

# GOLD experience

STUDENT'S BOOK

2ND EDITION

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**B1+**

Pre-First  
for Schools

 Pearson

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“  
I can't  
stand still  
for long.”

Look at the photo and read the quote, then discuss the questions.

- 1 What does the quote mean? Is it true for you?
- 2 What exciting activity would you like to try?

## STARTER

### Fun times

#### READING

read about free-time activities

#### LISTENING

listen to short extracts about free-time activities

#### GRAMMAR

prepositions

#### SPEAKING

interview a partner about favourite activities, plans, hopes and dreams

#### WRITING

write a paragraph about yourself

## Power up

- 1 Prepare three sentences about activities you like to do: two true and one false. Work in small groups. Tell everyone your sentences. Can they guess which one is false?

## Read on

- 2 Match five of these words with the pictures (A-E). Work in pairs. Have you done any of these things or something similar? Which one would you like to try?

advert   certificate   note   online form   poster  
text message   ticket



**C** Name:

Address:

Phone number:

Comments:



**D**

# TECHABILITY

*Katie Olonga*  
has successfully completed the course

**Game Design Level 3**

24–28 October

*Gary Howell*  
Course Director

*Stephanie Hislop*  
Instructor

**E**

# ROCK TO THE TOP

ROCK CLIMBING LESSONS

Only £25 for a two-hour session or £30 for a three-hour session

Groups of 2–6 people, aged 8+

Call 07977 2422 3967 to book

**3** Look at the options again (A–E) and answer the questions (1–5).

- 1 What has Katie Olonga learnt? How long did her course take?
- 2 What date is the festival? Where does it take place?
- 3 How much is the cheapest rock climbing lesson? Who can go to these lessons?
- 4 Is the train ticket a single or a return? What time does it leave?
- 5 What is Sam asking about? What does he want to know?

**4** Match these topics with the pictures in Ex 2 (A–E). Then think of four words related to each topic. Work in pairs and compare your answers.

art music sport travel technology

## Listen up

**5** Read what three young people say about places they visited. Complete what they say with these prepositions.

at (x2) from in on out to



<sup>1</sup> ..... July, we went <sup>2</sup> ..... the beach a lot. It was good fun and I learnt how to surf!



We spent a day <sup>3</sup> ..... an amazing amusement park when we were <sup>4</sup> ..... holiday. It was the best day <sup>5</sup> ..... !



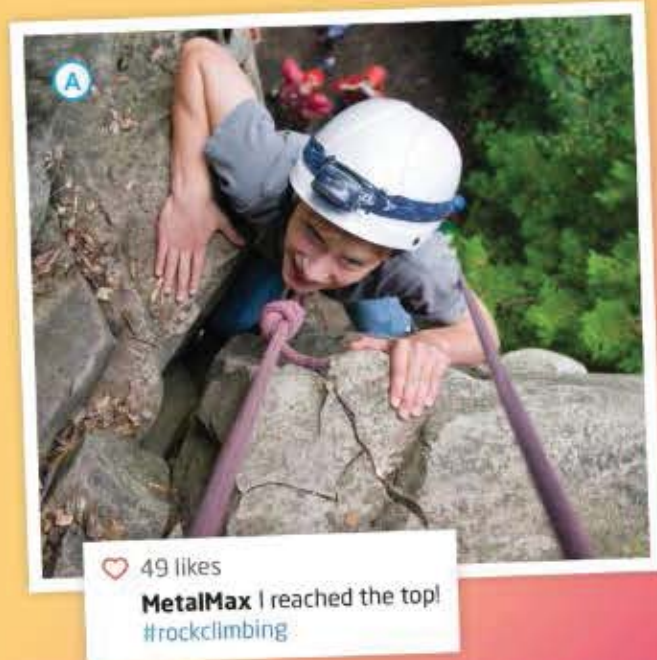
We stayed <sup>6</sup> ..... home this year, but we had visitors <sup>7</sup> ..... New Zealand. We took them to see all the sights!

**6**  5.1 Listen and check your answers.



## Starter Fun times

- 5.2 Listen to seven teachers giving instructions and match them to photos A and B. Which instruction doesn't match either photo?



## Speak up

- 8 Work in pairs. Talk about the two photos in Ex 7.
- 1 Have you done either of these activities? What was it like?
  - 2 Which activity would you prefer to do? Why?
  - 3 Why do people enjoy these activities?

- 9 Work in pairs and interview each other. Ask about these things.

- summer activities
- plans for the new school year
- sports and hobbies
- hopes and dreams

What activities did you do ...?

Do you like ...?

Are you going to ...?

What would you like to do ...?

## game on

Write a sentence about doing one of the activities from the Starter unit or a different activity. Then rewrite the sentence, jumbling the letters of the words in the wrong order. Work in pairs to undo each others sentences.

## Write on

- 10 Read the notice on a school noticeboard. Then write a paragraph about yourself (about 100 words).

Please supply a paragraph about yourself for your profile in the student area of the school website. Only other students at the school will be able to access this area.

Include answers to these questions:

- What do you do in your free time?
- What do you most like learning about at school?
- What do you hope to do this year that is new?



“

Always be  
**yourself.**

”



Look at the photo and read the quote. Then discuss the questions.

- 1 What does the quote mean? In what situations can it be difficult to be yourself?
- 2 How are you similar to other people your age? How are you different?

1

## The true you

### READING

topic: early-morning activities  
skill: making inferences  
task: multiple matching

### GRAMMAR

present simple and continuous  
present perfect simple and continuous

### VOCABULARY

follow your dreams;  
adjectives ending in  
-able or -ible  
compound nouns

### LISTENING

topic: achievements  
skill: avoiding the obvious  
choice  
task: multiple choice

### USE OF ENGLISH

key word transformation  
multiple-choice cloze

### SPEAKING

topic: getting to know each other  
skill: giving interesting answers  
task: interview

### WRITING

topic: city vs. countryside  
skill: giving a reason, explaining a result  
task: opinion essay

### SWITCH ON ▶

video: circus squad  
project: design a promotional poster

# 1 The true you

## READING

### Power up

1 Work in pairs and discuss the questions.

- 1 What time do you go to bed and wake up? Is that typical for people your age?
- 2 Do you think you function better in the morning or the evening?
- 3 What's your favourite time of day for doing these things? What about your least favourite?

chatting to people   going out with friends   homework   sport   watching TV

### Read on

2 Read the title of the article. What do you think the phrase 'early birds' means? Read the article quickly and check your answer.

3 Read the exam tip and complete the task.

#### exam tip: multiple matching

Sometimes the information you need isn't stated directly in the text. You have to infer the information from the evidence in the text by using logic.

Read paragraph B again. Which country does Antonio live in? Does he like Li Wei? Underline the evidence in the text that helps you to infer the answers.

4 e Read the article again more carefully. Match the questions (1–10) with the people (A–D). The people may be chosen more than once.

Which person:

- 1 is doing the activity so that they can go abroad?
- 2 was inspired to do the activity by another person who does it?
- 3 can't always think quickly in the morning?
- 4 does their activity early in the morning because it's safer for others then?
- 5 is getting better at their activity?
- 6 does an activity that more and more people are choosing to do?
- 7 says they haven't had enough sleep at the moment?
- 8 isn't often pleased with the results when they get up early?
- 9 thinks the activity will help their education in the future?
- 10 likes how things look in the early morning?

5 Find words in the article that mean the following.

- 1 a small, long, thin animal without legs that lives in the ground (text A): w.....
- 2 a seat used for riding a horse (text A): s.....
- 3 further in the future than (text B): a.....
- 4 photos (text C): s.....
- 5 interrupt someone while they are doing something (text C): d.....
- 6 meet someone or see something by chance (text C): c.....
- 7 wake up later than usual in the morning (text D): s.....
- 8 quite (text D): p.....

### Sum up

Find similarities and differences between the four people in the article. Use 'both', 'neither', 'only', 'all' or 'none of them'.

Think about:

- 1 whether they do something that involves animals.
- 2 whether they say they like getting up early.
- 3 whether they make money from the activity.
- 4 whether they are outside in the early morning.
- 5 something else.

### Speak up

7 Work in pairs and discuss the questions. Give reasons for your answers.

- 1 What are the advantages of getting up early or going to bed late?
- 2 Are there any activities you do early or late in the day?
- 3 Which of the activities in the article would you like to do? Would your answer be different if you could do it later in the day?



# Early birds

Recent research suggests that teenagers find it biologically harder than others to get up in the morning and should start school later in the day. We decided to ask some people what they think about this idea and they prove it's certainly not true of all teenagers! Find out what inspires them to get out of bed early and get moving!

## A Camille

People say 'The early bird catches the worm,' but we're at the beach early because we're after waves, not worms! It's 6.30 a.m. and we're horse surfing. If you haven't heard of this sport, check it out. It's getting more popular every year.

It's basically a mix between surfing and waterskiing, but with a horse instead of a boat. My friend Manon rides her horse, with a rope attached to its saddle, and I surf behind them holding the rope. We got into it after seeing a video clip online. The guy in the video does incredible jumps, and although mine are much smaller, they're still amazing fun! It's only possible to go horse surfing on an empty beach – we don't want to crash into anyone. That means early mornings, unfortunately, but they're definitely worth it.

## e Antonio

Well, you'll probably think I'm mad, but I get up at 6.15 a.m. every day for a video chat with my friend Li Wei in China. The time is a bit crazy, I know, but we're both busy with school and other stuff, and China is fifteen hours ahead of this part of Mexico. So, 6.15 is the only time we can get together.

We've been doing this since I saw Li Wei's advert on a language exchange website about six months ago. I practise my Chinese (which is really useful because it's my ambition to study it at university) and Li Wei practises his Spanish. He laughs at me because I'm always making silly mistakes – my brain is a bit slow at that time in the morning. But we're both improving fast, and it's awesome getting to know someone from a completely different culture.

## c Petra

The 'golden hours' – that's what photographers call the hour after sunrise and the hour before sunset. When the sun is low in the sky, the light can be spectacular.

If you're into wildlife photography like my brother and I are, sunrise is the time to get the best shots. Lots of animals are out and about then, and there are rarely any humans to disturb them. Even in my local park, we come across a huge number of different species at that time.

I don't always feel like getting out of my nice warm bed when it's still dark and cold outside, and when I do, nine times out of ten I don't get a good photo. But that doesn't put me off, because the tenth time, wow! Capturing nature in all its beauty – what could be better than that?

## D Josh

It's 5.45 on Saturday morning, and I'm baking bread. The first five loaves are already in the oven and they smell great. I've been selling bread to neighbours for the last three months. I'm aiming to make enough money to pay for a school trip to Kenya that I'm desperate to go on. It takes me about an hour every Friday evening to prepare the dough, and another three hours in the morning to do the baking. Most of my customers want their loaves for breakfast, so I can never sleep in on a Saturday like my friends. But it's enjoyable work, and I've already made £400, so I don't mind. I often feel pretty exhausted later in the day, though. I could definitely do with an early night tonight!





# 1 The true you

## GRAMMAR

**1** Read the grammar box. Complete the examples (A–G) with these words.

are does don't feel get 'm making smell takes

### explore grammar

→ p144

#### present tenses

##### present simple

**A** for present habits, facts and repeated actions

I ..... up at 6.15 a.m. every day.

**B** to describe what happens in a film, book, etc.

The guy in the video ..... incredible jumps.

**C** with stative verbs (*like, love, think, understand, realise, hear*)

The loaves **are** in the oven, and they ..... great.

##### present continuous

**D** for actions happening now and changing situations

It's 5.45 on Saturday morning, and I ..... baking bread.

**E** with *always* for something that happens often

I'm **always** ..... silly mistakes.

##### adverbs and adverbial phrases of frequency

**F** used before most verbs, but after the verb *to be*

I **often** ..... pretty exhausted.

There ..... rarely any humans.

**G** used at the end of a sentence, sometimes at the beginning

It ..... me about an hour **every** Friday evening.

**Nine times out of ten** I ..... get a good photo.

**1.1** Listen to two friends talking about Dan's dream. What is it?

**1.2** Listen and complete the sentences from the recording. Match the sentences with uses A–E in the grammar box.

- What ..... at the moment?
- I ..... on it for a few hours every Sunday.
- The hero, Connor, ..... from the prison.
- That ..... really interesting.
- I ..... my mind about the story.

**4** Put the words and phrases in brackets in these sentences. Sometimes there is more than one correct place.

- My sister spends all her free time kayaking. (in summer)
- She gets to the river. (usually, at about 9 a.m.)
- I work on my idea for a new game. (most weekends)
- My brother is borrowing my boots – it's so annoying! (always)
- I didn't read the last chapter. Does Annie follow her dream? (in the end)

**5** Complete the post and comments with the present simple or present continuous form of the verbs in brackets.



**BexKix**

142 posts



**How can I persuade my mum I should follow my dream?**

Hi guys. I really <sup>1</sup> ..... (need) your help!

So, everyone's got a dream, right? Well, mine is to become a professional footballer. It's been my ambition since I first saw *Bend It Like Beckham*. <sup>2</sup> ..... (you / know) that movie? It's about a girl who <sup>3</sup> ..... (join) a football team, and I've watched it about a hundred times. Most of my friends <sup>4</sup> ..... (not understand) why I'd want to kick a ball all day, but I <sup>5</sup> ..... (train / four times a week), and I'm pretty good now, even if I say so myself! My current team is OK, but the junior section of a professional club 50km away <sup>6</sup> ..... (look) for new players at the moment. They've just seen me play, and they've asked me to join them! I'm desperate to say yes, but the problem is my mother. She <sup>7</sup> ..... (complain / always) about driving me to football (sigh!) and the new team would mean even more driving. She <sup>8</sup> ..... (not like) the idea, but she hasn't said a definite 'no' yet either. How can I persuade her?

**EdtheTed:** Maybe promise to clean the bathroom every week?

**Olz66:** Buy her chocolate. That <sup>9</sup> ..... (work / always) with my mum.

## Speak up

**6** Work in pairs and discuss the questions.

- What do you think the phrase 'dreams don't work unless you do' means?
- What dreams do you have? What are you doing to make them come true?
- What do you think stops some people from following their dreams?





# VOCABULARY

## follow your dreams

- 1 Read the suggestions for how to follow your dreams. Complete them with the correct form of these words and phrases.

be worth it   encourage   get into   give up on  
put off   take pride in

### How to follow your dreams

#### Do

- 1 ..... several things that interest you, so that you can discover your passion.
- 2 ..... you.
- 3 ..... remember that the hard work that you put in
- 4 ..... the things that you achieve.

#### Don't

- 5 ..... let small problems ..... you
- 6 ..... a dream just because it's difficult.

- 2 Choose the correct words to complete the article.

## Change the world in your slippers!

You can help make the world a better place – without even leaving your bedroom! Choose from the hundreds of ideas on our website!

- A Play online games to **help out** / **raise** money for a **survey** / **charity** with every point that you score.
- B Identify animals in photos from national parks, to help park rangers **care for** / **contribute** the species that live there.
- C Respond to a **survey** / **poverty** that helps doctors learn more about the brain.
- D Email a politician as part of a **campaign** / **survey** to get more help for families living in **poverty** / **charity**.
- E Explore the universe on your computer screen and **contribute** / **help out** to NASA's maps of space.

All these opportunities and more are just a click away. If you'd like to **care for** / **help out**, then become a **volunteer** / **campaign** today!

- 3 1.3 Listen to three people talking about being a volunteer. Which three of these activities do they mention?

- A playing games online
- B doing photo research
- C making cards for kids
- D answering surveys
- E emailing politicians
- F adding to NASA's maps

- 4 1.4 Listen again. Which adjective(s) do the speakers use to describe their volunteering? There are two you do not need.

enjoyable   incredible   relaxing   scary   stressful   tiring

- 5 Read the vocabulary box. Choose the correct adjectives to complete the sentences. Which adjectives come from nouns and which ones from verbs?

- 1 I want to have an important job and be **suitable** / **responsible** for a big business.
- 2 It's **understandable** / **comfortable** that the accident put her off gymnastics.
- 3 The day I went to see the Olympics was one of the most **memorable** / **responsible** of my life.
- 4 It's my dream to design backpacks that are really **understandable** / **comfortable** to wear.
- 5 It's **suitable** / **sensible** to make an early start if you prefer the beach when it's empty.
- 6 I want to write a blog about how to be **enjoyable** / **fashionable** and look cool.

## explore vocabulary

### adjectives ending in -able or -ible

We can make some adjectives by adding the endings *-able* or *-ible* to the verb or noun.

Noun		Adjective
comfort	→	comfortable
fashion	→	fashionable
sense	→	sensible
memory	→	memorable
Verb		Adjective
enjoy	→	enjoyable
respond	→	responsible
suit	→	suitable
understand	→	understandable

## Speak up

- 6 Have you heard the saying 'Reach for the stars!'? What do you think it means? When might you use it?



# 1 The true you

## LISTENING

### Power up

1 Which of these things would you like to do? Why?

- get a Saturday job
- play in an important sports match
- climb a mountain
- make a successful movie

### Listen up

2 1.5 Read the exam tip. Listen to two friends talking and complete the task.

#### exam tip: multiple choice

Sometimes a word or phrase from the recording may appear in an answer option but that doesn't mean it's the correct answer.

Read question 1 in Ex 3 and listen to the first speakers. Which words from the options do you hear? What is the correct answer?

3 e 1.6 Listen to the other speakers (2-8) and choose the correct answer, A, B or C.

- 1 You hear a boy talking about an outdoor activity holiday. How did he feel about it?  
A He was annoyed about the weather.  
B He was sorry he didn't achieve everything he'd wanted.  
C He felt silly that he didn't bring warmer clothing.
- 2 You hear a girl talking to a friend about a performance. Why is she unhappy about it?  
A She fell during the performance.  
B She failed her exam because of it.  
C Her bad leg stopped her from dancing well.
- 3 You hear a boy telling a friend about an unusual trip he is going on. What is he worried about?  
A the cost of the trip  
B feeling ill on the trip  
C missing the trip
- 4 You hear a news story about a boy who likes fast food. What has happened to him?  
A What he wrote online has been shared 18 million times.  
B A business has agreed to give him food for twelve months.  
C He's become worried that he might get fat very quickly.
- 5 You hear a girl describing her part-time job. What complaint does she have?  
A The work can sometimes be a bit boring.  
B She doesn't like the uniform she has to wear.  
C Her clothes often get dirty.

- 6 You hear a boy talking about someone he knows. In his opinion, why are they no longer friends?  
A Their interests became too different.  
B A hobby caused a problem between them.  
C They stopped having lessons together.
- 7 You hear two friends talking about a young film-maker. What do they agree about him?  
A He's made his films with lots of support from adults.  
B He chose the best way to start in the business.  
C He's done something that isn't easy to achieve.
- 8 You hear a mother talking to her daughter about her sports kit. Which sentence best summarises the mother's attitude?  
A She's annoyed her daughter hasn't been looking after it.  
B She's upset that her daughter won't be able to wear it.  
C She's sorry that she forgot to clean it.

4 Work in pairs and read the sentences. What do the words in bold mean? Can you think of any other sentences using these words? Use them to describe a situation you have experienced.

- 1 It was a bit **disappointing**.
- 2 It was so **embarrassing**!
- 3 Let's hope he **breaks a record** in making movies!
- 4 I'm always **spilling** coffee on my shirt.
- 5 We **hardly** talk to each other now.
- 6 I **bet** he gets a lot of help.
- 7 We've got through to the **final**.

### Speak up

5 When you are too busy to do everything that you want to do, what do you prioritise? Make a list of things that you have to or want to do this weekend. Which ones are the most important? Number the items on your list, with 1 being the most important. Work in pairs and explain your answers.





# USE OF ENGLISH 1

## 1 Complete the jokes (1–6) with the sentences (A–F).

- 1 I've been singing since I was two years old. ....
  - 2 **Student:** Do you tell students off for something they haven't done?  
**Teacher:** No, of course not.  
**Student:** .....
  - 3 Your dog's been chasing a man on a bike. ....
  - 4 A crazy-looking guy asked me the time earlier. 'Ten past two,' I said. 'That's funny,' he replied. '.....'
  - 5 **Dentist:** What's wrong? I haven't even touched your tooth yet.  
**Patient:** .....
  - 6 Why are carrots good for the eyes? ....
- A Don't be silly. My dog's never ridden a bike in its life!  
B Well, have you ever seen a rabbit wearing glasses?  
C It's not surprising you've lost your voice then.  
D I know, but you're standing on my foot!  
E Good, because I haven't done my homework.  
F I've been asking people all day and I've had different answers each time!

## 2 Read the grammar box. Then read the jokes in Ex 1 again and find the present perfect tense in each one.

### explore grammar

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#### present perfect simple

- A for unspecified time in the past  
I've **learnt** some new skills.
- B with superlatives and *it's the first time*  
It was the worst show I've **ever been** in.
- C for recently finished actions  
I've just **received** an email.
- D for states that started in the past and continue now  
I've **wanted** to learn how to sail since I was eight.
- E for actions in the past that have a present result  
We've **got** through to the final.
- F to introduce a topic, followed by details in the past simple  
Have you ever **been** there? Yes, I went there last year.

#### present perfect continuous

- G for actions that started in the past and are still continuing  
I've **been working** there for two weeks.
- H to emphasise that an activity has been going on for a long time  
How long **have** they **been lying** there?

## 3 Read the article and complete it with these words.

already ever for just never since still yet



Have you <sup>1</sup> ..... given up on your shopping trip because you can't find what you're after? That was always happening to Mo Bridges until he learnt how to make his own clothes. <sup>2</sup> ..... then he has turned his hobby into a successful business producing his favourite fashion accessory: bow ties. He's sold thousands of ties and appeared several times on TV, and he's <sup>3</sup> ..... found out his country's best basketball teams have selected him as their official tie designer. So what's next for a fifteen-year-old who's <sup>4</sup> ..... achieved so much? He's planning to study fashion design at college, because although he's been designing clothes <sup>5</sup> ..... years, he <sup>6</sup> ..... hasn't learnt everything! And his business hasn't started selling suits and jackets <sup>7</sup> ..... That's his main ambition. Most people today have <sup>8</sup> ..... heard of Mo Bridges, but that might soon change!

### exam tip: key word transformation

You can't use more than five words in a gap. Contractions (e.g. *didn't*) count as two words, so it is helpful to use full forms to check how many words you have used (e.g. *did not*).

Look at question 1 in Ex 4. What full form is needed here?

## 4 Read the exam tip and complete the task. Then rewrite the sentences using the word given. Use between two and five words, including the word given.

- 1 I have never worn a bow tie before.  
**TIME**  
This is the first ..... a bow tie.
- 2 He started to study fashion a year ago.  
**STUDYING**  
He ..... a year.
- 3 He's a regular customer at our shop.  
**COMES**  
He ..... our shop.
- 4 It has been two years since I last saw you.  
**SEEN**  
I ..... two years.
- 5 She gave an interview on TV a short time ago.  
**JUST**  
She ..... an interview on TV.
- 6 It annoys me when she forgets my name.  
**ALWAYS**  
She ..... my name.



# 1 The true you

## USE OF ENGLISH 2

1 How important is being fashionable to you? Do you follow fashion or create your own style?

2 Look at the photos of two young people. Match the items (1–10) with the people (A–B). Three items match both photos.

- |             |           |
|-------------|-----------|
| 1 bow       | 6 sleeve  |
| 2 hair clip | 7 sticker |
| 3 handbag   | 8 strap   |
| 4 hood      | 9 wig     |
| 5 necklace  | 10 zip    |

3 1.7 Listen and check your answers.

4 Read the vocabulary box. How many other compound nouns can you think of? Work in pairs and see who can write down the most.

### explore vocabulary

#### compound nouns

We can put two nouns together to make a compound noun.

Some compound nouns are open, with a word space in the middle. Others are closed.

bow tie, earring, hair clip,  
raincoat, swimsuit, wedding ring

5 Complete the sentences with these words. Which statements do you agree with? There is one word you do not need.

accessories bold casual cute feminine outfit pale smart

- ..... clothes are nicer than dark ones.
- Schools should let students wear any ..... they want.
- Even boring clothes look great with the right .....
- Wear clothing in ..... colours if you want to be seen.
- Clothes with ..... cartoon characters on them are fun.
- Everyone looks better in something ..... like a suit than in ..... clothes like jeans and T-shirts.

6 Read the exam tip and complete the task.

#### exam tip: multiple-choice cloze

Start by crossing out the answers that are definitely wrong and don't fit the gap. Then read the sentence around the gap again. The words before and after the gap can give you lots of clues.

Look at gap 1 in the article. Which options are definitely wrong? Why?

7 e Read the text and choose the best answer A, B, C or D.

### AMERICAN DENIM

There is one item of <sup>1</sup> ..... that you can see in every corner of the planet: denim jeans. The two men <sup>2</sup> ..... for the design of this fashion classic were Jacob Davis and Levi Strauss, back in the 1870s. Their <sup>3</sup> ..... were miners and cowboys who wanted trousers <sup>4</sup> ..... for hard work in the American West, and denim was perfect because it was so strong. In the 1950s, teenagers who were <sup>5</sup> ..... the movies saw their favourite actors wearing jeans with leather jackets and copied their <sup>6</sup> ..... Jeans had buttons at the front until the 1960s, but at that point <sup>7</sup> ..... became common. Today, the average person in the USA <sup>8</sup> ..... seven pairs at any one time.

- |                 |               |             |             |
|-----------------|---------------|-------------|-------------|
| 1 A clothes     | B clothing    | C fashion   | D style     |
| 2 A responsible | B reliable    | C sensible  | D memorable |
| 3 A salesmen    | B customers   | C workers   | D designers |
| 4 A comfortable | B fashionable | C enjoyable | D suitable  |
| 5 A onto        | B over        | C into      | D toward    |
| 6 A outfits     | B dress       | C set       | D accessory |
| 7 A hoods       | B sleeves     | C zips      | D straps    |
| 8 A owns        | B uses        | C belongs   | D wears     |

### Speak up

8 Work in pairs. What do you like/dislike about the fashion in the photos? Give reasons.

The tiny pocket on jeans was designed as a place for workers to keep their pocket watch!



# SPEAKING

## Power up

1 Which of these comments (A–F) are suitable to say to someone the first time you have a conversation with them?

A Hi, I'm (name). How's it going?

D Can I borrow some money?

B Great outfit! How much did it cost?

E What kind of music are you into?

C What sort of things do you do outside school?

F I love your taste in clothes. Where do you usually go shopping?

2 Work in pairs. Practise introducing yourselves to each other, using the suitable phrases in Ex 1 and any others you know.

3 Read the useful language. Add any other ideas you have to the list. Share your ideas.

### useful language:

#### expressing likes and dislikes

be interested in   be keen on   be good at   can't stand   be into  
a (big) fan of   love   like/don't like   hate

#### giving extra information

Actually, ...   In fact, ...   To be honest, ...   ..., especially ...

4 1.8 Listen to two young people talking about their interests and complete the texts. Which words or phrases from the useful language do Adam and Belle use?

Adam

I'm <sup>1</sup> ..... rock music, <sup>2</sup> ..... bands from the 1970s. I'm <sup>3</sup> ..... more modern bands as well. I don't go to concerts very often, <sup>4</sup> ..... – tickets are so expensive. But I'm hoping to see my favourite Australian band perform live soon, when they come here on tour. <sup>5</sup> ..... I should probably try to buy the tickets today.

Belle

<sup>6</sup> ..... I buy a lot of my clothes and accessories second hand on the internet. I <sup>7</sup> ..... spending a lot of money on fashion, and <sup>8</sup> ..... it's amazing what people buy and never wear. Online auctions are great, <sup>9</sup> ..... for things like coats. I really <sup>10</sup> ..... going to charity shops too, although it takes a lot longer to find something nice!

5 Read questions 1–6 and match them with the follow-up questions (A–F).

- 1 What do you usually do after school?
- 2 What sort of things are you interested in?
- 3 Do you enjoy spending time at the beach?
- 4 Do you ever go to the cinema?
- 5 What kind of clothes do you like to wear?
- 6 Who do you spend time with in the holidays?

- A What's the best film you've seen recently? What happens in it?
- B What do like doing there?
- C What do you do together?
- D What's your favourite evening of the week? Why?
- E What's your coolest outfit?
- F How long have you been into that?

## Speak up

6 Work in pairs. Read the exam tip and complete the task.

### exam tip: interview

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Give plenty of information in your answers to make them as interesting as possible. You could include examples, reasons, opinions or extra details.

Read this mini-dialogue. How could you make the answer more interesting?

A: What do you usually do after school?

B: I go home.

7 e Work in pairs. Ask and answer the questions in Ex 5. Try to:

- use the expressions in the useful language.
- give as much information as you can.
- use a follow-up question if your partner pauses.

## Speaking extra

8 Work in pairs or small groups. Throw a dice to choose one of the subjects below, and have a conversation about it. After one minute, throw the dice again and start a different conversation.

- ambitions   family   food   school  
 sport   your home town



# 1 The true you

## WRITING

### Power up

1 Do you prefer to be active outdoors or do indoor activities? Do you like spending time with others or spending time alone?

2 Which of these opinions do you agree with? Why? Discuss your ideas in pairs.

1 There's nothing in the countryside except boring plants and smelly animals.

2 It's impossible to relax in a big city.

3 I couldn't live more than a kilometre from a shopping mall.

4 Every time I go to a city centre, I remember why I can't stand humans.

5 The countryside – it's a big adventure playground.

6 No one can get bored in a city.

### Plan on

3 Read the essay task. Work in pairs and discuss whether you agree with the quote, and why. What idea could you add for the third point?

**'City life is better than life in the countryside.' Do you agree?**

Write an essay using **all** the notes and giving reasons for your point of view.

#### Notes

Write about:

- transport
- things to do
- ..... (your own idea)

4 Read a student's essay written for the task in Ex 3. Are any of his arguments the same as yours?

- A Many people enjoy living in a city **because** they think life is more exciting there. However, I've always lived in a small village in the countryside and, in my view, there are lots of benefits.
- B **Since** there is less traffic in the countryside than in the city, the air is much cleaner. **As a result**, people are healthier. Some of my friends find it difficult to get around **owing to** the lack of public transport, but I am into mountain biking, **so** I just ride my bike.
- C The countryside is also great if you like being active, **as** there are so many sports that you can do. For a mountain biker like me, a city would be a very inconvenient place to live!
- D In addition, I believe country people are friendlier than city people. My cousins live in a city and, **due to** their busy lifestyle, they do not even know their neighbours, whereas everyone in my village knows each other.
- E To sum up, people in the countryside are healthier and have more fun than city people. **Therefore**, I disagree that city life is better.

Alessandro Rossi

5 Read the essay again and match the headings (1–5) with the paragraphs in the essay (A–E).

- |                      |                      |
|----------------------|----------------------|
| 1 conclusion .....   | 4 things to do ..... |
| 2 introduction ..... | 5 another idea ..... |
| 3 transport .....    |                      |

6 Complete the language box with the words and phrases in bold in the essay. Then answer the questions.

### explore language

#### giving a reason

because .....

#### explaining a result

as a result .....

- 1 Which of the words and phrases are followed by a subject + verb?
- 2 Which of them are followed by a noun?
- 3 Which join two clauses?
- 4 Which introduce a new sentence?





**7** Choose the correct words to complete the sentences. Which sentences support the opinion that city life is better than life in the countryside?

- 1 I like city life **because** / **so** there's always something to do.
- 2 **Since** / **Due to** the lack of green spaces in my neighbourhood, we can't have a dog.
- 3 There are always lots of concerts in the city **so** / **as** it would be a great place to live.
- 4 My city is quite dangerous. **As a result** / **Because**, I have to be careful when I go out with friends.
- 5 **Since** / **Therefore** the streets are always full of traffic, they're noisy and polluted.
- 6 For me, the countryside is boring **due to** / **as** I don't enjoy peace and quiet.
- 7 My neighbourhood attracts a lot of visitors **as a result** / **owing to** its cool clothes shops.
- 8 I've always lived in a city. **Owing to** / **Therefore**, I would find living in a village very strange.

## Write on

- 8** Work in pairs. Read this task and discuss your opinions. What could you write for the three points?

**Some people say city life is bad for young people. What's your opinion?**

Write an essay using **all** the notes and giving reasons for your point of view.

### Notes

Write about:

- pollution
- ..... your own idea
- entertainment

- 9** Read the exam tip and answer the question.

### exam tip: opinion essays

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Remember that you must include in your essay the two points mentioned in the exam task, and also your own idea. It is often helpful to have a separate paragraph for each of the three points.

If you have a paragraph for each point, how many paragraphs will your essay have in total?

- 10** Plan your essay using your ideas from Ex 8. Use this checklist to make sure you include everything.

- 👍 Organise your ideas into paragraphs.
- 👍 Choose linking phrases that you would like to use.
- 👍 Think of any useful phrases and vocabulary that you could use.
- 👍 First paragraph: Introduce the topic and give an idea of your main opinion.
- 👍 Next paragraph(s): Give reasons for your opinions, mentioning the subjects from the task and your own idea. Explain and support your reasons.
- 👍 Last paragraph: Give your overall conclusion.

- 11 e** Write your essay for the task in Ex 8 in 140–190 words, using your plan from Ex 10 and the exam tip to help you.

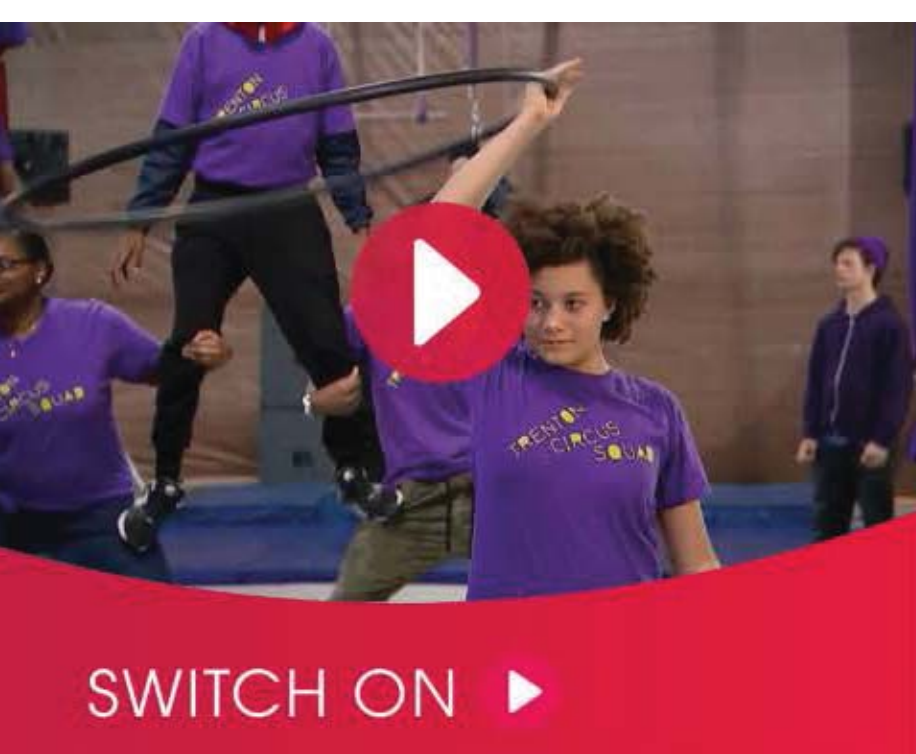
## Improve it

- 12** Read your essay carefully. Then think about these questions.

- 1 Does your essay have a clear structure, with an introduction, three points and a conclusion?
- 2 Have you written in a formal style?
- 3 Have you used suitable linking words?

- 13** Swap your essay with a partner. Ask them to check your work for any mistakes (e.g. grammar, spelling, word order).





## Circus squad

1 Work in pairs. Can you think of any famous groups that do acrobatics or circus skills? What kinds of things might these groups do? Make a list.

2 Watch the clip. What does each of the people like most about being in the circus squad?

Speaker 1 .....

Speaker 2 .....

Speaker 3 .....

3 Watch again. Work in pairs and answer the questions.

- One member says the circus is a way to 'escape our bubble that we live in'. What do you think she means? Can you think of any examples of 'bubbles' from your own life?
- What activities do the members do? Are they similar or different to your answers to Ex 1?
- The circus is described as a 'supportive network' that helps to build trust. Can you think of any other activities or places where young people might have a similar experience?
- How long are members in the squad before they perform in front of an audience?

4 Would you like to try any of the activities you saw in the video? Why/Why not?

## Project

5 Work in groups to design a poster advertising an activity centre for young people.

- Research different groups for young people in your area. Decide on the type of centre you would like to advertise.
- Make a list of the activities at the centre and the benefits for young people. What new skills might they learn?
- Create your poster. Divide the group into pairs to write and design the advert.
- Present your poster to the class.

# INDEPENDENT LEARNING

## Self-assessment

1 Which of these activities are types of self-assessment?

- Identifying things you are already doing well.
- Identifying areas you need to improve.
- Deciding on achievable goals to work on.
- Getting feedback on your work from your teacher.
- Reflecting on the progress you have made.
- Identifying the learning techniques which have worked well for you, and those that have been less successful.
- Doing a test that your teacher will mark.
- Deciding on the best strategies to use in order to achieve your learning goals.

2 Complete the statements about self-assessment with these words and phrases.

choose improve independent  
positive responsible understand

Self-assessment helps students to:

- be ..... for their own learning.
- become ..... and able to learn without help from others.
- feel ..... about the progress that they are making.
- ..... what is required of them.
- ..... the learning strategies that work best for them.
- ..... more quickly.

3 Work in pairs. Which of the self-assessment activities in Ex 1 do you already do? Discuss how useful you find them. Which do you think will be most useful in the future?

4 Now look at one of the lessons from this unit and identify two things you did well and two things you need to focus on more.

Things I did well are:

1 .....

2 .....

Things I can focus on are:

1 .....

2 .....





# UNIT CHECK

## Wordlist

### Follow your dream

be worth it (*phr*)  
 chat to sb (*phr*)  
 encourage (*v*)  
 get into (*phr v*)  
 give up on (*phr v*)  
 incredible (*adj*)  
 put off (*phr v*)  
 relaxing (*adj*)  
 scary (*adj*)  
 stressful (*adj*)  
 take pride in (*phr*)  
 tiring (*adj*)

### Helping others

campaign (*n*)  
 care for (*phr v*)  
 charity (*n*)  
 contribute (*v*)  
 help out (*phr v*)  
 poverty (*n*)

raise money (*phr*)  
 survey (*n*)  
 volunteer (*n*)

### Adjectives with -able and -ible

comfortable  
 enjoyable  
 fashionable  
 memorable  
 responsible  
 sensible  
 suitable  
 understandable

### Clothes and accessories

accessories (*n*)  
 bold (*adj*)  
 bow (*n*)  
 casual (*adj*)  
 cute (*adj*)  
 feminine (*adj*)  
 hair clip (*n*)

handbag (*n*)  
 hood (*n*)  
 necklace (*n*)  
 outfit (*n*)  
 pale (*adj*)  
 sleeve (*n*)  
 smart (*adj*)  
 sticker (*n*)  
 strap (*n*)  
 wig (*n*)  
 zip (*n*)

### Compound nouns

bow tie  
 earring  
 raincoat  
 swimsuit  
 wedding ring

### Other

bet (*v*)  
 break a record (*phr*)  
 come across (*phr v*)

desperate (*adj*)  
 disappointing (*adj*)  
 disturb (*v*)  
 embarrassing (*adj*)  
 final (*n*)  
 hardly (*adv*)  
 pretty (*adv*)  
 put on (*phr v*)  
 saddle (*n*)  
 shot (*n*)  
 sleep in (*phr v*)  
 spill (*v*)  
 worm (*n*)

### Extra

ahead of (*phr*)  
 aim (*v*)  
 ambition (*n*)  
 be after (*phr*)  
 could do with (*phr*)  
 feel like (*phr*)

## Practice

### 1 Complete the sentences with the correct form of the words in brackets.

- I love looking after kids. It's really ..... (enjoy).
- Anneka is extremely ..... (sense), so I'm sure she'll be OK.
- Running that far was very ..... (tired), but I'm glad I did it.
- They're looking for someone ..... (rely) to help at the football club.
- Appearing on TV was OK – it wasn't too ..... (stress).
- I find painting quite ..... (relax).

### 2 Find words from the wordlist to match these definitions.

- This is a smart and is worn around the neck: .....
- This can replace hair: .....
- On a shirt, these go over your arms: .....
- You pull this to bring two pieces of fabric together: .....
- This is the part of a coat that goes over your head: .....
- This goes on your finger to show that you are married: .....

### 3 Read the article and complete it with words from the wordlist.

## Gandys flip flops

People start businesses for many different reasons. For brothers Rob and Paul Forkan, it was to <sup>1</sup> ..... money for children who had lost their families and homes in a tsunami and were living in terrible <sup>2</sup> ..... The boys decided to sell flip flops. Soon they had their own designs in bright, <sup>3</sup> ..... colours for these summer shoes, and with a simple <sup>4</sup> ..... across the top of the foot which felt really <sup>5</sup> ..... People loved them, and they became very <sup>6</sup> ..... – everyone wanted a pair. Due to the shoes' amazing success, the brothers have been able to build a new school for kids in Sri Lanka. They now sell bags and other <sup>7</sup> ..... and some casual summer clothing. Has all the hard work been <sup>8</sup> ..... it? You bet!

# UNIT CHECK

## Review

1 Choose the correct answer, A or B.

1 My sister is ..... chatting to her boyfriend on the phone. It's so annoying!

- A often B always

2 He usually ..... the bus, but today his mum is giving him a lift into school.

- A is catching B catches

3 Our boots ..... dirtier and dirtier in this muddy field.

- A are getting B get

4 I think I ..... this grammar question now.

- A am understanding B understand

5 The students ..... to get high marks in the exam.

- A are aiming B aim

6 ..... works as a volunteer at a kids' club.

- A Rachel on Saturdays B On Saturdays, Rachel

2 Read the conversation between a mum and her daughter. Choose the correct answers to complete it.

A: Jessie, hurry up – dinner's on the table! <sup>1</sup>I've called / I've been calling you for the last five minutes!

B: Sorry!

A: So, what <sup>2</sup>have you done / have you been doing?

B: <sup>3</sup>I've read / I've been reading a book – *The Lord of the Rings*. I'm on the fifth chapter now. It's brilliant! <sup>4</sup>Have you ever read / Have you ever been reading it?

A: No, but dad and I saw the films when they came out. <sup>5</sup>We've never seen / We've never been seeing the last one though. We must watch it some time. But come on! We're all hungry. Your brother <sup>6</sup>has sat / has been sitting here for ages!

3 1.9 Listen to Liz and Ben talking about their family's animal sanctuary. Tick the things that are a problem for them.

- A ill animals
- B annoying visitors
- C volunteers
- D early mornings
- E money
- F dirty clothes

4 1.10 Complete the sentences with the correct form of the verbs in brackets. Then listen again and check your answers.

1 Liz and Ben's family ..... (enjoy) helping animals for years.

2 Liz and Ben ..... (like) helping at the sanctuary.

3 Liz ..... (not wear) her favourite outfits at home.

4 Her clothes ..... (not stay / usually) clean for long.

5 For the last few weeks, Ben ..... (care) for a baby deer.

6 Their father ..... (tell / always) them to be careful with money, which can be annoying.

7 In general, things ..... (get) better now.

5 Complete the article with one word in each gap.

## COLD ADVENTURES

Have you <sup>1</sup> ..... dreamt of seeing polar bears in the Arctic or penguins in the Antarctic? Most of us <sup>2</sup> ..... never wanted to go places like that because they're too cold. But fifteen-year-old Jade Hameister <sup>3</sup> ..... not have the same ambitions as the rest of us. She's been interested in these extreme environments <sup>4</sup> ..... she was very young. For years, she's <sup>5</sup> ..... aiming to become the youngest person to reach both the North and South Poles and to cross Greenland. She's <sup>6</sup> ..... completed the first part of the challenge; skiing 150km to the North Pole.

That <sup>7</sup> ..... last year, and amazingly, the minus-forty-degree temperatures didn't put her off. She's just started her second journey, and

<sup>8</sup> ..... currently skiing across Greenland, a distance of 540km. Good luck, Jade!

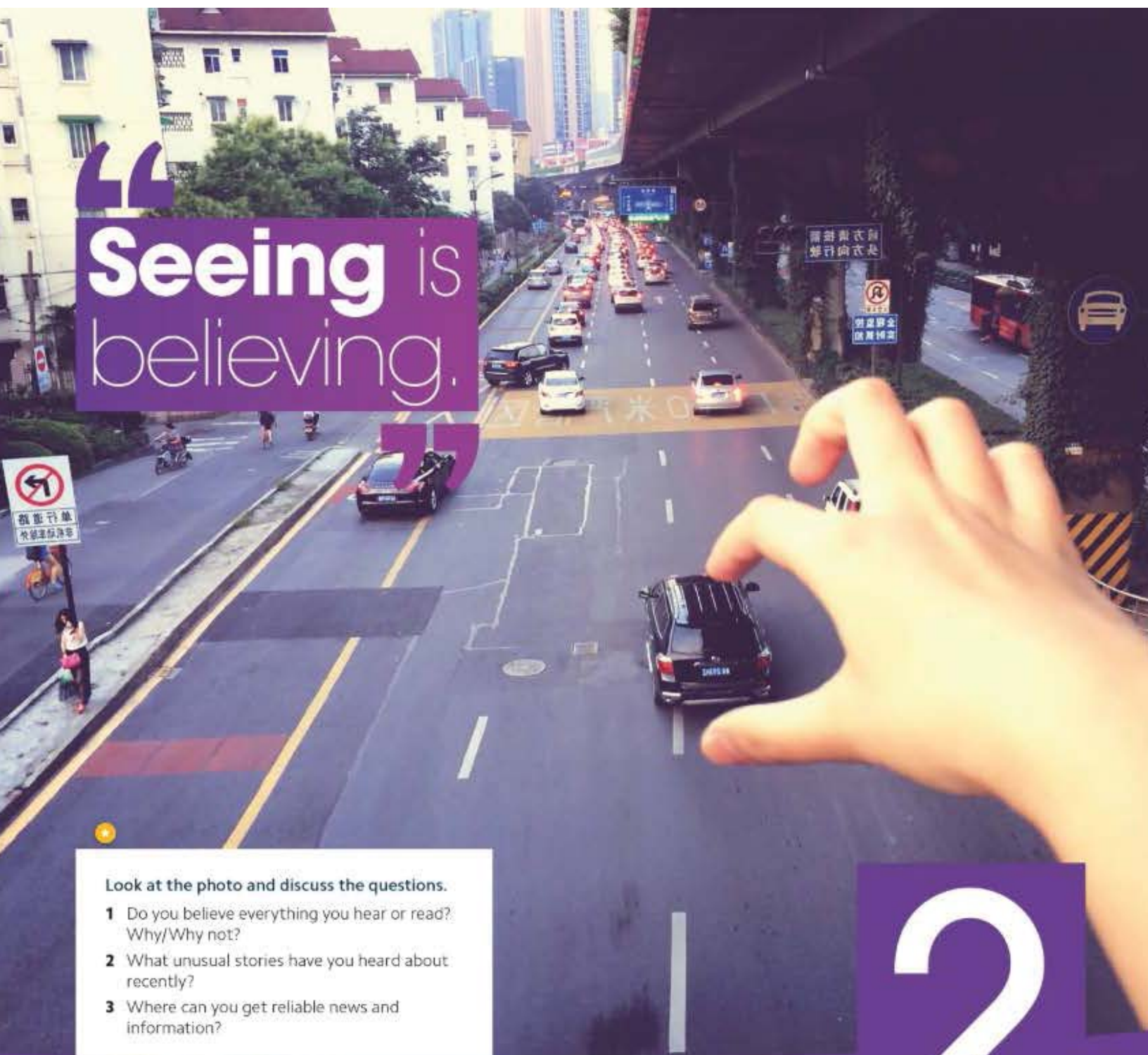
6 Write a short blog post about clothes or fashion. You could include these subjects or your own ideas:

- what you wear in different seasons
- how long you've had your favourite items of clothing
- clothing that has become fashionable recently
- fashions that annoy you





“  
**Seeing** is  
believing.”



Look at the photo and discuss the questions.

- 1 Do you believe everything you hear or read? Why/Why not?
- 2 What unusual stories have you heard about recently?
- 3 Where can you get reliable news and information?

You'll never believe this ...

