starts.  
 A: I've got some. My mum always <sup>7</sup>..... popcorn and chocolate for me when I <sup>8</sup>..... to the cinema.

### 3 Choose two of the verb forms in brackets to complete the sentences.

- 1 When my friends ..... me, I ..... immediately. (reply / don't message / message)
- 2 If you ..... enough money for the festival ticket, I ..... you some. ('ll lend / don't have / won't have)
- 3 If I ..... another fan of our local football team, I always ..... 'hello'. (say / see / 'll see)
- 4 They ..... the match if it ..... snowing. (doesn't stop / 'll end / stops)
- 5 When people ..... TV on demand, they ..... much time with their family. (will watch / don't spend / watch)
- 6 I ..... a band if I ..... really good at playing the drums. (won't get / get / 'll join)

## verb patterns: -ing and to-infinitive

### 4 Choose the correct verb forms to complete the sentences.

- 1 I'd rather go / to go / going to a concert than a football match.
- 2 Shall we get / to get / getting tickets for the music festival?
- 3 I'm interested in read / to read / reading and write / to write / writing stories in my free time.
- 4 It's possible get / to get / getting the players' autographs after the match.
- 5 I promise give / to give / giving you your computer game back tomorrow.
- 6 Let's stay / to stay / staying here and wait / to wait / waiting for Harry.
- 7 Don't worry about me – I don't mind wait / to wait / waiting.
- 8 They left without say / to say / saying 'goodbye'. How rude!

### 5 Complete the article with the correct form of the verbs in brackets.

## Why be a superfan?

I enjoy <sup>1</sup>..... (go) to see my favourite football team. I want them <sup>2</sup>..... (win) every match, of course, but if they lose, it isn't the end of my world. I'm happy <sup>3</sup>..... (be) a fan of the team, but can't say I'm a superfan – you know, the people who imagine <sup>4</sup>..... (be) best friends with the players. They would prefer <sup>5</sup>..... (talk) about the team than any other thing and they promise <sup>6</sup>..... (love) them forever. One superfan I know even practises <sup>7</sup>..... (style) his hair to look the same as the captain! Football is a great sport but it's just one of my hobbies. I'd rather <sup>8</sup>..... (do) different things than be a superfan of just one.