#### READING

topic: weird stories  
skill: checking options against the text  
task: multiple choice

#### GRAMMAR

past tenses  
comparative and superlative forms: adjectives and adverbs

#### VOCABULARY

describing things;  
strong adjectives, phrases  
adverbs

#### LISTENING

topic: avoiding telling the truth  
skill: managing the exam task, using the first and second listening  
task: multiple matching

#### USE OF ENGLISH

key word transformation  
word formation

#### SPEAKING

topic: challenging activities and situations  
skill: describing similarities and differences  
task: long turn

#### WRITING

topic: when things go wrong  
skill: using interesting language  
task: story

#### SWITCH ON ▶

video: lion in London  
project: research amazing animal stories



## 2 You'll never believe this ...

# READING

## Power up

- 1 Where do you usually read news stories? What sort of stories do you like best? Why?
- 2 The article is about unusual news stories. Look at the picture. What kind of story do you think it describes?

## Read on

- 3 Read the headings from the article (1–6). What do you think each heading is about?
  - 1 Funny faces?
  - 2 Just chilling!
  - 3 Moo ... ve it!
  - 4 Not-so-perfect robots
  - 5 Round-up
  - 6 Scared of heights?
- 4 Read the article quickly and match the headlines in Ex 3 (1–6) with the paragraphs (A–F). Were your predictions correct?
- 5 Read the exam tip and complete the task.

### exam tip: multiple choice

Skim-read the text quickly to get a general idea of what it is about. Then focus on the individual questions. The questions are always in the same order as the information in the text.

Look at question 1 in Ex 6. In which part of the text does the writer mention a problem? Can you find the answer by reading that section? If not, check which option best matches the information you find.



**A** I thought this picture was brilliant and I had to laugh. Early last week, there were more delays than usual on certain train lines in the south of England. Why was this? Rush hour had just begun when a herd of escaped cows found their way into a local railway station. Commuters and other travellers were surprised when they saw all these cows that were hanging around on the platform! Then of course they had to wait for several hours ... One cow fell onto the tracks while the railway employees were attempting to move them off the platform but fortunately they all made it safely back to their farm.

**B** How about this wacky idea? Designers in a New York architecture firm have produced drawings of a new style of skyscraper – one that would hang from an asteroid and then, amazingly, travel thousands of miles each day over the continents. People could then parachute off when their destination was reached. The skyscraper would have solar panels for heating, a system for recycling water and sections for offices, agriculture and living areas. It looks really cool for those who have a head for heights but terrifying for those who don't. This might sound like something out of a movie, but imagine if it becomes possible!

- 6 **e** Read the article again. For questions 1–6, choose the correct answer (A, B, C or D.)

- 1 What does Rob say about the problem at the railway station?
  - A The railway workers didn't do their job properly.
  - B The farms were too close to the railway station.
  - C The passengers complained about the journey time.
  - D The trains were often late in that particular area.
- 2 What was most unusual about the new skyscraper design?
  - A You can travel to different countries in it.
  - B You can make your home in it.
  - C You can have a great view from it.
  - D You can enjoy solar heating in it.
- 3 What does Rob say about the iceberg?
  - A It was in a group of a hundred or more icebergs.
  - B It was a great opportunity for him to take a selfie.
  - C It was difficult for him to imagine its size.
  - D It was dangerous for ships in the area.
- 4 Why does Rob mention historical buildings in paragraph D?
  - A to point out that nothing changes throughout history
  - B to contrast the buildings with progress in computer technology
  - C to show how much more interesting they were
  - D to give examples of similar activities in the past
- 5 How did Rob feel about the robot story?
  - A worried that robots are not as intelligent as we thought
  - B surprised that training robots is so difficult
  - C frightened by the things that can go wrong with robots
  - D excited by the latest developments with robots
- 6 What does Rob say in the last paragraph?
  - A He is running out of ideas to write about.
  - B He rarely reads newspapers.
  - C He reports news in a different way.
  - D He wants to learn more about his readers.





**C** A town in Newfoundland, Canada, recently had what you might call a 'huge visitor': a massive iceberg. At fifteen storeys high, it was the biggest iceberg the residents had ever seen. I can't quite get my head around that, can you? The iceberg just appeared unusually close to the land so loads of people turned up to have a look. That would certainly make a great selfie! Normally, the people who live in that part of Canada – which is near where the *Titanic* sank, by the way – are not surprised by the sight of icebergs since they see hundreds every season. None quite this big, though.

**D** Most of us have learnt about the Ancient Egyptians in our history lessons, and the way they used to cover their royal tombs and temples with detailed pictures of their culture and everyday life. Then, in more recent history, there are the funny stone faces called gargoyles on places like Notre Dame in Paris. And now, a Dutch architect has decorated the outside of a building with concrete emojis. As a way of representing our twenty-first-century culture, it's not a bad idea. What do you think?

**E** Now for an update about robot experiments. One news item involved a robot lady in China. Researchers had spent three years developing her ability to have a conversation with humans. However, when an interviewer asked her questions, she would hesitate a lot. She didn't even know how many letters there were in the English alphabet – and that was after three years! Also, when he asked her where the Great Wall was in China, she replied, 'Chinal' Back to robot school for her!

**F** That's it for now. I hope you have enjoyed my weekly pick of stories from the press. I had thought of simply choosing 'normal' news stories but while I was doing research, I realised that the media – TV, radio and newspapers – concentrated on rather negative issues. So I tried to discover sources of lighter news from around the world that would give us a more positive view of things. For next week's content, I'm asking readers to send in their favourite choices and I'll choose the best ones for my site. There'll also be a mystery prize, so get looking!

**7** Find these words (1–9) in the article and match them with the meanings (A–I).

- |                      |                      |
|----------------------|----------------------|
| 1 commuters (para A) | 6 tomb (para D)      |
| 2 employees (para A) | 7 represent (para D) |
| 3 attempt (para A)   | 8 hesitate (para E)  |
| 4 wacky (para B)     | 9 pick (n) (para F)  |
| 5 loads of (para C)  |                      |

- A people who work for a particular company or organisation  
 B pause because you are not certain  
 C show or describe something  
 D people who regularly travel to work  
 E place where people buried someone who had died, usually someone important  
 F try to do something  
 G something you choose  
 H unusual in an interesting way  
 I a large quantity

**8** Work in pairs. Write three sentences including all of the words (1–9) from Ex 7.

## Sum up

**9** Work in pairs and tell each other a few facts from the stories you read about. Which one did you like best?

## Speak up

**10** Think of a piece of news you have heard recently and write down a funny headline for it. Just using the headline, the rest of the class has to guess what it is about.

I think that ...

Maybe it is about ...

Is it ... ?



# GRAMMAR

**1** Read the grammar box. Then match the examples (1–7) with the tense uses (A–G).

- 1 While I **was doing** research, I **realised** that the media concentrated on negative issues.
- 2 It was the biggest iceberg they **had ever seen**.
- 3 When he **asked** her where the Great Wall was in China, she **replied** 'China'.
- 4 The Ancient Egyptians **used to decorate** their royal tombs.
- 5 The escaped cows **were hanging around**.
- 6 Rush hour **had just begun** when a herd of escaped cows **found** their way into a local railway station.
- 7 One cow **fell** onto the tracks while the railway employees **were moving** them.

## explore grammar

→ p146

### past tenses

#### past simple

**A** for finished actions or events in the past, or a sequence of actions

#### past continuous

**B** for actions in progress in the past and temporary situations

**C** for an action interrupted by another action in the past

**D** to give the background or set the scene for an action or event, often with *while*

#### past perfect (*had* + past participle)

**E** for actions, events and situations that happened before another past action

**F** with *ever/never* + superlative adjectives

#### *used to/would*

**G** *used to/didn't use to* for repeated past actions, habits and states; *would* for past actions and habits only

**2** 2.1 Watch or listen to some young people talking about their experiences. How are their situations similar?

**3** 2.2 Watch or listen again and complete the sentences.

- 1 I was running and, I ..... and then I cut my knee.
- 2 My family and I, we ..... to go to Japan on holiday and the day before the holiday, I ..... to lose my passport.
- 3 I thought I ..... everything I needed. Turns out I ..... my calculator.
- 4 But as I ....., I slipped and I managed to turn myself to the side as I ..... down the pontoon.

**4** Read the conversation between two friends and choose the correct verb forms to complete it.

A: 'Did you hear / Had you heard what happened to Jessica yesterday? She <sup>2</sup>locked / had locked herself out of her house!

B: Ha, ha! How <sup>3</sup>did she manage / had she managed to do that?

A: She'd gone into the kitchen to get some ice cream when her dog <sup>4</sup>ran / had run outside! She <sup>5</sup>forgot / had forgotten to shut the front door!

B: Was the dog OK?

A: Yes, she <sup>6</sup>went / had gone after the dog and <sup>7</sup>picked / had picked him up. But by then the door <sup>8</sup>had shut / shut behind her, so she <sup>9</sup>waited / had waited for an hour until her dad came home!

B: I don't believe it! <sup>10</sup>Did she eat / Had she eaten her ice cream in the end?

A: No, when she finally got inside again, it <sup>11</sup>melted / had melted!

**5** Complete the sentences with the correct form of 'used to' or 'would'. Sometimes both are possible.

- 1 They ..... live in London but now they've moved to Scotland.
- 2 The Ancient Greeks ..... meet in the marketplace and discuss the issues of the day.
- 3 I ..... (not) like going up high buildings but now I don't mind.
- 4 My parents ..... work in the city but now they work from home.

**6** Complete the text with the correct form of the words in brackets.

## Practice makes perfect!

I <sup>1</sup>..... (read) a tech blog the other day when I <sup>2</sup>..... (notice) an ad for a table tennis robot! I <sup>3</sup>..... (never / see) anything like that before! You see, table tennis is one of my favourite hobbies. In fact, I <sup>4</sup>..... (no lose) a match at school until my friend Cheng came along! If I had this robot, I could practise for hours! 'Mum! How about buying me this robot for my birthday?' I <sup>5</sup>..... (ask) hopefully. Mum <sup>6</sup>..... (take) one look at the price and <sup>7</sup>..... (shake) her head. 'Sorry, Tom, it's too expensive. Anyway, why don't you go around to Cheng's house to practise your table tennis anymore? You <sup>8</sup>..... (almost / live) there at one point.' 'Yes, I know, Mum,' I answered. 'But then he started winning all the time!'

## Speak up

**7** Think about an unusual story you heard recently. Write some notes about it and add some extra details to it. Work in pairs, share stories and guess which parts of the stories were real and which weren't.



# VOCABULARY

## describing things

- 1 Read the vocabulary box. Work in pairs and add any other strong adjectives you know to the list. Share your ideas with the class.

### explore vocabulary

#### strong adjectives

Use strong adjectives to describe experiences, places or things. They will make what you say more interesting and dramatic.

a big iceberg → a **massive** iceberg

a good photo → a **brilliant** photo

- 2 2.3 A teen reporter is talking about some local events. Read what he says and choose the correct words. Then listen and check your answers.

Well, I had a fantastic fortnight over the school holiday going around local events and writing reports for our school newspaper. My favourite was going to a rock concert – the bands were totally **awesome** / **disgusting**! And I'm not saying that because my brother plays in one of them! Everyone gave an epic performance. On the other end of the scale was the dog show – groan. That really was bad, but I had to stay till the end since my aunt was showing her poodle ... A **ridiculous** / **brilliant** waste of time, poor dogs! Anyway, the less said about that, the better. Let's move on quickly to a street food festival. Now that was amazing! I tried loads of different types of great food from Asian to Caribbean to Chinese and it was all **delicious** / **awful**. What else? Oh yes, my friends wanted me to try Motocross – you know, off-road motorcycle racing? Well, I admit I found it a bit **terrifying** / **terrific** – though I'm not going to tell my friends that – but at the same time, brilliant. I'd do it again, that's for sure.

- 3 Choose three strong adjectives from the text in Ex 2 and use them to give your opinion about any local events you have been to recently.

I went to an **amazing** exhibition recently at our school and I thought it was **fantastic**. Some of the paintings were **awesome**.

- 4 Read the text about an unusual job. Complete each gap with the correct form of one of these phrases. There are two phrases you do not need.

find your way   get your head around   hang around   hang out  
have a head for heights   have to laugh   turn up

## A true tennis pro

'The sky's the limit', they say in sports, and Rufus is a bird who certainly <sup>1</sup> ..... Rufus works at the Wimbledon Tennis Championships and he has over 9,000 followers on Twitter. I <sup>2</sup> ..... when I heard that! So what exactly does Rufus do? Well, his job as soon as he <sup>3</sup> ..... in the morning is to chase away any birds that <sup>4</sup> ..... in the hope of finding worms. Every day during the championships, Rufus has to work hard from 5 a.m. to keep the courts clear for the players. He quickly discovered the places where the birds preferred to <sup>5</sup> ..... and he does a good job of chasing them away. According to his trainer, the trick is to make sure that Rufus isn't too hungry – otherwise he might try to eat one or two!

- 5 Complete the questions with phrases from Ex 4. Then ask and answer in pairs.

- Have you got .....? How do you know?
- Where do you and your friends usually .....?
- If you're going somewhere you haven't been before, how do you normally .....?
- What particular facts do you find it difficult to .....? Why?

## Speak up

- 6 Work in pairs and talk about your favourite animal memes or videos. How many strong adjectives can you use to describe them?

### game on

Work in groups. Start a chain story using the sentence below. Each person takes a turn to add to the story, repeating all of the story that has been created so far before adding a new sentence. Each new sentence must include at least one strong adjective.

You won't believe what happened to me last week!



## 2 You'll never believe this ...

# LISTENING

## Power up

**1** Can you think of any situations when it might be acceptable to do these things? Think of real examples for each situation.

- tell a lie as a joke
- shock someone by telling them an unpleasant truth
- not be completely truthful (for example, about your feelings)

**2** Match these words and phrases with the pictures (A–H) which show things that happen when you avoid telling the truth.

go red   hesitate   laugh nervously   look away guiltily  
rub your nose   speak quickly   sweat   touch your mouth

**3** **2.4** Listen to a presenter introducing a TV game show. Which three signs of lying from Ex 2 does he mention?

**4** **2.5** Listen to three people telling anecdotes on the game show. Guess which anecdotes are lies and which are true.

**5** **2.6** Work in pairs. Listen to the speakers revealing the truth and check your answers to Ex 4.

## Listen up

**6** Read the exam tip and complete the task.

### exam tip: multiple matching

It's important to read through all the statements before you listen so you know what you're listening for.

The first time you listen, note down all possible answers so you can check them again the second time.

Read the instructions and statements (A–H) in Ex 7.

Speaker 1 says: *I thought it would be simpler to hide my thoughts than to disagree with him.* Which reasons do you think might match with that statement?

**7** **e** **2.7** Listen to five people talking about situations when they didn't tell the truth. Match the speakers (1–5) with the reasons why they didn't tell the truth (A–H). There are three extra ones you do not need.

- |   |                 |
|---|-----------------|
| <b>A</b> I had to make an excuse for my behaviour.              | Speaker 1 ..... |
| <b>B</b> I was trying not to spoil a surprise.                  | Speaker 2 ..... |
| <b>C</b> I didn't want to hurt someone else's feelings.         | Speaker 3 ..... |
| <b>D</b> I had to hide my feelings to remain strong.            | Speaker 4 ..... |
| <b>E</b> It was a way to get a better result than other people. | Speaker 5 ..... |
| <b>F</b> It was the best way to avoid an argument.              |                 |
| <b>G</b> I didn't want my friend to get into trouble.           |                 |
| <b>H</b> It was important for me to belong to the group.        |                 |

## Speak up

**8** Have you ever been in a situation where you've tried to try avoid hurting someone's feelings? What did you say? Work in pairs and share your experiences. Make a list of words and phrases together that you could use in those situations.

# Signs of a lie





# USE OF ENGLISH 1

**1** Read the grammar box and make comparisons about these topics using forms from the box.

- 1 maths and English at school
- 2 summer and winter as seasons

## explore grammar

→ p146

### comparative and superlative forms: adjectives and adverbs

- A** Comparative adjectives and adverbs compare two people or things.  
That made it **easier** for me to cope – and eventually, to move on.  
A friendship, in my view, is **more important than** a football team.
- B** Superlative adjectives and adverbs compare one person or thing in a group with others in the same group.  
In fact, it's **one of the best schools** in the country.
- C** Use *too* and *(not) enough* with adjectives and adverbs.  
Everyone thought that I was definitely **good enough** to get in.  
I was **too nervous** to play as well as I usually do.
- D** Use *(not) as ... as* with adjectives and adverbs to compare two people or things.  
I wanted to show the other kids that I was **as good as** they were.  
I was too nervous to play **as well as** I usually do.
- E** Adverbs of degree make the comparison stronger (e.g. *much*, *far*, *a lot*) or weaker (*a bit*, *a little*, *slightly*).  
I hit the ball **much better** than I expected.
- F** Comparisons between clauses or phrases are also possible.  
It would be **simpler** to hide my thoughts than to disagree with him.

**2** Read the jokes below and then complete questions 1–2 with these words. There are two extra words you do not need.

as better far funniest least more than

**Q:** Why are insects clever?

**A:** They always know when you're eating outside!

**Q:** How do all the oceans say hello to each other?

**A:** They wave!

**Q:** What did one wall say to the other wall?

**A:** I'll meet you at the corner!

**Q:** Where do cows go for entertainment?

**A:** To the moo-vies!

- 1 What do you think of these jokes?
  - a They are all as bad ..... each other.
  - b Some are much better ..... others.
  - c I know some ..... better ones.
- 2 Which do you find the ..... and the ..... funny?

**3** Complete the text with the correct form of the adjectives in brackets.

Lori Mae Hernandez is a talented stand-up comedian. She was one of <sup>1</sup> ..... (quiet) kids in her class and her <sup>2</sup> ..... (bad) nightmare was being the centre of attention. 'But then,' she says, 'my dad became ill and couldn't use the muscles down one side of his face and it was a lot <sup>3</sup> ..... (difficult) for him to smile.' Because of that, Lori overcame her <sup>4</sup> ..... (big) fear and started writing jokes to tell him. Nothing was as <sup>5</sup> ..... (good) the day a year later when her father finally smiled at her jokes.

**4** Read the exam tip and complete the task.

### exam tip: key word transformation

Remember that you cannot change the word given. However, you will need to make other changes in the sentences. For example, negative verbs can change to positive verbs or the other way round.

Look at question 2 in Ex 5. Will the answer have a positive or negative meaning?

**5 e** Rewrite the sentences using the word given. Use between two and five words, including the word given.

- 1 Jo didn't use to be so confident.

**THAN**

Jo is ..... to be.

- 2 The comedian's jokes were less funny than they were previously.

**AS**

The comedian's jokes ..... they were previously.

- 3 The food at the party disappeared extremely quickly.

**FAR**

The food at the party ..... than expected.

- 4 Her singing was so good that she won the contest.

**ENOUGH**

She ..... to win the contest.

- 5 My friend Karl tries harder than everyone else in his acting classes.

**HARD**

No one tries ..... in his acting classes.

- 6 I hadn't been to a comedy show before.

**FIRST**

It was ..... been to a comedy show.



## 2 You'll never believe this ...

### USE OF ENGLISH 2

1 What is an 'urban myth'? Do you know any about where you live or in your country?

2 Read the article. Replace the highlighted verbs or phrases in bold with the correct form of these verbs.

confirm crash drop hurry remain  
spot stare wave yell

## Urban myth?

Rosanna Garcia from Indiana, USA, has just given our reporters an update about a strange animal. One evening last week, Rosanna **'saw'** something which **'was moving noisily'** through the bushes. A few minutes later, she noticed that a small, ugly creature **'was looking'** at her suspiciously with its red eyes. Rosanna was so scared that she **'let go of'** her phone. She **'shouted'** anxiously and **'moved'** her hands, but the creature **'stayed'** there. Finally, she threw a stone and the creature ran away. Rosanna thinks it was a chupacabra – a creature which kills goats and other animals. Afterwards, she **'went quickly'** inside and sat nervously by the window. Now she could **'say'** that the rumours she had heard were true ...



5 Read the exam tip and complete the task.

### exam tip: word formation

Think carefully before you write your answer. Some words will need more than one change.

Look at gap 1 in Ex 6. Check how the missing word fits in the sentence: is it a noun, verb, adjective or adverb? What type of ending will you need?

6 e Complete the article with the correct form of the words in capitals.

## Unbelievable – or not?

'Urban myths' are one thing but there are also many stories about creatures that live in water. No doubt you've all heard of the Loch Ness monster, or the giant man-eating shark in *Jaws* and of many other 1 ..... monsters. One that is based on 2 ..... , however, is that of the Kraken, a huge sea monster which people in the past said could 3 ..... eat up a whole ship and its crew!

4 ..... , none of us will ever get to meet such a 5 ..... and frightening creature. However, sea monsters really *do* exist, in the form of giant squid that live at the bottom of our oceans and 6 ..... battle with other deep-sea creatures. The giant squid is a 7 ..... swimmer with eyes as big as frisbees! It attacks whales but the squid doesn't have enough muscle 8 ..... to win, so it eventually has to swim away in a cloud of ink.

MYSTERY  
REAL

EASY

HOPE  
MASS

FREQUENT  
POWER

STRONG

### explore vocabulary

#### adverbs

A **Adverbs of manner** usually come after the main verb or after the object, if there is one.

anxiously, carefully, happily, quietly

B **Adverbs of frequency** usually come before the main verb, but after the verbs *be* and *have*.

frequently, often, never

C **Adverbs and adverbial phrases of place or time** often come at the end of a clause.

at the end of, here, outside, overnight,  
under, yesterday

Some can come at the beginning of a clause for emphasis.

Finally, ... / Later on, ...

Read the vocabulary box and find more examples of adverbs (A–C) in the text in Ex 2.

4 Complete the table.

noun	adjective	adverb
nerve(s)	1 .....	2 .....
3 .....	hopeful	hopefully
truth	truthful	4 .....
noise	5 .....	noisily
suspicion	6 .....	suspiciously
frequency	7 .....	8 .....
final	final	9 .....

## Speak up

7 What other strange creatures or legends have you heard of? Work in pairs and describe them to each other.



# SPEAKING

## Power up

**i** Work in pairs would you find these things challenging? Why/why not?

- 1 go to a scary movie
- 2 put a film of yourself singing online
- 3 go white-water rafting
- 4 give a talk to the whole school
- 5 look after your friend's Rottweiler for the weekend
- 6 go zip-wiring across a river

**2** Imagine how you would feel if you did any of the activities in Ex 1. Write down three or four adjectives to describe possible feelings.

**3** **2.8** Listen to a student talking about photos A and B. Choose the words or phrases he uses.

- 1 Well, the main similarity / the first similarity between the two photos is that they both show people in situations that might be difficult.
- 2 In photo A, the boy isn't in a difficult situation physically, however / but he might be nervous about speaking to the other students.
- 3 In photo B, ... they look as if / as though they're having fun but you still need to be fit.

## useful language: comparing photos

Both photos show .../They both show ...  
 The main difference/similarity is (that) ...  
 Another difference/similarity is (that) ...  
 The people in the first photo might find it difficult to ...  
 But the people in the second photo ...  
 In one photo ..., but/whereas in the other photo ...  
 In this photo ... However, in that photo ...  
 as well/too/also

## Speak up

**4** Read the exam tip and complete the task.

### exam tip: long turn

→ p165

When you have to compare two photos, talk about the similarities and differences between them before you discuss the points mentioned. Don't simply describe each photograph separately. Before you speak, start by finding at least one point about them that is similar and one that is different.

Look at photos A and B. What is different or similar about them? Quickly make a list.



**5 e** Work in pairs. Take it in turns to talk about your photos on your own for one minute. Then answer a question about your partner's photos.

Student A's photos are on page 173.

Student B's photos are on page 177.

## Speaking extra

**6** Work in pairs. Choose photo A or B and tell a story about what is happening in the photo. Then do the same for the other photo. Share your ideas with the class.





## 2 You'll never believe this ...

# WRITING

## Power up

**1** Have these things ever happened to you? Do you panic if they happen to you? Share your ideas with the class.

- You forget arrangements.
- You drop things.
- You leave a mess behind you.
- You can't think clearly.
- You can't find things.

## Plan on

**2** Read the advert for a story. What would you write about?



**Our school magazine is looking for new writers to send us stories.**



**Your story must begin with this sentence:**

*My week was going badly and I was starting to panic.*

**Your story must include:**

**an invitation    an accident**

The two best stories will be published in our winter issue.

**3** Read a story written by a student. Which points from Ex 2 did they include? Could you add anything else?

## A difficult week



My week was going badly and I was starting to panic. I had spent all the previous weekend reading a fantastic book. As a result, I had done my homework in a hurry and it was seriously bad. My teacher was getting worried. 'Is everything OK, Leo?' she asked me on Monday.

'Yes, fine thanks,' I replied. 'I'm sorry, it won't happen again.'

On Wednesday, I suddenly remembered that my friend Molly had invited me to the school disco on Friday but I hadn't replied! And I'd forgotten to go to basketball training the night before because I was catching up with homework. My life was getting complicated and I felt as though a black cloud was hanging over me.

Eventually, on Wednesday evening, I got a text message while I was brushing my teeth. I saw Molly's name but my phone slipped out of my hand and fell into the washbasin. I spent the next ten minutes drying the phone and wiping off the toothpaste!

Luckily, my phone worked OK, I texted Molly and we went to the disco. Unfortunately, she also lent me the next book in the series ...



4 The writer uses different ways of describing people's feelings, opinions and actions. Find more examples in the story for these groups.

- 1 adjectives: fantastic
- 2 adverbs: badly
- 3 interesting verbs: panic

5 Rewrite the sentences to make them more interesting. Use one adjective and one adverb in each sentence.

- 1 I got up, picked up my school bag and left the house.  
.....
- 2 He sat down in the armchair and read a book.  
.....
- 3 She walked to the park, where she talked to her friends.  
.....
- 4 They watched a film on TV while they waited for the phone to ring.  
.....

6 Read the definition of a simile and answer the questions below.

**Simile** (*noun*) A simile is an expression that describes something by comparing it with something else, using the words 'as' or 'like'.

- 1 Find a simile in the story.
- 2 Why might you use a simile?
- 3 What is the problem in using too many when you write a story?

7 Match the similes (1–3) with these feelings. More than one answer is possible.

excitement happiness panic pride sadness satisfaction shock stress

- 1 She felt as though she was dreaming.
- 2 We felt as if we'd won a medal.
- 3 He felt as if he couldn't breathe.



## Write on

8 Read the advert for a story. Work in pairs and discuss some ideas for the two points mentioned, using these questions to help you.

- 1 How could a train journey go wrong? What might happen?
- 2 Imagine going for a meal out. Think of some accidents that could happen.

**Our school magazine is looking for new writers to send us stories.**

**Your story must begin with this sentence:**  
*The day when everything went wrong was last Saturday.*

**Your story must include:**



a train journey



a meal out

**The two best stories will be published in our winter issue.**

9 Read the exam tip and complete the task.

### exam tip: story

→ p172

Plan your story around the points you are given. Use your imagination to make it as interesting as possible and bring in some more unusual and descriptive vocabulary (e.g. verbs, adjectives, adverbs). Try to vary the verbs you use in your story.

Can you think of other verbs you can use to mean 'say' or 'talk'? Make a list and share your ideas with a partner.

10 Plan your story. Work in pairs and check if your plan is in a logical order.

11 **e** Write your story in 140–190 words. Try to use one simile in your writing.

## Improve it

12 Swap your story with a partner. Read and comment on each other's work and discuss how the story might develop more.





## SWITCH ON


### Lion in London

#### 1 Work in pairs and talk about:

- where you can see wild animals in your country.
- if wild animals live better in their natural habitat or in a zoo.
- if wild animals can get used to living with humans.

#### 2 Watch the clip about Christian the lion. Note the places where you see Christian. Are there any surprising locations?

#### 3 Watch again. Are these sentences true (T) or false (F)?

- 1 Ace and John bought Christian from a furniture shop.
- 2 Christian rode in the van every day.
- 3 Ace and Christian had a very special relationship.
- 4 Christian stayed in the countryside for a few weeks.
-  5 Ace and John were not looking forward to the goodbye.
- 6 Ace and John returned to Africa a week later.

#### 4 How do you think Ace and John felt about leaving Christian? Why?

### Project

#### 5 Work in small groups to research examples of incredible human-animal relationships.

- 1 Research a human-animal relationship that you think is amazing. Note these things:
  - how the animals and humans met
  - how their relationship developed
  - what was unique about the relationship
  - anything else you found interesting or learnt from their story
- 2 Write up your findings and present them to the class.
- 3 Vote on which group has the most interesting or inspiring story.

## INDEPENDENT LEARNING

### Feedback

#### 1 If we're trying to help someone improve their work, what is the best way to give feedback? What do you say if you think your classmate's work could improve? Tick the options you think are acceptable.

- 1 I say 'great job' anyway because I don't want to hurt their feelings. ☐
- 2 I ask them in what specific area (vocabulary, grammar, etc.) they don't feel confident and why. ☐
- 3 I might suggest that we look at some of their work together and decide how to improve it. ☐

#### 2 Work in pairs and discuss the options in Ex 1. Are some of them better than others? Why/Why not?

#### 3 Can you think of a time you gave someone useful feedback? What did you say? Do you think it helped them? Work in pairs and discuss your ideas.

#### 4 It isn't fun hearing that your work isn't quite perfect, but you can always find ways to improve it! Work in pairs and discuss the ways to react when someone points out how you could improve.

- 1 Say 'Yes, fine,' but then ignore what he/she has said. I'm not the only one with mistakes. ☐
- 2 Ask them if we can look at the mistakes together and see how I can improve. ☐
- 3 Think about my goals for improving and try to take any comments seriously. ☐

#### 5 Choose ways you are going to try to practise giving feedback in the next few units. Write down some specific notes or ideas about what you might say.

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

# UNIT CHECK

## Wordlist

### Strong adjectives

amazing  
awesome  
awful  
brilliant  
delicious  
disgusting  
fantastic  
massive  
ridiculous  
terrific  
terrifying

### Telling lies

go red (*phr*)  
hesitate (*v*)  
laugh nervously (*phr*)  
look away guiltily (*phr*)  
rub your nose (*phr*)  
speak quickly (*phr*)  
sweat (*v*)  
touch your mouth (*phr*)

### Phrasal verbs and verb phrases

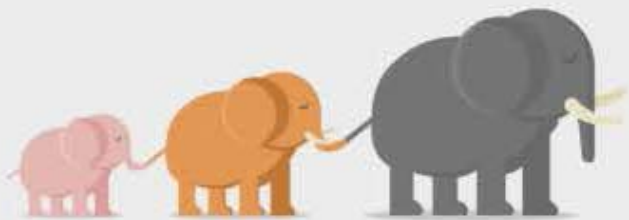
find your way  
get your head around sth  
hang around  
hang out  
have a head for heights  
have to laugh  
turn up

### Verbs for describing actions

confirm  
crash  
drop  
hurry  
remain  
spot  
stare  
wave  
yell

### Adverbs

anxiously  
badly



eventually  
finally  
frequently  
hopefully  
luckily  
nervously  
noisily  
seriously  
suddenly  
suspiciously  
truthfully  
unfortunately

### Nouns for emotions

excitement  
happiness  
panic  
pride  
sadness  
satisfaction  
shock  
stress

### Other

attempt (*v*)

commuter (*n*)  
employee (*n*)  
hesitate (*v*)  
loads of (*phr*)  
pick (*n*)  
represent (*v*)  
tomb (*n*)  
wacky (*adj*)

### Extra

content (*n*)  
discover (*v*)  
delay (*n*)  
destination (*n*)  
epic (*adj*)  
headline (*n*)  
herd (*n*)  
issue (*n*)  
light (news) (*adj*)  
rush hour (*n*)  
source (*n*)  
the press (*phr*)  
update (*n*)

## Practice

**1** Complete the sentences with the correct form of a verb from the *Verbs for describing actions* section of the wordlist.

- I was walking to school when I suddenly ..... my friend on the other side of the road.
- My teachers ..... that the news was true – I had won the end-of-year prize!
- I was carrying the tray of ice cream very carefully – but then I ..... the whole thing on the floor!
- At the end of the performance, no one ..... in their seats. Everyone was on their feet!
- My mum ..... at me to get ready for school but I couldn't find my English project.

**2** 2.9 Listen to a short news report on a local radio station. Complete the sentences with words from the wordlist.

- Now for today's really ..... item of news.
- They met a ..... of cows.
- There were ..... of them and his mum couldn't pass.
- Toby was .....
- He said some cows had caused them a .....

**3** 2.10 Listen again and check your answers.

**4** Complete the text with the correct form of the words in brackets.

### A messy business

My brother Oliver came back to the UK last year from the USA, where he had learnt how to play American football. He is <sup>1</sup> ..... (serious) tall, so his height and physical strength make him a great player. Last week we watched him play in a big match. It was <sup>2</sup> ..... (brilliance), but the players were getting covered in mud. They'd played for about ten minutes when his team-mate threw the ball to Oliver. This was his big chance! He ran with it and I watched him <sup>3</sup> ..... (hope). He soon raced through to score. <sup>4</sup> ..... (final), Oliver's team won and afterwards, we went to find him. A <sup>5</sup> ..... (ridiculous) muddy player was walking towards us. I stared at him <sup>6</sup> ..... (suspicion) before I recognised him. It was Oliver! 'Maybe one day I'll become a professional,' he said. I really hope so.



# UNIT CHECK

## Review

1 Choose the correct verb form to complete the sentences.

- Sam **did** / **was doing** a project on his laptop when suddenly his mobile **rang** / **was ringing**.
- Becky **got off** / **was getting off** the bus and **waited** / **was waiting** outside the cinema for her friend.
- When Flora was younger, she **used to** / **would** love electronic games.
- I **watched** / **was watching** my favourite TV programme and my sister **chatted** / **was chatting** to a friend online when mum said that supper was ready.
- When the students didn't know how to pronounce something correctly, they **would ask** / **were asking** their teacher for help.
- While my aunt and uncle **would live** / **were living** in London a few years ago, I enjoyed visiting them every summer.
- The train **has** / **had** already left by the time we got to the station.
- It **hadn't rained** / **wasn't raining** for a long time and the ground was very dry.

2 Complete the sentences with the correct form of the adjectives and adverbs in brackets.

- I learn historical facts ..... (slowly) than my friend Sue.
- Al Pacino was one of ..... (famous) actors in Hollywood in the 1970s.
- Nick waited ..... (patiently) than his friends for the start of the performance. He hated waiting for anything!
- We worked ..... (hard) on the end-of-term show than on anything else during the year!
- Alice is much ..... (good) than any of her friends at telling jokes.
- The ..... (interesting) part of the job was selling the tickets. We just wanted to see the performance!
- I wasn't ..... (brave) to try zip-wiring, so we went horse-riding instead.
- My two brothers are ..... (funny) each other and we have lots of laughs at home!
- Alice did her work ..... (carefully) than usual and her teacher gave her a low mark.
- That wasn't the ..... (bad) concert I've ever been to but it was pretty bad.



3 Complete the text messages from a young reporter at a technology exhibition. Use the past simple, past continuous or past perfect form of the verbs in brackets.

Wow! I <sup>1</sup> ..... (try on) some shoes fitted with GPS earlier. I <sup>2</sup> ..... (walk) around the town in them when they suddenly <sup>3</sup> ..... (light up) and <sup>4</sup> ..... (tell) me where to go! It was so cool!

I <sup>5</sup> ..... (read) about these robots that looked like real humans but when I actually <sup>6</sup> ..... (see) them, I couldn't believe it. They looked so life-like! Unfortunately, I <sup>7</sup> ..... (not have) time to watch the robotic dog performance, but maybe next time.

Last year they <sup>8</sup> ..... (talk) about new smart glasses. This year it's all about an interplanetary internet between here and Mars. What next?

4 2.11 Listen to a conversation between two friends and answer the questions.

- Had Tom ever read *Life of Pi*?
- What did he use to do?
- What did he see last year?
- Had Tom heard of *The Diary of Anne Frank*?
- What did Amy think of the book?
- What was Tom listening to last night?
- What was his opinion of it?

5 2.12 Listen again and check your answers to Ex 4.

6 Write a summary of a news story that you liked recently, and say why you liked it.



“

Waves are  
**nature's  
heartbeat.**

”

Look at the photo and discuss the questions.

- 1 What aspects of nature do you like the most?  
What do you like about them?
- 2 Discuss three ways in which nature affects your daily life.

3

## The world around us

### READING

topic: Jamie's Farm  
skill: understanding text  
coherence and cohesion  
task: gapped text

### GRAMMAR

future forms  
*so, such, too, enough*

### VOCABULARY

food and transport;  
phrases with *make* and *do*  
identical verbs and nouns  
phrasal verbs

### LISTENING

topic: hip-hop  
environmentalist  
skill: listening for gist/detail  
task: sentence completion

### USE OF ENGLISH

open cloze  
multiple-choice cloze

### SPEAKING

topic: eco-friendly activities  
skill: getting ideas, expressing  
agreement and preference  
task: collaborative task

### WRITING

topic: solutions for the future,  
the way forward  
skill: organising your article,  
using topic sentences  
task: article

### SWITCH ON

video: reindeer girls  
project: create an advert for  
an outdoor job



## READING

### Power up

- 1 How would you feel about working on a farm for a week? What would you find most challenging about it?
- 2 What do you think you might learn from working with animals or on the land? List three things and share your ideas with the class.

### Read on

- 3 Read the article about Jamie's Farm quickly. What is the main purpose of the farm?
- 4 Read the exam tip and complete the task.

#### exam tip: gapped text

Read the text quickly. Then read the missing sentences and see where they can fit. Look at the sentences before and after the gap to make sure that there is a logical progression of ideas.

Read the second paragraph of the article. What is the general topic of this paragraph?

- A the teenagers
- B the animals
- C the farming methods used

Now read the sentences in Ex 5. Which one applies to your answer above? Check to see it fits grammatically as well.

- 5 Read the article again. Choose which sentence A–G fits each gap (1–6). There is one extra sentence you do not need.

- A For many, it is that lack of traffic noise that helps them to see things more clearly.
- B One of the boys describes how he feels differently now.
- C They would all play a full part in running the farm while at the same time learn more about themselves and how they behave in a different environment.
- D The teens really like the fact that the staff are always available to chat.
- E This is one of the ways in which the farm organisers make sure they have the least impact on the environment.
- F But it's pretty certain they'll soon realise that helping an animal to give birth or feeding a baby goat from a bottle is way more important.
- G Of course, there are fun times too, like jumping in the river or the egg-throwing game.

- 6 Find words or phrases in the article and sentences (A–G) in Ex 5 that mean the following.

- 1 cutting into pieces (para 1)
- 2 not have something (sentences A–G)
- 3 something that a country or person has that they can use (para 2)
- 4 important or noticeable (para 4)
- 5 a powerful effect (sentences A–G)
- 6 do something that you have been told to do (para 6)
- 7 the power to control (para 6)
- 8 something that you want and plan to do (para 7)
- 9 a statement that expresses your opinion (para 7)
- 10 behaving in an angry and violent way (para 7)

### Sum up

- 7 List as many of the experiences of life on Jamie's Farm as you can remember. Work in pairs and share your notes.

### Speak up

- 8 What other benefits might inner-city kids get from a stay on a farm like the one in the article? What about country kids living in the city? Discuss as a class.



Sheep have a field of vision of 300° so they can see behind themselves without having to turn their head.



It's a typical mid-week morning on Jamie's Farm. One group of teens, who would normally be at school at this time, are happily chopping wood outside – with an adult's help, of course. Another group are cleaning out the animals' living areas (ooh, the smell!), while a third group are going to dig the vegetable plot. Their next break is for lunch at 1 p.m. when they will all be eating together around the huge farmhouse kitchen table.

What are they having for lunch? There will be organic produce from the farm, fresh vegetables and salads, and puddings using home-grown fruit. <sup>1</sup>..... How else do they manage to do this? Well, by raising animals, consuming solar energy, recycling waste and using natural resources such as rainwater around the farm.

When Jamie Feilden, an ex-teacher, together with his mother, Tish Feilden, a psychotherapist, decided to set up Jamie's Farm, his goal was to have a place in the country where groups of inner-city kids could come and stay on a weekly basis.

<sup>2</sup>..... Their hope was that any students who were having emotional difficulties or problems at school would benefit particularly from the experience.

On their arrival at the farm, the teens have mixed feelings. Some are afraid of getting dirty; others are panicking because they will definitely have to do without their mobile phones for the week (one of the house rules), as well as giving up sugar.

<sup>3</sup>..... By looking after creatures in these small but

significant ways, they will learn how humans and animals are dependent upon each other for their health and happiness.

These teens have little or no experience of country life. Most of them have never been in wide-open spaces where all you can hear is the wind blowing in your face and the sound of birdsong. <sup>4</sup>.....

'You can just sit on the grass and think calmly about everything – all your troubles and your worries,' said Charlene on a visit to the farm from Hackney in London.

<sup>5</sup>..... If you catch one whole, you're in; if you catch one and it breaks, you're out! There are also horse whispering sessions, where the students can communicate with the horses. Horses will only obey someone who is speaking calmly and with authority, not with anger. This is an extremely valuable lesson to learn.

So how do the teenagers feel after their experience at Jamie's Farm? One girl expresses her intentions: 'When I go home, I'm going to change my attitude ... I'm just going to try and grow up a bit more'.

<sup>6</sup>..... I'll stop and think before I act – I won't just say something that will cause an argument. I've learnt to calm down and be more aware of what I'm about to do,' she claims. And one final comment sums up the whole experience: 'You can't be aggressive to a sheep.'



**“When I go home, I’m going to change my attitude ... I’m just going to try and grow up a bit more.”**



## GRAMMAR

1 Read the grammar box and match the examples (1–8) with the rules (A–H).

- 1 I'll stop and think before I act – I **won't** just say something that will cause an argument.
- 2 I've learnt to calm down and be more aware of what I'm **about to do**.
- 3 A third group **are going to dig** the vegetable plot.
- 4 They **will all be eating** together at lunchtime.
- 5 There **will be** organic produce from the farm.
- 6 Their next break **is** for lunch at 1 p.m.
- 7 What **are** they **having** for lunch?
- 8 **When I go** home, I'm going to change my attitude.

### explore grammar

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#### future forms

**A present continuous** for arranged future events

**B going to** for future plans and intentions

**C will** for predictions, quick decisions, promises, offers and warnings

**D will** for certainty

**E present simple** for timetabled and scheduled events

**F future continuous** for an action that will be in progress at or around a specific time in the future

**G future time clauses** (+ present tense with future meaning) with *after*, *as soon as*, *before*, *by the time*, *in two days' time*, *until*, *when*, *while*

**H phrases for talking about the future:** *be about to*, *be due to*, *be likely/unlikely to*

- 2 What are your plans for the weekend? Work in pairs and talk about one thing you're going to do and one thing you hope won't happen.

- 3 3.1 Listen to a conversation. What plans has the boy got for the evening? What is the girl going to do?

- 4 3.2 Listen again and complete the sentences with the future forms in brackets.

- 1 The boy ..... (do) his homework all evening.
- 2 The girl ..... (watch) a TV programme.
- 3 The girl ..... (start) making a pizza.

- 5 Choose the correct words to complete the sentences.

- 1 I'm going / I go for a picnic with some friends tomorrow.
- 2 I'll be picking / I will pick strawberries all day Saturday.
- 3 In two days' time / After two days, my cousins will be arriving.
- 4 It is / will be very hot tomorrow, so don't forget your sunscreen!
- 5 As soon as night falls / will fall, the animals come out of their holes.
- 6 We were likely to / about to leave the house when it suddenly started to rain.

- 6 3.3 Listen to three people talking about an organisation called Edible Playgrounds. Who is speaking each time: a student, a representative from the organisation or a teacher?

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

- 7 3.4 Complete the sentences with these words. Then listen again and check your answers.

about are be definitely going probably until won't

- 1 The people from Edible Playgrounds are ..... to arrive.
- 2 We can't really start digging ..... they get here.
- 3 It will ..... make a huge difference to our school to have a garden.
- 4 They're ..... to show us how to grow vegetables at school.
- 5 I ..... won't want to eat them anyway.
- 6 Maybe in a few months' time, I'll ..... enjoying a plate of pasta with tomato sauce.
- 7 We ..... visiting another one tomorrow.
- 8 We warn the students that they ..... be ready for a few weeks.

### Speak up


- 8 Work in pairs and plan a wildlife/nature trip. Discuss suitable times for the trip and what you think will or won't happen, using suitable future forms.





# VOCABULARY

## food and transport

 3.5 Work in pairs and do the quiz. Listen and check your answers.

### Quiz

- 1 A country ..... food and other products when it receives them from other countries.  
A imports      B exports      C customs
- 2 Which of the following is a type of crop?  
A steak      B wheat      C bread
- 3 A consumer is a person who  
A buys food and other products.  
B makes food and other products.  
C sells food and other products.
- 4 If you eat cheese but not meat, your diet is called  
A vegetarian.      B organic.      C vegan.
- 5 The ..... is the time of year when farmers cut the corn or pick all the fruit.  
A season      B harvest      C calendar
- 6 What is coffee made from?  
A beans      B leaves      C seeds


2 Read vocabulary box 1. Then complete the sentences using the correct form of phrases from the box.

- 1 I think you've made a mistake. Your answer here doesn't .....
- 2 There are no eggs left, so we'll just have to ..... pasta.
- 3 I'm going to ..... for the environment by cleaning the beach.
- 4 Could you ..... chocolate if you had to? I couldn't!
- 5 ..... you put the food in the fridge overnight or it will go bad.


### explore vocabulary 1

#### phrases with *make* and *do*

There are lots of useful phrases with the verbs *make* and *do*.  
I couldn't **do without** eating bread every day.  
It **makes sense** to conserve our water as much as possible.  
**Make sure** you don't forget to take your project to school!  
I'm **doing my bit** by making cards to raise money for the charity.


 I can't have a dog or a cat, so I'll have to **make do with** a hamster.

3 Write three sentences about yourself, using phrases from vocabulary box 1. Work in pairs and share your ideas.

 4 Read the text about food quickly. What are 'food miles'?

### Long-distance travellers?

Did you know that food flies? The international food trade is **'increasing / gaining'** more rapidly than food **'construction / production'** itself. Does this **'make / have'** sense? we might ask. The fact is that **'consumers / users'** nowadays want a variety of food to be **'available / ready'** all year round. Not only that, most of our food is **'exchanged / transported'** by plane, since other forms of transport aren't fast enough. We may not realise that things like coffee, tea, oranges and bananas travel thousands of miles to get to their destination. We often don't realise how much food our own country **'sells / imports'** from other countries. Locally produced food is fresher, tastier and doesn't create so many 'food miles'. Let's 'eat local' as much as we can, although it's not necessary to **'eat / do'** without coffee or bananas! Just purchasing food that is in **'season / market'** will be a good start!

 5 Read the text again and choose the correct words to complete it.


### explore vocabulary 2

#### identical verbs and nouns

Some verbs and nouns are spelt in exactly the same way but are pronounced differently.

PREsent (noun) and presENT (verb)


PERmit (noun) and perMIT (verb)

 6 3.6 Read vocabulary box 2 and look at these words. In which words does the stress move? Mark the syllable where you think the stress is. Listen and check your answers.

**Verbs:** answer, comment, increase, produce, purchase, transport, travel

**Nouns:** answer, comment, increase, produce, purchase, transport, travel

### Speak up

 7 Discuss which fruit and vegetables are grown a) mainly in the summer b) mainly in the winter c) all year round.

### game ON

#### fruit and veg memory game

Take it in turns to say first a fruit, and then the next person, a vegetable. Continue round the class.

I went to the market and I bought some ... apples.



### 3 The world around us

## LISTENING

### Power up

1 Work in pairs and discuss the questions.

- 1 What environmental problems are important to you?
- 2 Which ones do you think young people are most concerned about?
- 3 What can young people do to try and help with these problems?

2 Work in pairs. What do you think the words in bold mean?

- 1 Researching your family's **roots** can be very interesting.
- 2 The **conference** was attended by all the most important people in the tech industry.
- 3 **Ignoring** something important won't make it go away.
- 4 The workers **protested** against the changes by holding a six-week **strike**.
- 5 The government is considering **banning** the use of **pesticides**.
- 6 I don't have the **courage** to give a speech to a large audience.

### Listen up

3 3.7 You will hear a student talking to her class about a young environmentalist that she has studied, Xiuhtezcatl Martinez. Listen and answer the questions.

- 1 What job does he do?
- 2 Where does he live?
- 3 What important campaign did he win?

4 3.8 Read the exam tip and complete the task.

#### exam tip: sentence completion

In this task you will hear the exact word or words that you need to write, although you will not hear them used in exactly the same sentence as you see written. Usually, only one or two words are needed.

Read the first sentence in Ex 5 and listen to part of the recording again. Which word is missing from the first gapped sentence?

5 3.9 Listen again and complete the sentences (2–10) with a word or short phrase.

## SPEAKING UP FOR NATURE

Abby was impressed by the fact that Xiuhtezcatl knows several  
1 ..... very well.

Abby admired Xiuhtezcatl for making a 2 ..... in front of a large group of people when he was six.

According to Abby, Xiuhtezcatl thinks of the natural world as a  
3 ..... that we are given.

Abby feels that young people of her 4 ..... need someone like Xiuhtezcatl to speak for them.

Abby was amused by what Xiuhtezcatl's younger brother did to protest against the 5 ..... and their lack of action.

Abby wasn't aware of the fact that Xiuhtezcatl's 6 ..... sang with him.

The subject of Xiuhtezcatl's songs are the 7 ..... he thinks are important for our times.

Another example of how Xiuhtezcatl gets things done is when he stopped the use of pesticides in the 8 ..... in his neighbourhood.

Abby was amazed that Xiuhtezcatl did not depend on 9 ..... during his talk.

Abby uses the word 10 ..... to describe how she feels about Xiuhtezcatl.

### Speak up

6 Have a class debate on the following topic. Follow the steps below.

Which is the most powerful way to get a message across to young people about important world issues: music or social media?

- 1 Get into two teams and plan your arguments for one of the two sides.
- 2 Select one or two speakers for each side.
- 3 Have a class vote after each side has spoken.





# USE OF ENGLISH 1

Read the grammar box. Choose the correct words in the sentences (1–4).

- 1 We had **such a** / **a so** dry summer last year, the flowers died!
- 2 Cities would be **such** / **so** nice places to live if they were greener.
- 3 There weren't **such a lot** / **enough** bins for rubbish.
- 4 The island was **so** / **too** far away to see the penguins clearly.

## explore grammar

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### so, such, too, enough

**A** so + adj/adv (+ that)

He was **so passionate** about it **that** he was able to speak out.

**B** such (a/an) (+ adj) + noun (+ that)

That was **such a difficult thing** for him to do.

**C** other common phrases: *so much/so many/such a lot of* + noun (+ that)

It's **incredible** to have **such a lot of confidence** at that age!

**D** too + adj/adv (+ to-infinitive)

They were **too important** to ignore.

**E** other common phrases: *too much/too many* + noun (+ to-infinitive)

Sometimes it requires **too much effort** to make a change.

**F** (not +) adj/adv + enough (+ to-infinitive)

Most kids are **not interested enough** to make a difference.

**G** (not) + enough (+ adj) + noun (+ to-infinitive/that + clause)

He was so fed up with people **not taking enough action** that he decided to go on strike.

2 Complete the conversation with these words or phrases. There are two you do not need.

enough so so many so much such a lot such an too

**A:** How about starting a campaign to get cycle paths in our town? There's <sup>1</sup> ..... traffic it's impossible to ride my bike to school!

**B:** Yeah, I know. But I don't think there'd be <sup>2</sup> ..... interest.

**A:** OK, but I our parents waste <sup>3</sup> ..... of time in the mornings taking us to school. I'm sure they'd be glad if we went by bike.

**B:** Hang on a minute. Can we have a reality check here? What about those cold, dark mornings when your hands are <sup>4</sup> ..... frozen to hold the handlebars? If you campaign for this, you might be <sup>5</sup> ..... unpopular that none of the students will talk to you!

**A:** OK. How about campaigning for a pool at school instead?

**B:** Now you're talking!

3 Read the exam tip and complete the task.

### exam tip: open cloze

Read the text through quickly before you try to think of the missing word. Make sure the word fits the whole sentence, not just the gap itself.

Look at gap 1 in Ex 4. What type of word comes after the gap? Do you think the answer is *so* or *such*? *Too* or *enough*? Think about the grammar rules that you have learnt.

4 e Complete the article with one word in each gap.

## Good news!

Ayaan lives in a small village in Somalia, a country that often suffers from a lack of rainfall. The village is <sup>1</sup> ..... high up on a hill that they have no water supply. Three times a day, the girls and women carry water from the river on their heads or backs, sometimes in twenty-kilo containers! 'It takes up <sup>2</sup> ..... a big part of the day that I had to leave school when I was eight,' Ayaan explains. 'My mother had too <sup>3</sup> ..... work to do and she needed help.'

Unfortunately, the dirty river water causes so <sup>4</sup> ..... diseases that there are often <sup>5</sup> ..... enough medicines for those in need.

However, help is in sight. A charity is <sup>6</sup> ..... to build a water pump that will bring clean water from a well to the village. 'This <sup>7</sup> ..... next year, I'll possibly <sup>8</sup> ..... drinking water from a tap in my village – it will be like a dream come true!'

## Speak up

5 Work in pairs and discuss these problems. Can you think of any possible solutions?

- 1 There is too much traffic in your town or city centre.
- 2 Young people aren't involved in improving the place where you live.



'Music can change the world because it can change people.' (Bono, musician) Do you agree?



## USE OF ENGLISH 2

- 1 Can you think of an animal species that is endangered? How would it affect the environment if those animals disappeared?
- 2 You are going to listen to a conversation about wolves. Work in pairs and answer the questions.
  - 1 Where do wolves live?
  - 2 Are they endangered? Why?
  - 3 Do wolves live on their own or in groups?
- 3 3.10 Listen to the conversation and check your answers to Ex 2.
- 4 3.11 Read the vocabulary box. Listen to the conversation again and listen for the phrasal verbs in the box.

### explore vocabulary

#### phrasal verbs

Phrasal verbs consist of a verb and one or two particles.

chop down, clean up, cut down, die out,  
get (a message) across, kill off, throw away

A huge number of plastic bags are thrown away each year.

All of these verbs take an object except for one. Which is it?

- 5 Choose the correct phrasal verb to complete the sentences. Do you think the information is True (T) or False (F)?
  - 1 Trees are **thrown away** / **chopped down** to make space for cattle. ....
  - 2 Wolves have **killed off** / **cleaned up** the brown bear. ....
  - 3 In some cities ducks have footpaths or duck lanes. This **gets the message across** / **throws away the message** that they need protecting. ....
  - 4 It's possible that elephants will **kill off** / **die out** in the wild. ....
  - 5 We need to **throw away** / **clean up** plastic from the oceans. ....
- 6 Quickly read the article about wolves leaving Yellowstone Park. Work in pairs and describe what happened when the wolves returned.
- 7 Read the exam tip and complete the task.

### exam tip: multiple-choice cloze

When you look at the options, think about a) meaning, b) context and c) words that go together.

Look at question 1 in Ex 8. Can you immediately delete any of the options because of their meaning in the sentence? In the context of the whole sentence (possibility in the past), which others can you delete? Which words go with 'highly'? Choose your answer.

- 8 e Read the article and decide which answer (A, B, C or D) best fits each gap.



## THE RETURN OF THE WOLVES

By the 1930s, there were no more wolves in Yellowstone National Park. It seemed highly <sup>1</sup> ..... that they would ever come back. After they disappeared, animals such as the elk (a type of deer) moved around less and ate all their favourite plants and trees. Because of this the number of beavers, whose <sup>2</sup> ..... habitat is the river, were hungry and they nearly <sup>3</sup> .....

However, since 1995 when the grey wolf was brought back to the park, there have been many positive <sup>4</sup> ..... Firstly, the wolves started hunting the elks, so plants started to grow again, songbirds returned and the number of beavers increased <sup>5</sup> .....

This experiment was a <sup>6</sup> ..... success and a number of scientists are currently getting that message <sup>7</sup> ..... to the public. <sup>8</sup> ..... the grey wolf is not an endangered species everywhere, it will definitely have a safe home in the park – and the ecosystem of the park will remain healthy!

- |              |              |              |              |
|--------------|--------------|--------------|--------------|
| 1 A strange  | B unsure     | C unlikely   | D doubtful   |
| 2 A ordinary | B natural    | C physical   | D usual      |
| 3 A used up  | B killed off | C cleaned up | D died out   |
| 4 A results  | B aims       | C goals      | D conditions |
| 5 A widely   | B rapidly    | C largely    | D unusually  |
| 6 A main     | B chief      | C large      | D huge       |
| 7 A around   | B in         | C across     | D on         |
| 8 A Although | B However    | C Since      | D Because    |

### Speak up

- 9 If you could only save one of these endangered animals, which would you choose and why? Is there one that it is more important to save than the others? Work in pairs and share your ideas.

crocodile dolphin elephant giant tortoise rhino sloth whale




# SPEAKING

## Power up

- 1 Have you ever done any volunteering work to help the environment? Which would you prefer to do: help to protect wildlife or help to clear rubbish from local areas?
- 2 Read the task about organising eco-friendly activities. Match the activities in the task with the possible answers (A–J).



- A realising how much litter people throw away
- B understanding how older animals are dependent on us for their care
- C recognising the importance of protecting wild species
- D learning about the consequences of keeping creatures in cages
- E thinking about the importance of not using pesticides
- F improving knowledge of a less well-known species
- G reducing the amount of plastic that is used
- H considering the importance of freedom for animals
- I experiencing the hard work involved in manual labour
- J discovering the time and effort needed to care for animals


- 3  3.12 Listen to two students discussing the task. Which of the ideas from Ex 2 do they mention?

### useful language: expressing agreement

Yes, that's what I think/that's true.  
You're right there.  
I think that would be fantastic/really interesting!  
Everyone would be really keen on that.

### expressing preference

I think that X and Y would be really good because ...  
Well, I'd be most interested in ...  
I would definitely choose ...  
It would be much better to ...  
I think students would prefer ...

- 4  3.13 Read the useful language and listen again. Which phrases do the speakers use?

## Speak up

- 5 Read the exam tip and complete the task.



### exam tip: collaborative task

→ p166

This is a two-way discussion, so remember to agree/disagree with your partner before you make your own points.

Read this statement. Then put the three sentences below in the correct order as a response to the statement.

**Cleaning up the beaches would be a useful thing to do.**

Not everyone enjoys clearing up rubbish.

What do you think?

That's true although some people might prefer to go fruit-picking.

- 6 **e** Work in pairs and discuss the question in the task in Ex 2. Use the ideas (A–J) to help you and add any other ideas of your own.
- 7 Now discuss which two activities you think students would find most interesting. Give reasons for your answers. Use phrases from the useful language in your discussion.
- 8 **e** Work in pairs. Turn to page 173 and follow the instructions.

## Speaking extra

- 9 Work in groups and discuss the questions.
  - 1 Is there any pollution in the area where you live? Is the situation getting worse or better?
  - 2 How important is it to feel a connection with nature and the world we live in? Give reasons for your answers.

### game on

Work in pairs. You are going to organise an event for people your age to get involved in local issues. Make some notes about what you will do and why it is important. Share with the class and try to convince everyone about your idea, using phrases from the useful language. Vote for the best idea.



### 3 The world around us

## WRITING

### Power up

- 1 Look at the photo which shows a kind of hotel. What is the purpose of the hotel?

### Plan on

- 2 Match the problems (1–4) with the possible solutions (A–D).

#### Problems

- 1 It's going to be difficult to grow enough food for everyone.
- 2 Some animals and insects are in danger of dying out.
- 3 We may run out of affordable oil as a source of energy.
- 4 More people in the world will produce more rubbish.

#### Solutions

- A We could create a wildlife garden at home or at school, and make bug hotels.
- B Everything will be recycled and re-used so there won't be so much waste.
- C We can share gardens and produce, and also eat only seasonal vegetables.
- D We can use solar power and wind energy instead of traditional sources of energy.

- 3 Read the advert for an article. Make notes about some points that you could include.

## Articles wanted

We're looking for articles that give some positive advice on how to help the environment.

What ideas have you heard about and what are you hoping to do yourself to get involved? How could you do something to help?

We will publish the best articles in our next issue.



- 4 Read the article about bugs quickly. What ideas does the writer mention?

### Bugs and other interesting things

Are you a bug lover or a lover of nature generally? Well, then perhaps it's time to consider how you can help.

I've heard about some great ideas that are simple to do. For example, in order to protect the insect life in our gardens, we can make a bug hotel. Doesn't that sound fun? One school in Montreal did this and the pictures on their blog are really cool. All you need are some sticks and stones and to build them up into a small house. Then bugs will make it their home!

I've also read about some brilliant environmental organisations. Why don't you start a small group at your school? Maybe part of your school playground could become a garden or a wildlife area so that everyone can have hands-on experience of looking after animals or growing vegetables.

I really care about not using plastic packaging and not wasting water. So I'm not going to accept plastic bags in shops and I won't leave the taps running!

So, in a few words, we should look after nature and use it wisely, not destroy it.



- 5 An article needs to interest the reader. Read these ideas and then the article again. Can you find examples of these points in the article?

An article can include some of the following:

- a personal opinion
- anecdotes (real-life stories about the subject)
- suggestions or advice to the reader
- a personal experience of the subject, giving examples
- direct reference to the reader, e.g. *you*
- an interesting title
- rhetorical questions (using a question instead of a statement) to interest the reader

- 6 Read the language box. Find some examples of this language in the article in Ex 4.

## explore language

### purpose clauses

These are useful for talking about actions and their purpose in the present or future:

*in order to/so as to + infinitive*

*so that + can/will*

If the actions were in the past, we use: *so that + could/would*

Also, for purpose generally, we can use: *for + -ing*

- 7 Complete the sentences with phrases from the language box.

- 1 Environmental organisations must work harder ..... people all over the world can have access to clean water.
- 2 Trees are very important ..... keeping the atmosphere clean, so we need to protect our forests and not cut them all down.
- 3 The aim is to protect animals and sea creatures from hunting or over-fishing ..... enjoy them in the future.
- 4 A new wildlife centre was opened ..... seabirds could nest there in safety.
- 5 A lot of people are planting flowers in public spaces ..... make them look nicer.

## Write on

- 8 Read the exam tip and complete the task.

### exam tip: article

→ p171

Paragraphs are important because they make your writing clear and easy to read. Start each new paragraph with a topic sentence. This tells your reader the main idea of that paragraph.

Find the topic sentences in the article in Ex 4. Do they introduce the topic of the paragraph?

- 9 Read the advert below and plan your article. Use the checklist in Ex 5 to help you.

## Articles wanted

We're looking for articles that will give some advice about how to get more young people interested in the environment.

What topics would they be interested to learn more about?

How could young people get involved to actively help the environment?

We will publish the best articles in our next issue.

- 10 e Write your article in 140–190 words.

## Improve it

- 11 Swap your article with a partner. Ask them to read it and see how many points from Ex 5 you have included, as well as words or phrases from the language box. Also ask them if they found it interesting!
- 12 Read your article through again and make corrections if you need to.







# INDEPENDENT LEARNING

## Skill assessment

- 1 Think about these different areas of language learning. Put 1–3 ticks next to each skill area, according to how you see your level at the moment (✓✓✓ being the highest and ✓ being the lowest).

Vocabulary .....  
 Grammar .....  
 Listening .....  
 Speaking .....  
 Reading .....  
 Writing .....

- 2 Work in pairs and compare your results. For any skill areas that have only one tick, discuss how improvements can be made and make a list for each skill.

### Vocabulary:

- Read more in English.
- Watch films and videos in English.
- Use a dictionary regularly to check spelling and other forms of the word.

- 3 Look back at Units 1–3. Choose one exercise that you liked for each skill area and see how much you can remember. Test each other on your favourite exercises!

- 4 Work in pairs and make a list of things you can do to help you improve in each skill area.

- Learn the vocabulary of the previous units.
- Revise and understand the grammar.
- Practise speaking with a friend or relative.
- Listen to a video in English.
- Write an email in English.

- 5 Set yourself goals for improving in two areas where you had fewer than three ticks.

1 .....  
.....  
.....  
.....  
.....

2 .....  
.....  
.....  
.....  
.....

## Reindeer girls

- 1 Work in pairs. Think of the main reasons why animals might migrate at different times of the year. Give examples.

- 2 Watch the clip. Why do the reindeer migrate?

- 3 Watch again and answer the questions.

- 1 Do Sami people live in tents?
- 2 What do Elle and her family wear to keep warm on the migration?
- 3 What do the reindeer do during the summer on the island?
- 4 How do the reindeer travel to and back from the island?
- 5 According to the video, what decision will Elle have to make about her future?

## Project

- 4 Research outdoor jobs where people help animals, small communities or the environment. Choose a job you would like to create an advert for.

- 1 List the skills needed for the job and what kind of person you are looking for. What kind of job is it?
  - Is it a physical job?
  - Is it working with animals?
  - What skills or experience do you need?
  - Why is it a good job?
- 2 Plan your advert. (e.g. what information to include, what it looks like, where the advert will be shown)
- 3 Create your advert.
- 4 Present your advert to the class.
- 5 Vote on the jobs the class would prefer to do.



# UNIT CHECK

## Wordlist



### Food and transport

available (*adj*)  
beans (*n*)  
consumer (*n*)  
crop (*n*)  
export (*v, n*)  
harvest (*n*)  
import (*v, n*)  
increase (*v*)  
produce (*n*)  
production (*n*)  
purchase (*v*)  
season (*n*)  
steak (*n*)  
transport (*v, n*)  
vegetarian (*adj, n*)  
wheat (*n*)

### Phrases with *make and do*

do my bit  
do without  
make do with  
make sense  
make sure

### Phrasal verbs

chop down  
clean up  
cut down  
die out  
get (a message) across  
kill off  
throw away

### Environment

ban (*v*)  
climate change (*phr*)  
endangered species (*phr*)

impact (*n*)  
litter (*n*)  
manual labour (*phr*)  
natural resources (*phr*)  
packaging (*n*)  
pesticide (*n*)  
rainfall (*n*)  
rainwater (*n*)  
recycle (*v*)  
solar (*adj*)

### Other

affordable (*adj*)  
ban (*v*)  
chop (*v*)  
comment (*n*)  
conference (*n*)  
courage (*n*)

generation (*n*)  
gift (*n*)  
ignore (*v*)  
protest (*v*)  
roots (*n*)  
significant (*adj*)  
speech (*n*)  
strike (*n*)  
travel (*v*)  
unusual (*adj*)  
world leader (*n*)

### Extra

affordable (*adj*)  
aggressive (*adj*)  
authority (*n*)  
consume (*v*)  
hands-on experience (*phr*)  
intention (*n*)  
organic (*adj*)

## Practice

### 1 Choose the correct answer A, B or C.

- Vegetarians don't normally eat .....  
A potatoes      B pasta      C steak
- All businesses try to make their products popular with .....  
A producers      B consumers      C factories
- They have grown these organic carrots without the use of .....  
A wind turbines      B beans      C pesticides
- The continuous rain meant that the ..... were completely ruined.  
A crops      B forests      C deserts
- Are you going to the youth ..... on environmental issues?  
A conservation      B conference      C strike

### 2 3.14 Listen to young people talking about environmental topics. Choose two-word collocations from the *Environment*, *Other* and *Extra* sections of the wordlist to describe what they are talking about.

- .....
- .....
- .....
- .....
- .....

### 3 3.15 Listen again and check your answers.

### 4 Complete the sentences with the correct form of a verb from the *Phrases with make and do* and *Phrasal verbs* sections of the wordlist.

- I'd really like to ..... to help the environment in some way.
- Can you ..... that you turn off all the lights when you leave the house?
- I've heard that a lot of big animals will ..... if we don't protect their habitats.
- Countries generally should not be allowed to ..... any more forests.
- We can all ..... luxuries but a supply of clean water is essential.
- We should recycle plastic more. Most people just ..... after they use it.
- Perhaps if we ..... what we have and didn't just buy more stuff all the time, we would all help a bit more.
- We should start a campaign to ..... to more people about getting involved.




# UNIT CHECK

## Review

1 Choose the correct answers to complete the sentences.

- 1 This time tomorrow, I'll **be watching** / I'll **watch** the seabirds on Puffin Island!
- 2 I **am telling** / I'll **tell** you what the trip was like when I see you.
- 3 What are you **saying** / **going to say** to Mike when you see him this evening?
- 4 Sean **is helping** / **helps** to build an eco-friendly house during the holidays.
- 5 As soon as the weather **will get** / **gets** better, I'll start work in the garden.
- 6 Lizzie **is going to be** / **will be** home by now. Let's go and see the photos of her trip!

2  3.16 Listen to a girl talking about her plans for the holidays and answer the questions.

- 1 When are the school holidays?
- 2 What will Valentina be doing?
- 3 Who is going with her?
- 4 What is she going to do while she's there?

3 Rewrite the sentences using 'so', 'such', '(not) enough' or 'too'.

- 1 The sea was very clean and they could see lots of fish.  
The sea was ..... they could see lots of fish.
- 2 It was very hot and we just lay on the beach and went swimming.  
It was ..... that we just lay on the beach and went swimming.
- 3 It rained a lot last week and the garden became a lake!  
We had ..... last week that the garden became a lake!
- 4 There were lots of people in the city and only a few parks to walk in.  
There ..... in the city for people to walk in.
- 5 Our bags were very heavy and we couldn't carry them far.  
Our bags were ..... carry them far.
- 6 The mice ran very fast and we couldn't catch them.  
The mice ran ..... to catch them.
- 7 It was impossible to enjoy the city because of the pollution.  
There was ..... pollution in the city that it was impossible to enjoy it.
- 8 The clothes I had packed wouldn't fit in my suitcase!  
I had packed ..... fit in my suitcase!

4 Complete the text with one word in each gap.

I come from Northern Turkey which is still a natural habitat for a number of wild animals such as lynx, wolves and wild bears. I've <sup>1</sup> ..... worried about the wild bears because they're an endangered species, but I've just been doing a project about a new 'wildlife corridor' in the region. <sup>2</sup> ..... is a protected area of forest land, about eighty-two kilometres long, <sup>3</sup> ..... the bears can move around freely and safely. A research team is going <sup>4</sup> ..... attach webcams ('crittercams') to collars round the animals' necks so they can check how the bears use the corridor. Then, as <sup>5</sup> ..... as the bears <sup>6</sup> ..... back in the forest, the camera <sup>7</sup> ..... show them the bears' movements. It's such <sup>8</sup> ..... cool way to see life from their point of view, isn't it?

5 Write a short blog post about your plans for the holidays or the weekend. Use as many different types of future tenses as you can.





“

You don't  
**find**  
happiness;  
you have to  
**make** it.

”



Look at the photo and read the quote. Then discuss the questions.

- 1 What do you think the quote means?
- 2 What, in your opinion, are the ingredients for a happy life?
- 3 To what extent do you think happiness is the result of good luck?



4

## Make it happen

### READING

topic: teenage athletes in Jamaica

skill: identifying key words

task: multiple choice

### GRAMMAR

modal verbs 1

modal verbs 2

### VOCABULARY

relationships

adjectives + prepositions

word formation: adjectives

### LISTENING

topic: making up your mind

skill: rewording questions

task: multiple matching

### USE OF ENGLISH

key word transformation

word formation

### SPEAKING

topic: doing something together

skill: expressing opinions

task: discussion

### WRITING

topic: happiness and satisfaction

skill: contrasting and summarising

task: essay

### SWITCH ON

video: my 'year 12' life

project: create a vlog post



## 4 Make it happen

# READING

## Power up

- 1 Can you think of a person who inspires you to work hard and achieve something? What do you admire about that person?

## Read on

- 2 Read the article quickly and look for this information.

Find the name of a teenage athlete who:

- 1 has already had international success.
- 2 has had problems with injuries.
- 3 is interested in education as well as sport.

- 3 Read the exam tip and complete the task.

### exam tip: multiple choice

Don't worry if you find the questions challenging. First find the key words in each question. Look for similar ideas in the text. Then read the options A-D and choose the best one.

Read question 1 in Ex 4. What are the key words? Now read paragraph 1 in the text and find information about competitors. Which option A-D gives the same information?

- 4 e Read the article again and choose the correct answer, A, B, C or D.

- 1 What does it say in the first paragraph about the competitors at Champs?
  - A They are members of athletics teams from around the world.
  - B They think that doing well in their sport can help their families.
  - C Some of them have won Olympic medals.
  - D They win a lot of international running races.
- 2 Competitors who want to succeed at Champs
  - A have less school work than other students.
  - B have to train until very late at night.
  - C have to work very hard.
  - D are advised to eat fewer calories.
- 3 What has happened to Alesha Kelly this year?
  - A She has moved to one school, and then to another.
  - B She has been offered a place at a university abroad.
  - C She has had to travel a long way to school every day.
  - D She has missed her friends and family.

- 4 What does 'scouts' mean in line 36?
  - A People whose job is to find people with particular skills.
  - B People whose job is to organise sports competitions.
  - C People whose job is to train top athletes.
  - D People who want a particular team or individual to win.
- 5 Why is Okhalia Buchanon disappointed at the moment?
  - A She has not been chosen for Champs this year.
  - B She has not had a chance to race in Champs yet.
  - C She has not been as successful recently as she was in the past.
  - D She has not shown her speed in races yet.
- 6 Christopher Taylor's school wants him to
  - A run his fastest ever time at Champs.
  - B help them to win Champs for the first time.
  - C become the world's fastest runner in his age group.
  - D do well in four different competitions at Champs.

- 5 Match the words from the text (1-10) with their meanings (A-J). Which words can you think of an opposite for?

- |                        |                       |
|------------------------|-----------------------|
| 1 packed (intro)       | 6 optimistic (para 4) |
| 2 intense (para 1)     | 7 honour (para 5)     |
| 3 sprint (para 1)      | 8 conserve (para 5)   |
| 4 stick to (para 2)    | 9 stands (para 6)     |
| 5 scholarship (para 3) | 10 stretcher (para 6) |

- A extreme
- B continue with
- C rows of seats in a stadium
- D save for the future
- E money to pay for someone's education
- F something that you take pride in
- G believing that good things will happen in the future
- H short, fast running race
- I bed used to carry injured people
- J full of people

## Sum up

- 6 Work in groups and answer the questions.

- 1 What makes Champs special?
- 2 What has each of the teenagers in the text achieved in the past?
- 3 What do they hope to achieve at Champs?

## Speak up

- 7 Is it better to achieve things as a team or as an individual? Why?

I think it's better to do sports as a team because you learn to work together.



# CHAMPS



This week, the National Stadium in Kingston, Jamaica, will be packed with 35,000 screaming fans. Of course, fans needn't be there in person. Twenty times that number will be watching at home on live TV. The event? Not a pop concert or an international football match, but Champs – the country's annual high school athletics championship.

Only athletes aged ten to nineteen may enter Champs, but this five-day event is the biggest athletics contest in Jamaica, and unlike anything else in the world. Lots of the older competitors would be fast enough to qualify for the national teams in most countries, so competition is intense. And the athletes have a lot to compete for. They have grown up in the era of Jamaican role models like Usain Bolt and Elaine Thompson, whose speed on the track has earned them millions of dollars as well as Olympic gold medals. Their country of less than three million people has absolutely dominated international sprint events in the last few years, and teenagers see athletics as a way to build a better life for themselves and their families.

Those who want to do well have got to be extremely committed. They can't stay out late in the evening, and they must stick to a healthy but high-calorie diet. Several hours of training on top of school work every day is an exhausting routine.

Eighteen-year-old Alesha Kelly has changed school twice in the last two years to improve her chances of success. Her new school, St Jago's, is two hours from the village where she grew up, and she lives as a lodger near the school, far away from friends and family. She has had some lonely moments, but she feels sure that it will all be worth it. Her aim for Champs? To win, of course, but also to be offered a scholarship to a U.S. university by one of the many athletics scouts in the crowd who are looking for talent. Can sporting success be her passport to a university education?

One of her rivals, Okhalia Buchanan, has already tasted victory at Champs. When she was fourteen, she won the 400 metres in a time that put her eighth in the world for her age group. She and her mother started to dream of a great future, but they now

feel that they shouldn't have been so optimistic. Since then, Okhalia has had to cope with painful injuries, and she wasn't able to compete in the last two Champs. This year's Champs is her chance to prove what she's capable of. Can she earn her opponents' respect, and make the national team selectors sit up and take notice?

Unlike Okhalia, Christopher Taylor doesn't have to attract the attention of selectors, because he's already a star of the national team. Last year he won a gold medal in the World Youth Championships, becoming the fastest fifteen-year-old in 400-metre history. Many experts believe he has a real chance of glory at the next Olympic Games, but at Champs, he's running for the glory of his school, Calabar High, which has won the competition for the last four years. 'Will you run for us in four events?' his coach has asked him – a great honour, as competitors aren't permitted to enter more than four events. Although he ought to feel proud of that, it'll be tiring so he'll have to conserve energy. The aim will be to win every event, not to break world records. At Champs, it's the team, not the time, that counts.

Tomorrow, school flags will decorate the stands of the stadium in a rainbow of colours, and the prime minister himself will be there to watch. Who will win glory for their school and a better future for themselves and their family? Who will be carried off on a stretcher after pushing their body too hard? We'd better not make any predictions. At Champs, you never quite know.

Those who want to do well have got to be extremely committed.

line 36



## 4 Make it happen

# GRAMMAR

**Read the grammar box. Match the sentences (1–8) with the uses (A–H).**

- 1 Would you help to carry this box, please?
- 2 I shouldn't have run in the race.
- 3 I couldn't sing very well when I was younger.
- 4 Can I go to a party tonight?
- 5 I need to be at training by eight o'clock.
- 6 We haven't got to do any homework today.
- 7 You shouldn't worry about the test.
- 8 My parents said I couldn't join the band.

### explore grammar

→ p150

#### modal verbs 1

- A ability: can/can't, could/couldn't, be able to**  
*Can she earn her opponents' respect?*  
*She **wasn't able to** compete in the last Champs.*
- B permission: may, can, be allowed/permitted to**  
*Only athletes aged ten to nineteen **may** enter Champs.*
- C prohibition: mustn't, may not, can't, couldn't, not be allowed/permitted to**  
*They **can't** stay out late in the evening.*  
*They **aren't permitted to** enter five events.*
- D obligation: must, have (got) to, need to**  
*They **must** stick to a healthy diet.*  
*They **have got to** be extremely committed.*
- E no obligation: don't have to/haven't got to, don't need to/needn't**  
*He **doesn't have to** attract the attention of selectors.*  
*(NOT He mustn't attract ...)*  
*Fans **needn't be** there.*
- F advice: should/shouldn't, ought (not) to, had better (not)**  
*He **ought to** feel proud of that.*  
*We'd **better not** make any predictions.*
- G regret about the past: shouldn't have**  
*They **shouldn't have** been so optimistic.*
- H requests: will, would**  
*Will you run for us in four events?*

**4.1** Watch or listen to three people talking about things they do outside of school. What activities are they?

**4.2** Watch or listen again and complete the sentences.

- 1 I mean, you have to be a strong swimmer, but you ..... be big and strong.
- 2 I'm ..... rescue people that are much bigger and heavier than me.

- 3 You ..... let the ball touch the back of your stick and the ball ..... touch your foot.
- 4 If you want to start playing, then you ..... join a club.
- 5 I ..... play with both hands, but after hours of practice, now I find it quite easy.
- 6 I forgot my music and I ..... printed it out at home.

**4** Work in pairs. Match the answers from Ex 2 to a use from the grammar box (A–H).

**5** Choose the correct word or phrase to complete the blog post.

### Good vibrations

I was a keen musician at school, until I got an ear problem which got worse and worse. Before long I **1 wasn't permitted to / couldn't** hear anything at all. Deaf people **2 weren't allowed to / shouldn't have** study at the school so I **3 must / had to** leave. I learnt to live without sound, but it really got me down. Then one day my old singing teacher phoned and said, 'You **4 couldn't / mustn't** give up on your music. My friend Jack **5 can / ought** help you. You **6 may / ought to** meet him. With Jack's help, I discovered that I **7 needn't / mustn't** live without music. I found my voice again! I always **8 can / need to** take my shoes off now before I sing, so that I **9'm able to / 'm permitted to** feel the vibrations in the floor. An app on my mobile tells me if I'm singing the right note. Music isn't a sound for me now – it's a feeling.

**6** Complete the sentences with these words and phrases.

able don't need had better may may not permitted  
shouldn't have would

- 1 ..... we have a rest? I'm exhausted!
- 2 Last year I wasn't ..... to sing it, but now it's easy.
- 3 You aren't ..... to kick other players!
- 4 No, you ..... meet Jim now. It's bed time.
- 5 You ..... to buy a guitar. You can use this one.
- 6 I ..... left my homework at home. Oops!
- 7 I ..... not be late for training and annoy everyone.
- 8 ..... you collect the balls, please?

### Speak up

**7** Work in pairs and talk about your school's rules. Should your school keep them all? Or are there rules that it needn't have? Why/Why not? Give reasons.

### game on

Work in small groups. Take it in turns to describe a sport or game for the group to guess. Use modals from the grammar box. You get a point for every correct sentence before someone guesses the answer. If you guess wrongly, you lose a point.

*Kicking the ball isn't permitted.*



# VOCABULARY

## relationships

1 Complete the sentences with these words.

coach community company mate referee rival role model

- 1 I think I can win but my main ..... is good too.
- 2 Cara has been my best ..... forever.
- 3 My tennis ..... has helped me improve.
- 4 She's my ..... I want to sing like her.
- 5 The park is enjoyed by everyone in the .....
- 6 I'm feeling a bit lonely. I'd love some .....
- 7 The ..... always notices when players cheat.

2 Match the phrasal verbs in bold with their meanings (A-F).

- |  |                                 |
|--|---------------------------------|
| 1 Bad test results really <b>get me down</b> , but my friends <b>cheer me up</b> again.                              | A have a good relationship with |
| 2 I know you're annoyed with me, but let's <b>talk it over</b> . I don't want to <b>fall out with</b> you.           | B make me feel happier          |
| 3 I usually <b>get on with</b> mum, but she talks too much. When she wants a chat, I can't <b>get away from</b> her! | C discuss the problem           |
|  | D make me feel depressed        |
|  | E have an argument with         |
|  | F escape                        |

3 4.3 Listen to a girl talking about how to cope with difficult situations. Answer the questions.

- 1 What does she say is sometimes helpful?
- 2 What got her down?
- 3 How did her cousin cheer her up?
- 4 What did she do when she got back home?
- 5 What does she think about her future relationship with her friends?

4 Read the vocabulary box. Then complete the situations (A-D) with the correct preposition.

## explore vocabulary

### adjectives + prepositions

Some adjectives are followed by a particular preposition:

**at:** bad, brilliant, good, hopeless

**about:** anxious, embarrassed, enthusiastic, happy, sad, stressed, worried

**of:** afraid, bored, capable, frightened, proud

**with:** fed up, popular

**on:** keen

**to:** addicted

## What should you do?

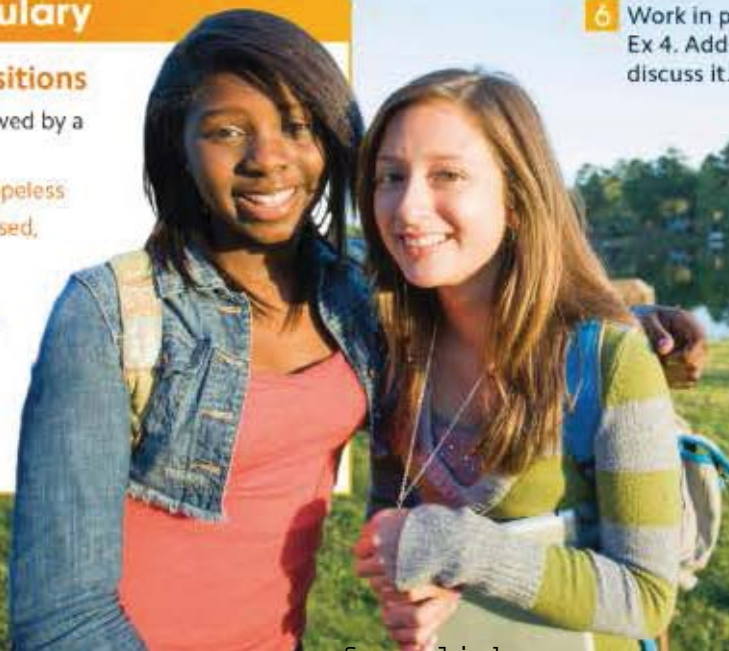
- A Your friend is really proud ..... a recent achievement, but a lot of people are getting really bored ..... hearing about it. Should you advise your friend to stop mentioning it?
- B Your friend is stressed ..... the exams that you both have to do soon. They ask you to help them in a subject that they're hopeless ..... and you're good ..... If you agree, you'll have less time for your own revision. Should you say yes?
- C You've shared a funny photo of your friend online. You're happy ..... all the 'likes' that it's getting, but your friend is really embarrassed ..... the photo. Should you delete it?
- D You're really keen ..... rock climbing and want to do it with friends on your birthday. Most of them are enthusiastic ..... the idea, but your best mate is afraid ..... heights. Should you choose a different birthday activity?

5 Complete the sentences with adjectives from the vocabulary box. Sometimes more than one answer is possible.

- 1 At primary school, I had only one talent: I was ..... at getting into trouble. My parents got so ..... with me!
- 2 I know theme parks are ..... with most people my age, but I hate them. I'm ..... of falling off the rides.
- 3 I think I'm ..... to video games. I'm a bit ..... about how long I spend playing them!
- 4 I know I'm ..... of passing my exams next week, so I don't know why I'm so ..... about them!

## Speak up

6 Work in pairs and discuss the situations in Ex 4. Add one more situation of your own and discuss it.






## 4 Make it happen

# LISTENING

### Power up

- 1 Look at the photo. What is the boy doing? What might he be thinking?
- 2 Do you find it easy or difficult to make important decisions? What are some decisions you might have to make in the next two years, that could really affect your life?
- 3 Work in pairs. Which of these might you do in the situations in Ex 1?
  - 1 write a list of possible choices
  - 2 write a list of pros and cons
  - 3 ask your friends' opinions
  - 4 discuss with your parents
  - 5 ask for advice online



### Listen up

- 4  4.4 Listen to five students talking about making up their mind. Which speaker mentions the situation in the photo? What is he worried about?
- 5 Read the exam tip and complete the task.

#### exam tip: multiple matching

Read through all the statements before you listen. The speakers won't use exactly the same words, so try to think of other ways of expressing the information in each statement.

Look at statement A in Ex 6. How could you reword it without losing the meaning?

-   4.5 Listen again. Match the speakers (1–5) with what they say about making up their mind (A–H). There are three options you do not need.

- |  |                 |
|--|-----------------|
| A I worry about making choices that aren't even really that important.           | Speaker 1 ..... |
| B A small decision that I made had a big effect on my life.                      | Speaker 2 ..... |
| C Decisions never turn out to be as important as I think at the time.            | Speaker 3 ..... |
| D There was an accident because of a bad decision I made.                        | Speaker 4 ..... |
| E I like to discuss my decisions with people who really understand my situation. | Speaker 5 ..... |
| F My friends always help me to make up my mind.                                  |                 |
| G I'm surprised that I have to make this decision.                               |                 |
| H It was the right decision to share my problem with others.                     |                 |

- 7 Which of the statements (A–F) in Ex 6 are true for you? Why?
- 8 Work in pairs. Discuss the meaning of the words and phrases in bold.
  - 1 I'm hopeless when it comes to things that **don't really matter**.
  - 2 I **kept it to myself** for ages, but in the end I decided to tell my parents.
  - 3 I **rushed** back in to get it.
  - 4 Things are **way better** at school now.
  - 5 I could **get homesick**.
  - 6 They wouldn't **leave me alone**.
  - 7 I just got a few **bruises** – nothing serious.
  - 8 They've offered me a place, and I don't know if I should **take it up**.
  - 9 There's always someone out there who's **been through the exact same thing** as you.

### Speak up

- 9 Work in pairs. Think of some silly decisions you've made and tell your partner about them. Try to make your partner laugh.





# USE OF ENGLISH 1

1 Read the the grammar box and then situations 1–3. What would you say in each situation? Which modals (A–D) could you use?

- 1 You heard something about a friend that you don't believe.
- 2 Someone invites you to an event but you're not sure.
- 3 A school trip is coming up and you wonder what it will be like.

## explore grammar

→ p150

### modal verbs 2

A certainty: *must/can't*

My friends **must** get so fed up with me. I'm late for everything.  
It **can't** be very warm in Finland because it's so far north.

B possibility (present and future): *may (not)/might (not)/could*  
It **might** be brilliant. But I **could** get homesick.  
They **may** be lying.

C general statements about the past: *could* (Note: You can't use *couldn't* for generalisations.)  
The teasing was constant. They **could** be so mean.

D predictions: *should (not)*

I **should** be fine in a couple of days.

2 Read the pairs of sentences. Decide which ones have the same meaning (S) or a different meaning (D).

- 1 A The weather may be bad but the party will still be on!  
B The weather is not very good but the party is still on! .....
- 2 A I can hear a car – that must be Maria.  
B I can hear a car – that could be Maria. ....
- 3 A Nobody believes that – I'm sure it isn't true.  
B Nobody believes that – it can't be true. ....

3 Read a student's blog post about an important day in his life. Choose the correct modal verbs to complete it.



I've often thought it <sup>1</sup>**must** / **can** be awful to study a subject you're not interested in, but I never thought it <sup>2</sup>**might** / **should** happen to me! I <sup>3</sup>**may** / **must** not be the world's greatest student but I'm not bad at sciences. So I chose to study them at school. I also thought they <sup>4</sup>**must** / **could** be really useful for my future career. However, after only two weeks, I felt things were all wrong. I was bored! 'Oh no!' I thought, this <sup>5</sup>**can't** / **shouldn't** be true! However, I <sup>6</sup>**couldn't** / **should** ignore my feelings, so I went to see the Director of Studies and explained everything. She said that I <sup>7</sup>**couldn't** / **should** choose different subjects. I felt such a sense of relief! So you see, sometimes it requires courage to change your mind!

4 Read the exam tip and complete the task.

### exam tip: key word transformation

Key word transformation can test your knowledge of grammar, vocabulary and collocations. You must express a particular idea in a different way, without losing any of the meaning.

Look at question 1 in Ex 5. 'It can't be easy ...'. What is the opposite of 'easy'? Will you need it in the answer? Think carefully.

5 e Rewrite the sentences using the word given. Use between two and five words, including the word given.

- 1 It can't be easy to decide what to do.

**MUST**

It ..... to decide what to do.

- 2 Christine couldn't understand her friend's attitude.

**ABLE**

Christine ..... understand her friend's attitude.

- 3 This is probably not the best time to talk about things.

**MIGHT**

This ..... the best time to talk about things.

- 4 I think you'll find the talk really enjoyable.

**SHOULD**

You ..... the talk.

- 5 It's a pity Stella didn't give Mike some better advice.

**HAVE**

Stella ..... Mike some better advice.

- 6 It will be necessary to choose your options soon.

**WILL**

You ..... choose your options soon.

## Speak up

6 Work in pairs to prepare a roleplay. Follow these steps.

- 1 Think of a situation that's causing a problem.
- 2 Decide on your roles, for example, friends, brother and sister, parent and child.
- 3 One person needs to give advice to the other.
- 4 Act out the roleplay to the class. Does the class approve of the advice?



I used to think I was bad at making up my mind, but now I'm not so sure.



## 4 Make it happen

### USE OF ENGLISH 2

Which of these adjectives would you say describe your personality? Would you use the same ones to describe your best friend?

active ambitious anxious competitive confident  
creative outgoing sensible sensitive

4.6 Read the vocabulary box. Then listen and complete the descriptions of each person with suitable adjectives.

- The girl is .....
- The girl's sister is .....
- The boy is .....

#### explore vocabulary

##### word formation: adjectives

**Suffixes:** use **-ous**, **-ive** and **-ent** to make adjectives from verbs or nouns.

**-ous:** curiosity (n) – curious, generosity (n) – generous  
**-ive:** aggression (n) – aggressive, sense (n, v) – sensitive  
**-ent:** depend (v) – dependent, patience (n) – patient

**Prefixes:** use **un-**, **il-**, **im-**, **in-**, **ir-**, **dis-** to give adjectives the opposite meaning.

**un-**: pleasant – unpleasant  
**il-**: logical – illogical  
**im-**: possible – impossible  
**in-**: decisive – indecisive  
**ir-**: responsible – irresponsible  
**dis-**: obedient – disobedient



3 Complete the sentences so they are true for you.

- I think someone is independent if they .....
- It's unfair that we .....
- In my opinion, it's irresponsible to .....
- Most of our generation are confident about .....

4 Read the exam tip and answer the questions.

#### exam tip: word formation

Don't be in a hurry to write the first word you think of – check first that it fits grammatically in the sentence. Remember also to check for appropriate prefixes that fit with the meaning.

Look at gap 4 in Ex 5. What type of word do you need here? Noun? Adjective? Adverb? Do you need to add a prefix?

5 e Complete the article with the correct form of the words in capitals.

#### On the same team

Lewis and his brother Alexis were active little boys when they were young and often got into trouble. They were also really <sup>1</sup> ..... For example, Lewis could become very <sup>2</sup> ..... if Alexis screamed louder than he did! Fortunately, their parents had a lot of <sup>3</sup> ..... and hoped that things would improve in the future.

COMPETE

PLEASANT

PATIENT

Indeed, at junior school, the boys were always together. However, at secondary school, Lewis became more <sup>4</sup> ..... and found his own friends. He didn't always want his brother hanging around! Their parents became <sup>5</sup> ..... about them, but Lewis and Alexis were always so busy that it was <sup>6</sup> ..... to find time to talk.

DEPEND

ANXIETY

POSSIBLE

As things turned out, there was no need to worry. Both boys shared an <sup>7</sup> ..... to become top footballers. During a match one Saturday, Alexis was kicked by a very <sup>8</sup> ..... player. This made Lewis really angry and he started to score goal after goal. From then on, the brothers knew they needed to be on the same team – always!

AMBITIOUS

AGGRESSION

#### Speak up

6 Who would you most like to be like and why? What qualities do they have that you admire?




# SPEAKING

## Power up

- 1 What kinds of social events are young people interested in? Would you offer to help organise one of those events? Why/Why not?
- 2 What would you expect if you attended the following social events? Are there any you would not want to attend? Why not?  
Battle of the Bands    multicultural feast    games evening
- 3  4.7 Listen to two students answering a question about social events. Which events from Ex 2 do they mention?

### useful language: expressing opinions

I think ...	Personally, ...	As far as I know, ...
I would say that ...	In my experience, ...	It depends on ...
In my opinion, ...		

- 4  4.8 Read the useful language and listen again. Listen for the phrases from the useful language that the students use.
- 5 Work in pairs and ask and answer the questions using phrases from the useful language.
  - 1 What do you think about karaoke nights?
  - 2 What's the best way to meet new people at your school or college?
  - 3 Does your school organise enough social activities for young people?

## Speak up

- 6 Read the exam tip and complete the task.


### exam tip: discussion

→ p166

Make sure that you give full answers to the questions you are asked and include reasons and/or examples to back up what you say.

Work in groups of three. Read question 1 in Ex 7 and the possible answer below. Discuss any other possible answers to this question. Students A and B should discuss and Student C should give feedback on their answers.

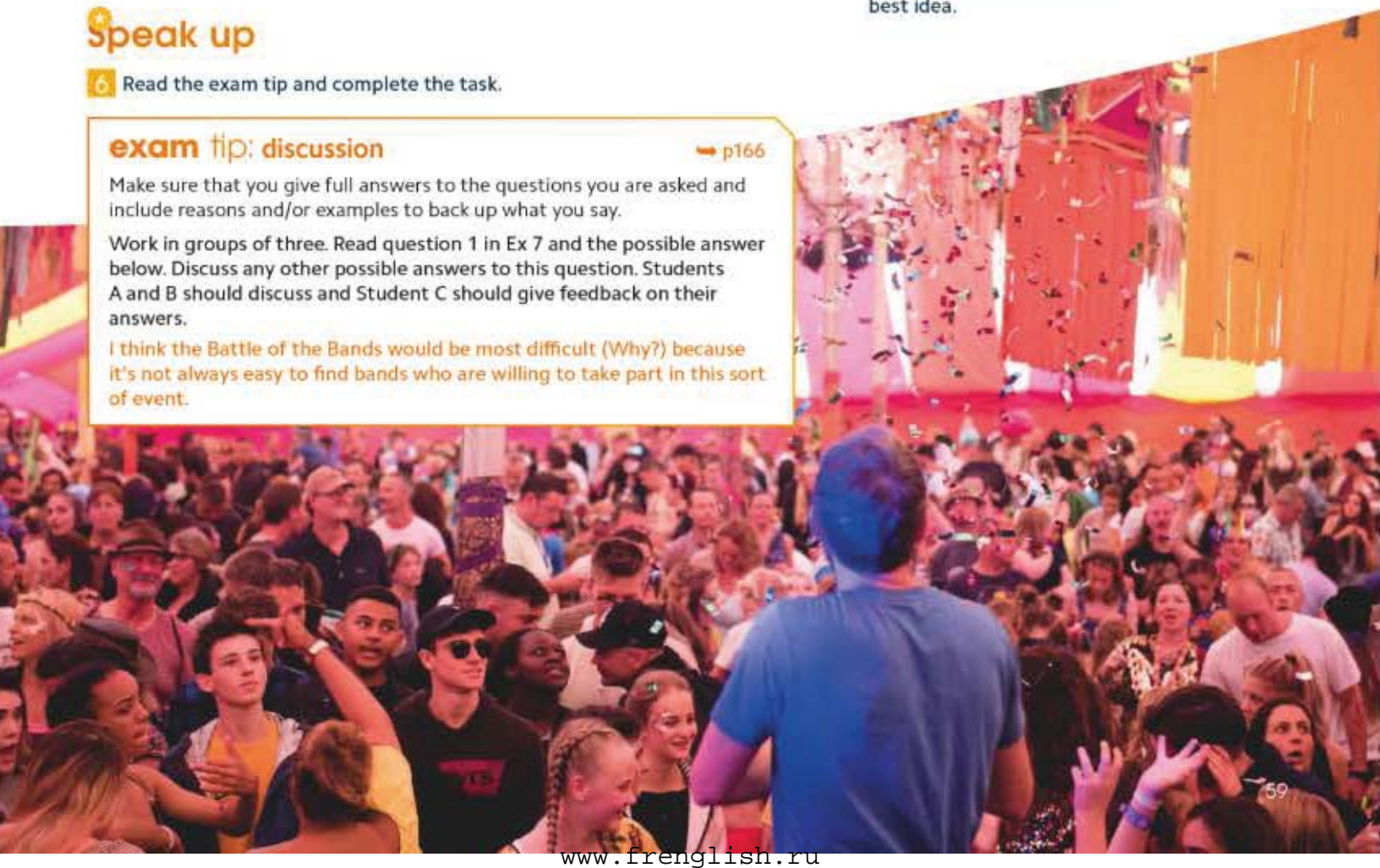
I think the Battle of the Bands would be most difficult (Why?) because it's not always easy to find bands who are willing to take part in this sort of event.

- 7  e Work in pairs and take it in turns to answer the questions.

- 1 Which of the events you have talked about would be most difficult to organise?
- 2 What personal qualities are useful if you want to organise an event?
- 3 What is the best type of event that would involve the majority of students?
- 4 If you could choose one event of your choice to go to, which would it be?
- 5 Why is it important to learn about other cultures?
- 6 What can students do in class after attending an event similar to the ones on this page?

## Speaking extra

- 8 Work in pairs to organise a social event for the students at your school. Talk about:
  - 1 when and where this will happen.
  - 2 the cost.
  - 3 the amount of effort needed to organise the event.
  - 4 how much general interest there will be.
- 9 Present your ideas from Ex 8 to the class. Take a class vote on the best idea.





## 4 Make it happen

# WRITING

## Power up

- 1 Work in pairs and look at the photos. What do you think is making these people feel happy?
- 2 How important is to be happy? What things make you happy? Make a list of the top five things. Share with a partner.



## Plan on

- 3 Read the essay task. Work in pairs and discuss what you might include for the third point.

In your English class, you have been talking about the importance of happiness. Now your English teacher has asked you to write an essay for homework.

Write your essay using all the notes and giving reasons for your point of view.

**Many people these days think that happiness is something you can buy. What do you think?**

### Notes

Write about:

- your possessions
- your personal relationships
- ..... (your own idea)

- 4 Read a student's essay. Is the third point she chose the same as yours? Do you agree with what she says?

Nowadays, we live in a 'consumer society' and we often think that we will be happy if we have certain things. But is this always true?

On the one hand, it is lovely to have the latest gadgets, to live in a pleasant home and to have nice clothes to wear. On the other hand, many people have all these things but despite that, they are unhappy in themselves. So perhaps we have to look elsewhere to find real happiness.

Two things that cannot be bought are friendship and love. We are truly glad when we have people around us who love and support us, and who we can spend time with. However, people sometimes think they can buy love by giving expensive presents. That doesn't work, in my opinion. Although a diamond ring is an amazing gift, a bunch of flowers may bring more pleasure.

Finally, you can also find happiness through being successful – at school, in your work, or in your hobbies. And that can only come through hard work.

To sum up, we can chase happiness, we can sometimes find happiness – but we can never buy it.





## Write on

- 7 Read the exam tip and complete the task.

### exam tip: essay

→ p167

You should try to evaluate different opinions in your essay. This means balancing one opinion against another and reaching a conclusion about them. Using linking phrases can help to hold the opinions together.

Read the sentences and complete the gaps with suitable phrases from the language box.

....., it is fairly easy just to do your homework and follow the lessons.  
..... if you have a goal, that will make you push yourself more.

- 8 Read the essay task and make a list of ideas for the third point. Work in pairs and share your ideas and opinions.

In your English class, you have been talking about the importance of having goals in your life. Now your English teacher has asked you to write an essay for homework.

Write your essay using **all** the notes and giving reasons for your point of view.

**We all need goals to aim for in different areas of our lives. What do you think?**

#### Notes

Write about:

- academic goals
- personal development goals
- ..... (your own idea)

- 9 Make some notes for each part of the essay and organise your argument. Remember to show both sides of the argument clearly.

- 10 **e** Write your essay in 140–190 words.

## Improve it

- 11 Work in pairs. Swap your essays and check each other's work. Comment on any areas you think might be improved.

- 5 Read the language box. Find some of these linking words in the essay in Ex 4.

## explore language

### useful linking phrases for essay writing

#### contrasting

On the one hand, .../On the other hand, ...  
Although ...  
However, ...  
Despite that, ...

#### summarising

To sum up, ...  
Overall, ...  
In general, ...  
In conclusion, ...

- 6 Complete the sentences with your own ideas.

- 1 I feel I need to get out more and meet new people. However, ...
- 2 Although I am close to my family, ...
- 3 On the one hand, I think I should ..., but on the other hand, ...
- 4 I spend a lot of time on the internet. Despite that, ...





## SWITCH ON

### My 'Year 12' life

- 1 Work in pairs. Do you know any famous vloggers? What's the purpose of their vlogs?
- 2  Watch the clip. What do Alex and Angela say is important to them?
- 3  Watch again. Are these sentences true (T) or false (F)?
  - 1 The teenagers are filmed for one year.
  - 2 Alex and Ezra are brothers.
  - 3 This year, Angela is focusing on her studies.
  - 4 Taekwondo helped Angela gain confidence.
  - 5 Angela regrets taking time off school.
- 4 Would you like to be a vlogger? Why/Why not? What would you vlog about?

### Project

- 5 Work in pairs to create a vlog about a hobby or interest.
  - 1 Research some well-known young vloggers. Compare their vlogs and make notes about:
    - if they always talk about the same topic.
    - the style of their vlogs.
    - where they vlog.
    - how often they vlog.
  - 2 Choose a topic for your vlog. Create a mind map with ideas for what you will talk about.
  - 3 Write a script for your vlog and practise it or video it.
  - 4 Share it with another pair and give each other feedback.

## INDEPENDENT LEARNING

### Reading and writing

- 1 Work in pairs. Look back at the reading task (Ex 4) on page 52. Think about how you did with this kind of task. Put ticks next to each of the skills:
 

✓✓✓ = great   ✓✓ = OK   ✓ = needs improvement

  - 1 inferring meaning from clues in the text .....
  - 2 deducing the meaning of unknown words and phrases .....
  - 3 understanding what pronouns in the text are referring to .....
- 2 Work in pairs and compare your answers to Ex 1. For any skills with only one tick, discuss the strategies you can use to improve them.
- 3 Read this paragraph from a student's essay. Look at the highlighted words and phrases. What mistakes has the student made?

On the one hand, you can't buy peoples friendship with generous presents or money. On other hand, it's a challenge to be close frends with people who have much more money that you. I used to be friends with a group who met every Saturday for lunch in a café. I didn't have much money then, so I cudn't buy some food, and I felt quite embarrassed on this. I must to sit and watch them eat every week, pretending that I wasn't hungry. Those Saturdays definitely didn't make me happy!

- 4 Work in pairs. Give the paragraph in Ex 3 a mark from 1 (not very good) to 5 (excellent) for each of these criteria.
 

1 clear meaning .....	3 wide vocabulary .....
2 wide variety of structures .....	4 accurate grammar .....
	5 accurate spelling .....
- 5 Work in pairs. Choose a paragraph from the essay you wrote on page 61 and show it to your partner. Review each others' work using the criteria in Ex 4.
- 6 Complete the sentences with your own reading and writing goals.
  - 1 One thing I will do to improve my reading skills is .....
  - 2 One thing I will do to improve my writing skills is .....



# UNIT CHECK

## Wordlist

### People

coach (n)  
community (n)  
company (n)  
mate (n)  
referee (n)  
rival (n)  
role model (n)

### Phrasal verbs

cheer sb up  
fall out (with sb)  
get away (from sb/sth)  
get on (with sb)  
get sb down  
go through sth  
stick to sth  
take sth up  
talk sth over

### Adjectives + prepositions

addicted to  
afraid of  
anxious about  
bad at  
bored of  
brilliant at  
capable of

embarrassed about  
enthusiastic about  
fed up with  
frightened of  
good at  
happy about  
hopeless at  
keen on  
popular with  
proud of  
sad about  
stressed about  
worried about

### Personality adjectives

active  
ambitious  
anxious  
competitive  
confident  
creative  
outgoing  
sensible  
sensitive

### Word formation: verbs, nouns and adjectives

aggression (n) – aggressive (adj)

curiosity (n) – curious (adj)  
depend (v) – (in)dependent (adj)  
generosity (n) – generous (adj)  
patience (n) – (im)patient (adj)  
sense (n,v) – sensitive/sensible (adj)

### Word formation: adjective prefixes un-, il-, im-, in-, ir-, dis-

decisive – indecisive  
logical – illogical  
obedient – disobedient  
pleasant – unpleasant  
possible – impossible  
responsible – irresponsible

### Other

bruise (n)  
conserve (v)  
courage (n)  
gadget (n)  
homesick (adj)  
honour (n)  
intense (adj)  
keep sth to yourself (phr)  
leave sb alone (phr)  
optimistic (adj)

packed (adj)  
possessions (n pl)  
rush (v)  
scholarship (n)  
sprint (n)  
sth doesn't matter (v)  
stand (n)  
stretcher (n)  
way better (phr)

### Extra

championship (n)  
compete (v)  
competition (n)  
competitor (n)  
consumer society (phr)  
contest (n)  
gadget (n)  
multicultural (adj)  
opponent (n)  
personal relationship (phr)  
possessions (n pl)  
qualify (v)  
victory (n)

## Practice

### 1 Complete the sentences with the correct prepositions.

- People are really enthusiastic ..... the new film club at school. It's popular ..... everyone.
- Why don't you go out on your bike to get ..... from everything for a while? That might cheer you ..... a bit.
- Anna is capable ..... becoming a fantastic athlete, but she isn't very keen ..... her coach.
- I'm fed up ..... my friends at the moment. They keep falling ..... with each other.
- I used to be hopeless ..... understanding people's feelings, but I'm better ..... it now.
- I'm really anxious ..... changing school. I hope I get ..... with my new classmates.

### 2 4.9 Listen and write the missing word from the *Personality adjectives* and *Word formation* sections of the wordlist.

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

### 3 4.10 Listen and check your answers.

### 4 Choose the correct words to complete the sentences.

- Ben is really pleased because the team he supports won the **victory** / **championship** last year.
- Our tennis **coach** / **referee** makes us work hard but he certainly gets results.
- People often worry about their personal **relationships** / **possessions** with family and friends.
- The new chess champion quickly beat her **competitor** / **opponent**.
- I can't say I'm **worried** / **optimistic** about winning because the other team are really good.
- One aspect of a **role model** / **consumer society** is that people always want to buy more and better things.
- It's important for us to feel we live in a **community** / **company** of caring people.
- The atmosphere in the stadium was **packed** / **intense** as the athletes lined up for the final.





# UNIT CHECK

## Review

**1** Complete the text with these words.

allowed can't had have may need should shouldn't

### Five ways to communicate better with your parents



- 1** In any conversation with your parents, you ..... be willing to compromise if necessary. You ..... always have everything your own way.
- 2** Parents ..... have to read your mind to find out why you are upset. Tell them what the matter is!
- 3** If you aren't ..... to do something, such as stay out late, there is probably a good reason for that.
- 4** If, on the other hand, your parents say that you ..... stay out a bit later than usual, you ..... better not forget the time!
- 5** If you've done something that you shouldn't ..... done, tell your parents yourself before they find out some other way.
- 6** Make sure you thank your parents when they do something for you. Parents have feelings, too, and they ..... to know you love them!

**2** Rewrite the sentences using the words given. Use between two and five words, including the word given.

- 1** It will not be possible for me to attend training on Thursday.  
**ABLE**  
I ..... attend training on Thursday.
- 2** It was a mistake to ask her about James.  
**SHOULD**  
I ..... her about James.
- 3** Why don't you take up a new hobby?  
**OUGHT**  
I think you ..... a new hobby.
- 4** I must see a doctor about this cough.  
**GOT**  
I ..... a doctor about this cough.
- 5** We started to perform together two years ago.  
**FOR**  
We ..... two years.
- 6** It is not necessary to get there before five o'clock.  
**NEED**  
We ..... there before five o'clock.

**3** Complete the text with one word in each gap.

### A bit of courage goes a long way!

I used to be shy. When a situation made me nervous, I <sup>1</sup> ..... go bright red in the face – awful! Anyway, it <sup>2</sup> ..... getting me down and my best friend agreed that I <sup>3</sup> ..... better do something about it.

The opportunity came when I went out for a family meal at a local restaurant. My parents wouldn't <sup>4</sup> ..... me to go to a friend's party, so I was in a mood.

When we got there, I marched crossly into the restaurant. Suddenly, I noticed some kids from my school at a corner table. I knew I <sup>5</sup> ..... go straight over to them before I lost my courage, so that's what I <sup>6</sup> ..... I started chatting and they were really friendly!

Without realising it, my family <sup>7</sup> ..... helped me to become more self-confident. I feel very proud of myself and I know that things <sup>8</sup> ..... never be that bad!

**4** **4.11** Listen to a girl talking about her life and complete the sentences with these words or phrases. There is one extra that you do not need.

can't could have to might must mustn't

- 1** Penny's sister ..... be a bit annoying when she was younger.
- 2** Penny ..... stay out too late in the evening.
- 3** Penny's sister ..... be proud of what she has achieved.
- 4** Penny says that everyone ..... look better than you do.
- 5** She also says that you don't ..... listen to people who make you feel bad!

**5** Read the student's problem and write a short email giving them your advice. Use 2–3 examples of modal verbs.

My teachers at school are always comparing me to my older cousin, Mark, because he was one of the best students. My parents do the same thing as well. How can I improve things at school and what should I say to my parents?



“

Teachers  
open the  
door, but  
you must  
**enter by  
yourself.**

”



Look at the photo and discuss the questions.

- 1 Why do people need an education?
- 2 What skills are important to learn that teachers can't teach you?
- 3 In what ways do you learn outside the classroom?

5

## Lessons for life

### READING

topic: video games in class  
skill: using linking words as clues

task: gapped text

### GRAMMAR

defining and non-defining  
relative clauses  
reduced relative clauses

### VOCABULARY

learning skills;  
learning phrasal verbs  
money  
uncountable nouns

### LISTENING

topic: money management  
skill: predicting answers  
task: multiple choice

### USE OF ENGLISH

open cloze  
multiple-choice cloze

### SPEAKING

topic: life skills  
skill: justifying your opinion  
task: collaborative task

### WRITING

topic: new activities at school  
skill: using informal and  
semi-formal register  
task: semi-formal letter

### SWITCH ON

video: school for the arts  
project: class survey on  
popular activities



# READING

## Power up

- 1 What video games are the most popular with people your age? Why do you think they like these games?
- 2 What influence do video games have on young people? Work in pairs and discuss the positive and negative effects of playing video games.

## Read on

- 3 Read the article about gaming in schools quickly. Does it mention any of your ideas from Ex 2?
- 4 Read the exam tip and complete the task.

### exam tip: gapped text

Think about the relationship between the gapped sentence and the sentences around it. Linking words can give you clues. For example, are they expressing a contrast, an additional idea, a cause or effect, an example, a time sequence?

Read the first two paragraphs of the text, stopping after gap 1. Look at sentences A–G in Ex 5 and find one or more that seem to fit the topic. What clues do the linking words in the text or the gapped sentences give you?

- 5 **e** Read the article again. Choose which sentence (A–G) fits each gap (2–6). There is one extra sentence you do not need.
  - A Not everyone shares this enthusiasm, however.
  - B As they play through parts of the game, they have to make a series of difficult choices.
  - C Aleksander Husøy, who is a teacher at the school, thinks this is just the start.
  - D This gives them a better understanding of international relations.
  - E As a result, the improvement was unexpected, even for the students.
  - F And we're not only talking about educational ones that are designed to teach something but aren't much fun.
  - G In addition, the game encourages a creative approach which is rarely found in classes on this subject.

- 6 Find words or phrases in the article that mean the following.

- 1 not considered important (para 2)
- 2 likely to run out (para 4)
- 3 effects (para 4)
- 4 relating to what is right and wrong (para 4)
- 5 wars (para 5)
- 6 have contact (para 5)
- 7 a sudden large increase (para 6)
- 8 a way of doing something (para 7)

## Sum up

- 7 Why do the teachers at Nordahl Grieg School like including video games in their lessons?

## Speak up

- 8 To what extent are these statements true for learning from video games? And for traditional schoolwork?
  - 1 'Making mistakes is the best way to learn.'
  - 2 'When you're doing well, you don't want to stop.'
  - 3 'It's worth trying hard, even if you don't succeed.'





# An ordinary day

It's a normal school day, and students are playing a video game while their teacher watches happily. An impossible dream? Not if you study at Nordahl Grieg School in Bergen, Norway.

While many schools and parents are trying to reduce the number of hours young people spend on gaming, teachers here are making video games a central part of their lessons. <sup>1</sup>..... Bestselling games created just for entertainment are also used in class. The teachers find that they can help develop important skills which are often overlooked in traditional lessons.

Students use the puzzle game *Portal*™ in physics to simulate experiments that would be too dangerous in the real world. They have to make up their own experiments in the game environment, for example throwing huge objects from buildings of different heights to test the laws of gravity. Seeing the results makes the topic easier to understand. <sup>2</sup>.....

People might not believe that a game like *The Walking Dead*® can teach anything useful. However, according to Tobias Staaby, Nordahl Grieg's moral philosophy teacher, experiencing a dangerous world where there are zombies around every corner offers his students important educational opportunities. <sup>3</sup>..... For example, they decide who to share their limited food supplies with, whose life to save, and so on. Discussing these decisions brings to life for the students the consequences of using different systems to judge what is right and wrong. This, in turn, develops the confidence they need to make moral choices in their adult lives.

**While many schools and parents are trying to reduce the number of hours young people spend on gaming, teachers here are making video games a central part of their lessons.**

Another skill developed through playing a video game at the school is empathy. In *Civilization*®, which is used in social science classes, students focus on world politics by simulating real-world, modern-day conflicts, and playing through possible ways to achieve peace.

<sup>4</sup>..... It also provides memorable experiences of being in the shoes of people with very different opinions and aims. The greater empathy that results from this is extremely useful in the modern world, where we interact with people from a wide variety of backgrounds.

Students also study video games in literature classes and create their own in information technology.


<sup>5</sup>..... 'I truly believe that within a few years we will see a huge explosion in the use of games in an educational context,' he says.

And what do his students feel about this new approach to learning? One student writes on the school blog: 'I think it is a good way to make us think of "work" differently. It gets much easier if you actually enjoy it and want to do more than necessary.' Another, Henrik, likes the way that games get people to work together to achieve something. <sup>6</sup>..... 'I was already very happy with the "normal" way of learning,' writes Hanne, 'so I don't really feel like I need another alternative.' She accepts, though, that she has classmates whose feelings about traditional teaching methods are less positive, and that new approaches that allow them to be more focused are useful.

Her friend Jakob sums up the reaction of the majority of students. 'We're living the dream!'



## GRAMMAR

 Read the grammar box. Are the relative clauses in these sentences defining or non-defining?

- 1 Nordahl Grieg School, where Hanne studies, has about 800 students.
- 2 The guy that teaches physics loves video games.
- 3 Jakob, who goes to the school, is very happy.
- 4 The day when we first played *Portal* was exciting.

## explore grammar

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## defining relative clauses

**A** These give us essential information. We can use *who*, *which*, *when*, *where*, *whose* and *that*.

The game encourages a creative approach **which** is rarely found in classes on this subject.

They experience a dangerous world **where** there are zombies around every corner.

She has classmates **whose** feelings are less positive.

**B** We can use *that* instead of *who* and *which*.

New approaches **that** allow students to be more focused are useful.

**C** We can leave out *who*, *which* and *that* when they are the object of the verb.

It develops the confidence (which) they need.


## non-defining relative clauses

**D** These give us extra, non-essential information. We use commas to separate them from the main sentence.

Aleksander Husøy, **who** is a teacher at the school, thinks this is just the start.


In this game, **which** is played in social science lessons, students focus on world politics.

**Note:** We can't use *that* instead of *who* or *which*, and we can't leave out the relative pronoun.

-  **4** Join the sentences using these words. Use the words in bold to help you and add commas where necessary. In which sentences can we leave out the relative pronoun?

that when where which who whose

- 1 I'd love to visit Greece. A lot of famous philosophers lived **there**.
- 2 I have a friend. **She** designs her own clothes.
- 3 I learnt to swim in a river. **It** runs through my town.
- 4 Every Sunday, I learn a lot about teamwork. I play basketball **then**.
- 5 My oldest cousin is into politics. **His** name is Ivan.
- 6 The school has only just bought the tablets. We used **them** yesterday.

-  **5** Complete the article with relative pronouns. Which gaps can have no relative pronoun?

## Improve your problem solving skills



An important thing <sup>1</sup>..... young people in the twenty-first century need to be able to do is solve problems. But what can people <sup>2</sup>..... want to improve this skill do? Here are the suggestions of Mike Henderson, <sup>3</sup>..... job is to study the brain:

**Sleep.** Your brain makes new connections between different ideas during the time <sup>4</sup>..... you are asleep. Too little sleep hurts your brain's development.

**Play games.** Video games, board games and puzzles exercise your brain. The part of your body <sup>5</sup>..... you process thoughts becomes stronger with exercise, just like your arms and legs.

**Take up yoga.** This activity, <sup>6</sup>..... helps you to relax, also improves your brain's ability to solve problems.

-   **5.1** Listen to a student talking about one of his teachers. How did Mr Mill help him?

-   **3** **5.2** Match the sentence halves from the recording. Rewrite them using a different relative pronoun. Sometimes no change is possible. Listen again and check your answers.

- 1 There's one teacher
- 2 It was a time
- 3 People were always laughing at my handwriting.
- 4 She'd even won a national prize for a story

- A that had a big influence on me.
- B which she'd written.
- C when I really hated writing.
- D which was very difficult to read.

## Speak up

-  **6** What do you like and dislike? Discuss these topics using relative clauses.

beaches days food games or sports shops

I like shops where the clothes don't cost too much.

## game on

Work in teams and prepare six questions with relative clauses about famous people, places or things. Then have a quiz.

What's the name of the country where the first Nintendo games consoles were made?



# VOCABULARY

## learning skills

- 1 Complete the text about learning different skills with these words.

confidence creativity intelligence  
knowledge memory

### Forefront School

At **Forefront School**, we aim to give you not only the subject <sup>1</sup> ..... you need to pass exams, but also the skills that will help you to succeed in life. Your natural <sup>2</sup> ..... only gets you part of the way towards successful learning; however clever you are, we can help you to develop better learning skills and improve your short and long-term <sup>3</sup> ....., so that you can remember the facts you need when they matter most. We also have lots of clubs to encourage your <sup>4</sup> ....., including music, game design and story writing. Study here and you will leave us with the <sup>5</sup> ..... to take on any challenge that you might meet in the adult world.

- 2 Choose the correct prepositions. Which three of the highlighted phrases (1–6) have very similar meanings?

- 1 Concentrate **to / on / at** your homework.
- 2 Revise **to / on / for** the test.
- 3 Pay attention **to / at / in** your spelling.
- 4 Learn this poem **in / on / by** heart.
- 5 You'll have to **cope to / with / for** some hard questions.
- 6 Focus **to / on / at** the first question.

- 3 Work in pairs and discuss the questions.

- 1 Do you have a good memory? What do you remember easily? What are you more likely to forget?
- 2 In what situations is it hard to focus on your lessons?
- 3 What do you do to revise for exams?

- 4 5.3 Match the students' comments (1–5) with what they say next (A–E). Then listen and check your answers.

- 1 I make notes after class to **sum up** what I've learnt.
- 2 My teacher talks really fast, so it's hard to **keep up** when I'm taking notes.
- 3 I was ill last week, and I've started to **fall behind** with my school work.
- 4 I know the homework's difficult, but if you just **get on with** it, it'll soon be finished.
- 5 I can **pick up** new English vocabulary quite well.

- A Don't **give up**!
- B So I'm going to study at the weekend to **catch up**.
- C Then, before a test, I can **look through** them easily.
- D However, I'm hopeless when I have to **make up** stories in English.
- E I need to **work out** a way to write faster.

## explore vocabulary

### learning phrasal verbs

It is a good idea to group phrasal verbs together according to topic as this can make them easier to learn, e.g. Education.

sum up, get on with, look through, give up

Always record them with an example sentence, too.

- 5 Read the vocabulary box. Then find phrasal verbs about learning with these meanings in Ex 4.

- |                    |  |
|--------------------|--|
| 1 read quickly     | 6 do things as quickly as other people   |
| 2 invent (a story) | 7 think carefully how to solve a problem |
| 3 continue doing   | 8 make less progress than other people   |
| 4 describe briefly | 9 learn by listening or watching         |
| 5 stop trying      | 10 reach the same level as other people  |

- 6 Choose the correct adjectives to complete the questions.

academic advanced common general higher practical

- 1 Do you think you have good ..... knowledge?
- 2 Do you think it is better to have intelligence or ..... sense?
- 3 Do you have any ..... experience of programming computers?
- 4 What ..... qualifications would you like to study for?
- 5 Do you want to go on to ..... education?
- 6 Would you like to have an ..... level of English?

## Speak up

- 7 Look at the words in Ex 1. To what extent are you born with these qualities? How much are they influenced by your home life and education?



# LISTENING

## Power up

- 1 Look at the school subjects below. Would you like to learn these skills at school? Why/Why not?

car maintenance first aid money management

## Listen up

- 2 5.4 Read the exam tip and complete the task.

### exam tip: multiple choice

The interviewer in the recording asks 7 questions. Each one relates to an exam question, but the questions you hear in the interview may be different to the words used on the page. When you hear the interviewer ask a question, you know you need to move on to the next exam question.

Read question 1 in Ex 3. Listen to the first part of the interview and focus on what the interviewer says. What words do you hear that relate to question 1?



- 3 5.5 Listen to a radio interview with Lena, who writes a blog, and choose the best answer (A, B or C).

- Why did Lena start her blog?
  - She was surprised by young people's poor money management.
  - She was disappointed that schools didn't teach money management.
  - She was impressed by the way her sister managed her money.
- What does Lena say about her use of time?
  - She wastes time and then has to work hard to catch up.
  - She puts most of her time into school work.
  - She takes regular breaks when she's working.
- What does Lena think about sharing her own experiences on the blog?
  - She thinks doing this all the time would make her blog dull.
  - She thinks she would lose her private life if she did this.
  - She thinks doing this is only useful when it can entertain people.
- What's Lena's opinion of shampoo?
  - It's better to use shampoo that doesn't need water.
  - It's easier to stop using shampoo than toothpaste and soap.
  - It's not worth giving up shampoo.
- What advice does Lena give about saving money?
  - Keep your money in the bank.
  - Ask someone else to keep it safe.
  - Decide on an amount to save each month.
- What's Lena's biggest tip for spending less?
  - Prepare your own coffee at home.
  - Buy second-hand clothes on the internet.
  - Give people homemade birthday cards.
- How does Lena feel about the 'thirty-day rule'?
  - She's more enthusiastic about it at some times of year than at others.
  - She's fed up with using it when she's shopping.
  - She's sorry that she decided to follow it.

- 4 Work in pairs and discuss the meaning of the words and phrases in bold.

- She had a really **hard time** financially.
- I don't use my time **efficiently**.
- They've stopped buying products that most of us **consider** essential.
- What ways to save money do you **recommend**?
- People often forget their **good intentions**.
- Invest** in a coffee machine.
- Make a **flask** of coffee at home in the morning.
- The coffee sold in coffee shops **costs a fortune**.

- 5 Which of Lena's ideas for saving money would you like to try? Why?

## Speak up

- 6 Work in groups and try to think of other money-saving ideas. Choose the best one and prepare a presentation to give to the class.



# USE OF ENGLISH 1

1 If you could take any unusual classes at school, what would they be? What can schools do to prepare students for life beyond school? Is this important?

2 Read the grammar box. Then read the news report and choose the correct words. Sometimes both are possible.

## explore grammar

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### reduced relative clauses

Instead of using a full relative clause, we can sometimes use a present or past participle after a noun.

A If the verb in the original relative clause is **active**, we use the present participle (*-ing* form).

There were loads of people ~~who were having~~ **having** the same problems as my sister.

Anyone ~~who does that~~ **doing that** can save money.

B The relative pronoun must be the **subject, not the object**, of the verb in the relative clause.

People **who plan** to save their money spend it anyway. (*who* is the subject of *plan*.)

→ People **planning** to save their money spend it anyway.

Give the money **that you're saving** to your parents. (*that* is the object of *'re saving*.)

→ Give the money **saving** to your parents.

C If the verb in the relative clause is **passive**, we use the past participle.

The coffee ~~that is sold~~ **sold** in coffee shops costs a fortune.

They've stopped buying products ~~which are considered~~ **considered** essential by most of us.

Teenagers **'studying / who study** at Northolm High School have been experiencing life with a baby. The school, **'opening / opened** last year by the Queen, wants its students to understand some of the challenges **'parents having / that parents have**, so it uses life-like dolls **'designing / designed** to need the same attention as a real baby. Student Jake Edwards looked after a baby called Tilly. His nights, **'interrupting / interrupted** again and again by Tilly's crying, were exhausting. One day, he and the baby both fell asleep in the park. When he woke up, Tilly wasn't on the blanket where **'leaving / he'd left** her! 'I was so worried,' he said. 'Later I found out that a friend **'passing / who passed** us in the park had taken her as a joke! I hope the next person **'looking after / looked after** her does a better job than me!'

3 Rewrite the phrases in bold to make reduced relative clauses.

1 My school is the only one in my area **that offers courses in childcare**.

2 Babies **who are left on their own** for long periods can become very upset.

3 What's the most useful technique **that you have been taught on the course?**

4 It's hard to cope with the lack of sleep **which is caused by looking after a baby**.

5 My school also has a club **that teaches first aid**.

6 How can I help people **who suffer from headaches?**

4 Read the exam tip and complete the task.

### exam tip: open cloze

Read the whole sentence around a gap, and see if you recognise a grammatical structure or fixed phrase. What kind of word is missing (e.g. noun, adjective, pronoun)?

Look at the sentence around gap 1 in Ex 5. What structure is this? What kind of word is needed to fill the gap?

5 e Read the blog post about a girl who tries babysitting. Complete the text with one word in each gap.

## A nine-year-old HERO!

I have several friends <sup>1</sup>..... money as babysitters, and I thought I'd try it too. I put up an advert in a local shop <sup>2</sup>..... all my neighbours buy their food, and the next day I got a call from someone <sup>3</sup>..... for a babysitter.

The first part of the evening went fine. Dane, <sup>4</sup>..... is nine, was watching TV and his three-year-old sister, Milly, was playing with a little ball <sup>5</sup>..... to her by Dane. But then Milly put the ball in her mouth, and it went halfway down her throat. She couldn't breathe! When I saw her face, <sup>6</sup>..... was turning purple, I panicked.

Luckily, Dane knew exactly what to do. He put Milly over his knees and hit her on the back four times. Milly coughed, and the ball came out <sup>7</sup>..... her mouth.

It turned out that a first aid video <sup>8</sup>..... to the children in Dane's class had included information about choking. That video, and an amazing nine-year-old, saved Milly's life!

## Speak up

6 Have you ever done an activity that was so difficult it scared you? Did you learn something from the experience? Can you think of any other activities that might be really challenging? What would be the challenges of doing these activities? Work in pairs and share your ideas.



## USE OF ENGLISH 2

- 1 Is money important to you? Would you like to have your own business? Why/Why not?
- 2 Match these words about money with the definitions (1–6).
- bargain    currency    discount    exchange rate    receipt    voucher
- a kind of ticket that you can use to pay for things
  - the value of money from one country compared with money from another country
  - something that's very good value for money
  - a reduction in the usual price of something
  - the type of money that a country uses
  - a piece of paper showing you paid for something

## 3 Complete the sentences with the correct words.

## 1 earn/win

- A I'd love to ..... some money on the lottery!
- B How much do you ..... from your café job?

## 2 pay/afford

- A You'll have to ..... £200 for a new bike.
- B I can't ..... a new bike, unfortunately.

## 3 borrow/lend

- A Can I ..... your sunglasses, please?
- B Will you ..... me your pen for a minute?

## 4 spend/waste

- A I ..... a lot of money on the clothes I buy.
- B I ..... a lot of money on clothes I never wear.

## 5 cost/worth

- A Some old comics are ..... a lot of money.
- B The concert tickets ..... \$100.

## explore vocabulary

## uncountable nouns

activities: karate, music, drama

school subjects: economics, philosophy, physics

ideas and feelings: advice, education, love

groups of similar things: food, money, software

## 4 Read the vocabulary box. Choose the correct words to complete the text. What makes the answers correct: word meaning, pattern or countable/uncountable nouns?

You can find <sup>1</sup>advice / <sup>1</sup>information in online encyclopaedias on subjects from <sup>2</sup>currency / <sup>2</sup>economics to <sup>3</sup>literature / <sup>3</sup>plot. When it comes to practical things like how to use new <sup>4</sup>software / <sup>4</sup>computer, however, video clips are more useful. If you want to write your own code, you'll need many <sup>5</sup>months / <sup>5</sup>time of practice before you can use a programming <sup>6</sup>language / <sup>6</sup>dialect competently.

## 5 Read the exam tip and complete the task.

## exam tip: multiple-choice cloze

Words are often used in the same word patterns. When you learn new vocabulary, write it down in a sentence and learn the word pattern. That will help you in this kind of task.

Look at gap 1 in Ex 5. What word have you learnt that is often used with *practical*?

## 6 e Read the blog post and decide which answer (A, B, C or D) best fits each gap.

## Help!



## Do you have any good business ideas?

My friends and I are taking part in a club at school called Business Brains, which gives teenagers practical <sup>1</sup>..... of running a business. You have to think of a business idea, <sup>2</sup>..... out how much cash you need to get started, and borrow it from family and friends. Then you try to <sup>3</sup>..... money through the business, and any profit that you make is given to a charity that helps sick children. My group <sup>4</sup>..... some calendars with photos that we took ourselves. We were really <sup>5</sup>..... of them. We decided to sell them at the market, but we couldn't <sup>6</sup>..... a rain cover for our stall. It was a very rainy day, and all the calendars were ruined!

So, to <sup>7</sup>..... up, our business is a disaster. In three weeks we have to pay back the money that our friends and family <sup>8</sup>..... us, but we haven't got any. We need to make money fast. But how? Please message me if you have any ideas.

Marta

- |                 |             |               |            |
|-----------------|-------------|---------------|------------|
| 1 A experience  | B knowledge | C information | D sense    |
| 2 A turn        | B work      | C leave       | D go       |
| 3 A gain        | B earn      | C win         | D cost     |
| 4 A constructed | B built     | C produced    | D formed   |
| 5 A pleased     | B happy     | C capable     | D proud    |
| 6 A afford      | B pay       | C spend       | D waste    |
| 7 A pick        | B keep      | C give        | D sum      |
| 8 A lent        | B sold      | C saved       | D borrowed |

## Speak up

## 7 Work in groups. Discuss what you would do if you were Marta. Then think of your own idea for a business.



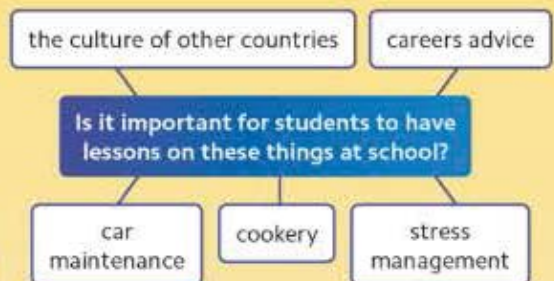
# SPEAKING

## Power up

- 1 Look at the photos. Would you learn useful skills from doing these activities? What else could these experiences teach you?
- 2 Which do you think is the best way to learn to do the things in the photos? Why?
  - by going on a course      • at school      • from your family
  - from your friends      • from a book      • from online videos
- 3 What skills should be included in a course on how to survive in the wild?
- 4 5.6 Listen to two students talking about learning survival skills at school. What useful skills do they mention?
- 5 Read these arguments from the recording. Are they for or against having survival skills classes at school?
  - 1 If you do outdoor sports – skiing, for instance, or rock climbing – it's probably quite a good idea to learn to survive in the wild.
  - 2 If you're not into outdoor activities, there's no point, really.
  - 3 What about if you ended up on a desert island after a plane crash or something?
  - 4 Skills in building a shelter, finding food or safe water to drink might save your life.
  - 5 They're more important than subjects such as chemistry.
  - 6 What I'm trying to say is, schools don't have the right facilities.
  - 7 Take fishing, for example. It's a useful skill, but you can't learn it at a typical school!



- 8 **e** Work in pairs. Read the task about things that students could have lessons on at school. Discuss which lessons are important for students to have and why.



- 9 **e** You now have about a minute to decide which two subjects are the most important.

## useful language: language for discussions

### explaining an opinion

What I mean is ... What I'm trying to say is ... What I meant was ...

### giving examples

A good example of this is ... Take ..., for example. ... such as ...  
... like ... ... for instance ...

- 6 Read the useful language. Work in pairs and discuss whether it's a good idea to learn home maintenance in school. Use expressions from the useful language.

## Speak up

- 7 Read the exam tip and complete the task.

### exam tip: collaborative task p166

There is no right answer to this part of the exam. The important thing is to express opinions and explain and justify them in some detail.

Read the task in Ex 8 and focus on the first idea, 'the culture of other countries'. Decide whether you think it's important to learn this at school. What can you say to explain and justify your opinion?

## Speaking extra

- 10 Who should decide what's in the school curriculum: students, teachers or the government? Why?





# WRITING

## Power up

- 1 Read the advert for classes and answer the questions.

Which of these classes do you think would be:

- 1 the most fun? Why?
- 2 the least fun? Why?
- 3 the most likely to help you improve the way you study? Why?

## Ideas for new classes that might improve the way you study

### mindfulness:

how to relax and have positive thoughts



### brain-training skills:

computer games with fun challenges



### food for thought:

healthy food for a busy brain



### chess club:

logical thinking skills



### sudoku and puzzles:

problem-solving skills



## Plan on

- 2 You see this notice on your school noticeboard. What does Mr Okoro want from his students? Why? What suggestions could you give?

We are planning special lessons for Wednesday afternoons, which will help you improve the way you study. We'd like to know what type of lessons you think would be most successful and why. Please write to me with your suggestions, so that we can plan the best timetable for you.

Mr Okoro

- 3 Read a student's reply in a letter and answer the questions.

- 1 Has she included any of the ideas from Ex 1?
- 2 Has she included any other ideas?
- 3 Has she given reasons and explanations for all her main points?

Dear Mr Okoro,

I am writing to share with you my ideas for the new Wednesday afternoon lessons.

Firstly, I recommend starting chess lessons at school. Studies have shown that playing chess helps you to concentrate on complex tasks, and this would be of great benefit when we are studying. In addition, it would be easy to teach it successfully, since the school has several strong chess players who could help any beginners at the game.

Secondly, I think we should have brain-training lessons, where we play games that help us to think fast and improve our memory. In my opinion, brain-training computer games are extremely effective. However, games which don't require computers might also be useful, so that we can interact with our classmates and develop teamwork skills as we play.

Finally, have you considered training some students to support others in the classroom? As well as benefiting the students receiving the help, it would be a useful experience for the student teachers, because explaining a subject to someone else helps you to understand it yourself.

I hope you find my suggestions useful.

With best wishes,

Dina





- 4 Which of the words in the table does Dina use in her letter? Which words does she use to add her other ideas?

giving reasons	as, since, because
adding ideas	also, in addition, too, as well as, and, plus

## explore language

The tone we use in letters and emails depends on who we are writing to.

### informal tone

Use this to write to a friend.

Use phrasal verbs where possible.

Use slang if you want to (e.g. *awesome* and *cool*).

Use *that* or no relative pronoun, not *which* or *who*.

Don't use formal linking words (e.g. *owing to*).

### semi-formal tone

Use this to write to a person in authority.

Use phrasal verbs or longer verbs.

Don't use slang.

Use any relative pronouns or none.

Use formal or informal linking words.

Use polite language, e.g.

*Would you like ...?* instead of *Do you want ...?*

*Perhaps we could ...?* instead of *Let's ...*

*Please could you ...?* instead of an imperative.

- 5 Read the language box and the sentences (1–6). Rewrite them using these phrases to give the a semi-formal tone.

It might also be a good idea to  
much more enjoyable very interesting  
I'd be grateful if you could

- 1 Firstly, I think sudoku and puzzles would be extremely helpful.
- 2 Computer games would be way cooler than chess, but would be just as useful.
- 3 Mindfulness classes may help me to pay attention.
- 4 Classes on healthy eating would be awesome!
- 5 Have a think about my suggestions.
- 6 Hey! Let's put some puzzles in the school newsletter too!

## Write on

- 6 Read the writing task and find the key points. Work in pairs and discuss your ideas for what to include in your letter.

You see this notice on the school noticeboard.

Dear students,

We are planning to introduce some new after-school activities. They could be sports, creative activities, academic subjects, or anything else that would benefit students in their future lives. We'd like to know what type of activities you think would be most useful and why. Please write to me with three suggestions, so that we can plan the best after-school programme for you.

Mrs Linney

Write your letter to Mrs Linney.

- 7 Choose three ideas for your letter and write a sentence about each, giving a reason for each choice. Then work in pairs and swap sentences. Check if you both gave clear, sensible reasons for each choice.
- 8 Read the exam tip and plan your letter.

### exam tip: semi-formal letters and emails

→ p169

- Use suitable opening and closing phrases.
- Give the reason why you are writing in the opening sentence (*I am writing to ...*) so that the reader knows immediately what the letter or email relates to.
- If you need to include several ideas, you can start paragraphs with *Firstly ...*, *Secondly ...* and *Finally ...*

Read Dina's letter again and find the places where she has included these points.

- 9 e Write your letter in 140–190 words.

## Improve it

- 10 Swap your letter with a partner. Use this checklist to help each other improve your letters. Make notes.

- Does it have suitable opening and closing phrases?
- Does the message start with the reason for writing?
- Is the letter organised into clear and logical paragraphs?
- Does it give a clear, sensible reason for each choice?
- Is there a good range of language to introduce reasons and additional ideas?
- Does it use a semi-formal tone?
- Can you see any mistakes in the spelling, grammar or punctuation?


- 11 Report back to your partner outlining the things that were good about their letter and suggesting one area for improvement.






## SWITCH ON

### School for the arts

- 1** What are some things people your age might be passionate about?  
 Do you know anyone who has unusual talents or abilities?

- 2**  Watch the clip. What is unusual about Baltimore School For The Arts?

- 3**  Watch the clip again. Match the speakers (1–4) with what they say (A–D).

- |   |                  |
|---|------------------|
| <b>A</b> sometimes doubts their choices and abilities   | <b>1</b> Maurice |
| <b>B</b> thinks most students will continue to work in the arts   | <b>2</b> Chris   |
| <b>C</b> was encouraged by a teacher to audition  | <b>3</b> Mateen  |
|  <b>D</b> believes passion from one subject can be transferred to another | <b>4</b> Kate    |

- 4** Look at these sentences from the video. Change the end of the sentences to make them true for you.

- 1** I'm still trying to figure out what I want to do with my life but right now my main focus is .....
- 2** I think you should spend time doing things that .....

### Project

- 5** Work in small groups to create a survey to investigate what activities your classmates would like to do at school.

- Write survey questions to find out what talents and passions your classmates would like to develop at school. Include questions about:
  - what things they would like to have more time to learn or practise.
  - activities they would like to see included in the school day.
  - what students think they would be able to teach others.
- Survey the students in your class using your questions.
- Create a bar graph or pie chart using the data you collected from your survey.
- Present your results to the class.

# INDEPENDENT LEARNING

## Listening and speaking

- 1** Work in pairs. Look back at the multiple choice listening task (Ex 3) on page 70. Think about how you did with this task. Put ticks next to each of the skills:

✓✓✓ = great ✓✓ = OK ✓ = needs improvement

- |   |       |
|---|-------|
| 1 understanding the written questions                   | ..... |
| 2 understanding the general idea of what you heard      | ..... |
| 3 understanding the detailed information that you heard | ..... |
| 4 understanding the speaker's opinions and attitudes    | ..... |
| 5 choosing the ABC options that matched what you heard  | ..... |

- 2** Work in pairs and compare your answers to Ex 1. For any skills with only one tick, discuss the strategies you can use to improve them.

- 3** Now think about your speaking skills. Read this list and add ticks as you did in Ex 1. Then compare with a partner. For any skills with only one tick, discuss the strategies you can use to improve them.

When I am speaking, I can:

- |   |       |
|---|-------|
| <b>1</b> use a range of grammar and vocabulary.                       | ..... |
| <b>2</b> speak fluently, without much hesitation.                     | ..... |
| <b>3</b> speak with pronunciation that is easy to understand.         | ..... |
| <b>4</b> respond to classmates in order to keep a conversation going. | ..... |
| <b>5</b> move a discussion towards a decision.                        | ..... |

- 4** Complete the sentences with your own listening and speaking goals.

**1** One thing I will do to improve my listening skills is .....

**2** One thing I will do to improve my speaking skills is .....



# UNIT CHECK



## Wordlist

### Learning skills

concentrate (on) (v)  
confidence (n)  
cope (with) (v)  
creativity (n)  
focus (on) (v)  
intelligence (n)  
knowledge (n)  
learn sth by heart (phr)  
memory (n)  
pay attention to (phr)  
revise (for) (v)

### Phrasal verbs

catch up  
fall behind  
get on with  
give up  
keep up  
look through

make up  
pick up  
sum up  
work out

### Collocations

academic qualifications  
advanced level  
common sense  
general knowledge  
higher education  
practical experience

### Money

afford (v)  
bargain (n)  
borrow (v)  
cost (v)  
currency (n)  
discount (n)  
earn (v)

exchange rate (n)  
lend (v)  
pay (v)  
receipt (n)  
save (v)  
spend (v)  
voucher (n)  
waste (v)  
win (v)  
worth (adj)

### Other

approach (n)  
car maintenance (n)  
childcare (n)  
conflict (n)  
consequences (n)  
consider (v)  
cost a fortune (phr)  
efficiently (adv)

explosion (n)  
financially (adv)  
first aid (n)  
flask (n)  
good intentions (phr)  
information technology (n)  
interact (v)  
invest (in) (v)  
limited (adj)  
literature (n)  
money management (n)  
moral (adj)  
overlook (v)  
philosophy (n)  
physics (n)  
politics (n)  
recommend (v)  
social science (n)

## Practice

1 Complete the sentences with words from the **Money** section of the wordlist. You can use each word only once.

- I want to ..... my money for the school trip, but there's a fifty percent ..... on these shoes, so it would be silly not to buy them.
- Don't ..... £60 on new jeans. That's a crazy price! I never ..... more than £25 on an item of clothing.
- I'm hoping I can ..... some money from my sister. Otherwise I can't ..... to go out for Katie's birthday dinner tomorrow.
- Our tickets were a ..... We only had to ..... five dollars for them.
- A: Dad, could you ..... me some money for my bus fare?  
B: I suppose so. How much does it .....?
- What ..... do they use in Japan? Is it the yen? I hope I get a good ..... when I go there, so things aren't too expensive.
- I ..... £20 a week at the shop, and all I have to do is take the customers' money and give them a .....

2 Read the online comments and complete each gap with the correct form of one word from the wordlist.

## How do you learn?

Alicia

Add message | Report

I don't have a very good <sup>1</sup> ....., but I definitely remember things better when I see them. When I'm revising <sup>2</sup> ..... an exam, I look <sup>3</sup> ..... my book and then make a poster to <sup>4</sup> ..... up all the information, with lots of pictures and colours. Then I focus <sup>5</sup> ..... learning everything on the poster.

Matteo

Add message | Report

I definitely pick <sup>6</sup> ..... languages better when I hear them. I love watching videos, working <sup>7</sup> ..... what the people are saying, and learning the phrases by <sup>8</sup> ..... But I'm <sup>9</sup> ..... behind my classmates with my reading and writing skills, so now I need to concentrate <sup>10</sup> ..... those, too.



# UNIT CHECK

## Review

1 Choose the correct words to complete the text.

Did you know there are schools in the UK <sup>1</sup>**which / where** have their own banks? The aim is to help young people <sup>2</sup>**- / that** go to the school to learn money management. In fact, the banks, <sup>3</sup>**that / which** open at lunchtimes, are run by students – with some help from teachers, of course.

Susan Granger, <sup>4</sup>**that / who** teaches at Downing School, says, 'I think young people need encouragement to save money, but the area <sup>5</sup>**that / where** our students live is in the countryside, and they have to travel a long way to get to a bank. It's really useful to have a school bank open at times <sup>6</sup>**when / what** it's easy for students to visit.'

James Hill, <sup>7</sup>**who / whose** job is to advise other students about different accounts, enjoys working for the bank. 'My parents were always telling me to save the money <sup>8</sup>**- / when** I earned from my Saturday job,' he explains, 'but I didn't pay any attention to them! Now I realise they were right.'



2 Choose the correct answer, A, B or C. Sometimes more than one answer is possible.

- Chinese, ..... by a billion people, isn't easy to learn.  
A spoken B was C which is spoken
- What's the name of the town ..... ?  
A born B you were born C where you were born
- The programme was about teenagers ..... to live independently.  
A which learnt B learning C learnt
- This is the T-shirt ..... to me on the survival course.  
A was given B given C that was given
- We're going to do an experiment ..... onions.  
A used B using C that uses
- Here's a present ..... for you by the whole class.  
A made B that made C making

3 Complete the advert with these words. You can use each word only once.

that which where whose when who

- Come to Saint Catherine's, the club <sup>1</sup> ..... you learn about first aid.
- If you're aged between fourteen and eighteen, come along every Tuesday, 7–9 p.m.
- You'll have great fun doing our activities, <sup>2</sup> ..... include games, filmmaking and special-effect make-up sessions.
- Do exams with young people from our partner clubs, <sup>3</sup> ..... learn the same first aid skills as you.
- Photos with your teammates on nights <sup>4</sup> ..... there's a competition.
- Opportunities for members <sup>5</sup> ..... are fifteen or older to help give first aid at community events.
- Only £80 a year, and discounts for anyone <sup>6</sup> ..... brother or sister is already a member.



4 5.7 There is a mistake in each sentence in Ex 3. Listen to Olivia and correct the mistakes.

5 Rewrite the sentences using the word given. Use between two and five words, including the word given.

1 Students needing extra help can visit the student support desk.  
**WHO**

Students ..... extra help can visit the student support desk.

2 We ought to learn how to do basic first aid.

**BETTER**

We ..... how to do basic first aid.

3 Students who are given lessons in study skills by their teachers often perform better.

**WHOSE**

Students ..... lessons in study skills often perform better.

4 'Look, cover, write, check' is a method used for learning vocabulary.

**PEOPLE**

'Look, cover, write, check' is a method ..... for learning vocabulary.

5 It's so important to know about money management.

**SUCH**

Money management ..... thing to know about.

6 Is there a shop near here that can sell me some shampoo?

**BUY**

Is there a shop near here ..... some shampoo?

6 Write a blog post about a game you've played. What's the main idea of the game? Why is it fun?



“

With **great**  
**power**

comes great  
responsibility.”



Look at the photo and discuss the questions.

- 1 What superheroes did you like when you were young?
- 2 Why do you think people are fascinated by superheroes and their powers?

6

## Superpowers

### READING

topic: technology that will give you superpowers  
skill: focusing on the meaning of a section of text  
task: multiple matching

### GRAMMAR

infinitives and *-ing* forms  
quantifiers and pronouns

### VOCABULARY

science  
*-ic/-al* adjective endings  
*-or/-er* noun endings  
verbs beginning with *dis-/re-*

### LISTENING

topic: inventions inspired by nature  
skill: extracting key details  
task: sentence completion

### USE OF ENGLISH

key word transformation  
word formation

### SPEAKING

topic: science and technology  
skill: giving two sides to an answer  
task: discussion

### WRITING

topic: film  
skill: dramatic present tenses  
task: review

### SWITCH ON

video: spider science  
project: research-based presentation



## 6 Superpowers

### READING

#### Power up

- 1 Look at the list of superpowers. If you could have any one of these, what would it be? Why?
- 2 Work in pairs. Do you know of any technology that can give humans superpowers? Make a list and share with the class.



#### Read on

- 3 Read the article quickly. Match one of the superpowers from Ex 1 with each paragraph.
- 4 Which superpower from the article do you think would be the most useful? Why?
- 5 Read the exam tip and complete the task.

#### exam tip: multiple matching

Make sure you don't just look for matching words in a question and answer option. Check that the *whole* meaning of a section of the text matches the question.

Read the last two sentences in paragraph B. Do they fit question 1 in Ex 6? Why/Why not? What about question 2?

- 6 e Read the article again. Match the questions (1–10) with the paragraphs (A–D). The paragraphs may be chosen more than once.  
Which paragraph describes a superpower or invention as something that:
  - 1 may not be very popular after people have used it for a while?
  - 2 might be difficult to keep?
  - 3 will benefit people who can't speak?
  - 4 is unlikely to be available to buy in the near future?
  - 5 can stop an experience that you don't like?
  - 6 might help you to get honest feedback on your appearance?
  - 7 could be achieved in a very dangerous way?
  - 8 might encourage people to take less exercise?
  - 9 might cause problems in families?
  - 10 gives you a much less impressive ability than a superhero's?

- 7 Complete the sentences with these words and phrases from the article.

adjust   cloak   fairytale   play a trick  
plug in   reality   settings   wear off

- 1 A ..... is a traditional children's story in which magical things happen.
- 2 You ..... a cable to get electricity.
- 3 When you want to change how a machine works, you change the .....
- 4 A ..... is a warm item of clothing, like a coat but without sleeves.
- 5 When feelings or effects ....., they disappear slowly.
- 6 ..... is how things really are.
- 7 When you ..... on someone, you do something to them that you think is funny because it makes them look silly.
- 8 If you ..... something, you change it slightly.

#### Sum up

- 8 Work in pairs and take it in turns to describe an invention from the article and its potential uses.

#### Speak up

- 9 Which invention from the article would you most like to try? What would you use it for? Which invention do you think would be the most and least positive for the future of society?



# THE **TECHNOLOGY** THAT WILL GIVE YOU **SUPERPOWERS**

Have you ever dreamt of being a superhero? Until now, superpowers such as being able to fly or climb walls like a spider have been limited to comic books and movies. But all that is changing. Here are four amazing superpowers that you may soon be able to try for yourself.

## **A**

Binoculars? They're so twentieth century! These days you can wear contact lenses if you want telescopic vision. Thanks to four tiny metallic mirrors in the lenses, everything you're looking at appears to be three times closer than it really is. It's true that you can't see things hundreds of kilometres away like Superman can, but the power of these lenses is only going to increase with time. And sight isn't your only sense that can be improved by technology. New high-tech earbuds let you control the sounds you hear. Do you want to avoid hearing your dad's terrible taste in music while you chat to him, or listen to a private conversation on the other side of the classroom? You can do that just by adjusting the earbuds' settings on your smartphone. Cool or what?

## **B**

There have been invisibility cloaks in fairytales for centuries, but they now seem to be close to reality. Scientists have been developing a special metal material which can bend the light around an object in a way that makes it disappear from view. Until recently, the material could only be made in tiny sizes, but now a scientist has managed to make a piece of the material four centimetres square. No one is intending to sell cloaks made from it any time soon, but just imagine the fun when they do! Listening to teachers' conversations in the staff room, playing tricks on your friends, disappearing when it's time to do the washing up ... The possibilities are endless. Unfortunately, the possibilities for criminals are endless too, but perhaps we needn't worry too much about how popular invisibility cloaks will be. No one will be able to use them for long, because once you've taken one off and put it down, how will you ever find it again?!

## **C**

People may not bother going to the gym in future, when there's an easier way to get stronger: wear an exoskeleton. Like Iron Man's suit, this is a kind of wearable robot that fits around your body and gives you superstrength. One exoskeleton that's already available allows you to lift 200 kg as if it were just 4 kg. There's only one problem: no one can work out how to produce a battery that's powerful enough for this amazing invention. Scientists have suggested using a small nuclear reactor for its electrical supply, but although this could keep the exoskeleton working for a hundred years, it would have terrible consequences if something went wrong. Obviously, people are a bit nervous of trying that, so for now, you'll need to plug in a cable before you can switch on your exoskeleton and start lifting up planes like the Hulk.

## **D**

Imagine always being able to choose the perfect birthday present for your dad without asking him for ideas, or knowing what your friends really think of your new hairstyle. Who wouldn't want to be able to mind-read? The science on this is developing fast. Scientists already have equipment that can guess which word you are thinking of with a 61 percent success rate, and they expect the technology to be more accurate soon. It will be a life-changing development for people who are unable to communicate with speech, and a fun way for the rest of us to 'talk' to our friends without moving our lips. But the excitement of mind-reading might wear off quickly. How well would you get on with your friends and family if they knew exactly what you were thinking about them all the time?





## GRAMMAR

**1** Read the grammar box and these sentences. Complete the gaps in the grammar box (A–E) with the correct form of the words in bold in the sentences (1–5).

- Everything **appears** to be three times closer.
- It **allows** you to lift 200 kg as if it were just 4 kg.
- Scientists **have suggested** powering it with a nuclear reactor.
- I'm not sure **who** to ask for permission.
- New types of earbuds **let** you control the sounds you hear.

## explore grammar

→ p154

## infinitives and -ing forms

## to-infinitive

**A** after certain verbs, e.g. *seem, want, agree, intend, decide, mean, expect, plan, hope, manage, promise, would like/love/prefer*, .....

Someone **has managed to make** a piece of the material.

**B** after certain verbs + object, e.g. *want, expect, encourage*, .....

Scientists **expect it to be** more accurate soon.

**C** after *where, what, when, how, which*, .....

No one can work out **how to produce** a battery.

## infinitive without to

**D** after certain verbs + object, e.g. *make, help*, .....

This **makes it disappear** from view.

## -ing form

**E** after certain verbs, e.g. *enjoy, imagine, involve, avoid*, .....

**Imagine knowing** what your friends really think.

**F** after prepositions, including verb/adjective + preposition

Have you ever **dreamt of being** a superhero?

**Obviously, people are a bit nervous about trying** that.

**2** **6.1** Listen to a news story. What animal is it about?

**3** **6.2** Complete the sentences with the correct form of the verbs in brackets. Then listen again and check your answers.

- When they lose a leg or eye, their body lets them ..... (grow) a new one.
- A lot of scientists are interested in ..... (study) these extraordinary animals.
- Their amazing abilities haven't helped them ..... (survive) in the wild.
- The scientists created a safer environment for the axolotls by ..... (clean) the water.
- This didn't seem ..... (help).
- They intend ..... (keep) looking until April.
- If people can avoid ..... (pollute) the water in the future, perhaps the axolotls have a chance.

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

## Olympian insects

**A** Some animals make even the strongest human <sup>1</sup>**seem** / **to seem** hopelessly weak. There's a type of beetle that's capable of <sup>2</sup>**to pull** / **pulling** 1141 times its own body weight. That's the same as a human pulling six big buses full of people!

**B** If you plan <sup>3</sup>**kill** / **to kill** a fly, don't expect <sup>4</sup>**to do** / **doing** it easily. Its eyes allow it <sup>5</sup>**see** / **to see** things happening in slow motion, so it almost always manages <sup>6</sup>**to move** / **moving** away in time.

**C** We expect animals <sup>7</sup>**using** / **to use** their noses to smell, like we do, but the silkworm moth smells with the antennae on its head instead. They help it <sup>8</sup>**detect** / **detecting** a mate ten kilometres away.



**5** Complete the text with the correct form of these verbs.

apply   be   find out   make   pay   sail  
see   spend   swim   watch

## WHALE OF A TIME!

I've always enjoyed <sup>1</sup>..... about whales, and my parents have encouraged me <sup>2</sup>..... lots of TV documentaries about them. They're famous for <sup>3</sup>..... very big, but it's their communication that interests me most. For some species, this involves <sup>4</sup>..... noises that can be heard thousands of kilometres away. They use sound to work out which way <sup>5</sup>..... to find food or a mate.

After <sup>6</sup>..... an advert in a wildlife magazine, I really wanted <sup>7</sup>..... for a place on a whale conservation project on a boat in Scotland. Luckily, my parents agreed <sup>8</sup>..... for the trip, and it's all arranged for next summer. I'm really looking forward to <sup>9</sup>..... time on the boat. Imagine <sup>10</sup>..... through the ocean with whales all around you!

## Speak up

**6** Work in groups and discuss this statement. Give reasons for your arguments.

'It is morally wrong to keep wild animals as pets or as attractions in zoos and theme parks.'





# VOCABULARY

## science

- 1 Do you know any unusual facts about insects?
- 2 Complete the facts about spiders with these words.

genes infection laboratory researchers species substances

- 1 There are about 34,000 different ..... of spider.
- 2 They make spider silk, one of the strongest ..... on earth.
- 3 Some ..... are studying spider silk.
- 4 They keep lots of spiders in their .....
- 5 If you put spider silk on a cut, it helps stop .....
- 6 By adding a few spider ..... to those of humans, scientists hope to develop a usable super-strong silk.

- 3 Choose the correct words to complete the text about an amazing creature.

### THE CREATURE THAT CAN'T BE KILLED

Few people have heard of the tardigrade, but the scientists **investigating** / **predicting** this tiny water creature are amazed by it. Researchers have **observed** / **measured** that it can survive in conditions that other life forms cannot. They have **observed** / **experimented** by putting it in temperatures as high as 151°C and as low as -272°C and **investigated** / **established** that it can survive. They have **analysed** / **experimented** its water content and discovered that its body is 85 percent water in normal conditions, but can turn into a dry substance like glass when there's no water and live for ten years. The scientists **predicted** / **established** it would die in space, but even there, with no oxygen, it survived!

- 4 Work in pairs. Complete the text with the correct form of these words. There are two words you do not need.

hearing sight smell sound taste touch vision

Crocodiles have very powerful noses, allowing them to <sup>1</sup> ..... a potential meal from far away. They can't use their noses underwater, but thanks to their amazing extra eyelids, which go over their eyes like a pair of goggles when they swim, they have fantastic underwater <sup>2</sup> ..... They see extremely well at night, too, so the <sup>3</sup> ..... of an animal moving towards them in the darkness never goes unnoticed. Their <sup>4</sup> ..... is also very good: they can hear <sup>5</sup> ..... that are much lower and much higher than humans can hear.



- 5 Which words from Ex 4 can be used both as nouns and verbs?

### explore vocabulary

We often add the endings *-ic* or *-al* to nouns to form adjectives.

metal → metallic	centre → central
science → scientific	logic → logical
artist → artistic	music → musical
hero → heroic	nature → natural

- 6 Read the vocabulary box. Then use six adjectives from it to complete these sentences.

- 1 I'm interested in lots of ..... areas, but I'm doing my science project on the Moon and the ..... astronauts who travelled there.
- 2 One of the most talented performers in the ..... world is the lyrebird. Its song is very ..... but it can also copy the sounds of cameras, cars and dogs.
- 3 According to research in North and ..... America, some birds are as good at ..... thinking and problem solving as a seven-year-old human.

- 7 6.3 Listen to people talking on a nature programme. What animals do they mention?

- 8 6.4 Listen again. Which adjective from the vocabulary box best describes each animal?

1 beetle 2 buffalo 3 pufferfish

### Speak up

- 9 Do you know of any animals that have unusual abilities? Work in pairs and see how many you can list. Then decide on the one that you think is the most impressive.

### game on

Play in pairs. Describe an object or animal, referring to its five senses: how it looks, smells, feels to touch, tastes or sounds. Can your partner guess what it is?



## LISTENING

### Power up

1 Look at the two sets of photos. What similarities can you see?

### Listen up

2 6.5 Listen to a girl talking about a project she has completed. Which five sources of inspiration from the natural world does she mention?

3 6.6 Read the exam tip and complete the task.

#### exam tip: sentence completion

The sentences always follow the same order as the information in the recording. Read the sentences before you listen and highlight the key words. When you hear the key words or similar phrases, concentrate on completing that sentence.

Listen to part of the recording again. When you hear the words below, what sentence in Ex 4 should you try to complete?

It's quite funny that in the end the solution was found because one of the engineers was ...



Bionic, by Mercedes-Benz



kingfisher

bullet train

4 6.7 Listen again and complete the sentences with a word or short phrase.

## Stealing from nature?

Nina says that at first people were unhappy about the <sup>1</sup> ..... of the bullet train.

She finds it amusing that an engineer's interest in <sup>2</sup> ..... helped solve the problem.

Nina is impressed by a beetle that can get water from the <sup>3</sup> ..... on foggy days in the desert.

She mentions a water bottle which can collect the water that's found on a <sup>4</sup> ..... in the early morning.

Nina is surprised at the <sup>5</sup> ..... of the boxfish, which is shaped like a square box.

The boxfish was the inspiration for a new type of <sup>6</sup> .....

Nina thinks that bats are <sup>7</sup> .....

A special stick has been invented to help <sup>8</sup> ..... people.

Nina has learnt that the <sup>9</sup> ..... under lizards' toes stick to walls and ceilings.

Geckskin is a <sup>10</sup> ..... that's capable of sticking to surfaces really strongly.

5 Work in pairs and discuss the meaning of the words in bold.

1 when it came out of a **tunnel**

2 a bright blue bird with a long **beak**

3 would dive into the water, hardly making a **splash**

4 designers of camping equipment have **imitated** this idea

5 **drops** of water

6 these sounds are **reflected** off the objects around them

7 they can stick to a **surface**

### Speak up

6 Work in pairs. Can you think of any other inventions that were based on nature? Then work in groups. Discuss the inventions you listed and choose the most and least useful.



boxfish



# USE OF ENGLISH 1

**1** Read the grammar box. Choose the correct words to complete the sentences.

- 1 She's invented **few** / **a few** really useful things – very impressive!
- 2 Unfortunately, **few** / **a few** people have bought the things she's invented.
- 3 **All** / **Every** Spiderman fan will want to try Geckskin gloves.
- 4 You'll need **little** / **a little** practice before you can climb with them. It isn't easy!
- 5 Binoculars are **little** / **a little** use if you aren't into birds.
- 6 There are two cameras but I don't like **either** / **neither** of them.

## explore grammar

→ p154

### quantifiers and pronouns

(a) *little*, (a) *few*: with *a* for a positive meaning; without *a* for a negative meaning

**A** uncountable nouns:

**A little** water runs down into its mouth.  
(= some)

It lives in the desert, where there's **little** water.  
(= not much)

**B** countable nouns:

**A few** changes were made. (= some)

**Few** square things can move fast. (= not many)

**C** *either*, *neither*, *either ... or*, *neither ... nor* to talk about two alternatives

It doesn't use **either** of those senses.

It uses **neither** of those senses.

You probably haven't heard of the boxfish, and I hadn't **either**.

I'm sure you've seen a lizard, **either** near your home **or** when you were on holiday.

It finds its way in the dark using **neither** sight **nor** smell.

**D** *each*, *all*, *none*, *every*

**Each** of the animals has different challenges.

**All** (of) the engineers tried to think of a solution, but at first **none** of them succeeded.

**Every** household living near a tunnel was grateful. (NOT ~~Every~~ of the households ...)

**2** Work in pairs. Create sentences for C–D. How are the words in each group different?

**3** Complete the text with these words.

each either a few few little none

## COPYCAT

Cloning means copying genes, <sup>1</sup> ..... to create an identical living thing or to change the genes of another species. <sup>2</sup> ..... cloned thing has identical genes to the one it was cloned from. In 1958, John Gurdon cloned frogs from <sup>3</sup> ..... skin cells taken from adult frogs. But the first mammal to be cloned from an adult cell was Dolly the sheep, in 1996. There was <sup>4</sup> ..... chance of the experiment working and many scientific experts didn't believe it would be possible. But <sup>5</sup> ..... of them were right. Scientists were successful in cloning Dolly on their 434th try! These days a company called Viagen Pets can clone your favourite pet for you, but <sup>6</sup> ..... people can afford this service as it costs \$50,000.



**4** Read the exam tip and complete the task.

### exam tip: key word transformation

Cross out the words in the first sentence that also appear in the second sentence. Then think of another way to express the meaning of the remaining words using the word given.

Read question 1 in Ex 5. Which words would you cross out?

**5 e** Rewrite the sentences using the words given. Use between two and five words, including the word given.

1 This year each of the scientists has a different project.

**EVERY**

This year ..... has a different project.

2 We have succeeded in bringing an extinct species of goat back to life.

**MANAGED**

We ..... an extinct species of goat back to life.

3 So far, mammoths have not been cloned, and neither have dodos.

**NEITHER**

So far, ..... have been cloned.

4 It is unlikely they will be able to create living dinosaurs.

**HOPE**

There is ..... of creating living dinosaurs.

5 Would you like to visit a real dinosaur safari park?

**INTERESTED**

Would you ..... a real dinosaur safari park?

6 Maybe people whose cells are cloned will not grow old.

**AVOID**

Maybe people whose cells are cloned ..... old.

## Speak up

**6** Work in pairs and discuss whether it is a good idea to clone extinct animals. Why/Why not?



## USE OF ENGLISH 2

1 What would life be like without cars? What other inventions would you miss?

2 Read vocabulary box 1. Then complete the table.

noun	verb
calculator	1 .....
competitor	2 .....
employer	3 .....
photocopier	4 .....

## explore vocabulary 1

## -er and -or noun endings

You can add the endings -er and -or to a verb to make a noun for the person or thing that does the action described in the verb.

manufacture → manufacturer	calculate → calculator
print → printer	instruct → instructor
record → recorder	invent → inventor
scan → scanner	detect → detector

3 Complete the sentences with the correct form of nouns from Ex 1 and vocabulary box 1.

- The piece designed by the young ..... was a totally new idea!
- I complained to the phone ..... because I think it was badly made!
- Can I use your ..... to get my presentation ready to take to school?
- My tennis ..... used to be a famous player!
- I can take notes on my tablet using the voice ..... app.
- If you take a lie ..... test, it will find out if you are telling the truth.

## explore vocabulary 2

Verbs usually beginning with *dis-* give the opposite meaning to the original verb.

agree → disagree	appear → disappear
approve → disapprove	connect → disconnect
like → dislike	trust → distrust

Verbs beginning with *re-* usually mean 'do something again'.

appear → reappear	build → rebuild
connect → reconnect	do → redo
play → replay	start → restart
think → rethink	

4 Read vocabulary box 2. Then complete the sentences with the correct 're-' or 'dis-' form of these verbs.

appear (x2) connect play record

- I ..... the track so I could listen to it again.
- I'd love to travel by teleporter, ..... from one place and ..... in another!
- ..... the cables before moving the equipment.
- They sang badly, so the producer made them ..... the song.

5 Read the exam tip and complete the task.

## exam tip: word formation

First, work out which part of speech is needed. Then, think of all the prefixes and suffixes you've learnt for that part of speech, and choose the one that seems best in the context.

Look at gap 2 in Ex 6. What part of speech is needed? What suffixes and prefixes do you know for this part of speech?

6 e Complete the article with the correct form of the words in capitals.

Inventions that changed the world:



The <sup>1</sup> ..... of the world's first car was Karl Benz, but his 1885 invention came as a result of earlier <sup>2</sup> ..... progress and the invention of the petrol engine. At first, cars were an <sup>3</sup> ..... sight on our roads, but in 1913, car <sup>4</sup> ..... Henry Ford introduced an assembly line in his factory, which made cars much cheaper to produce. Cars allow people to be <sup>5</sup> ..... , travelling wherever they want without worrying about public transport. However, some people <sup>6</sup> ..... of cars, because they cause a lot of pollution and habitat loss. They want us to <sup>7</sup> ..... our approach to transport and travel in ways that don't damage the <sup>8</sup> ..... world.

INVENT

SCIENCE

USUAL

MANUFACTURE

DEPEND

APPROVE

THINK

NATURE


## Speak up

7 What famous inventors and inventions do you know about? Has their work changed the world?




# SPEAKING

## Power up

- 1 Look at the photos. Does how we use technology affect our lives? Why/Why not?
- 2  6.8 Listen to two teenagers talking about technology. Which issue are they discussing? What benefits and disadvantages do they mention?



- 3  6.9 Read the useful language and listen again. Which phrases from the useful language do the speakers use?


### useful language: recognising two sides to an answer

I can see that there are cons as well as pros.

In some ways I do ...

I partly agree, but on the other hand, ...

Well, that's a tricky question because ...

 I'm not sure, really, because ...

- 4 Work in pairs and discuss these topics. Use the ideas given and/or your own ideas. Use phrases from the useful language to give two sides to your answers.

#### cars

can go where you want  
kill wildlife  
pollution  
don't need to wait for public transport

#### robots in daily life

help old people  
do boring jobs for us  
fewer jobs for humans to earn money  
dangerous

## Speak up


- 5 Read the exam tip and complete the task.

### exam tip: discussion

→ p166

You will be asked questions on a particular topic. Give full, balanced answers, including reasons for your opinions and any further information where possible.

Work in pairs and choose a question in Ex 6. Make a list of all the possible answers, opinions and reasons you could give to answer the question.

- 6  e Work in pairs or groups of three. Take it in turns to read the questions and discuss them. Use as many phrases from the useful language as you can.

- 1 How important is it to have science lessons at school?
- 2 Would you enjoy working as a scientific researcher? Why/Why not?
- 3 Should everyone in the world get the medicines that they need without paying? Why/Why not?
- 4 What are the most important things that science has achieved?
- 5 What are the most important things for scientists to achieve in the future?
- 6 Do you think scientific knowledge is always a good thing? Why/Why not?

## Speaking extra

- 7 Work in two groups and have a debate. One group must argue *for* the statement below and the other group must argue *against* it.

'There should be more science lessons in schools.'

- 1 In your groups, make notes of your ideas.
- 2 Share the ideas between you so that you all have a chance to talk.
- 3 Each group presents their ideas to the rest of the class.
- 4 Take a vote at the end.



## 6 Superpowers

# WRITING

### Power up

- 1 Have you seen any science fiction or superhero films recently? Do you like those genres? Why/Why not?
- 2 What other genres do you like or dislike? Why? What makes a good film great? Discuss in pairs and use these words to help you.

action actors characters comedy fantasy  
horror music plot romance special effects

### Plan on

- 3 Read this advert from a website called the Sci-fi Club. Find the key points that would need to be included in the review.

THE Sci-fi  
CLUB

## Attention!

### Film reviews wanted

The Sci-fi Club wants to hear your opinion of a superhero movie that you've seen recently.

In your review, we'd like you to describe a superhero movie. Write about:

- 1 the main characters.
- 2 the actors.
- 3 the main idea of the plot (but don't give too much information).
- 4 aspects of the film that you liked or disliked.
- 5 what makes the film different or memorable.
- 6 your own personal opinion – would you encourage other people to watch this film?

- 4 Read a student's review. In which paragraphs (A–D) does she talk about the points in the advert (1–6)?

- A *Wonder Woman* is a superhero movie with all the usual silly outfits and exciting adventures – but this time the star is female.
- B The movie starts with the early life of the main character, Diana. She grows up as a princess on an island of warrior women, but her life changes completely when a plane crashes near her home during World War I. She rescues its pilot, Steve, and learns about a poisonous gas that is destroying lives. She decides to go with Steve to stop the war, and becomes Wonder Woman.
- C Gal Gadot is fantastic as Diana, and she and Chris Pine, who plays Steve, have a great on-screen relationship. There are some very amusing moments when Diana experiences London for the first time. These funny scenes work better than the action and special effects, which offer nothing that we haven't seen many times before.
- D In my view, *Wonder Woman* is a much more thoughtful movie than most in the superhero genre, and would appeal to many different types of audience. If you like dramatic action, romantic love scenes or comedy, you should watch this film.





- 5 Find these adjectives in the review. Use them to complete the sentences.

amusing dramatic on-screen  
romantic thoughtful

- 1 The warrior women's fight with the soldiers is very ..... and exciting.
- 2 Diana and Steve fall in love and share some very ..... moments.
- 3 I really laughed during the most ..... scenes in the film.
- 4 The film takes a very ..... approach to the subject of war – it really made me think.
- 5 Actors don't always get on well in real life, even when they seem to have a good ..... relationship.

- 6 Read the language box. Find three events that the student mentions in her review, and one action in progress.

### explore language

#### the dramatic present

When we describe the events in a book or film, we usually use present tenses.

We use the **present simple** for finished actions or events, or a series of events.

We use the **present continuous** for actions in progress or to give the background to an event.

- 7 Complete the sentences with the correct form of the verbs in brackets.

- 1 The plane ..... (hit) the sea, and Diana ..... (dive) into the water to rescue the pilot.
- 2 When Steve ..... (see) Diana for the first time, he ..... (try) to fight his way out of the sinking plane.
- 3 While she ..... (visit) London, Diana ..... (have) to wear a long skirt.
- 4 Some men ..... (attack) Diana and Steve, but Diana ..... (defeat) them easily.

### Write on

- 8 You recently saw this notice in an English-language magazine. Decide which film you will review and write a few sentences giving your opinion.

## Film reviews wanted

We are looking for reviews of films that teenagers might be interested in watching. Write a review of a film you have seen recently, giving information about the story and main characters and explaining what you liked and didn't like about it.

The best reviews will be put on our website.

- 9 Work in pairs and tell each other about your films. Talk about the points (1–6) in the advert in Ex 3.
- 10 Read the exam tip and complete the task.

#### exam tip: review

→ p170

A good review should end with a recommendation for the reader.

Look at the last paragraph in the review in Ex 4. Which sentence makes a recommendation to the reader? Work in pairs and talk about the films you have decided to review. What recommendations could you make about them?

- 11 Plan your review. Think about these things.
- 1 Will you use formal, semi-formal or informal language?
  - 2 What are the main tenses you will use?
  - 3 How many paragraphs will you write and what will each one contain?
  - 4 What adjectives can you use to describe the film?
  - 5 Do you need to look up any special vocabulary in a dictionary?
- 12 e Write your review in 140–190 words.

### Improve it

- 13 Check and see if you could improve your review in any way. Think about these things.
- 1 Content: have you included all the things that the advert asks for?
  - 2 Vocabulary: have you used a good range of interesting vocabulary?
  - 3 Grammar: are your verb forms and linking words used correctly?
  - 4 Spelling: have you made any spelling mistakes?
- 14 Swap your review with a partner and share what you like about each others reviews. Discuss any areas where you think your partner could improve but make sure you explain clearly in what way.





SWITCH ON

## Spider science

- 1 Work in pairs. Discuss the questions about insects.
  - 1 Do you or anyone you know have an insect as a pet?
  - 2 Are you afraid of any insects? What do you do if you see them?
- 2 Watch the clip. What do these numbers relate to?
  - 1 2200 metres
  - 2 100 million years
  - 3 700 metres
- 3 Watch again and answer the questions.
  - 1 What do you learn about the silk a spider produces?
  - 2 How does the clip explain the strength of spider silk?
  - 3 What is inside each of the water droplets? Why is this important?

## Project

- 4 Work in small groups. Create a presentation about things produced by insects or animals that we use in our daily lives.
  - 1 Choose the animal or insect and do your research. Use books or the internet to help you. Think about these things:
    - what the insects or animals produce
    - what we use the products for
    - how we benefit from the products
  - 2 Divide the group into pairs and prepare your presentation.
  - 3 Present your work to the class. Which group presents the most unusual information?

# INDEPENDENT LEARNING

## Grammar and vocabulary

- 1 Look back at this unit. Think about what you have learnt.
  - 1 Which parts of the unit did you like most/least? Why?  
most: .....  
least: .....
  - 2 Which tips and language boxes did you find useful?  
.....  
.....
  - 3 Which areas of grammar do you feel most/least confident about using?  
most: .....  
least: .....
  - 4 Which areas of vocabulary do you feel most/least confident about using?  
most: .....  
least: .....
  - 5 Which tasks did you find easy/difficult?  
.....  
.....
- 2 Look back at the Independent Learning sections from the previous units. Which of your learning goals have you now met? Which of your ideas for improvement have you used? What else could you do to improve? Discuss in pairs.
- 3 Work in pairs and discuss the area where you would each like to improve your English. Work together to make a list of ideas for practising. Then share your ideas with the class.

- Grammar: use an app to practise the areas that I find most difficult
- Vocabulary: keep lists of useful words and phrases on my mobile
- Pronunciation: watch English language videos online

- 4 Write down three specific things you will do to improve your grammar or vocabulary skills.

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



# UNIT CHECK

## Wordlist

### Science

analyse (v)  
establish (v)  
experiment (v)  
gene (n)  
infection (n)  
investigate (v)  
laboratory (n)  
measure (v)  
observe (v)  
predict (v)  
researcher (n)  
species (n)  
substance (n)

### Senses

hearing (n)  
sight (n)  
smell (n, v)  
sound (n, v)  
taste (n, v)  
touch (n, v)  
vision (n)

### Word formation: -ic/-al

artistic (adj)

central (adj)  
heroic (adj)  
logical (adj)  
metallic (adj)  
musical (adj)  
natural (adj)  
scientific (adj)

### Word formation: -er/-or

calculator (n)  
competitor (n)  
detector (n)  
employer (n)  
instructor (n)  
inventor (n)  
manufacturer (n)  
photocopier (n)  
printer (n)  
radiator (n)  
recorder (n)  
scanner (n)

### Word formation: dis-/re-

disagree (v)  
disappear (v)  
disapprove (v)

disconnect (v)  
dislike (v)  
distrust (v)  
reappear (v)  
rebuild (v)  
reconnect (v)  
redo (v)  
replay (v)  
restart (v)  
rethink (v)

### Other

action (n)  
adjust (v)  
amusing (adj)  
battery (n)  
beak (n)  
character (n)  
cloak (n)  
comedy (n)  
dramatic (adj)  
drop (n)  
electrical (adj)  
fairytale (n)  
fantasy (n)

horror (n)  
imitate (v)  
on-screen (adj)  
play a trick on sb (phr)  
plot (n)  
plug in (phr v)  
powerful (adj)  
reality (n)  
reflect (v)  
romance (n)  
romantic (adj)  
science fiction (n)  
settings (n)  
special effects (n pl)  
splash (n)  
surface (n)  
thoughtful (adj)  
tunnel (n)  
wear off (phr v)

### Extra

cable (n)  
equipment (n)  
high-tech (adj)  
invention (n)

## Practice

**1** Complete the sentences with the correct form of words from the **Science** section of the wordlist.

- I work in a \_\_\_\_\_ where we are trying to clone the \_\_\_\_\_ of extinct \_\_\_\_\_ of mammal such as mammoths.
- \_\_\_\_\_ put cameras in the rainforest so that they could secretly \_\_\_\_\_ the behaviour of a group of chimpanzees.
- Experts \_\_\_\_\_ that temperatures will continue to rise until we stop putting \_\_\_\_\_ that cause global warming into the atmosphere.
- Some people believe it is morally wrong to \_\_\_\_\_ on animals, because it causes them unnecessary pain. They think we should find other ways to \_\_\_\_\_ new scientific ideas.
- If we want to stop people getting this \_\_\_\_\_, we need to \_\_\_\_\_ how people are spreading it to each other.

**2** **6.10** Listen and check your answers.

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

- My dad wants a new metal \_\_\_\_\_ (detect) for his birthday.
- I \_\_\_\_\_ (trust) the information that I find online – it isn't always very reliable.
- Can I use your \_\_\_\_\_ (scan) to make a copy of this diagram? Then I can email it to my teacher.
- The electrician has to \_\_\_\_\_ (connect) the main electricity supply before repairing the switch, so you can't watch TV now.
- I'd love to be good at painting, but unfortunately I'm not very \_\_\_\_\_ (art).
- Mrs Moore said my essay was so bad that I have to \_\_\_\_\_ (do) it. Oh dear!
- My cousin's really into the \_\_\_\_\_ (nature) world and loves watching wild animals.
- The application forms of all \_\_\_\_\_ (compete) must arrive by Friday 12 June.



# UNIT CHECK

## Review

1 Match the sentence halves (1–6) with (A–F).

- 1 Her talk made
  - 2 Our teacher encourages
  - 3 I avoided
  - 4 I never meant
  - 5 We have to do our maths homework
  - 6 He's interested
- A us to do scientific experiments at home.  
B without using a calculator.  
C to keep axolotls in my bedroom.  
D me decide to become a scientist.  
E in studying biology at university.  
F having to do a science project this year.

2 6.11 Listen to someone talking about their job as a scientist. Why does he say Monarch butterflies are amazing?

3 6.12 Complete the text with the correct form of the verbs in brackets. Then listen again and check your answers.

### Unlocking a butterfly mystery



I'm an entomologist – a scientist who researches insect life. I prefer <sup>1</sup>..... (study) butterflies to other insects. Although all insects are fascinating, I definitely get most excited about <sup>2</sup>..... (observe) butterflies, probably because they're so beautiful to look at.

I wasn't sure what <sup>3</sup>..... (do) after university, but luckily, one of my entomology teachers promised <sup>4</sup>..... (help) me find interesting work. Before long, she told me about a research project on Monarch butterflies in Mexico, and I decided <sup>5</sup>..... (join) the team.

I now help <sup>6</sup>..... (protect) these amazing butterflies, which are famous for <sup>7</sup>..... (fly) 3,000 kilometres from North America to Mexico and back again. Each butterfly makes the journey only once in its short life, and so far it's a mystery how the adult Monarchs manage <sup>8</sup>..... (pass on) information about the route to the next generation. My team intends <sup>9</sup>..... (investigate) this, and hopes <sup>10</sup>..... (unlock) the mystery of the Monarch butterfly.

4 Choose the correct answer, A, B or C, to complete the sentences.

- 1 There was ..... time left, so we had to be quick.  
A little    B few    C none
- 2 Neither our hearing ..... our sense of smell can match a dog's.  
A or    B nor    C neither
- 3 He told us interesting facts about ..... of the animals.  
A every    B each    C few
- 4 I have ..... pet spiders, and I love looking after them.  
A few    B a little    C a few
- 5 ..... of us enjoyed the film.  
A Every    B None    C Either
- 6 ..... the cloned animals were identical.  
A Neither    B Each    C All

5 Complete the text with one word in each gap.

## Super Skin

All <sup>1</sup>..... us have skin, but most of us don't realise how important it is. Human skin keeps our bodies safe from many different dangers, but the skin of some other animals is even more impressive. A mouse in Africa, for instance, can escape an attacking animal <sup>2</sup>..... leaving its skin behind as it runs away. The skin will grow back exactly as it was before in a <sup>3</sup>..... days. Disgusting, but cool!

Here's another great trick – would you like to <sup>4</sup>..... able to drink water by standing in the bath? Well, that's what a desert lizard in Australia can do. It can drink either with its mouth or with any other part of its body, through tiny holes in its skin <sup>5</sup>..... suck up water like straws. Wow!

Although this mouse and lizard are amazing, <sup>6</sup>..... of them can compare with the octopus. This sea creature has a substance in its skin that the rest of us only have in our eyes. This allows it <sup>7</sup>..... observe the appearance of everything around it through its skin. It's hard to imagine <sup>8</sup>..... skin that can do that! When it wants to hide, the octopus can change shape and colour in seconds to look exactly like the object it's in front of.

6 Write a radio advert for a gadget, either a real one or one that you have invented. Try to use a variety of infinitives and '-ing' forms.





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

Look at the photo and discuss the questions.

- 1 What is it about where you live that makes you feel 'at home'?
- 2 How can travelling away from home change your views about where you live?
- 3 If you could live anywhere in the world, where would you choose?

7

## Home and away

### READING

topic: alternative living spaces  
skill: using reference words  
task: gapped text

### GRAMMAR

conditionals (0–3)  
wishes, preferences and regrets

### VOCABULARY

living accommodation and furnishings  
synonyms and antonyms  
prepositions

### LISTENING

topic: learning languages  
skill: listening for positive or negative ideas and opinions  
task: multiple matching

### USE OF ENGLISH

key word transformation  
multiple-choice cloze

### SPEAKING

topic: talking about yourself  
skill: giving information about yourself  
task: interview

### WRITING

topic: description of a visit to a place  
skill: using appropriate informal register  
task: informal email

### SWITCH ON

video: homes of the future  
project: plan a living space



## 7 Home and away

# READING

### Power up

- 1 Look at the photos. What would it be like to live or spend time in these places?

### Read on

- 2 Read the article about alternative living spaces quickly. Is interest in treehouses a recent thing, according to the article?
- 3 Read the exam tip and complete the task.

#### exam tip: gapped text

Check the topic of each paragraph. Then look for reference words (e.g. *this*, *that*, *one*, *he*, *his*, *it*, etc.) before and after the gap. These will give you important clues that will help you to find the correct missing sentence.

Look at gap 1 in the article. What is the word that comes immediately after the gap? What could this refer to? Check the sentences (A–G) in Ex 4 to find one that could fit.

- 4 e Read the article again. Choose which sentence (A–G) fits each gap (2–6). There is one extra sentence which you do not need.
- A For example, the Roman Emperor Caligula had a treehouse and so did the Medici family in sixteenth-century Italy.
  - B That is actually when some of our most creative thoughts happen. So, if you moved your desk to the garden, perhaps you'd find homework easier!
  - C An example of this is the Honey Sphere, made of wood and steel with a tree growing through the centre.
  - D You can't actually live there since it is part of a museum, but it was made so that visitors can enjoy the beautiful flowering trees that surround it.
  - E Treehouses were also an important part of the culture of sixteenth-century England.
  - F There is a home entertainment centre including a plasma-screen television, games consoles and digital photo frames.
  - G But city living is also changing – and what could be better than a block of flats that is actually designed with trees in mind?

- 5 Find words in the article that mean the following.

- 1 try something new in order to find out more about it (intro)
- 2 warm and comfortable (para 1)
- 3 very modern and perhaps strange looking (para 1)
- 4 a group of buildings or one large building used for a particular purpose (para 3)
- 5 the small flowers on a tree or plant (para 5)
- 6 enormous (para 6)
- 7 make the effort to do something (para 6)

- 6 Work in pairs and use all of the words in Ex 5 to describe a house or building you have seen.

### Sum up

- 7 What advantages to treehouses and similar buildings does the author mention?

### Speak up

- 8 Work in pairs. How many positive things about living or staying in a treehouse can you think of? What about negative things?







## On top of the world?

**You know, most of us, when we think about a living space or a place we might relax or stay in for a while, we imagine a 'normal' house, flat or hotel. But increasingly these days, people are experimenting with different types of living spaces that are eco-friendly, hi-tech (sometimes) and unusual!**

One type of building that is currently gaining in popularity is the treehouse – but not the type of child's treehouse that we might be familiar with. Around the world, architects and designers have been constructing some amazing designs for treehouses, from ones designed to disappear into their surroundings to others that definitely look futuristic. <sup>1</sup> ..... It is unlike most treehouses because it's not really even off the ground – but it still provides a place where the owner can write music in peace and quiet.

Another amazing example of a treehouse with a difference is one that was built for a family in Athens, Greece. Called the High-Tech Hideaway, this treehouse – which on the outside looks very traditional – prides itself on being eco-friendly, and has all the fun gadgets that any teenager could want. <sup>2</sup> ..... Not only that, there are also the latest in security cameras and fingerprint locks.

You would be wrong to think, though, that things like this won't happen unless you live in the countryside. <sup>3</sup> ..... 25 Verde in Turin, Italy, is an apartment complex with 150 trees growing on it! Trees help to keep the building cool in summer and also provide lots of greenery for the residents.

So what is it about treehouses that attracts people? Well, if you have a space you can go to out of doors, where you are surrounded by nature, you might find that your mind becomes freer to imagine and to daydream. <sup>4</sup> ..... I'm sure that's true for some people, at least!

For treehouse fans there are a number of famous architects and buildings, including the Teahouse Tetsu in Japan. If you saw this treehouse, you'd think it was something out of a fairytale. <sup>5</sup> ..... These pink cherry blossoms are at their best every spring so visitors who have done their homework know exactly when to visit!

Despite this recent interest in treehouses, they do not belong solely to the modern world. <sup>6</sup> ..... The son, Francesco, built a treehouse that was seven metres off the ground in a huge tree with two massive staircases leading up to it, and a marble dining table and fountains inside! It is believed that it was so huge because he wanted a bigger and better one than his father, Cosimo. So it seems that if Cosimo hadn't built a treehouse first, Francesco probably wouldn't have bothered either!

The world's largest treehouse has eighty rooms and is supported by six trees.



## GRAMMAR

**1** Read the grammar box. Match the forms (1–4) with their conditional uses (A–D).

- 1 *if + past simple + would/could/might*
- 2 *if/unless + present simple + will/won't/might*
- 3 *if + past perfect + would have + past participle*
- 4 *if/when + present simple + present simple*

### explore grammar

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#### zero conditional

**A** for general truths or the result of a situation/action, .....

When we **think** about a living space, we **imagine** a 'normal' house, flat or hotel.

#### first conditional

**B** for a future possibility, .....

If you **have** a space you can go to, then you **might find** that your mind becomes freer.

Things like this **won't happen** unless you **live** in the countryside.

#### second conditional

**C** for hypothetical situations in the present or future, suggestions and advice, .....

If you **saw** this treehouse, you'd **think** it was something out of a fairytale.

If I **were** you, I'd **try** it one day!

#### third conditional

**D** for hypothetical situations in the past or regrets about the past, .....

If Cosimo **hadn't built** a treehouse first,

Francesco probably **wouldn't have bothered**.

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

- 1 If you had asked my opinion, I **suggested** / 'd have suggested where to put the furniture.
- 2 Unless you have a lot of books, you **don't need** / **need** more than one bookcase.
- 3 If you have a lot of money saved up, then you'll **buy** / you'll be **able to buy** whatever you want.
- 4 How would you feel if you **live** / **lived** on the twenty-first floor of a block of flats?
- 5 If I were you, I **didn't** / **wouldn't** paint the room black.

**5** Complete the conversation with these words.

could find had had been were (x2) will would (x2) would have

**A:** Hi, how are things? Guess where I am! In a caravan by the sea and it's pouring with rain! If you <sup>1</sup> ..... here now, we <sup>2</sup> ..... at least play some music!

**B:** Oh, sorry about that. I <sup>3</sup> ..... come with you if I <sup>4</sup> ..... free but you know we've got relatives staying at the moment.

**A:** Yeah, I know. Anyway, unless I <sup>5</sup> ..... something to do soon, I <sup>6</sup> ..... go mad!

**B:** If I <sup>7</sup> ..... you, I <sup>8</sup> ..... get out my laptop and start designing that treehouse you want.

**A:** Hey, that's a great idea!

**B:** Anyway, if I <sup>9</sup> ..... the chance to be in your caravan at the moment, I <sup>10</sup> ..... feel really happy. I've got my piano exam tomorrow!

**A:** Oh no! Good luck!

**6** Work in pairs and answer the questions in Ex 2 for yourselves.

### Speak up

**7** If you had £500 to redesign your classroom, what would you do? Work in pairs and compare your ideas.

If we had £500 to spend on the classroom, I'd ...

**2** **7.1** Watch or listen to three people answering questions about where they live. Match the speakers (1–3) with the questions they are answering (A–C).

- A** If you could have designed your house differently, what would you have changed?
- B** If you could choose a place to live, where would you go?
- C** If you could design your own house, what would it look like?

**3** **7.2** Watch or listen again and answer the questions.

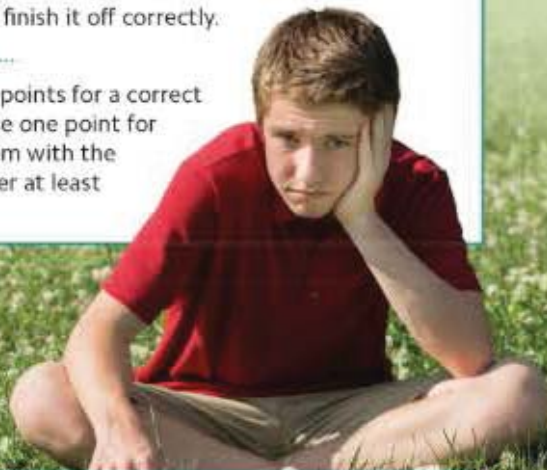
- 1 What would there be in Speaker 1's house?
- 2 Why would Speaker 2 like to live in Sydney?
- 3 What changes would Speaker 3 have made to the house?

### game on

Play in two teams. Each member of the team has to start a conditional sentence and ask one member of the opposite team to finish it off correctly.

If I **were** rich, I **would** ...

Each team gains two points for a correct sentence but they lose one point for each mistake. The team with the most points wins (after at least five sentences).



The song 'With a little help from my friends,' by The Beatles, is packed with first and second conditionals.



# VOCABULARY

## living accommodation and furnishings

1 Match photos A–D with four of these words.

block of flats caravan castle houseboat hut igloo  
lighthouse palace tent villa

2 Which of the places in Ex 1 have you stayed in? Where would you like to stay if possible? Why?

3 7.3 Listen to a teenager describing her ideal personal space. Which of these items does she mention?

bench blanket cabinet carpet curtains cushion duvet  
lampshade mattress rail rug sheet shelf sink

## explore vocabulary

### synonyms and antonyms

To avoid repeating the same word in your speaking and writing, you can often use a synonym (= a word or phrase with a similar meaning) or an antonym (= a word or phrase with the opposite meaning).

I don't think the limited space inside will feel **cramped** once all the rubbish has gone. I'm hoping that it will seem quite **roomy**.

4 Read the vocabulary box and complete the table with these synonyms and antonyms.

cramped massive messy neat spacious tiny

adjective	synonym	antonym
roomy		
tidy		
enormous		

5 Work in pairs and discuss the meaning of the phrasal verbs in bold. Can you think of another way to say the same by replacing the phrasal verbs with other words?

- How often do you **hang up** your clothes?
- What sort of thing do you like to **put up** on the walls in your bedroom?
- Do you clean and **tidy up** every day?
- Do your parents have to ask you to **clear up** your mess? How often?
- What do you need to **sort out** in your room at the moment?
- Do you usually **put away** your things, or do you leave them on the floor?

6 Use the phrasal verbs in Ex 5 to describe what other members of your family do or don't do around the house.



D

## Speak up

7 Work in pairs to design an ideal space for you to hang out in with your friends. Use words from this page to discuss your ideas. Think about these things.

- What would your space be like: roomy or small?
- What would you put up on the walls?
- Would all your furnishings have to match?
- How would you make your place great to hang out in?





## LISTENING

### Power up

1 Work in pairs and discuss the questions.

- 1 What can we learn from visiting other countries?
- 2 How important is it to know the language of the country you are visiting?
- 3 What if your family decided to move to a foreign country for a while? Do you think you would find it difficult? Why?

### Listen up

2 Match the words and phrases with the correct meaning (1–4).

break the ice   fluent   language barrier   motto

- 1 being able to speak a foreign language extremely well
- 2 a short phrase that expresses a person, family or institution's belief about how to behave
- 3 make it easier to talk to new people
- 4 a communication problem caused by not knowing a language

3 7.4 Listen to one of five students talking about his experience of learning a language. Did he manage to learn the language easily? Note down words that give you the answer.

4 7.5 Read the exam tip. Listen and complete the task.

#### exam tip: multiple matching

Listen carefully for positive or negative ideas and opinions. Do these match any of the statements?

Listen to Speaker 1 again. List all the positive and negative things he says. Do they match any of the statements in Ex 5?

5 7.6 Now listen to all five students talking about difficult situations. Match the speakers (1–5) with what they say. There are three extra letters which you do not need.

- |  |                 |
|--|-----------------|
| A It was difficult to express emotions.                  | Speaker 1 ..... |
| B I didn't mind sounding silly.                          | Speaker 2 ..... |
| C I felt embarrassed that I couldn't speak the language. | Speaker 3 ..... |
| D I picked up spoken language outside the classroom.     | Speaker 4 ..... |
| E Other people in the class were unfriendly at first.    | Speaker 5 ..... |
| F It didn't take me long to learn how to communicate.    |                 |
| G Joining in a new activity helped.                      |                 |
| H I felt grateful to my teachers for what I'd learnt.    |                 |

6 Match the words and phrases from the recording (1–6) with their meanings (A–H).

- |  |              |
|--|--------------|
| 1 settle down                          | 4 remain     |
| 2 get back to normal                   | 5 stick with |
| 3 be a pain                            | 6 improved   |
| A got better                           |              |
| B become used to a new situation       |              |
| C continue doing something difficult   |              |
| D be boring or annoying                |              |
| E return to the way things usually are |              |
| F stay in the same place               |              |

### Speak up

7 Work in pairs and discuss the questions.

- 1 What can you say about each speaker? Try to make third conditional sentences about them.
- 2 Have you had any similar experiences to the speakers? What did you learn?



'A different language is a different vision of life.' (Federico Fellini, film director)



# USE OF ENGLISH 1

- 1 Think of a place you'd really like to travel to. Why would you like to go there? Work in pairs and share your ideas.

I wish I could visit ... because ...

- 2 Read the grammar box. Then read the sentences and complete the comments (1–3) with these words. There are two words you do not need.

could didn't hadn't prefer rather

- You have to cross the river by jumping on the stones.  
'If only we ..... have to cross this river!'
- You want to ask for something in a small Italian shop.  
'I wish I ..... speak some Italian!'
- You have to go to a new school but you want to stay at your old one.  
'I'd ..... not go to a new school.'

## explore grammar

→ p156

### wishes, preferences and regrets

- A I wish/If only + past simple or continuous for a wish about a present or future situation  
I **wish** German **was** an easier language to learn!
- B I wish/If only + could for a wish about a present or future ability  
I **wish** I **could** speak Spanish fluently!
- C I wish/If only + would/wouldn't to complain about a present situation  
If **only** they **would** speak French without using idioms.
- D I wish/If only + past perfect for a wish or regret about the past  
I still **wish** sometimes that we'd **remained** in our previous home.
- E I'd rather not + infinitive without to ... (than) for present and future preferences  
I'd **rather not have** any friends **than** have bad friends.

- 3 Choose the correct verb forms to complete the email.

From: **Kate** To: **Emma**

Hi Emma,

I hope you're well. You're planning a trip to Poland in the summer, aren't you? I wish I **'would come / was coming** with you!

Anyway, I've got exciting plans too. I'm going to Italy to stay with my Italian pen-friend. If only I **'could speak / was speaking** Italian better, things would be easier, but her English is very good! I wish I **'had known / knew** her when I was younger because by now, I'd be really good at Italian!

I hope you can come and visit soon. I'd rather **'to not take / not take** any time off from work right now to show you around, but next month would be great.

Speak soon,  
Kate x

- 4 Read the exam tip and answer the question.

### exam tip: key word transformation

Remember that the meaning of the sentence must remain the same, even if you need to make major changes to the words in the first sentence. For example, sometimes the example sentence is positive but the key word is negative.

Read question 1 in Ex 5. Will the missing words you provide include a positive or negative form of the verb?

- 5 e Rewrite the sentences using the word given. Use between two and five words, including the word given.

- It would be good to catch the 1 o'clock train.  
**MISS**  
I'd ..... the 1 o'clock train.
- I'd prefer to go to the island by ferry.  
**WISH**  
I ..... going to the island by ferry.
- It's a pity Alex didn't study harder in French.  
**ONLY**  
If ..... harder in French.
- Jeni didn't know Spanish, so she couldn't talk to the villagers.  
**HAD**  
If ..... she could have talked to the villagers.
- They regretted walking so far to the restaurant.  
**WALKED**  
They wished ..... so far to the restaurant.
- I went on the school trip and I got to know Max.  
**IF**  
I wouldn't have got to know Max ..... on the school trip.

## Speak up

- 6 Work in pairs and talk about a trip in the past that you did or didn't go on. Express any regrets you may have or things that you wouldn't have experienced if you hadn't gone on the trip.





# USE OF ENGLISH 2

1 What do you know about countries in the British Isles? Would you like to visit one in particular? Why?

2 Match these words to rail, air or sea travel. Some words can be matched more than once.

board (v) brake (v, n) cabin crew deck  
departure lounge guard network pilot platform port  
terminal track traffic tunnel

## explore vocabulary

### prepositions

Prepositions are everywhere: as part of phrasal verbs, set phrases, after nouns, adjectives, verbs, and so on. Try to learn them in context.

be attracted **to** sth/sb, high/low **off** the ground,  
**out of** doors, pride yourself **on** sth

3 Read the language box and complete the sentences with these prepositions. Use the words in bold to help you.

after for (x2) into of on (x2) out through to

- The lorry **pulled** ..... into heavy traffic.
- ..... **the way** to the village, we had to negotiate lots of steep hills and sharp bends.
- We were **heading** ..... the castle when, suddenly, it started to pour with rain.
- It's brilliant when you **come** ..... **contact** with different people as you're travelling.
- Why don't you **take advantage** ..... **this opportunity** and start practising your Greek?
- Venice is **well-known** ..... its gondolas.
- The Eiffel Tower in Paris is **named** ..... its designer, Gustave Eiffel.
- It took ages to **go** ..... **customs** in New York.
- There was absolutely everything you could want ..... **board** the cruise ship.
- To **keep costs** ..... **a minimum**, the family decided to go camping for their holiday.

4 Read the exam tip and complete the task.

### exam tip: multiple-choice cloze

Read through the whole text first before you start looking at the options. After making your choice, read the whole sentence again. Does it sound correct?

Look at gap 1 in Ex 5. Find the preposition that goes with the word in the gap. Then look at the options and find the word that collocates with the preposition.

5 e Read the text and choose the best answer (A, B, C or D).

## The road trip of a lifetime

If you want to see some spectacular scenery, then take a road trip around Ireland! Part of the coastal route around Ireland is called the Wild Atlantic Way, '.....', of course, after the ocean it runs alongside. We had arrived by ferry in the early morning and our first view from our position on '.....', Ireland looked magical in the mist. And it got even more magical!

As we headed '.....' Galway up the west coast, we had frequent stops to take '.....' of the amazing views. I took photos of sharks, dolphins and huge cliffs!

The road '.....' in Ireland is one of the best in Europe, with Galway alone having over 6,000 kilometres of roads! However, we '.....' to the coast road since that was the most scenic. To keep '.....' to a minimum, we stayed in small hotels where we came into '.....' with the friendly locals. The Irish hospitality was something else!

- |              |                |              |                |
|--------------|----------------|--------------|----------------|
| 1 A referred | B named        | C made       | D designed     |
| 2 A port     | B platform     | C track      | D board        |
| 3 A for      | B at           | C down       | D along        |
| 4 A chance   | B opportunity  | C advantage  | D possibility  |
| 5 A network  | B destination  | C link       | D connection   |
| 6 A remained | B followed     | C drove      | D kept         |
| 7 A exchange | B money        | C costs      | D payments     |
| 8 A contact  | B co-operation | C connection | D conversation |

## Speak up

6 If you could go on a road trip, where would you go? Why? What would you particularly want to see or do on that trip?



# SPEAKING

## Power up

**1** What is the biggest city you have visited? What did you like/not like about it?



- 2** Work in pairs. Look at photos A and B of people spending time in their cities. Compare the photos and say how the people might be feeling.
- 3** Read the useful language. Think about the place where you live and your school. Write down three things you like about each one.

### useful language:

#### giving information about yourself

describing where you live:

a stone's throw from the sea

right in the city centre

very close to the main train station

talking about the place where you live:

the capital of ... a suburb of ...

a small town to the north of the country

talking about where you go to school:

I go to ... high school I'm in Year 8

My school is just around the corner from where I live.

- 4** Work in pairs to ask and answer questions about where you live. Are your answers different?

What is the place where you live like?

Do you live in a big city? What's it like?

What do you like best about your school?

## Speak up

- 5** Read the exam tip and complete the task.

### exam tip: interview

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Avoid giving very short answers by making sure you know how to talk about yourself, your likes and dislikes, the place where you live, your possible future plans, and so on. Prepare yourself by learning any special vocabulary that you might need – but don't learn a whole paragraph off by heart!

Number the possible answers to this question from the best (1) to the worst (3).

**Who do you spend time with after school?**

**Answer A:** My family. ....

**Answer B:** I go home and stay with my sister. ....

**Answer C:** My friends, usually, and then I go home and relax with my mum and my sister. ....

- 6 e** Work in pairs. Student A turns to page 173 for their questions and Student B turns to page 175. Ask and answer the questions.

## Speaking extra

- 7** Work in pairs and roleplay an interview.

- 1 Assign roles: one of you is the interviewer; the other is someone famous.
- 2 Think up questions for your interview.
- 3 Carry out your interview. Record it if you can.
- 4 Play it or perform it for the class. Can they guess who the famous person is?





## SWITCH ON

### Homes of the future

- 1 Write down the four most important things in your bedroom. Think of a reason why these items are important. Work in pairs and compare your ideas. Are your answers the same or different?  
Because I have a comfortable bed, I sleep well and I wake up feeling good.
- 2 Watch the clip. Which of the three living spaces is your favourite? Why?
- 3 Watch again and make notes about the special features of each living space. Are any of the house features similar?
  - 1 The Yo! House
  - 2 The Rotating Apartment
  - 3 The Pitstop Apartment
- 4 Work in pairs to finish these sentences about the three houses.
  - 1 If I lived in the Yo! house, ...
  - 2 The Rotating Apartment ...
  - 3 The Pitstop Apartment ...

### Project

- 5 Work in pairs to design a living space for the future.
  - 1 Draw or create your living space. Think about these things:
    - how to save space
    - how rooms can be used for more than one purpose
    - who your living space is designed for: Is it for a particular group of people?
    - the features that make your living space special
  - 2 Present your house design to the class. Describe the features and benefits.
  - 3 Have a class vote on the best-designed house.

## INDEPENDENT LEARNING

### Reading and writing skills

- 1 Look back through the main reading texts in the previous units.
  - 1 Do you find it easier now to understand what you are reading and answer questions about it?
  - 2 Which kinds of texts do you find easiest? Which ones are more challenging?
- 2 Work in pairs and share your answers to Ex 1. Answer these questions using the reading exam tip to help you.
  - 1 What do you think has helped your reading skills to improve?
  - 2 What is something that you find difficult when reading?
  - 3 What is something you can do to continue to improve your reading skills?
- 3 Look back through all the pieces of writing you have done in Units 1–7. Find the one you like best. Work in pairs and give each other feedback on your writing. Think about these questions.
  - 1 Check sentence length. Is there a variety of short and long sentences? Does the sentence length match the type of writing (i.e. shorter for more informal, longer for more formal)?
  - 2 Is the writing organised clearly? What could be improved?
  - 3 Can you suggest three ways in which your partner's writing could be improved?
- 4 Make a list of two things you can do to improve your reading skills and two things to improve your writing skills. You can use your partner's suggestions or create some of your own.

reading	writing



# UNIT CHECK

## Wordlist

### Living accommodation

block of flats (*phr*)  
caravan (*n*)  
castle (*n*)  
houseboat (*n*)  
hut (*n*)  
igloo (*n*)  
lighthouse (*n*)  
palace (*n*)  
tent (*n*)  
villa (*n*)

### Furnishings

bench (*n*)  
blanket (*n*)  
cabinet (*n*)  
carpet (*n*)  
curtain (*n*)  
cushion (*n*)  
duvet (*n*)  
lampshade (*n*)  
mattress (*n*)  
rail (*n*)  
rug (*n*)  
sheet (*n*)  
shelf (*n*)  
sink (*n*)

### Synonyms and antonyms (adjectives)

cramped  
enormous  
massive  
messy  
neat  
roomy  
spacious  
tidy  
tiny

### Phrasal verbs

clear up  
hang up  
put away  
put up  
sort out  
tidy up

### Travel

board (*v*)  
brake (*v, n*)  
cabin (*n*)  
crew (*n*)  
deck (*n*)  
departure lounge (*n*)  
guard (*n*)

network (*n*)  
pilot (*n*)  
platform (*n*)  
port (*n*)  
terminal (*n*)  
track (*n*)  
traffic (*n*)  
tunnel (*n*)

### Phrases with prepositions

be attracted to sb/sth  
be named after  
be well-known for  
come into contact with  
go through customs  
head for  
high/low off the ground  
keep costs to a minimum  
on board  
on the way  
out of doors  
pull out  
take advantage of (an opportunity)

### Describing experiences (adjectives)

amazing

boring  
brilliant  
cool  
fantastic  
fun  
great  
impressive  
interesting  
the best  
tiring  
unusual

### Other

alternative (*adj*)  
be a pain (*phr*)  
blossom (*n*)  
bother (*v*)  
break the ice (*phr*)  
experiment (*v, n*)  
fluent (*adj*)  
futuristic (*adj*)  
get back to normal (*phr*)  
improve (*v*)  
language barrier (*n*)  
motto (*n*)  
remain (*v*)  
settle down (*phr v*)  
stick with (*phr v*)



## Practice

### 1 Choose the correct answer, A, B or C, to complete the sentences.

- Finally, the ..... blew the whistle and we were off!  
**A** passenger **B** guard **C** pilot
- The huge cruise liner came slowly into the .....  
**A** platform **B** destination **C** port
- On the top ..... of the ship, there was a swimming pool and even some tennis courts!  
**A** board **B** terminal **C** deck
- When you travel, it's great to come into ..... with people from different countries.  
**A** contact **B** communication **C** connection
- Let's try and keep ..... to a minimum while we're on holiday, shall we?  
**A** prices **B** costs **C** money
- On the ..... to our hotel, we went through some villages with lovely cottages in them.  
**A** way **B** track **C** direction

### 2 Complete the sentences with the correct form of a word from the first three sections of the wordlist. Then work in pairs and compare your answers.

- You're lucky that the space inside your house isn't ..... so there's plenty of room for all your things.
- While you're staying in the village, why not visit the .....? It's just a couple of miles away, on a rock off the coast.
- It suddenly started to rain but we were OK inside our cosy little ..... in the campsite.
- If I had a treehouse, I'd try to keep it really ..... and tidy. But I'd also have lots of colourful ..... on the floor and ..... on the chairs.



# UNIT CHECK

## Review

1 Complete the conditional sentences with the correct form of the verbs in brackets.

- 1 If you stay in our lovely cottage by the sea, you ..... (definitely/have) a relaxing time!
- 2 If we had booked our train tickets in advance, we ..... (get) seats together on the train.
- 3 The hotel room ..... (look) so messy if Sara put her things away in the cupboard every day.
- 4 Unless the weather ..... (get) worse, we'll walk to the lighthouse.
- 5 If I ..... (be) you, I'd put the desk by the window.
- 6 If there is a lot of traffic, we ..... (need/go) a different way.
- 7 Travelling in a foreign country ..... (be) difficult if you spoke the language.
- 8 If we had organised more time for travelling, ..... (have) visited more places.

2 Choose the correct answers to complete the sentences.

- 1 I'd rather **to go** / **go** now since it's starting to rain.
- 2 I wish the ferry crossing **has been** / **had been** calmer – I didn't feel very well.
- 3 If only **we'd used** / **we use** the sat-nav, we wouldn't have got lost.
- 4 I wish he **doesn't** / **wouldn't** talk so much on the journey.
- 5 If only Lloyd **was** / **is** coming with us on holiday!
- 6 I'd rather not **eat** / **to eat** that. It's very different to the food at home!
- 7 I wish we **would** / **could** understand the language.
- 8 I wish we **lived** / **were living** closer to a big city.

3 7.7 Listen to the conversation and complete the third conditional sentences.

- 1 If he ....., they wouldn't have spent such a lot of time in the car.
- 2 They ..... to the hotel earlier if he hadn't taken the wrong road.
- 3 If he ..... his bag down in the airport, his mobile phone wouldn't have been stolen.
- 4 If she hadn't spelt her name wrong on her ticket, they ..... to spend two hours sorting out the problem!

4 Complete the text with one word in each gap.

### Dreams can come true

Veronica lived in the city with her parents. Their flat had a balcony <sup>1</sup> ..... they grew some plants, but Veronica had always wanted a treehouse. She spent hours looking at treehouses on the internet and often thought: 'If <sup>2</sup> ..... I had one of those!' However, <sup>3</sup> ..... something amazing happened, she knew it was unlikely.

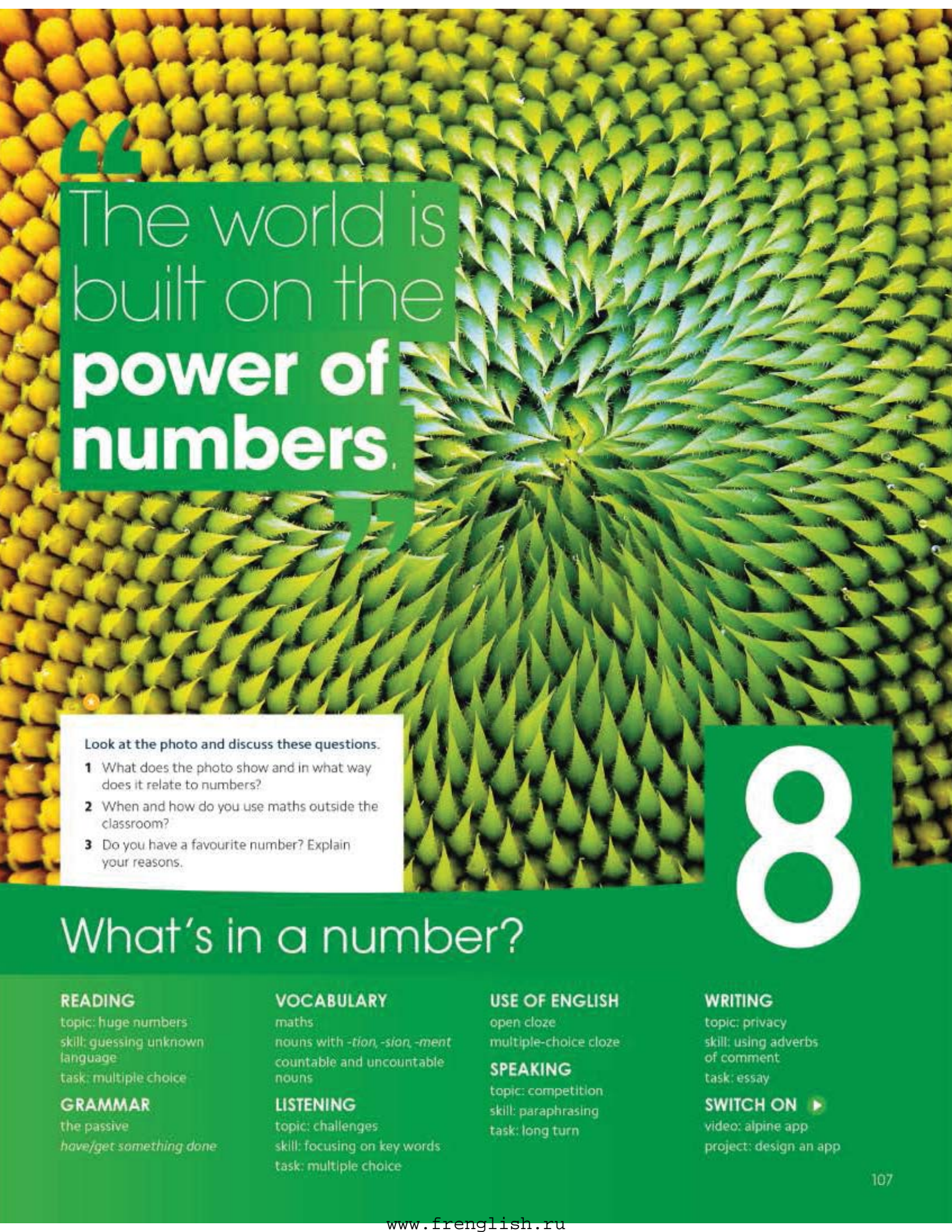
But then, for her fifteenth birthday, Veronica's parents promised her a treehouse in her aunt's garden! At first, Veronica thought it <sup>4</sup> ..... to be a joke. But it was true and now they were going to see it. 'If there really is a treehouse, that <sup>5</sup> ..... be so cool,' she thought.

And yes, the treehouse was there! But then, her younger cousins appeared. 'Thanks, Veronica!' one of them shouted. 'If you hadn't asked for a treehouse, we <sup>6</sup> ..... never have got one ourselves!' Veronica felt confused – <sup>7</sup> ..... she really have to share it? But as her cousins showed her around, Veronica knew that she'd <sup>8</sup> ..... share her dream treehouse than keep it for herself.

5 Write a paragraph describing your ideal holiday. Use some examples of conditionals.







“The world is  
built on the  
**power of  
numbers.**”

Look at the photo and discuss these questions.

- 1 What does the photo show and in what way does it relate to numbers?
- 2 When and how do you use maths outside the classroom?
- 3 Do you have a favourite number? Explain your reasons.

8

## What's in a number?

### READING

topic: huge numbers  
skill: guessing unknown  
language  
task: multiple choice

### GRAMMAR

the passive  
*have/get something done*

### VOCABULARY

maths  
nouns with *-tion*, *-sion*, *-ment*  
countable and uncountable  
nouns

### LISTENING

topic: challenges  
skill: focusing on key words  
task: multiple choice

### USE OF ENGLISH

open cloze  
multiple-choice cloze

### SPEAKING

topic: competition  
skill: paraphrasing  
task: long turn

### WRITING

topic: privacy  
skill: using adverbs  
of comment  
task: essay

### SWITCH ON ▶

video: alpine app  
project: design an app



## 8 What's in a number?

# READING

## Power up

- 1 8.1 Work in pairs and match the questions (1–5) with the answers (A–E). Then listen and check your answers.

How many:

- 1 zeros at the end of a trillion?
- 2 seconds in a year?
- 3 years since Earth was formed?
- 4 stars in our galaxy?
- 5 kilometres around the Equator?

- A about 4.6 billion  
B about 30 million  
C about 40,000  
D 12  
E about 100 billion

- 2 Which of the facts in Ex 1 is most surprising?

## Read on

- 3 Read the article about large numbers quickly and choose the best summary.

The article is about:

- A useful ways to think about large numbers.  
B the incredible size of the universe.  
C how difficult it is to measure very big things.

- 4 Read the exam tip and complete the task.

### exam tip: multiple choice

If you need to guess the meaning of an unknown word or phrase, try to work it out from the context. Think about these questions:

What part of speech is it (e.g. noun, verb phrase, adjective)?

Does it have a prefix or suffix (e.g. *re-*, *un-*, *-able*, *-ive*)?

What information is in the rest of the sentence?

Does the sentence express a contrast, reason, result, additional point, example or definition?

Read paragraph 2 of the article and find the word 'ancestors'. Guess the meaning using the questions above to help you.

- 5 e Read the article again and choose the correct answer, A, B, C or D.

- 1 What does the writer say in the introduction about our relationship with numbers?  
A We use big numbers without really understanding them.  
B Our brains can't make sense of numbers.  
C Our education should give us more help with big numbers.  
D We can't remember big numbers as well as smaller numbers.
- 2 The writer mentions the Pirahã people because  
A they demonstrate that life without numbers is hard.  
B they live like humans from an earlier time.  
C they find their food in the rainforest.  
D they show that humans can exist without numbers.
- 3 What does 'get our heads around' in line 13 mean?  
A make us crazy  
B look for  
C measure  
D understand
- 4 Why does the writer mention a pizza?  
A to help us understand how many stars there are in the galaxy  
B to explain the size of our galaxy compared to other things in space  
C to emphasise that the Milky Way is bigger than people think  
D to demonstrate how far it is from Earth to the Moon
- 5 What has the writer learnt from his interest in football?  
A that there are a huge number of football stadiums in Japan  
B that stadiums are built to fit different numbers of people  
C what a group of 30,000 people looks like  
D that the number of football fans is growing
- 6 What does the writer say about billionaires?  
A They will never run out of money.  
B They spend 40,000 times more money than a typical teenager.  
C On average, they spend \$5 a second.  
D When they buy something expensive, it seems cheap to them.

- 6 Find words in the article that match these meanings.

- 1 make a connection in your mind (intro)
- 2 say something clearly and exactly (para 1)
- 3 continuing to live (para 1)
- 4 imagine (para 3)
- 5 of the usual size or shape (para 3)
- 6 guess (para 3)
- 7 gadget for playing video games (para 5)
- 8 not used up (para 5)

## Sum up

- 7 Work in pairs. Which facts did you find interesting? Why?

## Speak up

- 8 Work in pairs and make a list of things you would do if you were a billionaire. Discuss your list with another pair.



# HUGE

Most of us are pretty good at counting; we've been doing it since we were small. We all understand the difference between 1 of something and 10 of something, and we understand that 100 of something is much more. But a funny thing happens when those numbers get bigger. 55 million kilometres between Earth and Mars? Over 7 billion people living on our planet? Our brains can't cope. We get taught how to do calculations with big numbers, but we can't relate them to anything that feels real to us. Big numbers are meaningless.

In fact, it shouldn't be a great surprise that we aren't very good with big numbers. Our ancestors lived in a world where people were counted and food was divided; 'millions' and 'billions', however, weren't discussed by early humans. Even today, there's a tribe of hunter-gatherers in the Amazon Rainforest, the Pirahã people, who have no words for numbers. They talk about 'a small amount', 'a bigger amount' and 'a lot', but they're unable to specify the exact quantity of anything – proof that numbers are not required for humans to survive.

line 13 So how can we help our brains to make sense of the huge? A good starting point is to get our heads around the enormous difference between a million, a billion and a trillion. A trillion makes a million look tiny. A million seconds, for example, is 12 days, but a billion seconds is 30 years, and a trillion seconds is 30,000 years, which would take us back to the Ice Age!

Another idea, when something is too big to imagine, is to picture it as something smaller. Take space, for example. If you imagine our solar system, including our sun and all its planets, as the size of tiny bacteria, too small to see, our galaxy, the Milky Way, would be the size of a standard pizza; the part of the universe that astronomers can study, however, would be the size of Belgium, a country which takes three or four hours to drive across. Our most powerful telescopes are constantly being used to look for distant galaxies. By the start of this year, thousands of galaxies had already been found, but the total number out there has been estimated at around 2 trillion. If each galaxy were a pizza 1cm thick, they'd make a pile about 20 million kilometres high – 52 times the distance from Earth to the Moon!

But what about large numbers of people? As a football fan, I'm used to the sight of my team's stadium with 30,000 people in it, so I like to imagine big numbers of people in relation to that: a million people is 33 full stadiums. But that's not very helpful when the numbers get too big. I recently went to Tokyo, which has a population of more than 36 million people – more than any other city in the world. I can't really imagine more than 1,000 stadiums, so I tried thinking about it another way. If I spoke to each person in Tokyo for 1 minute, and I did that for 8 hours a day, every day, it would take me 217 years to speak to them all!

What about money? Do you ever try to imagine what it's like to be a billionaire? The average billionaire made US\$160 million last year, or US\$5 a second. That's 40,000 times more than the average teenager! To really understand the feeling of being a billionaire, divide the cost of everything you might want to buy by 40,000. A new games console? That would cost less than 2 cents. A cool new Porsche? 3 or 4 dollars, the cost of a cup of coffee. You could buy everything you ever dreamt of and still have money left over.

As scientific progress continues and our population increases, the numbers that will be discussed in our daily lives will get bigger. Lots of creative thinking is going to be needed to make sense of them all!





## GRAMMAR

- 1 Read the grammar box. Complete the uses (A–E) with these words.

by continuous get going to perfect

## explore grammar

→ p158

## the passive, be + past participle

We use the passive:

- when we don't know who does the action, or we prefer not to say.
- to focus on the action, not the person who does it.
- in more formal writing (e.g. reports).

A simple and <sup>1</sup> ..... forms

Numbers **are not required** for human survival.

People **were counted** and food **was divided**.

Our most powerful telescopes **are being used**.

B <sup>2</sup> ..... forms

The total number **has been estimated** at around 2 trillion.

By the start of this year, thousands of galaxies **had already been found**.

C will and <sup>3</sup> ..... forms

Bigger numbers **will be discussed** in our daily lives.

Lots of creative thinking **is going to be needed**.

D the passive with <sup>4</sup> .....

We use *by* to say who or what does the action.

'Millions' and 'billions' weren't discussed **by early humans**.

E the passive with <sup>5</sup> .....

We can use *get* instead of *be*, especially in spoken English.

- We **get taught** how to do calculations.

- 2 8.2 Listen to a radio show about a world without numbers. Number the items in the order they are mentioned (1–5).

- matches ..... birthdays ..... bridges .....  
mobile phones ..... money .....

- 3 8.3 Complete the sentences with the correct passive form of the verbs in brackets. Then listen again and check your answers.

- 1 I won't ..... (expect) to learn maths anymore!
- 2 When a sports match ..... (play), you won't know who's winning and who's losing
- 3 There's no money, so everything ..... (swap).
- 4 You aren't going to ..... (give) any presents on your birthday.
- 5 Since numbers ..... (need) to write computer programs, there are no video games.
- 6 None of these things have ..... (build).

- 4 Rewrite the sentences in the passive.

- 1 In the past, they used the word 'computer' to describe a good mathematician.  
In the past, the word 'computer' ..... to describe a good mathematician.
- 2 We'd collected the books when the bell rang.  
The books ..... when the bell rang.
- 3 Will we need calculators in the exam?  
Will calculators ..... ?
- 4 They're going to send me an email about it.  
I ..... ?
- 5 The drama club is performing a play.  
A play ..... ?
- 6 Has anyone found the pet that is missing?  
..... ?

- 5 Complete the article with the correct active or passive form of the verbs in brackets. Use 'get' at least once.

## Can birds do maths?

The simple answer is yes! The maths skills of monkeys and dolphins

<sup>1</sup> ..... (recognise) for many years, but recent research

<sup>2</sup> ..... (establish) that pigeons, too, are mathematicians. Last year they <sup>3</sup> ..... (teach) to touch pictures on a screen with their beaks, starting with the picture of the fewest objects and ending with the picture of the most objects. When the lesson <sup>4</sup> ..... (learn) with pictures of one, two and three objects, bigger numbers <sup>5</sup> ..... (introduce). In these experiments, the pigeons <sup>6</sup> ..... (have) no problem with numbers as high as nine. No one knows how far they can count, but you can be certain that they <sup>7</sup> ..... (test) with bigger numbers in the future.



## Speak up

- 6 Have a class quiz. In pairs, prepare questions in the passive. Then ask and answer your questions.
- What language is spoken in Brazil?

## game ON

Play a memory game. Each person has to repeat the previous sentences and add a new one. Use the present continuous passive.

At the moment, I am being taught English.

At the moment, Joel is being taught English and the road outside the school is being repaired.



# VOCABULARY

## maths

1 Match the sentences (1–6) with the sums (A–F) and choose the correct words.

- Seven hundred and fifty **divided by** / **multiplied by** fifteen equals ...
- Four thousand **minus** / **plus** three thousand equals ...
- One million **minus** / **plus** two million equals ...
- If you **add** / **subtract** thirty-seven **to** / **from** seventy-three, the answer is ...
- Two hundred **divided by** / **multiplied by** five equals ...
- If you **add** / **subtract** one hundred **to** / **from** one thousand two hundred and one, the answer is ...

- A  $37 + 73 =$       D  $200 \times 5 =$   
 B  $1,201 - 100 =$       E  $750 \div 15 =$   
 C  $4,000 - 3,000 =$       F  $1,000,000 + 2,000,000 =$

2 Work in pairs and do the sums in Ex 1. Give your answers in words.

3 8.4 Listen and check your answers to Ex 2.

4 Complete the sentences with these words.

angle area even negative  
odd positive series

- The Ancient Babylonians loved counting in 60s. That's why we have 60 minutes in an hour, and each ..... in a triangle with equal sides is 60 degrees.
- The Greeks described numbers as either ..... (e.g. 3, 5, 7), or ..... (e.g. 2, 4, 6) but they didn't think 1 was in either group.
- The Greek mathematician Archimedes worked out pi ( $\pi$ ) so that people could calculate the ..... of a circle accurately.
- It took mathematicians a long time to realise we need ..... numbers (lower than zero) as well as ..... numbers (higher than zero).
- There are many ..... of numbers in maths, some of which are very important, such as the square numbers ..... : 1, 4, 9, 16, 25 ...

5 Work in pairs. Complete the questions with these words and choose the correct numbers in the answers.

average double fraction percentage quarter

- Q: What ..... of a week is one day?  
A  $\frac{1}{2}$       B  $\frac{1}{7}$       C  $\frac{1}{8}$
- Q: If you get 20 when you ..... 10, what do you get when you do the same to zero?  
A 2      B 1      C 0
- Q: What is the ..... number of days in a month?  
A 28.1      B 30.4      C 31.5
- Q: A ..... of a kilometre is 250 metres. What is the same fraction of an hour?  
A 15 minutes      B 25 minutes      C 40 minutes
- Q: 3 people from your class of 20 aren't here today. What ..... is that?  
A 3%      B 15%      C 20%

## explore vocabulary

### word building: -tion, -sion, -ment

We often add -tion, -sion or -ment to verbs to form nouns.

calculate → calculation	employ → employment
solve → solution	improve → improvement
decide → decision	measure → measurement

6 Read the vocabulary box. Complete the review with the correct form of verbs or nouns from the box.

## Movie Maths

Improve your maths skills with this great new video game!

In the game, you have a job at a film studio, and as part of your ..... , you have to ..... lots of different puzzles.

- Use maths to accurately ..... what time people should start getting their make up done.
- Take the actors' ..... , so that you can get their clothes made the right size.
- Make ..... about equipment to buy for the studio that doesn't cost too much money.

Film Frenzy is fast and fun, and you'll soon ..... your maths skills. Try it today!

## Speak up

7 Work in small teams and discuss this statement.

'Maths lessons are a waste of time now that we can do calculations on our mobile phones.'

\$70,000



## 8 What's in a number?

# LISTENING

### Power up

- 1** Look at the photo and match it to one of these activities. Then work in pairs and answer the questions.

completing crossword puzzles  
doing a laser beam challenge  
doing number puzzles  
map reading  
playing a game  
putting furniture together  
writing computer code for a game

- 1 Do you think these activities are challenging?
- 2 Can they improve your thinking skills? How?
- 3 Which have you tried? Which would you like to try? Why?

### Listen up

- 2** 8.5 Listen to three conversations. Which three activities from Ex 1 are mentioned?

- 3** Read the exam tip and complete the task.

#### exam tip: multiple choice

As you read the questions and possible answers before you listen, find the key words. Try to predict what ideas or language you might hear related to the key words.

Read question 1 in Ex 4 and find the key words. Then work in pairs and talk about the ideas and language you might hear.

- 4** 8.6 Listen to all eight people talking in different challenging situations and choose the correct answer, A, B or C.

- 1 You hear a woman talking to a cameraman. How does the woman feel?  
**A** annoyed that the cameraman wants to leave  
**B** worried because she has to finish her work soon  
**C** angry with the person who fixed the camera
- 2 You hear a boy giving his friend advice about a challenge. What's his advice?  
**A** Plan all movements with care.  
**B** Go forward in a straight line.  
**C** Don't take too long.



- 3 You hear a girl talking about a train journey. What is she worried about?  
**A** the amount of money the journey will cost  
**B** the time it will take her to buy her ticket  
**C** what she is going to eat on the train
- 4 You hear a boy trying to put together his new desk. What problem does he think there is?  
**A** There's a mistake in the instructions.  
**B** The desk has been designed badly.  
**C** Some pieces are not the correct size.
- 5 You hear a girl talking about a presentation she has just been to. What surprised her about pigeons?  
**A** They were used by spies.  
**B** They could carry cameras.  
**C** They flew in the wrong direction.
- 6 You hear a weather forecast. What will the weather be like?  
**A** staying rather windy  
**B** improving a bit  
**C** becoming wetter
- 7 You hear a conversation between friends about a technique for secret writing. What does the boy think of it?  
**A** He's impressed that it's so simple.  
**B** He's concerned about the materials used.  
**C** He's surprised how old it is.
- 8 You hear two students talking at the end of a special maths day. What do they agree about the day?  
**A** They want to repeat it in the future.  
**B** There were a lot of benefits.  
**C** The activities were unusual.

- 5** Work in pairs and discuss the meaning of the words in bold.

- 1 My boss will be **furious**.
- 2 I **reckon** you'll do it in less than twenty minutes.
- 3 Here's a picture of the back legs, with five holes for **screws**.
- 4 Very strong winds and sudden **showers**.
- 5 The rain is **clearing**.
- 6 **Dip** a little stick in a few drops of lemon juice.
- 7 Hold it over a **light bulb**.
- 8 I thought you'd need special invisible **ink**.



# USE OF ENGLISH 1

## explore grammar

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### have/get something done

- A We use *have* + object + past participle when we arrange for someone else to do something for us.  
I **had it repaired** last week.
- B We can use this pattern with all tenses of *have*.  
I **have it repaired** quite often.  
I'm **having it repaired** now.  
I've **had it repaired** three times this year.  
I'll **have it repaired** tomorrow.
- C We can use *get something done* with the same meaning, especially in spoken English.  
They **got the area photographed** by pigeons.
- D We use *have* (NOT *get*) when someone does something to us that we didn't want or ask for, often something bad.  
He **got had his mobile stolen**.

### 1 Read the grammar box. Then complete the sentences using 'have/get something done'.

- At the moment, some students .....  
(have / their height / measure).
- I .....  
(just / have / my bedroom / redecorate).
- We .....  
(get / our hair / colour) for the school play next week.
- Jack .....  
(have / his nose / break) in a fight earlier.
- He .....  
(not have / it / look at) by a doctor yet.
- .....  
(you / get / your laptop / fix)?

### 2 Rewrite the sentences using 'have/get something done'. In which ones could both be used to rewrite the sentences?

- The optician has checked his eyesight.  
He **has had his eyesight checked**.
- The hairdresser is cutting my hair right now.  
I .....
- Our new sofa is being delivered at 3 p.m.  
We .....
- Her dog was stolen yesterday.  
She .....
- A photographer takes our family photo every year.  
.....
- Someone will fix my bike soon.  
.....

### 3 Read the exam tip and complete the task.

#### exam tip: open cloze

Sometimes there will be more than one correct answer. Write only one: the one you are most confident is correct, and which you are sure you can spell correctly. (You get no marks for a word that is spelt wrongly.)

Work in pairs. Look at gap 2 in Ex 4. What answer(s) could fit here? Which are you most confident is correct?

### 4 e Complete the text with one word in each gap.

## Real-life spies

Alex Foley was sixteen when he <sup>1</sup>..... his life turned upside-down. There was a knock at the door of his family home in the USA. Lots of police officers rushed in, and his parents <sup>2</sup>..... taken away. 'They've <sup>3</sup>..... arrested for spying,' the police told Alex and his older brother, Tim. 'Our investigators will be in the house for twenty-four hours, and we're going to <sup>4</sup>..... all the computers in the house checked.'

<sup>5</sup>..... Alex and Tim had always thought their parents were Canadian and quite boring, they now discovered that they were actually Russian, and had been sent to North America <sup>6</sup>..... work as spies!

A <sup>7</sup>..... days later, Alex received a message from his mother, telling him to fly to Moscow. There, he was met <sup>8</sup>..... friends of his parents and introduced to an uncle and cousin he had never heard of. Soon his parents arrived, after a swap of Russian and American spies. Alex could never return to North America; a new life had begun.

### Speak up

- 5 Work in pairs. Which of these jobs do you and your family do yourselves? Which do you have done by other people? Tell your partner two true statements and one lie. Can they guess the lie?

check your health   clean the house   cut your hair   look after the garden  
paint   repair kitchen equipment   repair the car





## 8 What's in a number?

### USE OF ENGLISH 2

- 1 What are some of the things you find easy to do? Do you enjoy doing them? What about things that are more difficult?
- 2 Read the sentences (1–6) and then look at the table below. Which words in **bold** describe easy or difficult tasks?
- I know some **basic** French, but I'd love to be more advanced.
  - I found that science topic very **confusing** at first but the explanation in the video is really **clear**.
  - I really **struggle** in physical challenges because I'm not fit.
  - It was a **tough** race, with lots of hills to climb.
  - The English exam was **a piece of cake**. I think I got full marks. But I did terribly in maths. It was a **nightmare**!
  - That's a **tricky** question. There's no **simple** answer.

	easy	difficult
noun or noun phrase	.....	.....
verb	.....	.....
adjective	.....	.....

- 3 Discuss these questions in pairs. Use words from Ex 2.
- Which languages can you speak at a basic level, and which at a more advanced level?
  - What did you think of your most recent exams?
  - What type of activities do you struggle with?

#### explore vocabulary

Some nouns can be countable OR uncountable. The meaning is usually different.

He had lots of **experience** in game design.

The book is based on her childhood **experiences**.

- 4 Read the language box. What does 'experience' mean in each example?
- 5 Which of the nouns in **bold** are countable? Which are uncountable? How is their meaning different? Discuss in pairs.
- A It's getting dark. Let's switch on the **lights**.

B It's getting dark, but there's still a little **light**.
  - A The bus was full, so there wasn't much **room**.

B The **room** was full of students.
  - A Hurry up! We haven't got much **time**.

B How many **times** do I have to do this?
  - A Do you want **company** on your bike ride?

B What's the name of the **company** your mum works for?
  - A I haven't got a job, but I'm looking for **work**.

B Da Vinci produced many **works** of art.
  - A I did two maths **exercises** for homework.

B How much **exercise** do you do each week?

- 6 Read the exam tip and complete the task.

#### exam tip: multiple-choice cloze

Sometimes the answer options have a similar meaning. Choose the option that 'feels' right, even if you can't explain why. It's likely to be the correct one!

Read the first sentence in Ex 6 quickly. Which answer 'feels' right for gap 1?

- 7 e Read the article and choose the best answer (A, B, C or D).

#### 'No internet' week

I knew that living a whole week without the internet was something that I would <sup>1</sup>..... with, but I thought I should give it a try anyway. I'd <sup>2</sup>..... that I spent about 8 percent of every day on social media. If that doesn't sound like a huge <sup>3</sup>....., think of it another way: that's a whole month in every year! I'd also read about how social media <sup>4</sup>..... sell information about our lives to advertisers, so that was another <sup>5</sup>..... for wanting to break the habit. The start of the week was a total <sup>6</sup>..... I kept wanting to open my favourite social media apps. I needed to get away from my phone, so I decided to do some exercise every day. I'm not very <sup>7</sup>..... on sport, so that was <sup>8</sup>..... for me, but it definitely helped – the second half of the week was a lot easier.

- |                  |             |              |               |
|------------------|-------------|--------------|---------------|
| 1 A challenge    | B struggle  | C bother     | D trouble     |
| 2 A multiplied   | B analysed  | C calculated | D subtracted  |
| 3 A percentage   | B fraction  | C area       | D measurement |
| 4 A industries   | B employers | C companies  | D works       |
| 5 A reason       | B result    | C purpose    | D effect      |
| 6 A difficulty   | B nightmare | C puzzle     | D problem     |
| 7 A enthusiastic | B popular   | C good       | D keen        |
| 8 A tough        | B advanced  | C basic      | D confusing   |

#### Speak up

- 8 How much time do you spend on social media? How would you feel if you had to give it up for a week?



# SPEAKING

## Power up

- 1 Answer the questions. Then work in pairs and compare your answers.

Do you prefer to do activities that are:

- 1 indoors or outdoors?
- 2 physical or mental?
- 3 team or individual?

- 2 Read this notice from a school noticeboard. Which of these competitions would you most like to enter? Why? Use words from Ex 1 to discuss with a partner.

## Competition Day!

Which competition do you want to enter?

- 1 Maths Contest
- 2 Mud Race
- 3 Football Cup
- 4 Robot Challenge
- 5 Singing Championship
- 6 Kayak Adventure
- 7 General Knowledge Quiz

- 3 8.7 Listen to four people talking about competitions they entered. Match these words with the phrases used by the speakers.

venue participants obstacles life jacket

- 1 a special type of clothing that keeps you safe in water
- 2 things that are in your way
- 3 the other people who were taking part
- 4 the place where the competition was held

- 4 8.8 Listen again. Which of the activities in Ex 2 do the speakers mention? Match two of them to the photos.

## useful language:

### dealing with unknown or forgotten words

What are they called, **things** that are in your way?

... **it's a special type of** clothing that keeps you safe in water.

... **the place where** the competition was held ...

... **the other people who** were taking part.

It's a **kind of** stick.

... **the object** I had to hold.



- 5 Read the useful language. Work in pairs and take it in turns to describe an object using those words and phrases. Can your partner guess what it is?

## Speak up

- 6 Work in pairs and compare the photos A and B. What do you think the people are finding difficult in each situation? Talk for one minute. Use these questions to help you.

- 1 What are they trying to do in each photo?
- 2 What similarities and differences are there? (Use 'both' and 'neither'.)
- 3 Which challenge would you prefer?

- 7 Read the exam tip and complete the task.

### exam tip: long turn

→ p165

Make sure you talk about the people in the photos, not your own experiences.

Don't speak when it's your partner's turn to compare their photos. Instead, pay attention to what they say and be ready to answer a question from the examiner yourself at the end.

Work in pairs and take turns to answer this question as a follow-up to the questions in Ex 2.

Which of these activities would you prefer to do? Why?

- 8 Work in pairs. Take it in turns to look at your photos and then answer the questions.

Student A's photos are on page 174.

Student B's photos are on page 176.

## Speaking extra

- 9 Work in pairs and discuss the questions. Then think of another question on the subject of competitions to discuss.

- 1 Do you enjoy competitions or do you prefer to do activities that aren't competitive? Why?
- 2 What are the advantages and disadvantages of competitive activities?
- 3 Is it important for everyone to take part in competitions?



## 8 What's in a number?

# WRITING

## Power up

- 1 What aspects of your daily life in public are secretly recorded on camera? Who can see the videos?
- 2 Which of these people know most about your daily life? Put them in order from 1 (most) to 5 (least). Do any of them know more about you than you would like? How?

your brothers/sisters .....  
your parents .....  
your friends .....  
strangers .....  
the government .....

## Plan on

- 3 Read the task. Think of a third point to include in your answer.

**Our activities are recorded on security cameras approximately 80 times a day if we live in a city. Is this a good or a bad thing?**

Write an essay using all the notes and giving reasons for your point of view.

### Notes

Write about:

- crime
- privacy
- ..... (your own idea)

Write your essay in 140–190 words.

- 4 Read a student's essay. Is the third idea he chose the same as yours in Ex 3? Do you agree with his point?

In many cities, security cameras record our behaviour twenty-four hours a day: in shops, on public transport and on the streets. Not surprisingly, some people think this is a good thing, while others disagree.

On the one hand, I believe that security cameras can help reduce crime. Clearly, people are less likely to break the law when they think they may be caught on camera.

On the other hand, since most people are honest citizens, they deserve a private life. They do not want cameras watching them while they are innocently living their daily lives.

Unfortunately, funny security camera videos sometimes find their way onto the internet without the permission of the person in the video. It would be very embarrassing if you did something silly and it was watched by millions of people. I do not think this should be allowed to happen.

In conclusion, although security cameras can help increase safety on our streets, they also have some disadvantages. In my opinion, they are only a good thing in areas where the risk of crime is very high.





## explore language

### adverbs of comment

Some adverbs tell us the writer's viewpoint or make a comment about the information in the rest of the sentence. The adverb describes the whole sentence, not just a particular verb or adjective. It usually goes at the start of the sentence and is followed by a comma.

**Unfortunately**, funny security camera videos sometimes find their way onto the internet.

**Not surprisingly**, some people think this is a good thing, while others disagree.

**Clearly**, people are less likely to break the law when they think they may be caught on camera.

- 5 Read the language box and then choose the correct adverbs of comment to complete the sentences.

- 1 Fortunately / Sadly, there is a lot of crime in this city.
- 2 Obviously / Surprisingly, we all want to feel safe as we walk around town.
- 3 I sometimes feel embarrassed when friends post videos of me on the internet. Clearly / Similarly, I am sometimes unhappy about the photos of me that my mother shares on social media.
- 4 Not surprisingly / Similarly, the cost of installing security cameras in the park is quite high.
- 5 Incredibly / Clearly, there is one security camera for every eight people in my city!
- 6 Luckily / Increasingly, the police are relying on security cameras instead of walking around the city centre themselves.

## Write on

- 6 Discuss this information in pairs. Is the parents' behaviour a good or a bad thing? Why? Which statistic is the most surprising?

## DID YOU KNOW THAT IN THE USA...

61% of parents check the websites that their teenagers have visited.

60% visit their social media accounts.

48% look through their phone calls and messages.

16% track their teenagers' location through their mobile phones.

- 7 Read the task and make a list of things you could use as your own idea in the essay.

**To stop themselves from worrying, a lot of parents like to know what their children are doing all the time. Is this a good or a bad thing?**

Write an essay using all the notes and giving reasons for your point of view.

### Notes

Write about:

- safety
- independence
- ..... (your own idea)

Write your essay in 140–190 words.

- 8 Read the exam tip and complete the task.

### exam tip: essay

→ p167

Try to evaluate different opinions in your essay. This means balancing one opinion against another before giving your own opinion.

What arguments can you think of that the parents' behaviour is a good thing? And what arguments can you think of that it's bad?

- 9 Make notes for each point in your essay. Then make a plan for each paragraph, arranging your points in a logical order. Remember to include an introduction in your first paragraph and a conclusion in your last one.

- 10 e Write your essay in 140–190 words.

## Improve it

- 11 Take time to read your essay. Then ask yourself these questions.

- 1 Does your essay have a clear structure, with an introduction and a conclusion?
- 2 Does it give a balance of opinions?
- 3 Have you written in a formal style?
- 4 Have you used suitable linking words?

- 12 Swap your essay with a partner. Ask them to check your work for any mistakes (e.g. grammar, spelling, word order).

- 13 Read your essay again and make the necessary corrections.





# INDEPENDENT LEARNING

## Listening and speaking

- 1** Look back at the listening lessons in Units 6–8. Think about how well you did with these kinds of tasks. Put ticks next to each of the skills.

✓✓✓ = great ✓✓ = OK ✓ = needs improvement

In the questions, you had to:

- 1 complete gapped sentences. ....
- 2 match options with the correct speakers. ....
- 3 choose the correct multiple-choice answers. ....

- 2** Work in pairs and compare your answers. For any tasks with only one tick, discuss why you find them difficult and think of strategies you can use to improve.

- 3** Now think about your pronunciation when you speak in English. Read this list and add ticks as you did in Ex 1. Then compare with a partner. For any items with only one tick, discuss the strategies you can use to improve them.

Can you:

- 1 speak so people understand you? .....
- 2 pronounce vowels and consonants correctly, even when those sounds don't exist in your first language? .....
- 3 stress the syllables in words accurately? .....
- 4 stress the words in sentences accurately? .....
- 5 use good intonation? .....

- 4** Complete the sentences with your own listening and pronunciation goals.

1 One thing I will do to improve my listening skills is .....

2 One thing I will do to improve my pronunciation is .....

## Alpine app

- 1** Work in pairs. Discuss your three favourite apps. Describe what they do and why you like them.

- 2** Watch the clip. What does the app do?

- 3** Watch again. Ed and Kit name four simple steps in the development of their app. Complete the details below.

- 1 Step 1: Work out what ..... people want.
- 2 Step 2: Come up with a simple .....
- 3 Step 3: Write the ..... for the app.
- 4 Step 4: Raise ..... and make deals with ski resorts.

- 4** Answer the questions as a class.

- 1 What is more important to you when doing sport, fun or a competition?
- 2 What is the most interesting feature of Ed and Kit's app?

## Project

- 5** Work in pairs. Design an app for a sport you enjoy, or a popular sport in your country.

- 1 Research apps that are available for other sports and list the kinds of functions they have.
- 2 Choose a sport for your app and think about:
  - who will use the app.
  - what the app measures.
  - how people can interact through the app.
  - why your app is better/more useful/more fun than other apps.
- 3 Develop a design for your app showing the different screen and functions.
- 4 Present your app to the class. The class can fund only one app. Vote on which app will receive the funding.



# UNIT CHECK

$$\int \left( \frac{\frac{1}{2}}{y+1} + \frac{\frac{1}{2}}{y-1} \right) dy = \int (1+e^x) dx$$

## Wordlist

### Maths

add (v)  
angle (n)  
area (n)  
average (n, adj)  
divided by (phr)  
double (v)  
even (adj)  
fraction (n)  
minus (prep)  
multiplied by (phr)  
negative (adj)  
odd (adj)  
percentage (n)  
plus (prep)  
positive (adj)  
quarter (n)  
series (n)  
subtract (v)

### Word building: -tion, -sion, -ment

calculate (v) → calculation (n)  
decide (v) → decision (n)  
employ (v) → employment (n)  
improve (v) → improvement (n)  
measure (v) → measurement (n)  
solve (v) → solution (n)

### Easy and difficult

a piece of cake (phr)  
basic (adj)  
clear (adj)  
confusing (adj)  
nightmare (n)  
simple (adj)  
struggle (v)  
tough (adj)  
tricky (adj)

### Nouns that are both countable and uncountable

company  
exercise  
experience  
light  
room  
time  
work

### Other

clear (v)  
come across (phr v)  
console (n)  
dip (v)  
estimate (v)  
furious (adj)  
ink (n)  
left over (phr)  
light bulb (n)

picture (v)  
reckon (v)  
relate (v)  
screw (n)  
shower (n)  
specify (v)  
standard (adj)  
sun (n)  
survival (n)  
van (n)

### Extra

ancestor (n)  
astronomer (n)  
Earth (n)  
galaxy (n)  
planet (n)  
solar system (n)  
space (n)  
telescope (n)  
universe (n)

## Practice

1 Label the symbols with words from the *Maths* section of the wordlist.

- A  $\div$  .....  
B % .....  
C  $\frac{\cancel{1}}{\cancel{2}}$  .....  
D  $\times$  .....  
E  $\frac{3}{7}$  .....

2 Complete the sentences with words from the *Maths* section of the wordlist.

- Four of us are going to share the cake, so we can have a ..... each.
- Two ..... two equals four.
- I only got ten points in the practice test, but I need twenty to pass. How can I ..... my score?
- Some numbers, like 1 and 3, are odd, but others, like 2 and 4, are .....
- The garden is really big – it has an ..... of 100 square metres.
- Some students in the class are fourteen or sixteen, but the ..... age is fifteen.

3 Complete the sentences with the correct form of these words.

calculate confuse decide employ exercise  
improve solve struggle time trick

- Building it wasn't easy – the instructions were really .....
- We did some really difficult ..... in our Spanish lesson today.
- I'm ..... with my project because I have too much else to do.
- It's easy to work out the problem, but finding a ..... is more difficult.
- There were ..... when I felt like giving up.
- We've talked about lots of ideas. Now let's make a ..... on what to do.
- It's a ..... question, but luckily I know the answer.
- Is it easy to find ..... in your country when you need to earn money?
- She's learning fast, and making little ..... every day.
- I can't do that ..... in my head. I need a calculator.



# UNIT CHECK

## Review

- 1 Complete the sentences with one word in each gap.

- Archimedes ..... killed by a Roman soldier because he refused to stop working on his calculations.
- The number zero wasn't used ..... the Romans, even though it existed in other number systems at the time.
- Five hundred years ago in the Inca civilisation of South America, numbers ..... recorded by tying knots in pieces of string.
- A googolplex is a number so big that it will never ..... written down, because it would fill the whole universe.
- There are many mathematical problems which ..... not been solved yet.
- In 1995, mathematicians were very excited because a solution had finally ..... found to a 300-year-old maths problem called Fermat's Last Theorem.

- 2 Complete the text with the correct form of 'have something done' and these verbs.

break install repair steal take

### The break-in

Last night Mateo's family <sup>1</sup> ..... their living room window <sup>2</sup> ..... by a thief and Mateo <sup>3</sup> ..... his laptop <sup>4</sup> .....

The police are there at the moment. One detective is looking for fingerprints, and Mateo's mother <sup>5</sup> ..... her details <sup>6</sup> ..... by another.

As soon as possible, his parents are going to put things right. They <sup>7</sup> ..... the window <sup>8</sup> ..... tomorrow morning and they <sup>9</sup> ..... a new burglar alarm <sup>10</sup> ..... at the weekend. It will be harder for thieves to steal from the house in future.

- 3 8.9 There are two mistakes in each paragraph in Ex 2. Listen to Mateo's conversation with a friend and correct the mistakes.

- 4 Complete the article with the correct active or passive form of the verbs in brackets.

## THE GOLDEN RATIO

In maths, 1.618 is a special number called phi, pronounced 'figh'. Phi <sup>1</sup> ..... (use) by mathematicians and artists for many centuries. In fact, a long time ago it <sup>2</sup> ..... (believe) to be magical. But why?

A rectangle with two sides one unit long and two sides phi units long <sup>3</sup> ..... (know) as a golden rectangle. If you make a square at one end of the large rectangle, you <sup>4</sup> ..... (see) another small golden rectangle next to it. If you keep doing this, a spiral pattern <sup>5</sup> ..... (appear).

People think that when the Parthenon in Athens <sup>6</sup> ..... (build), the architect used golden rectangles, and examples of golden rectangles have <sup>7</sup> ..... (find) in many other classical buildings too.

Will other examples of phi <sup>8</sup> ..... (discover) in the future? Who knows.



- 5 Rewrite the sentences using the words given. Use between two and five words, including the word given.

- 1 They are going to give her some help.

IS

She ..... some help.

- 2 A builder is fixing our roof today.

HAVING

We ..... today by a builder.

- 3 We won't know the exam results for weeks.

NOT

The exam results ..... for weeks.

- 4 I thought Mr Day had cancelled the lesson.

BEEN

I thought the lesson ..... Mr Day.

- 5 Most classes use this textbook.

GETS

This textbook ..... most classes.


- 6 They haven't put the new computer in our classroom yet.

STILL

The new computer ..... in our classroom.

- 6 Choose a place, e.g. your school or town. How has it changed? What do you think will change in the future? Use the passive.





“The true  
sign of  
intelligence  
is **creativity**”

Look at the photo and discuss the questions.

- 1 What does being 'creative' mean to you?
- 2 In what way(s) do you enjoy being creative?

9

## Express yourself

### READING

topic: creative arts events  
skill: using synonymous phrases  
to find the correct answer  
task: multiple matching

### GRAMMAR

reported speech  
reporting questions, orders  
and requests

### VOCABULARY

visual arts;  
collocations  
live entertainment

### LISTENING

topic: performing arts school  
skill: focusing on meaning  
task: multiple choice

### USE OF ENGLISH

key word transformation  
multiple-choice cloze

### SPEAKING

topic: work experience  
skill: managing a discussion  
task: collaborative task

### WRITING

topic: the Edinburgh festivals  
skill: organising a review,  
using interesting language  
task: review

### SWITCH ON

video: stage management  
project: write a film scene  
script



# READING

## Power up

- 1 Do you think of yourself as a creative person? Why/Why not? Is there an unusual creative activity you would like to try?

## Read on

- 2 Read the article about creative arts events quickly. Match the events (1–4) with the people in the article (A–D).

- 1 Street art printmaking, Pine Street Creative Arts Centre, Sydney
- 2 Animex (animation festival), Teesside University, UK
- 3 Barcelona Comic Convention, Spain
- 4 Southbank Centre Young Adult Literature Festival, London, UK

- 3 Read the exam tip and complete the task.

### exam tip: multiple matching

Check that your answer matches the question exactly. More than one text/paragraph may mention similar ideas, but only one will answer the question correctly.

Look at question 1 in Ex 4 and text D in the article. Which sentence matches 'surprised' and 'success' in the question? Read the whole sentence. Does it answer the question?

- 4 e Read the article again. Match the questions (1–10) with the people (A–D). The people may be chosen more than once.

Which person:

- 1 was surprised by their success in a particular area?
- 2 realised that attitudes had changed for the better?
- 3 felt satisfied by what they had managed to produce?
- 4 was unable to do something because of previous commitments?
- 5 mentioned discovering they had a lot in common with others?
- 6 made good use of their skills to give an account of an event?
- 7 talked to someone whose abilities were not normally recognised?
- 8 was grateful for the encouragement of a particular person?
- 9 found that the opposite of other people's opinion was true?
- 10 had not been given all the information about a particular event?

- 5 Find words and phrases in the article that mean the following.

- 1 seeming never to finish (text A)
- 2 a large number of people or things (text A)
- 3 was right for a particular person or occasion (text B)
- 4 the opposite was true (text B)
- 5 existing or happening now (text C)
- 6 succeed in dealing with or controlling something (text D)
- 7 have no knowledge about something (text D)

## Sum up

- 6 Work in pairs. Choose one of the young people you read about. Describe what type of event they went to and why. Your partner will check the information you give and then talk about someone else.

## Speak up

- 7 If you could interview anyone, who would it be? Write 5 questions you would ask them. Work in pairs and pretend to do the interview. Ask and answer each others' questions.







# CREATIVE ARTS EVENTS



**A CALLUM**

When I told my friend that I'd never been to an event like this before, he couldn't believe it! 'But you're such a geek!' he said, joking of course - but I knew he was right. I just couldn't get enough of characters in fantasy worlds from film and fiction: *The Lord of the Rings*, *Star Wars*, all the anime characters, dragons - well, the list is endless. Then suddenly, at my first Comic Con, I was surrounded by a bunch of people, all of whom were interested in the same sort of things, the same worlds. And you know, by joining in all the events during those few days, I realised that what used to be laughed at and mocked, is now mainstream pop culture and even considered to be something that deserves respect!



**B STEFFIE**

I really wanted to volunteer as a literature advisor for this event but I couldn't make the planning sessions because of school exams. So, I decided to get involved in the event as a social reporter instead when I could just turn up on the day. I think that role actually suited me better anyway since everyone says I'm good at posting interesting comments on social media - although I don't spend all my time on it as some of my friends say I do! Anyway, I listened to all the talks and uploaded my impressions for everyone who couldn't get to the event. You know, people had warned me that I might find the festival really tiring but on the contrary, I was buzzing and full of energy! I just felt it was so important to listen to experts in the field and find out more about the creation of literature for young people.



**C FRANCESCA**

There were ten students in my class - it was sort of like a workshop. A really cool artist showed us how to make stencils of some pictures that we'd brought in and turn them into prints that we could put on bags and stuff. If my art teacher at school hadn't persuaded me to do this class, I'd never have thought of it but she knew how much I love contemporary street art. But what she hadn't told me was that one of the biggest street artists in Australia was running the class. I almost fell off my chair when I found myself working side by side with him. Now I've got a bag to be proud of, with my own original design on it, and - who knows? This might be the first step on the path to a career. If Manolo Blahnik, the great footwear designer, could start off by making espadrilles in his village, then maybe I'll become a designer too one day!



**D BILLY**

This conference was a perfect opportunity for me to conduct some live interviews and try out my journalistic skills - so my friends said I had to go. I managed to overcome my nerves, mainly because I was so keen to hear more about animation and the games market. I wasn't expecting it but the speakers and important guys were really kind and willing to be interviewed by little me! One representative of a top American film studio told me that he always took away from this conference new contacts and friends in the industry. He seemed to think that this level of cooperation was quite unusual. I also interviewed a professional board and video games creator. He mentioned that he'd always be grateful for conferences like these because they brought together people who really understood how difficult it is to make games work properly. According to him, the general public don't have a clue!



## GRAMMAR

1 Read the grammar box. Match the uses (1–4) with the examples given (A–D).

- 1 modals: *may* → *might*, *must/have to* → *had to*
- 2 present continuous → past continuous
- 3 reporting verbs like *say* and *tell*
- 4 present perfect → past perfect

## explore grammar

→ p160

## reported speech

After a past tense reporting verb (e.g. *said*, *told*, *thought*), the verb used by the speaker normally goes back one tense. Pronouns and time and place words may also change.

e.g. *today* → *that day*, *this* → *that*,  
*here* → *there*, etc.

A .....

What she hadn't told me was that one of the biggest street artists in Australia **was running** the class!

B .....

When I told my friend that I'd **never been** to an event like this before, he couldn't believe it!

C .....

This conference was a perfect opportunity for me so my friends said I **had to go**.

BUT: *should*, *could*, *might*, *ought to*, *would* → no change

People had warned me that I **might find** the festival really tiring.

D .....

verbs that follow the same pattern as *say* (+ *that*), e.g. *add*, *admit*, *believe*, *complain*, *explain*, *insist*, *know*, *mention*, *realise*, *think*

verbs that follow the same pattern as *tell* + object (+ *that/to* + infinitive), e.g. *advise*, *convince*, *promise*, *inform*, *warn*

He **warned us that** the conference might be boring.

They **told us to** be on time.

2 9.1 Listen to three speakers talking about festivals. Where did each of them go?

3 9.2 Listen again and write sentences in reported speech about what the speakers said.

Speaker 1: My friends warned me that .....

Speaker 2: My friends advised me to ..... and not to .....

Speaker 3: My friends complained that .....

4 Read the online posts about a painting and photography workshop. Then complete the report: choose the correct reporting verbs and report what each person said.

Katie, 15

Add message | Report

The workshop has been much better than I expected and I've learnt a lot. Everyone ought to have the experience of light painting!

Alex, 16

Add message | Report

Right now, I'm having a fantastic time but I must clear up all the paint around me!

Maria, 14

Add message | Report

I can't chat because I'm too busy but I'll send you some photos of my amazing artwork later this evening.

## Workshop report

Generally, it seemed to be a really good day although, of course, each student had their own opinion!

1 Katie **complained** / **admitted** that .....

She **added** / **advised** that .....

2 Alex **informed** / **insisted** me that .....

3 Maria **believed** / **explained** that .....

So, in the end, it seems that everyone really enjoyed the workshop and we look forward to the next one!

Pippa, Year 9

## Speak up

5 Think of examples when someone a) told you to do something, b) warned you not to do something and c) explained something to you. Discuss each one in pairs, then write down your sentences.



# VOCABULARY

## visual arts

- 1 Complete the sentences with these words. There is one extra word you do not need.

animation artwork creation design graffiti  
original represent

- 1 All students must collect the pieces of ..... they have drawn or painted during the year and present them in a portfolio.
- 2 Have you decided how you are going to ..... the poster yet? We need something colourful and eye-catching.
- 3 We discovered that my grandfather had a(n) ..... Picasso hanging in his study!
- 4 If you follow a course in Media Studies at university, you will be able to study ..... as part of the course.
- 5 The Japanese film-maker Hayao Miyazaki is responsible for the ..... of many classic anime films.
- 6 Banksy is a ..... artist who has now become successful in many different countries around the world.

2 Match the phrasal verbs (1–6) with their meanings (A–F).

- |                  |             |
|------------------|-------------|
| 1 bring together | 4 start out |
| 2 build up       | 5 think up  |
| 3 join in        | 6 try out   |

- A begin to take part in something that other people are doing  
B test something to find out if it's successful  
C produce a new idea  
D gradually increase  
E make people feel more friendly to each other  
F begin work, etc. in a particular way

3 Work in pairs. Complete the questions with phrasal verbs from Ex 2. Then ask and answer the questions.

- 1 Think of someone famous. How did he or she ..... in his/her career?
- 2 What artistic activity would you like to ..... just once to see if you like it?
- 3 Do you know how to ..... your knowledge in a particular area?

## explore vocabulary

### collocations

Certain words are normally used together. Notice these in your reading and try to learn the whole phrase each time.

perfect opportunity, post comments, (the) first step, spend time, general public

- 4 Read the vocabulary box. Then complete the collocations in the conversation with these words. There are two extra words you do not need.

characters culture experience fiction game  
imagination skill street world

A: What are you reading?

B: An anime novel. Here, have a look.

A: Oohhh! I love the artistic <sup>1</sup> ..... that goes into the images here. It must take ages to illustrate one of these books.

B: And you really need a vivid <sup>2</sup> ..... to think up some of these plots!

A: Yeah, it's a real fantasy <sup>3</sup> ..... Isn't it? But somehow, you can still identify with the characters and I think that's the secret of their success. I mean, they're part of pop <sup>4</sup> ..... now, aren't they?

B: Just like <sup>5</sup> ..... art. But I'd prefer anime any day. I've built up quite a collection now.

A: Oh and by the way, there's a one-day animation course on at the college this weekend. It'll be an incredible learning <sup>6</sup> ..... Shall we go? We can create our own cartoon <sup>7</sup> ..... !

B: Awesome! Let's do it!

5 9.3 Listen and check your answers to Ex 4.

## Speak up

6 Imagine that you have good artistic skills. In what way would you choose to use them and why?

- designing clothes or jewellery
- working with computer animation
- drawing characters for anime
- nature photography
- something else

## game on

Work in pairs or small groups. Create a story outline for a new comic book, graphic novel or anime using three or four characters. Your story must include: a teen boy or girl, a mountain and a disaster. Have a class competition to find the best idea!



# LISTENING

## Power up

- 1 Have you ever performed on stage? How could performing on stage make you feel? Would the size of the audience make a difference?
- 2 What do you think of when you hear the words 'performing arts'? In one minute, list as many types as you can think of.

## Listen up

- 3 Work in pairs and discuss the meaning of these words. Then use them to complete the sentences.

lyrics pretend process scholarship  
talent-spotters technique

- 1 When you act, you ..... to be someone you aren't, so that other people will see you as that character.
  - 2 After some voice-training lessons, Paul's singing ..... was almost at a professional level.
  - 3 Did you say that ..... are coming to the show? Now I'm *really* nervous!
  - 4 I love the ..... of that song – they tell the story of how a boy found his true talent in music.
  - 5 Maria was so lucky to win a ..... to study at the Royal Ballet School.
  - 6 Learning a musical instrument can sometimes seem to be a slow .....
- 4 9.4 Listen to the first part of a radio interview with a teenager who hopes to have a career in the performing arts. Which three performing arts does she mention?

- 5 9.5 Read the exam tip and complete the task.

### exam tip: multiple choice

Remember to focus on the meaning of what the speaker says and whether this answers the question rather than concentrating on a particular word or words. What seems the most obvious answer may not always be the right one!

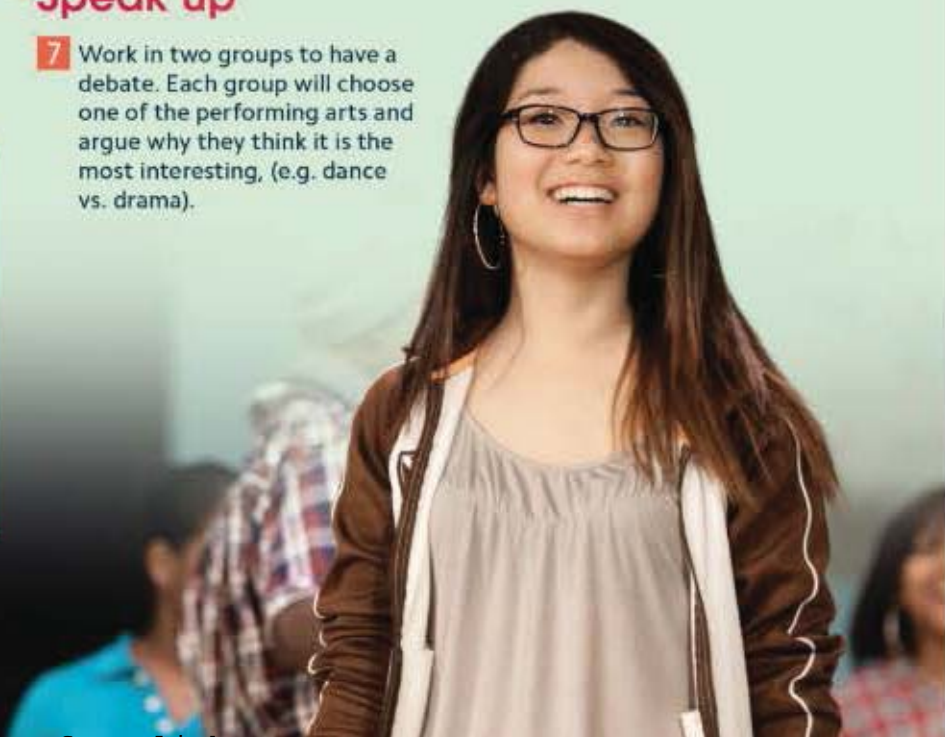
Look at question 1 in Ex 6 and the options. Does she mention feeling not as good as others? How confident is she about the subjects she will study? Is she happy about living away from home? Which of these answers is the correct one? Listen to part of the recording again and choose the correct answer.

- 6 9.6 Listen to the whole interview and choose the correct answer, A, B or C.

- 1 How does Sara feel about getting into the performing arts school?
  - A worried about whether she is good enough
  - B unsure about learning new things
  - C nervous about leaving her family
- 2 What does Sara say about learning to play the guitar?
  - A She preferred writing lyrics.
  - B She always aimed very high.
  - C She found it quite easy.
- 3 What does Sara think might be a problem for the band?
  - A staying together after she leaves
  - B keeping on using the same place to practise
  - C having too much schoolwork to do
- 4 How did Sara feel when she started acting?
  - A keen to learn more about Shakespeare
  - B a bit unsure of her abilities in that area
  - C pleased to have the support of her school
- 5 In what way is acting like a child's game, according to Sara?
  - A It involves characters that are not real.
  - B Adults need to relearn how to do it.
  - C It's full of different emotions.
- 6 What is Sara's opinion of hip-hop?
  - A It's more fun than swimming.
  - B It's easier than gymnastics.
  - C It requires hard work.
- 7 What does Sara think the shows at the performing arts school will offer her?
  - A the chance to improve her dance technique
  - B the possibility of being noticed by someone important
  - C an opportunity to win a competition

## Speak up

- 7 Work in two groups to have a debate. Each group will choose one of the performing arts and argue why they think it is the most interesting, (e.g. dance vs. drama).





# USE OF ENGLISH 1

- 1 Read the grammar box. Think of three things that people have recently asked you, or things they have asked you to do, and write them down as reported speech. Work in pairs and compare your ideas.

## explore grammar

→ p160

### reporting questions, orders and requests

- A** For *yes/no* questions, use *ask + if/whether*:  
Has it been difficult to play in a band? →  
The interviewer asked Sara **if/whether it had been** difficult to play in a band.
- B** For *wh-* questions, use *ask + wh-* word:  
How do you feel about getting into the school, Sara? →  
The interviewer **asked Sara how she felt** about getting into the school.
- C** For orders and requests, follow this pattern:  
verb (e.g. *tell/ask*) + person + (*not*) + *to*-infinitive  
The interviewer **asked Sara to tell** them about her musical experience.
- D** Other verbs for reporting orders and requests include: *beg, order, persuade, remind, warn*  
Sara's friend **persuaded her to join** a teenage theatre group.

### 2 Report what these people said.

- Dana, do you mind practising your guitar in here? Thanks!
- How many people are in your dance team, Ross?
- Where did you learn how to do special-effects make-up, Chrissie?
- Please switch your mobile phones off before the concert starts.

- Dana's mum asked .....
- The reporter asked .....
- The actor asked .....
- The conductor asked .....

### 3 Work in pairs and report the orders and requests using these verbs. Compare answers with another pair.

begged ordered told warned

- 'Don't make a sound once the curtain goes up!' he said to us.
- 'Don't eat that mushroom because it's poisonous,' I said to her.
- 'Don't forget your dance class this evening,' my mum said to me.
- 'Please, please let me go to the concert!' she said to her dad.

### 4 Read the exam tip and complete the task.

#### exam tip: key word transformation

Think carefully about all the words that you must include. Don't forget names, nouns, pronouns, etc, as well as the verb form changes.

Look at question 1 in Ex 5. Who is Olivia talking to? Where should his name come in the gapped sentence? Do you also need a pronoun? If you do, where should it go?

### 5 e Rewrite the sentences using the word given. Use between two and five words, including the word given.

- 1 'Have you booked the tickets, Will?' Olivia asked.

#### WHETHER

Olivia asked .....  
booked the tickets.

- 2 'You'd better not dance in the square,' the police officer told the boys.

#### WARNED

The police officer .....  
dance in the square.

- 3 'You said you'd look at some online reviews of the play,' Andrew told me.

#### REMINDED

Andrew .....  
some online reviews of the play.

- 4 'Be at the box office by six o'clock if you want to get a ticket,' mum said to Vicky and me.

#### TOLD

Mum ..... at the  
box office by six o'clock if we wanted to get a ticket.

- 5 'Please don't be late for rehearsals,' the music teacher told the students.

#### TO

The music teacher asked  
.....  
be late for rehearsals.

- 6 'Where is the singing competition taking place?' my cousin asked me.

#### WAS

My cousin asked me  
..... taking place.

## Speak up

- 6 Write sentences, either imaginary or true, using the verbs 'beg,' 'order,' 'persuade' and 'tell.' Then work in pairs and share your sentences. See if your partner can guess whether they are true or not.



## USE OF ENGLISH 2

1 Is it popular for young people to go to concerts or the theatre where you live? Why/Why not?

2 Complete the text about a special concert location with these words.

acoustics background classical live musicians  
open-air performance stage venue world-class

## DALHALLA AMPHITHEATRE, SWEDEN

Dalhalla is a unique <sup>1</sup>..... amphitheatre that was constructed in an old quarry. The theatre, with its <sup>2</sup>..... of huge rock walls, is a popular <sup>3</sup>..... for many famous and <sup>4</sup>..... recognised artists during the summer months. Everyone enjoys performing <sup>5</sup>..... here, from <sup>6</sup>..... to pop <sup>7</sup>....., because of the almost perfect <sup>8</sup>..... which make the sound especially clear and beautiful.

But what makes this theatre even more unusual is the water that surrounds the <sup>9</sup>..... Some of the singers often take an unexpected dive after their <sup>10</sup>..... – to cool off!

3 Choose the correct words to complete the conversation.

A: Hi, Niccy. Where are you off to?

B: I'm just going to <sup>1</sup>queue / line outside the <sup>2</sup>fan club / box office here at the theatre! I want to get a seat in the front <sup>3</sup>line / row of the balcony if I can, but it's the <sup>4</sup>open / opening night so it might be tricky.

A: What <sup>5</sup>play / drama are you going to see?

B: Oh, it's a comedy. My drama teacher has one of the main <sup>6</sup>characters / roles.

A: Is anyone well-known <sup>7</sup>arriving / appearing?

B: Not really – well, at least as far as I know. How about you? What are you up to?

A: I'm off to our final rehearsal before the concert tomorrow. The tickets are all <sup>8</sup>given away / sold out and I'm a bit nervous!

B: Don't worry, Andy! I'm sure the <sup>9</sup>audience / guests will love you! I'll text you in the <sup>10</sup>interval / performance to see how you're getting on.

A: Thanks, Niccy!

4 9.7 Listen and check your answers to Ex 3.

5 Read the exam tip and complete the task.

## exam tip: multiple-choice cloze

Quite often, certain words can be correct or wrong according to a specific context, e.g. at the theatre there is *an audience*, whereas in a sports stadium you might talk about *the spectators* or even *the crowd*. Make sure you are familiar with topic-related vocabulary.

Look at gap 1 in Ex 6 and the choices. Look back at the verb that is used in the sentence before the gap. Which of the choices could go with that verb?

6 e Read the article and decide which answer (A, B, C or D) best fits each gap.

## What a

## performance!



Last weekend, we performed our end-of-year school <sup>1</sup>..... and everyone was very excited and nervous. During the <sup>2</sup>....., I'd been learning Abby's role in case she was taken ill. Then, last week, Abby was rushed to hospital with appendicitis! So now I had the chance to take her place and perform on <sup>3</sup>.....! Panic! My friends all tried to calm me down and told me that I would be fantastic.

I was still nervous but I decided to just <sup>4</sup>..... my best. On the <sup>5</sup>..... night, I looked through the curtain at the <sup>6</sup>..... and saw my parents and my brother sitting in the second <sup>7</sup>..... Taking a deep breath, I felt I'd be OK.

Sure enough, the evening was a success, but all I remember is everyone congratulating me at the end. 'You blew us away, sis!' said my brother. My parents also said that I'd <sup>8</sup>..... a great performance so I felt very proud of myself!

- |                |           |            |            |
|----------------|-----------|------------|------------|
| 1 A act        | B scenery | C play     | D theatre  |
| 2 A rehearsals | B trials  | C repeats  | D reviews  |
| 3 A scene      | B setting | C space    | D stage    |
| 4 A do         | B create  | C make     | D present  |
| 5 A early      | B opening | C original | D previous |
| 6 A viewers    | B society | C audience | D visitors |
| 7 A chair      | B row     | C seat     | D line     |
| 8 A acted      | B played  | C shown    | D given    |

## Speak up

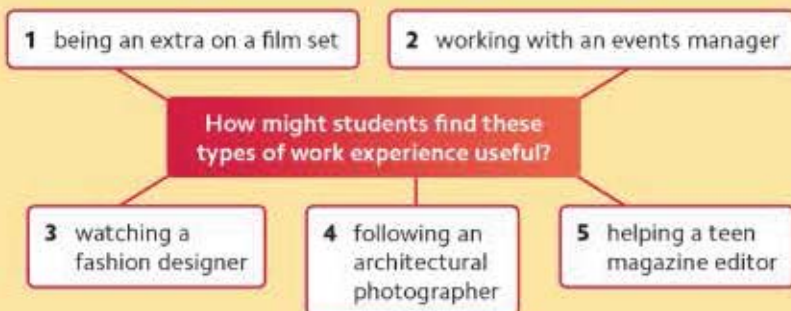
7 Why does performing in public make people nervous? What would you find difficult about it and how could you overcome your nerves?



# SPEAKING

## Power up

- 1 Look at the photo. What do you think the girl is making? Where do you think she is doing work experience?
- 2 Look at the task about work experience options that are connected with the arts. Match the options (1–5) with the comments (A–J).



If you chose this option:

- A you could learn how to be imaginative with styles and colours.
- B you'd get experience of communicating with important clients.
- C it would be an opportunity to find out what goes on behind the scenes.
- D it would be interesting to learn how to organise different things on the page.
- E you'd be able to understand how to create the best look.
- F you could get some valuable experience without having to play a particular role.
- G it would enable you to improve your own writing skills as well as checking other people's work!
- H it would help you to see the beauty of the buildings around you.
- I you'd develop your organisational skills.
- J you'd learn how to look at things around you from different viewpoints.

- 3 9.8 Read the useful language. Listen to two students discussing how useful the first work experience option would be. Which phrases from the useful language do they use?

### useful language: managing a discussion

Shall I start?  
Would you like to start?  
What do you think about ... ?  
What's your opinion?  
How about you?  
Which one would you prefer to talk about?  
Which activities do you prefer?  
What about ... ?

### adding question tags

It is ..., isn't it?  
I think ..., aren't they?

### making a decision

So, perhaps we should make a decision now.  
So, shall we decide?  
Which do you think (would be better)?  
Let's see if we agree.

- 4 Work in pairs. Carry on the conversation from Ex 3 and discuss the remaining options from Ex 2.
- 5 9.9 Listen to the same two students deciding which two options would be the most popular. Which other phrases from the useful language do they use?

## Speak up

- 6 Read the exam tip and complete the task.

### exam tip: collaborative task ↪ p166

Make sure you keep the conversation between you and your partner going. Include your partner in the discussion. Don't just focus on your own ideas.

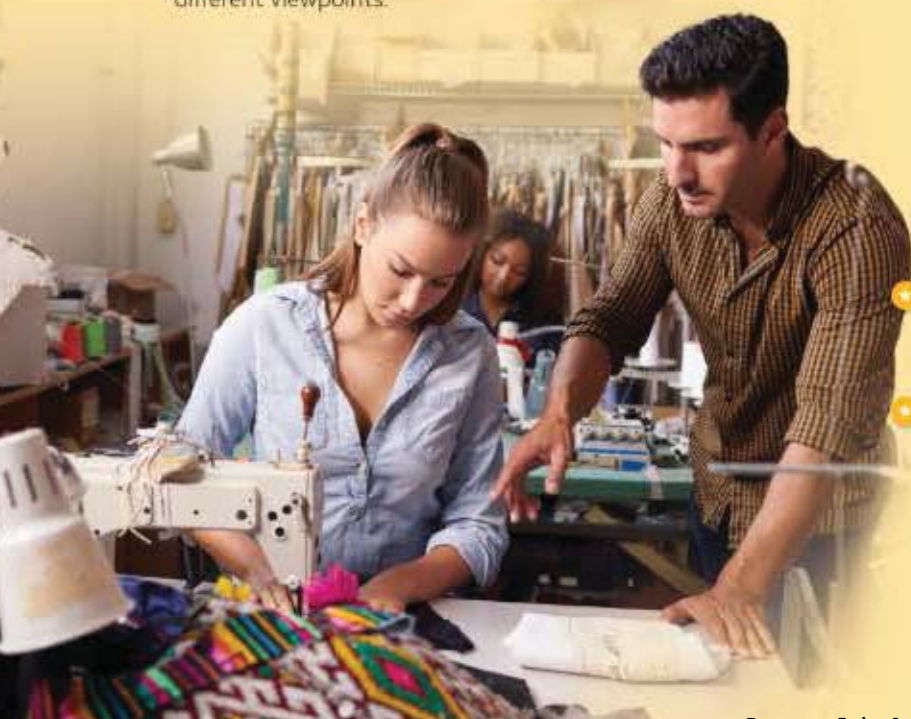
Suggest two different ways you might involve your partner and encourage them to respond to this opinion expressed in a discussion:

I think work experience is a really good idea because you can learn more about a job and what really happens on a daily basis.

- 7 e Turn to page 178 and follow the instructions.

## Speaking extra

- 8 Which of the work experience options on this page would interest you? Is there something else you would like to try? Explain the reasons for your choices.





## WRITING

### Power up

- 1 What major city festivals have you heard of in your country or in other countries? What makes them special?
- 2 How do these photos of a festival in Scotland compare with festivals in your country? Point out a few similarities or differences.

### Plan on

- 3 Read a review of a city festival and answer the questions.
  - 1 When did the festival take place?
  - 2 What acts or events did the writer see?
  - 3 How successful were these events?

## The Edinburgh Festival



### A REVIEW

I was lucky enough to attend the Edinburgh International Festival in August last year and it was the experience of a lifetime! I'm really grateful to my parents who convinced me to go along.

Firstly, the opening event totally blew us away. They put on an amazing light and sound show in St Andrew Square which lit up the whole area in lots of colours! After that, we had tickets for some other events: one was a cool hip-hop group and another was a fantastic flamenco group. Overall, I was really impressed by the high standard. We didn't go to the theatre, so I can't comment on that.

What I really enjoyed best, though, was the Edinburgh Festival Fringe. This is open to all performers, so as you walk down the street, you pass jugglers, acrobats and musicians – it's crazy! And what was brilliant was that some local schoolchildren designed the winning poster for the festival.

In conclusion, this is an event that should not be missed. The weather didn't let us down, and with the background of the city of Edinburgh and the castle, what more could you want?





- 4 Look at two possible plans for a review. Which plan does the review in Ex 3 follow?

A  
para 1: introductory information about subject of review

para 2: description of event, giving details

para 3: evaluation of event, expressing opinion

para 4: final comments and recommendation

B  
para 1: introductory information about subject of review

para 2: description of event and evaluation

para 3: further description of event and evaluation

para 4: final comments and recommendation

- 5 Replace the parts of the sentences in bold with the correct form of verbs from the review.

- 1 My friends had all told me that I should **go to** the concert. (para 1)
- 2 My friend **told** me that it wouldn't be a waste of time – and she was right! (para 1)
- 3 Everyone I heard who **talked about** the festival said how wonderful it had been. (para 2)
- 4 If you **didn't go to** the festival this year, try to go next year. (para 4)
- 5 Some people I knew were performing and they didn't **disappoint us**. (para 4)

## explore language

### making your language more dramatic: starting sentences with 'What ...'

What I enjoyed best was ... (I enjoyed ... best.)

What was brilliant was ... (I thought that ... were brilliant.)

- 6 Read the language box. Rewrite the sentences to have the same meaning but with a different beginning.

- 1 I was amazed by the fireworks display.  
What was .....
- 2 The street performers were the most impressive.  
What impressed .....
- 3 I was surprised by the number of people there.  
What I found .....
- 4 The highlight of the week for me was the opening ceremony.  
What I liked .....

## Write on

- 7 Imagine you see this notice in an English-language magazine. What could you write about?

## REVIEWS WANTED

# Festivals!

We are looking for reviews of a local festival in the area where you live. Your review should include where the festival took place, what events people could see at the festival and what you particularly enjoyed. Would you recommend the festival to other young people?

 The best reviews will be published in our online magazine next month.

- 8 Read the exam tip and complete the task.

### exam tip: reviews

→ p170

Make sure you answer all the points that are mentioned in the task. Try to use a good variety of vocabulary (verbs, adjectives, etc.) to make your review interesting for the reader.

Work in pairs and find at least three phrases and three adjectives in the review that express approval.

- 9 Choose one of the plans in Ex 4 to help you plan your review. Think about these things.

- 1 Where did you go?
- 2 When did it happen?
- 3 What did you see?
- 4 Who was in it?
- 5 What did/didn't you like about it?
- 6 Would you recommend it?

- 10 e Write your review in 140–190 words.

## Improve it

- 11 Swap your review with a partner. Check for these things.

- Repetition: can you see the same words being repeated several times? If so, suggest alternatives.
- Level: is the level of vocabulary high enough? Can you see too many simple verbs? If so, suggest higher-level verbs to replace them.
- Interest level: is the style of writing interesting enough? Make any relevant suggestions to improve it.

- 12 Think about your partner's comments. Make any changes to your review that you agree with.





# INDEPENDENT LEARNING

## Skill review

**1** Look back at what you have learnt about reading, writing, speaking and listening skills. Which skill do you feel most confident in? Which skill area would you like to focus on improving?

**2** Look back at what you have learnt about the reading texts. Look back at the reading texts and tips again and answer these questions.

**1** Which types of reading texts do you feel most and least confident about?

**2** Which tips did you find most useful?

**3** How do you feel about reading texts? Write down three ways in which you feel your reading skills have improved.

**3** Work in pairs. Look back at your writing pieces and see how you have improved. Highlight any areas you feel you could still do better in.

**4** We often need more practice in listening. Work in pairs and write down three ways in which you can improve your listening skills.

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

**5** Work in pairs. Look back through the speaking lessons and pick out the speaking tips that helped you to improve the most. How have your speaking skills improved?

**6** Decide on two tips you can use to improve your speaking skills further. How and when will you put them into practice?

## SWITCH ON

### Stage management

**1** Work in pairs. What do you know about William Shakespeare?  
What is he famous for?

**2** Look at these plays by Shakespeare. There is a mistake in each title. Can you correct it?

**1** Romeo and Julia    **2** A Midwinter Night's Dream    **3** Thirteenth Night

**3** The stories of these films are based on plays by Shakespeare. Do you know which ones?

**1** The Lion King    **2** 10 Things I Hate About You    **3** West Side Story

**4** Watch the clip. Answer the questions about the original Globe Theatre and the modern Globe Theatre. Which one:

**1** was built in the 1500s?    **2** has an annual concert?  
**3** was damaged in a fire?    **4** is famous for showing Shakespeare's plays?

**5** Watch again. Complete the details about Jadzia's role at the Theatre.

She is on <sup>1</sup> ..... as a student and is working in assistant <sup>2</sup> ..... Her role includes managing the <sup>3</sup> ..... and guiding the audience to <sup>4</sup> ..... Jadzia says that going into a <sup>5</sup> ..... is a big step from primary school productions and that seeing behind the scenes helps her <sup>6</sup> ..... it more.

**6** Work in pairs. Ask and answer the questions.

**1** What was the last live show you saw? What kind of show was it?  
**2** Do you prefer watching live shows or films and TV? Why?

### Project

**7** Work in small groups to write a scene for a new film based on a scene or plot from one of Shakespeare's plays.

**1** Research your idea using books or the internet.  
**2** Write the script. Every member of the group must be part of the scene.  
**3** Read your scene to the class or act it out.



# UNIT CHECK

## Wordlist

### Visual arts

animation (n)  
artwork (n)  
creation (n)  
design (n, v)  
graffiti (n)  
original (adj)  
represent (v)

### Phrasal verbs

bring together  
build up  
join in  
start out  
think up  
try out

### Collocations

artistic skill  
cartoon character  
fantasy world  
learning experience  
pop culture  
street art

vivid imagination

### Live entertainment

acoustics (n pl)  
appear (v)  
audience (n)  
background (n)  
box office (n)  
classical (adj)  
interval (n)  
live (adj)  
musician (n)  
open-air (adj)  
opening night (phr)  
performance (n)  
play (n)  
queue (v)  
role (n)  
row (n)  
sold out (adj)  
stage (n)  
venue (n)  
world-class (adj)

### Other

bunch (n)  
contemporary (adj)  
don't have a clue (phr)  
endless (adj)  
lyrics (n pl)  
nervous (adj)  
on the contrary (phr)  
overcome (v)  
pretend (v)  
process (n)  
scholarship (n)  
suit (v)  
talent-spotter (n)  
technique (n)

### Extra

advisor (n)  
commitment (n)  
conduct (an interview) (v)  
conference (n)  
cooperation (n)  
fashion designer (n)

(film) extra (n)  
give an account (of sth) (phr)  
grateful (adj)  
have sth in common (phr)  
imaginative (adj)  
involve (v)  
lines (n)  
mainstream (adj)  
rehearsal (n)  
representative (n)  
scene (n)  
scenery (n)  
seat (n)  
setting (n)  
side by side (phr)  
society (n)  
stencil (n)  
the public (n)  
trial (n)  
volunteer (v)  
work experience (phr)

## Practice

**1** Complete the sentences using the correct form of words from the *Live entertainment* section of the wordlist.

- Just before the end of the ....., they sounded a bell for people to return to their seats.
- Most of their friends were in the ..... on the opening night and they all loved the play.
- When Cathy was standing on the ....., she was so nervous she thought she'd fall down!
- All the ..... were really good, but I liked the guitarist best.
- ..... concerts are fine in hot countries but not so good in the UK where it often rains!
- David finds that listening to ..... music like Bach or Mozart helps him study better.
- I would love to go to a concert there! It is a huge .....
- I really wanted to go to the show but by the time I called the box office it was .....

**2** Choose the correct words to complete the sentences.

- I'm really hoping to win a **rehearsal** / **scholarship** for drama school next year.
- Do you know the **lyrics** / **acoustics** to this song?
- Who is your favourite **cartoon character** / **animation**?
- Art classes **join in** / **bring together** different people.
- Organising a concert **overcomes** / **involves** a lot of hard work.
- Can you **build up** / **think up** a good idea for our show?

**3** **9.10** Listen to a student. Write the correct form of a word from the *Extra* section of the wordlist when you hear the beep.

- .....
- .....
- .....
- .....
- .....

**4** **9.11** Listen and check your answers.



# UNIT CHECK

## Review

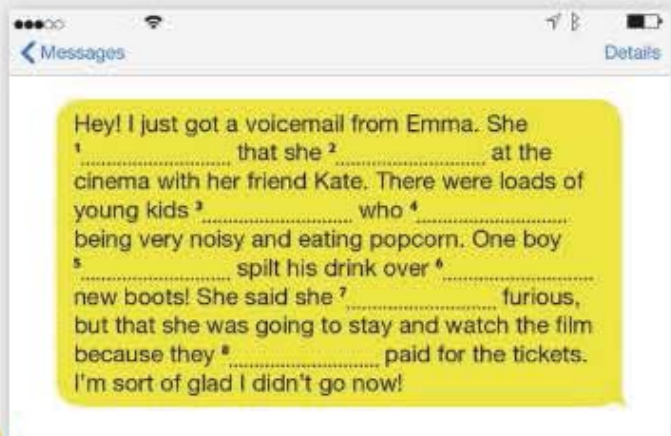
### 1 Rewrite the sentences in reported speech.

- 'I can't find all my old comics,' said Vicky.  
Vicky complained .....
- 'I've bought some new drawing materials,' Ian said to us.  
Ian informed .....
- 'The show has been very popular so there may not be any seats left,' I said to my sister.  
I warned .....
- 'You have a lot of artistic talent,' my teacher said to me.  
My teacher told .....
- 'I'm feeling a bit lazy so I'll leave my essay until later,' Evan said.  
Evan admitted that .....
- 'I'll meet you here in an hour,' mum said to the girls.  
Mum promised .....

### 2 Complete the reported questions, commands and requests.

- 'Stand back from the stage,' said the security guards to the fans.  
The security guards ordered ..... back from the stage.
- 'What date does Comic Con start exactly?' they asked.  
They asked ..... exactly.
- 'Please, please, please let me go to the concert at the weekend!' said Molly to her parents.  
Molly begged ..... her go to the concert at the weekend.
- 'Are you going to take hip-hop classes?' Ben asked his friends.  
Ben asked his friends ..... take hip-hop classes.
- 'Don't make a noise during the performance!' said the teacher to the children.  
The teacher warned ..... make a noise during the performance.
- 'I'm afraid the tickets sold out last week,' he said.  
He explained that the tickets ..... previous week.
- 'You will have great fun if you sing in the choir festival,' our teacher said to us.  
Our teacher convinced ..... in the choir festival.
- 'We'll take some really good photos tomorrow,' the photographer said to the student.  
The photographer promised ..... take some really good photos the following day.

### 3 9.12 Listen to a girl leaving a voicemail message. Then complete the text message below with one word in each gap.



Hey! I just got a voicemail from Emma. She <sup>1</sup> ..... that she <sup>2</sup> ..... at the cinema with her friend Kate. There were loads of young kids <sup>3</sup> ..... who <sup>4</sup> ..... being very noisy and eating popcorn. One boy <sup>5</sup> ..... spilt his drink over <sup>6</sup> ..... new boots! She said she <sup>7</sup> ..... furious, but that she was going to stay and watch the film because they <sup>8</sup> ..... paid for the tickets. I'm sort of glad I didn't go now!

### 4 Complete the text with one word in each gap.



## Arts Weekly

The first issue came out on Friday and within two days it had sold out! We talked to Jess, an animation artist and writer <sup>1</sup> ..... worked on the magazine. Firstly, we asked her <sup>2</sup> ..... she had expected it to be <sup>3</sup> ..... a huge success. She told <sup>4</sup> ..... that they all thought it was a great magazine – although they really didn't know whether the public <sup>5</sup> ..... buy it. 'In fact, we were afraid that all our dreams were totally impossible!' she said. 'In the end, though, everyone convinced the team <sup>6</sup> ..... to give up so we went for it!'

So what was their secret to success with this first issue? <sup>7</sup> ..... did they appeal to their readers? Jess admitted that they <sup>8</sup> ..... done a lot of research into what young people wanted to read about – and they mostly wanted cool stuff about music, art, different apps and so on. 'So that's what we wrote about,' she laughed. 'It was that simple!'

### 5 Write a short blog post about what happened when you entered a photography competition (it doesn't have to be true!). Include at least two examples of reported speech.



“

Tell me what  
**happened**

”

Look at the photo and discuss the questions.

- 1 What can you learn from older people in your family?
- 2 What do you know about your country's history?
- 3 How does knowledge of the past help you to understand the present and future?

10

## Learning from the past

### READING

topic: the woolly mammoth  
task: gapped text

### LISTENING

topic: the Maya civilisation  
task: sentence completion

### USE OF ENGLISH

open cloze  
key word transformation  
multiple-choice cloze  
word formation

### SPEAKING

tasks: interview; long turn;  
collaborative task: discussion

### WRITING

topic: stories; my favourite room  
task: story, email or article



# READING

### Power up

- 1 Mammoths lived thousands of years ago and are now extinct. What other animals do you know of that are either extinct or in danger of dying out?

### Read on

- 2 Read the article about woolly mammoths quickly. Work in pairs and answer the questions.

1 How were woolly mammoths useful to the ecosystem in Siberia?

2 Why have they been in the news in recent years?

- 3 e Read the article and choose which sentence (A–G) fits each gap (1–6). There is one sentence you do not need.

A Why there were so many altogether in one spot remains a mystery although experts are investigating various theories.

B The mammoth's closest cousin is the Asian elephant, which is also under threat of extinction.

C The additional reason why mammoths are a hot topic is that they might well make a reappearance over the next few years.

D In other words, they were nature's gardeners.

E One way in which they helped to do this was by keeping the ground cool.

F Their numbers continued to fall and eventually they died out completely.

G Of course, they had the right genetic make-up to cope: long hair, thick skin and blood that didn't freeze solid at low temperatures.

- 4 Look at the words in bold in the text. Match the words (1–10) with their meanings (A–J).

1 extinct

6 replace

2 layer

7 remains

3 ground

8 combination

4 soil

9 restore

5 wilderness

10 isolated

A a large natural area of land that has never been built on

B a mixture of two or more different things

C far away from other places or people

D make a particular situation exist again

E no longer existing

F something that is left after the rest has been destroyed

G stuff that covers a surface or is between two other things

H take the place of something else that has been broken or has disappeared

I the earth in which plants grow

J the surface of the earth

### Speak up

- 5 Work in pairs and do some research about another extinct animal and find out some fun or interesting facts about it. Share with the class.





WHATEVER HAPPENED TO THE

# MAMMOTH?

The woolly mammoth, like the dinosaur and the dodo, is an **extinct** animal. However, in contrast to the dinosaur, it only became extinct relatively recently – that is, in relation to the history of the world as a whole. By 10,000 years ago, the large majority of mammoths had died out – and the great herds that used to be seen wandering over the ice and snow in Siberia were no longer around.

Mammoths, it seems, loved the cold; we know this because the period when their numbers increased was during the Ice Age, which came to an end around 11,700 years ago.<sup>1</sup> They even had fur in their ears! They also had fantastically long tusks which might well have come in useful when finding plants to eat under the snow.

When they were alive, mammoths played a major role in maintaining a healthy ecosystem in the area where they lived.<sup>2</sup> By stepping on the soft snow with their great feet, they packed it into a solid **layer** which kept the cold air in and created permafrost. Permafrost is **ground** beneath the **soil** that is constantly frozen for a period of more than two years, as can be found in areas like Siberia. If the permafrost melts, then a dangerous amount of carbon dioxide could be released into the atmosphere.

Furthermore, mammoths had kept the grass short and the tree population within normal limits by eating the smaller ones.<sup>3</sup> So once they disappeared, the whole area became a **wilderness** again, the grassland became a forest and no other animal appeared to **replace** them.

Strangely enough, mammoths have been hitting the news headlines in recent years, for a couple of reasons. One was the discovery of a huge number of mammoth bones in Volchya Griva, Siberia.

<sup>4</sup> One thing they are fairly sure about, though, is that the **remains** date from about 25,000–30,000 years ago.

<sup>5</sup> How can that be possible, you might ask? Well, scientists are currently working hard to clone a version of a mammoth using a **combination** of mammoth and elephant DNA – but of course, whether they succeed or not is another matter. The main argument in support of this scientific research is that the reintroduction of mammoths could help with the problem of climate change and global warming by protecting the permafrost. But they could also **restore** the natural balance in the ecosystem of Siberia, and maybe elsewhere.

The final sad end of the mammoths came about around 4,000 years ago when only a small group of them were left **isolated** on an island in the Arctic Ocean.<sup>6</sup> However, the mammoth lives on in our memories as one of the Earth's great creatures. Not only that, it also survives in the English language as an adjective meaning 'huge' or 'worryingly big'. It might be a 'mammoth' task to bring these creatures back. But nothing is impossible, they say.





## USE OF ENGLISH 1

**4 e** Rewrite the sentences using the words given. Use between two and five words, including the word given.

**1** Which places in history do you know of that were destroyed by natural disasters?

**2** Read the article in Ex 3 quickly. What type of natural disaster is mentioned? What disappeared afterwards?

**3 e** Read the article again and complete the text with one word in each gap.

**1** 'Which animal will become extinct next?' James wondered.

**DIE**

James wondered which animal ..... next.

**2** 'If we don't leave soon, we won't have time to see the castle,' said Tom.

**IF**

Tom said that ..... soon, they wouldn't have time to see the castle.

**3** Some periods of history aren't as interesting as others.

**LESS**

Some periods of history ..... others.

**4** I wish we'd been to Naples for our school trip.

**GONE**

I think we ..... to Naples for our school trip.

**5** Visitors to the site couldn't walk on the walls.

**ALLOWED**

Visitors to the site ..... walk on the walls.

**6** 'Have you booked the tickets, Jason?' Alexandra asked.

**WHETHER**

Alexandra asked ..... booked the tickets.

## Lost wonder of the world

Back in the nineteenth century, the pink and white terraces on Lake Rotomahana in New Zealand were considered to <sup>1</sup> ..... the eighth wonder of the world. Travellers from all over the world <sup>2</sup> ..... often make long and dangerous sea trips to see them. The terraces, <sup>3</sup> ..... were a series of shallow pools flowing down into the lake, disappeared after the volcano, Mount Tarawera, erupted in 1886. They have never <sup>4</sup> ..... seen since.

Studies have been carried <sup>5</sup> ..... over the years to discover what happened to them and find out if they just disappeared or were, in fact, destroyed. However, two researchers now say that is <sup>6</sup> ..... the case. According to the <sup>7</sup> ....., the terraces are hidden under a layer of mud fifteen metres deep at the edge of the lake. These researchers base their claim <sup>8</sup> ..... the diaries and maps of a geologist working in the area back then. They hope to explore the site further – and perhaps find the long-lost terraces!

## Speak up

**5** What do you know about volcanoes? How many famous ones can you think of? Discuss in groups and see who can come up with the most facts about volcanoes.



## USE OF ENGLISH 2

- 1 Do you think students used to learn differently in the past? Do you think teachers used the same techniques as they do now?
- 2 Read the text about maths quickly. What two aspects of teaching according to the ancient Romans does the writer mention?
- 3 e Read the text again and choose the best answer (A, B, C or D).

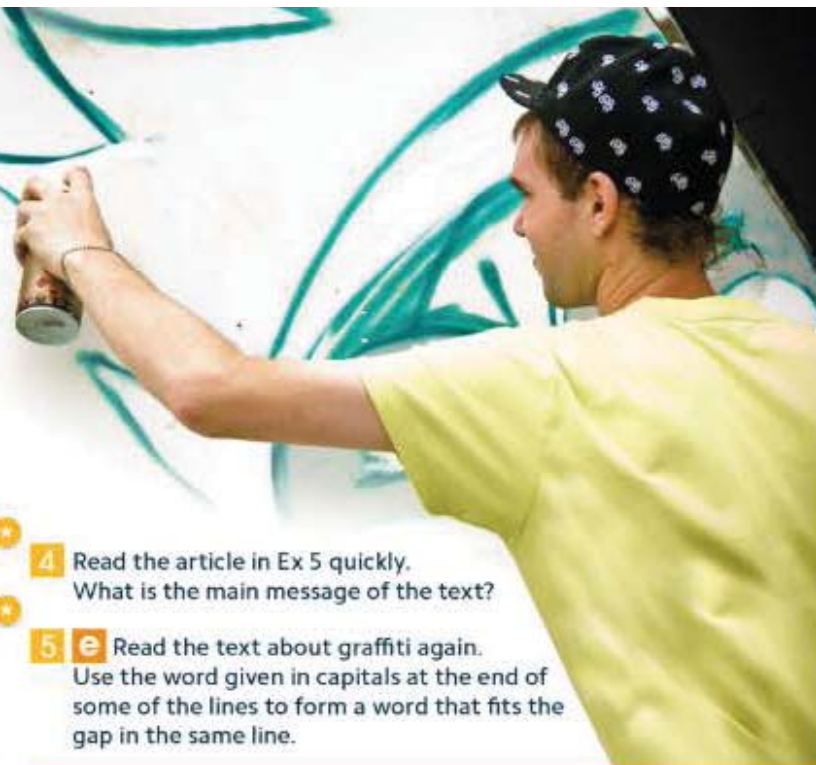
### Maths with the Ancient Romans!

The Department of Classics at the University of Reading in the UK recently organised a series of Ancient Roman classroom days. The purpose of this was to get schoolchildren to approach the study of maths, and other subjects, in a way that might <sup>1</sup>..... them better.

One key <sup>2</sup>..... in the method used by the Ancient Romans was that they didn't write sums down on paper. They normally <sup>3</sup>..... their calculations on a counting frame called an abacus. Also, their preferred classroom method was one-to-one <sup>4</sup>..... than whole-class teaching. This meant that students could work at their own <sup>5</sup>.....

The professor in <sup>6</sup>..... of the University of Reading programme was very enthusiastic about the response to the experience. As <sup>7</sup>..... as making maths more enjoyable, he found that it also increased the students' interest in history. And it wasn't all <sup>8</sup>..... work! The students also tried Roman food and saw an exhibition of ancient objects. A sort of live history lesson, you might say!

- |                |           |                  |           |
|----------------|-----------|------------------|-----------|
| 1 A agree      | B fit     | C suit           | D match   |
| 2 A difference | B change  | C routine        | D aspect  |
| 3 A used       | B wrote   | C added          | D did     |
| 4 A apart      | B instead | C rather         | D better  |
| 5 A leisure    | B speed   | C power          | D ability |
| 6 A charge     | B care    | C responsibility | D trust   |
| 7 A soon       | B much    | C far            | D well    |
| 8 A strict     | B hard    | C strong         | D tough   |



- 4 Read the article in Ex 5 quickly. What is the main message of the text?
- 5 e Read the text about graffiti again. Use the word given in capitals at the end of some of the lines to form a word that fits the gap in the same line.

### Graffiti problems

What do you think of graffiti? Most people agree that it can show a lot of <sup>1</sup>..... skill – if it's done in the right place. <sup>2</sup>....., graffiti is appearing more in the wrong places these days, such as on historical <sup>3</sup>..... In those circumstances, graffiti seems to become more of an <sup>4</sup>..... act by someone who does not care for the beauty or value of such things.

A young tourist recently found himself in the news when he made some marks on a 3,500-year-old temple in Egypt. Another tourist from the same country, who felt very <sup>5</sup>..... by the young man's actions, photographed the graffiti and put it up on social media. Of course, the boy's parents apologised for their son's <sup>6</sup>..... and said that he had learnt his lesson. However, it was <sup>7</sup>..... to clean all the graffiti off the ancient stonework because they couldn't use water.

So, even though it might be <sup>8</sup>..... to leave your mark on things, remember that it might remain there for thousands of years!

ART  
FORTUNATE

BUILD  
AGGRESSION

EMBARRASS

BEHAVE  
POSSIBLE

FASHION

### Speak up

- 6 Why is it important to learn about history? Discuss some of the things we can learn from the study of history.



# LISTENING

## Power up

**i** Look at the photos and discuss the questions. If you don't know the answers, try to guess.

- 1 What animal is in the carving?
- 2 What does the painting show?
- 3 In which country is the pyramid?
- 4 Which civilisation created these things?



## Listen up

**2** What should you do before listening? Tick the points that you agree with, then compare with a partner.

- 1 Focus only on the first question. ☐
- 2 Read through the instructions and all the sentences. ☐
- 3 Think about what you already know about the subject. ☐
- 4 Write suitable words in the gaps. ☐
- 5 Think of other ways of expressing the information in the sentences. ☐
- 6 Think about which words might be needed to complete the gaps. ☐
- 7 Worry about words you don't understand. ☐
- 8 Highlight key words. ☐



**3 e 10.1** You will hear a boy, Paul, telling his classmates about his visit to a Maya exhibition. Listen and complete the sentences with a word or short phrase.

## Ancient civilisation

- 1 Paul is surprised that the Maya civilisation started about ..... thousand years ago.
- 2 Paul was interested to discover that the jaguar represented ..... for the Maya.
- 3 He thinks the rainforest where the Maya lived was a ..... environment.
- 4 He uses the adjective ..... to describe the El Castillo pyramid.
- 5 He is sure that the ..... on the pyramid were planned to mirror the number of days in a year.
- 6 He is interested in the huge ..... on the walls of Maya palaces.
- 7 He is amused that the importance of someone in Maya society was shown by how tall their ..... was.
- 8 He compares Mayan and Egyptian ..... because the two systems have a similar appearance.
- 9 He is keen to see the ..... because he has heard so much about it.
- 10 He finds it surprising that ..... were popular with the Maya, just as they are today.

## Speak up

- 4** It costs a lot of money to look after old buildings from ancient civilisations. Do you think this is a good use of money? Why/Why not?



# SPEAKING

## Power up

**1** Discuss the questions in small groups.

- 1 How do you feel when you speak in English? In what ways is it different from speaking in your own language?
- 2 What do you prefer to talk about when you are speaking in English?
- 3 Where do you hear and use English outside the classroom?

## Speak up

**2** Work in pairs. Take it in turns to ask and answer the questions.

**Student A**

- 1 Where are you from?
- 2 What do you usually do at the weekend?
- 3 Who are you most like in your family? In what ways?
- 4 Are you going on holiday this year? Where to?

**Student B**

- 1 Where are you from?
- 2 Tell me about a good friend of yours.
- 3 What nice places have you been to recently?
- 4 Where would you like to go on holiday? Why?

**3** Work in pairs and ask each other more questions. Use these topics for ideas.

family and friends   free time   home   plans/ambitions  
school/studies   travel/holidays

**4** Take it in turns to talk about your photos on your own for one minute. Then answer a question about your partner's photos.  
Student A: Your photos are on this page.  
Student B: Your photos are on page 175.

**Student A**

Here are your photos. They show people learning about the past in different ways. Compare the photos and say why people learn about the past in these ways.

**Student B**

Which of these ways would you prefer to learn? Why?

**5** Work in pairs. You are going to talk about something together for two minutes. Imagine your school is going to have a special day to celebrate your country's history. You're going to talk about something for about two minutes. Here are some ideas for what the school could do.

dress up in traditional clothes

perform a play

How should your school celebrate your country's history on its special day?

invite experts to give talks

watch movies about the past

create a huge work of art

**6** You now have about a minute to decide which two ideas would be the best way to celebrate the day.

**7** Take it in turns to ask and answer the questions.

Be prepared to say why you agree/disagree with your partner and give your reasons.

- 1 What special days have you had at your school? Were they fun?
- 2 Do you think you would enjoy a History Day at school? Why/Why not?
- 3 Do you think history is an important subject to study at school? Why/Why not?
- 4 If you could meet anyone from the past, who would you choose? Why?
- 5 Which period in the past is the most interesting to find out about? Why?
- 6 Which period in history do you think would be the best to live in? Why?





# WRITING

### Power up

1 Work in pairs and answer the questions.

- 1 In what ways is it harder to write in English than in your own language? In what ways is it easier?
- 2 Is writing in English more or less enjoyable?
- 3 What can you do to improve how you write in English?

2 Read three students' comments about writing. Which types of writing task do they prefer?



I love reading fiction – in my own language, and also graded readers in English. I find writing stories in English quite fun, because I have lots of ideas from the stories I've read. I usually choose a story-writing task in exams unless I know very little vocabulary on the topic.

I like writing a review when I do an English exam. Reviews are great because I can write about things that I'm really interested in, like music, films or games. If there isn't a review task, I usually choose an email, because I enjoy giving people advice.



I'm not interested in fiction, so I usually avoid writing stories. Articles and emails are OK because I can refer to my own experiences. I definitely find writing easier when I can write about myself and I don't have to use too much imagination.

3 Work in pairs. Talk about your own writing preferences. Which of the students are you most similar to?

### Plan on

4 Read the three tasks carefully. What type of text is required for each one?

- 1 You see this announcement on an English language website for teens. Write your story in 140–190 words.

### Story competition



**Do you think you can write a really interesting story for other teens to read? Then get writing and send us your mystery stories!**

Your story must begin with this sentence: *Amelia and the group of tourists had just reached the famous Egyptian pyramids when they heard a loud scream.*

Your story must include:

- an animal.
- a surprise.

Winners will win a book of their choice!

- 2 You have received an email from your English-speaking friend, Cameron. Write a reply.



From: **Cameron** Subject: **Advice, please!**

Hi!

The school holidays have started! It's great to have a break from school, but I'm worried it's going to be a really boring summer. All my friends like to meet up in the evenings and stay out late, but my parents say I'm not old enough to be out at that time.

What do you think I should do? Do you have any advice?

Cameron

- 3 You see this notice in an international magazine for teens. Write your article.

**Articles wanted!**

Write an article about your favourite room, either in your home or somewhere else. Describe it, say what you like to do there, and explain why you love it so much.

**We will publish the two most interesting articles in next month's magazine.**



- 5 Read the tasks again and find the key words and the points you must include.

- 6 Work in pairs. For each task, discuss the answers to these questions.

1 What is the purpose of the text? Use these words.

advise describe entertain explain  
inform persuade recommend suggest

2 Who will the reader be?

3 What style is suitable for the task? Should it be formal, semi-formal or informal?

- 7 Decide which task is right for you. Think about these questions.

1 Are you interested in the topic? It's easier to write something well when you're interested.

2 Do you have any personal experience that will help you?

3 Do you understand all the words in the instructions? If not, it might be better to avoid that task.

- 8 Make notes for the task you have chosen. Follow these steps.

1 Write down any ideas you have. A spidermap like this one can be useful.



2 Choose your best ideas.

3 Make a plan for your text. What will you include in each paragraph?

## Write on

- 9 e Write an answer to one of the tasks. Write between 140 and 190 words.

## Improve it

- 10 When you have finished your answer, check the list below.

- 👍 included everything that the question asks for
- 👍 used a suitable style for the type of text and the reader
- 👍 used different linking words to link my ideas
- 👍 checked I have used the right tenses
- 👍 used paragraphs to organise my ideas
- 👍 included interesting vocabulary and expressions
- 👍 written the right number of words
- 👍 checked my punctuation and spelling

- 11 Work in pairs. Take it in turns to read each other's answers. Give your partner feedback.

## game on

### Write class stories.

Write a short sentence on a piece of paper. Then pass it to your neighbour, who must add to the sentence, using correct grammar and punctuation. Continue passing the sentences around the class and adding extra information.





# GRAMMAR FILE

## GRAMMAR FILE UNIT 1

### REFERENCE

#### present tenses

##### present simple

We use the present simple:

- for habits and repeated actions.  
I **go** sailing every weekend.  
My brother usually **comes** with me.
- for facts, or things that are always true.  
You **don't need** any expensive equipment for swimming.  
Some hobbies **cost** a lot of money.
- with state verbs, e.g. *like, love, think, understand, realise, hear, smell, sound*.  
I **love** surfing! I **don't understand** what you're saying.
- to describe what happens in a film, book or story.  
In the end, she **wins** and **becomes** the world champion.  
Luckily, the police arrive and **rescue** him.

##### present continuous

We use the present continuous:

- for actions that are happening right now or around now.  
I **'m doing** my homework at the moment.  
Oh, no! It **'s raining**!
- for situations that are changing.  
Gymnastics **is becoming** much more popular.  
More young people **are getting** into surfing.
- with *always*, for things that happen often or repeatedly, and are usually annoying.  
I **'m always losing** things! Dan **is always complaining**!

##### adverbs and adverbial phrases of frequency

Adverbs of frequency (e.g. *always, usually, often, never*) go before the main verb, but after the verb *be*. We usually use adverbs of frequency with the present simple.

I **usually get** home at about 7.30.

We **often spend** the whole day at the beach.

It **is usually** warm and sunny in June.

The water **is often** quite cold.

Adverbial phrases (e.g. *every day, in summer, most weekends, at the moment*) usually go at the end of a sentence, but they can also go at the beginning for emphasis. If they go at the beginning, they are followed by a comma.

I go running **most evenings**.

Most people spend more time outdoors **in summer**.

**Most days**, the waves are really good for surfing.

#### present perfect tenses

##### present perfect simple

We use the present perfect simple:

- for things that happened at an unspecified time in the past.  
I **'ve ridden** a horse a few times.
- with superlatives and the phrase *it's the first time*.  
It's **the best** film I **'ve ever seen**.  
It's **the first time** I **'ve tried** acting.
- for actions that have finished recently.  
He's **just won** an award for his business.
- for actions that happened in the past, but have a result in the present. The focus is on the result rather than the action.  
I **'ve lost** my phone, so I can't call him.
- to introduce a topic about the past. We often use the past simple to give more details.  
I **'ve finished** my project! I **did** the final bits last weekend.

##### present perfect continuous

###### positive

I/We/You/They	have been	working.
He/She/It	has been	

###### negative

I/We/You/They	haven't been	working.
He/She/It	hasn't been	

###### questions

Have	I/we/you/they	been working?
Has	he/she/it	

###### short answers

Yes, / No,	I/we/you/they	have/haven't.
	he/she/it	has/hasn't.

We use the present perfect continuous:

- for actions that started in the past and are still continuing.  
He **'s been running** his own business since he was thirteen.
- to emphasise that an activity has continued for a long time.  
We **'ve been waiting** for ages!

Remember:

With stative verbs, we use the present perfect simple, not the present perfect continuous.

I **'ve loved** acting ever since I was a child.

We use *for* or *since* with the present perfect simple and present perfect continuous to say how long something has continued. We use *for* + a period of time and *since* + a point in time.

It's **been raining for** three hours!

We **'ve lived** in this house **since** I was four.



# PRACTICE

## present tenses

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

- 1 I **love** / **'m loving** singing, and my dream is to become a professional singer!
- 2 Singing is great for everyone because it **helps** / **'s helping** people to relax.
- 3 I **practise** / **'m practising** for about two hours every day.
- 4 I **learn** / **'m learning** a great new song at the moment.
- 5 My parents **don't understand** / **aren't understanding** why I spend so much time singing.
- 6 In the past, it was difficult to get an audience, but the internet **makes** / **is making** that easier now.

### 2 Complete the opinions about BMX biking with the correct form of the verbs in brackets.



I <sup>1</sup>..... (want) to take up BMX biking. Any suggestions?



Yes, do it! I <sup>2</sup>..... (think) BMX riding is the best hobby ever!



Bikes are expensive, but more <sup>3</sup>..... (become) available to buy second-hand now. Look online.



If you're into BMX, watch the new film about it. Some teenagers <sup>4</sup>..... (decide) to build their own BMX track because there's nowhere for them to practise. It's a great film!



There's always a new challenge with BMX. I <sup>5</sup>..... (try) to learn a new trick at the moment. I'm determined I'll do it!



Check out the BMX track in Winters Lane. Me and my friends <sup>6</sup>..... (go) there every weekend. It's amazing!

### 3 Add the time expression to the correct place in each sentence.

- 1 We go somewhere warm for our holidays. (usually)
- 2 I'm trying to write a song. (at the moment)
- 3 My brother is late for school. (often)
- 4 I go to the cinema. (most weekends)
- 5 You can't play tennis outside. (in winter)
- 6 My sister is asking if she can borrow my laptop! (always)

## present perfect tenses

### 4 Write the sentences with the present perfect continuous form of the verbs.

- 1 we / live / in this house / for ten years

- 2 Rob / not feel / very well / this week

- 3 how long / you / wait?

- 4 my brother / study / at university / for two years

- 5 I / not work / very hard recently

- 6 how long / it / rain?

### 5 Choose the correct words to complete the sentences.

- 1 Oh, no! The other team has **just scored** / **just been scoring** a goal!
- 2 How long **have you written** / **have you been writing** your own songs?
- 3 This is the first time I **have ever ridden** / **have ever been riding** a camel!
- 4 Oh, no! Someone **has stolen** / **has been stealing** my bike.
- 5 Sam is tired. He **has played** / **has been playing** tennis for over three hours!
- 6 I've always **thought** / **'ve always been thinking** that it would be fun to be a fashion model.

### 6 Complete the article with the correct present perfect form of these words.

ever/make know just/win produce study teach

The London College of Fashion <sup>1</sup>..... young people all about fashion for over 100 years, and it <sup>2</sup>..... a lot of famous designers. Ellie, eighteen, <sup>3</sup>..... there for two years now. 'I <sup>4</sup>..... that I wanted to be a fashion designer since I was about ten, and deciding to come to the London College of Fashion was the best decision I <sup>5</sup>.....,' she says. 'The course is brilliant! Doing the end-of-year fashion shows is the best part, and I'm really pleased because I <sup>6</sup>..... an award for my latest collection of clothes!'





## REFERENCE

## past tenses

## past simple

We use the past simple:

- for finished past actions/events, or a sequence of actions.  
I **fell off** my bike last week.
- for a past habit or situation.  
When I was younger, I **couldn't** ride a bike.

## past continuous

We use the past continuous:

- for actions in progress in the past and temporary past situations.  
My brother **was living** in London at that time.
- for an action which was interrupted by another action.  
We **were having** a picnic when it **started** to rain.
- to describe the background for a story, action or event.  
We **were driving** to the hotel when we got lost.

## used to

We use *used to/didn't use to* + infinitive for repeated past actions, habits and states which are no longer true.

Stella **used to play** the violin but now she prefers the piano.

## would

We use *would* + infinitive for repeated past actions but NOT for habits and states.

I **would spend** all my holidays playing outside.

## present perfect simple or past simple?

We use the present perfect simple for actions in the past, when we don't know/mention the time. When we know/mention the time, we use the past simple.

My sister's **won** a singing competition.

My sister **won** a singing competition **last month**.

## past perfect simple (had + past participle)

We use the past perfect:

- for an action, event or situation that happened before another one in the past.  
The audience **had started** laughing before he finished the joke.
- with superlative adjectives (e.g. *the best*, *the worst*), with phrases such as *It's/It was the first time (that)* and with *ever/never*.  
It was **the best** holiday I'd ever **had**.
- with adverbs of time, e.g. *just*, *already*, *yet*, *ever*, *never*.  
We **had never been** whitewater rafting before.

## past simple or past perfect simple?

We use the past simple, not the past perfect, if the order of events is clear or if one action happens immediately after the other.

They **reached** the mountain top then **started** to climb down again.

## comparative and superlative forms

## adjectives

- Comparative adjectives compare two people or things.  
My sister is **taller than** my mother.  
Horse-riding is a **more challenging** activity **than** riding a bike.
- Superlative adjectives compare one person or thing in a group with others in the same group.  
It was **the wettest** day we'd had.
- After superlatives, we use *in* before singular nouns and *of* before plural nouns.  
Wendy's **the best** student **in** her class.  
Wendy's **the best of** all the students.
- Irregular adjectives include: *little* – *less* – *the least* and *much/many* – *more* – *the most*.

## adverbs

Adverbs follow the same general rules as adjectives.

- We use *more/less* + adverb (+ *than*) to form the comparative.  
Sam runs **more quickly than** I do.
- We use *the most/the least* to form the superlative of most adverbs ending in *-ly*.  
Kim did her project **the most carefully** of all her friends.
- Some short adverbs have the same comparative and superlative form as adjectives: *early*, *far*, *fast*, *hard*, *high*, *late*, *long*, *low*, *near*, *soon*, *well*, *badly*.  
The journey took **longer than** we expected.

Here are some irregular adverbs:

adverb	comparative	superlative
well	better	the best
badly	worse	the worst
far	farther/further	the farthest/furthest
little	less	the least
(not) much/a lot	more	the most

## other comparative structures

- We use (not) *as ... as* with adjectives and adverbs to compare equal things.  
My mobile phone **isn't as good as** hers.
- We can use adverbs of degree to make comparisons of adjectives and adverbs stronger (e.g. *much*, *a lot*, *far*) or weaker (e.g. *a bit*, *a little*, *slightly*).  
Today's news is **much more interesting** than usual.
- We use *too* and (not) *enough* (+ *to*-infinitive) with adjectives and adverbs.  
It's **too cold and windy** today **to go out** in the boat.
- We can also make comparisons between clauses and phrases.  
It's **more difficult to be** funny in a foreign language **than it is** in your own language.



# PRACTICE

## past tenses

1 Choose the correct verb forms to complete the sentences.

- By the time we finished going round the exhibition, most of the visitors **left** / **had left** the museum.
- The film **had already started** / **already started** when we got to the cinema, so we missed the beginning.
- The historian gave his talk and then he **had accepted** / **accepted** questions from the audience.
- They **walked** / **were walking** down the street when a mad dog **jumped** / **was jumping** out at them.
- It was the funniest book she **read** / **had read** in ages.
- Nick **had never been** / **never went** skiing before.
- The teacher **had just begun** / **just began** her presentation when there **has been** / **was a** power cut.
- They **would** / **used to** live just by the station but now they live out in the country.

2 Complete the news items with the correct form of the verbs in brackets. In B, use 'used to' or 'would' where necessary.

A

### Crazy robots!

A robot at a Tech Fair <sup>1</sup>..... (talk) to some children when he suddenly <sup>2</sup>..... (lose) control and <sup>3</sup>..... (crash) into an exhibition stand. The organisers <sup>4</sup>..... (discover) that the exhibitor who <sup>5</sup>..... (control) the robot <sup>6</sup>..... (hit) the forward button by accident instead of the reverse button.



B

### Toddler trouble!

A young child of three years old <sup>1</sup>..... (have) to go into therapy recently to break his tablet habit! He <sup>2</sup>..... (play) for four hours every day and <sup>3</sup>..... (start) screaming if his parents <sup>4</sup>..... (try) to take the tablet away from him. Obviously, his parents <sup>5</sup>..... (not realise) that children so young could develop a problem like that.



3 Complete the story with one word in each gap.

## GHOSTS OR WHAT?

Two young people, Tim and Flora, <sup>1</sup>..... heard stories about a ghost in a gloomy old house so one day, they decided to find out if they were true.

<sup>2</sup>..... week, they <sup>3</sup>..... to the house and while they <sup>4</sup>..... approaching the front door, they noticed that it <sup>5</sup>..... open, so they went in.

Something tall and thin floated out of a room and made a strange cry. Tim and Flora had <sup>6</sup>..... heard such a noise before. They ran back out of the house – and away from the mystery.

## comparative and superlative forms

4 Complete the sentences with these words.

as less more than the worst

- Katie was much ..... interested in world news after her trip abroad.
- The trip to the ancient city wasn't as tiring ..... I had imagined.
- That joke was the ..... I've ever heard! It just wasn't funny.
- We wanted the tour guide to talk ..... quickly so that we could understand him better!
- The painting was older ..... anything I'd ever seen before.
- The exhibition of the writer's diaries was ..... best part of the visit.

5 Complete the text with one word in each gap.

Brian, the quietest boy <sup>1</sup>..... our class, went for a week's work experience last month in the office of a railway company. All day long he heard complaints from customers: there weren't <sup>2</sup>..... trains on in the mornings, there were <sup>3</sup>..... many delays, the coffee wasn't <sup>4</sup>..... good as it used to be ... Strangely, Brian found it easier to reply to these complaints <sup>5</sup>..... he did to answer questions in class. He did <sup>6</sup>..... better in the job than anyone expected – people started calling just to talk to him! What a success!

6 Rewrite the second sentence using the word given. Use between two and five words, including the word given.

- I knew a few more answers in the quiz this term.

**BUT**

I was ..... successful in the quiz this term.

- I don't know anyone funnier than my friend Owen.

**THE**

Owen ..... I know.

- Some items of news aren't as interesting as others.

**LESS**

Some items of news ..... others.

- The waterfall looked far away, but it was nearer than we thought.

**AS**

The waterfall wasn't ..... we thought.

- Mia didn't expect to find a job so quickly.

**MUCH**

Mia found a job ..... she expected.

- More tourists visit the Acropolis than other sites in Greece.

**POPULAR**

The Acropolis is ..... with tourists than other sites in Greece.



## REFERENCE

## future forms

## present simple

We use the present simple for timetables and scheduled events.

The boat **leaves** for Crete at 10 p.m. We **should be there** an hour earlier.

## present continuous

We use the present continuous for arranged future events.

We're **flying** to Spain on Friday.

## going to

We use *going to* for future plans and intentions.

I'm **going to visit** a wildlife park on Saturday.

## will

We use the future simple:

- for predictions, quick decisions, promises, offers and warnings.  
You'll **have** a long and happy life.  
OK, I'll **plant** some beans and you can pick the apples.  
We'll **be** at the park by 10 a.m.  
I'll **show** you how to create your own webpage if you like.  
You'll **get wet** if you don't take an umbrella!
- to express certainty.  
Helen **will be** at home by now – why don't you ring her?

## future continuous

We use the future continuous:

- for an action that will be in progress at or around a specific time in the future.  
In two weeks' time, I'll **be relaxing** on a beach!
- with certain time phrases: *this time next year, next week, this time tomorrow, in three weeks' time*, etc.  
This time next week, we'll **be cycling** to the coast – amazing!

## future time clauses

We use a present tense instead of a future tense in future time clauses with *after, as soon as, before, by the time, until, when* and *while*.

**As soon as** we **get** home, I'll start my project on endangered animals.

## phrases for talking about the future

We use certain phrases for talking about future events: *be about to, be due to, be likely/unlikely to*.

The talk **is due to start** in ten minutes. Shall we **go into the** lecture theatre?

## adverbs of likelihood

We often use adverbs of likelihood with future tenses: *certainly, definitely, probably, possibly*, etc.

Jack **is probably going to come** with me on Saturday.

## so, such, too, enough

## so, such (a/an)

We use *so* + adj/adv (+ *that*) and *such* (a/an) (+ adj) + noun (+ *that*):

- for emphasis.  
We had **such a fantastic time** on holiday!
  - to give information about a cause and a result.  
The farm trip was **so interesting that** we didn't want to leave!
- Other common phrases are: *so much/so many/such a lot of* + noun.  
There were **such a lot of people** on the beach **that** we left immediately.  
We saw **so many fish** in the sea while we were on holiday.

## too, (not) ... enough

We use *too* + adj/adv (+ *to*-infinitive) and (*not*) + adj/adv + *enough* (+ *to*-infinitive/*that* clause) to say why a result isn't possible.

- It's **too cold to go** swimming today.  
It **isn't warm enough to go** swimming today.  
We can also use (*not*) *enough* (+ adj) + noun (+ *to*-infinitive).  
There **wasn't enough time to see** everything that we wanted to.  
Other common phrases are: *too much/too many* + noun.  
I think I ate **too much pizza** – but it was so good!  
There were **too many stray dogs** in the village.  
Note the use of *for*.  
There wasn't enough pizza **for everyone to have** two slices.

## phrasal verbs

Phrasal verbs (e.g. *grow up, look after*) consist of a verb and one or two particles. It's a good idea to learn phrasal verbs in sets, perhaps having the same particle or connected by topic. They are most common in informal writing and speech.

Regarding word order, if the object of the phrasal verb is a noun, it can go after the particle OR between the verb and the particle.

*chop down trees* OR *chop trees down*

If the object is a pronoun, it can only go between the verb and the particle.

*chop them down* (NOT *chop-down-them*)



# PRACTICE

## future forms

1 Complete the sentences with these words and phrases.

are having is going is due to will will be spending won't

- Do you think our idea of cleaning up the beaches ..... be popular?
- Can you hurry up? The bus that goes to the lake ..... leave in ten minutes.
- We ..... a book sale next month to raise money for the new wildlife centre.
- Sam's away on an owl-watching weekend but he ..... to tell us all about it on Monday.
- I ..... ever really like bugs, but I enjoy the outdoor life.
- This time next week, we ..... the day at Kew Gardens, one of the world's greatest botanical gardens.

2 Choose the correct verb forms to complete the text.

## Holiday time!



I live in Puerto Vallarta in Mexico. This weekend **'I'm going / I'm about to go** on a school trip to Banderas Bay. So this time tomorrow, **'I'm watching / I'll be watching** the wild dolphins there! I'm sure **'it'll be / it is be** really exciting. On the Saturday morning, our Biology teacher **'gives / is giving** us a talk first and then **'we'll definitely go / we definitely go** out on a boat. I'll report back next week after we **'are getting / get** back from the trip!

3 Complete the text with one word in each gap.

## What will life be like?!



Life in the future <sup>1</sup> ..... likely to be interesting. Firstly, there <sup>2</sup> ..... be new and exciting methods of travel. In fifty years' <sup>3</sup> ..... many of us will probably <sup>4</sup> ..... flying to work using jetpacks or even our own personal mini-planes! Scientists are also <sup>5</sup> ..... to be working on small, environmentally friendly submarines for travel underwater. As soon as they <sup>6</sup> ..... ready, I want to go in one!

## so, such, too, enough

4 Match the sentence halves (1–6) with (A–F).

- |                                   |   |
|-----------------------------------|---|
| 1 I'd never seen                  | A because there was too much traffic.       |
| 2 There wasn't enough             | B we couldn't pick them all.                |
| 3 It was so hot                   | C such an amazing sunset before.            |
| 4 The penguins were too far away  | D interest in the trip so it was cancelled. |
| 5 There were so many strawberries | E to see them clearly.                      |
| 6 We didn't get to the sea        | F we had to stay inside in the afternoons.  |

5 Complete the sentences with one word in each gap.

- The biggest swimming pool in the world is in Chile. It's ..... big that people even sail boats on it!
- The lack of rain last year meant there wasn't ..... water to use for the crops.
- White-water rafting down the river was fantastic! We'd never had ..... fun before!
- I was surprised to see so ..... seagulls flying behind the ferry boat!
- There was ..... much noise on the beach to be able to relax.
- Some species of whale keep their mouths open most of the time since they need to eat so ..... food!

6 Rewrite the second sentence using the word given. Use between two and five words, including the word given.

- Jack cycled too fast for me to keep up.  
**ENOUGH**  
I couldn't cycle ..... keep up with Jack.
- I ate a lot of ice cream yesterday and I felt ill later.  
**MUCH**  
I ate ..... yesterday that I felt ill later.
- I was very tired, so I didn't finish my biology homework.  
**TO**  
I was ..... my biology homework.
- The park was fantastic and we didn't want to go home!  
**A**  
We had ..... time at the park that we didn't want to go home!
- It's impossible to visit all the lovely places in the world.  
**MANY**  
There ..... lovely places in the world to visit them all.
- We decided to stay at home because of the bad weather.  
**SO**  
The weather ..... that we decided to stay at home.



## REFERENCE

## modal verbs 1

## ability

We use *can*, *can't*, *could*, *couldn't*, *be able to* + infinitive for ability.

I **can't speak** Chinese.

We **weren't able to get** into the house without our keys!

Will you **be able to come** and visit us next summer?

We use *was able to* rather than *could* for ability for a single event in the past. In the negative, we can use *couldn't* for single events.

In the competition, I **was able to defeat** all my opponents.

I **couldn't lift** that stone – it was too heavy!

We can use *be able to* after another modal.

I **might be able to see** you on Wednesday.

## permission

We use *may*, *can*, *be allowed to*, *be permitted to* + infinitive for permission.

You **can ask** questions at the end of the talk.

Students **are permitted to use** mobile phones at break times.

I'm **allowed to have** a party for my birthday.

We use *could* or *was/were allowed/permitted to* for general permission in the past. For permission on a particular occasion in the past, we have to use *was/were allowed/permitted to*.

When I was younger, I **could play** with my friends every night.

They **were allowed to go** to the concert last night.

*May* and *be permitted to* are more formal than *can* and *be allowed to*.

## prohibition

We use *mustn't*, *may not*, *can't*, *not be allowed to*, *not be permitted to* + infinitive for prohibition.

You **mustn't shout** in the classroom.

Boys **can't run** in the girls' race.

No, you **may not have** another biscuit.

I'm **not allowed to invite** more than thirty people to my party.

For prohibition in the past, either in general or on particular occasions, we use *couldn't* or *wasn't/weren't allowed/permitted to*.

James **couldn't ride** his bike in the park last night.

We **weren't permitted to wear** earrings at primary school.

## obligation

We use *must*, *have to*, *have got to*, *need to* + infinitive for obligation.

You **must remember** to take your football kit to school.

Why **do you have to go** home so early?

I've **got to do** my homework now.

We can use *have to* and *need to* in past or future forms.

I **had to catch** the 7 o'clock bus yesterday.

She **will need to work** very hard next year.

## no obligation

We use *don't have to*, *haven't got to*, *don't need to*, *needn't* + infinitive for lack of obligation.

There's a bus, so my parents **don't have to drive** me to school.

We **haven't got to do** any maths homework tonight. Hooray!

You **don't need to help** me. I can find the information, thanks.

We **needn't worry** about Lauren. She'll be fine.

## advice

We use *should/shouldn't*, *ought (not) to*, *had better (not)* + infinitive to give advice.

I think you **should train** harder.

They **ought to eat** more fresh fruit and vegetables.

You'd **better go** now – Stella is waiting for you.

We can also use *should* to ask for advice.

**Should I buy** the tickets now, do you think?

## regrets about the past

We use *shouldn't have* + past participle for regrets about the past.

I **shouldn't have shouted** at him. That was a big mistake.

## requests

We use *will*, *would* + infinitive for requests.

Please **will you put** that box in the cupboard for me?

**Would you help** me for a minute, please?

*Would* is more polite than *will*.

## modal verbs 2

## certainty

We use *must* or *can't* when we make a guess about a situation which we are almost sure is correct.

Everyone looked shocked. There **must be** a mistake.

I don't believe it! They **can't expect** us to do that, surely?

## possibility

We use *may (not)/might (not)/could* to express possibility in the present or future.

Ben isn't here – he **may still have** a problem with his knee.

The competition is tough – they **might not qualify** for the final.

I think she **could be** a success if she really tried hard.

## generalisations

We use *could* to make general statements about the past.

When I was younger, it **could take** me ages to decide what I wanted for my birthday!

**Note:** we cannot use *couldn't* in this context.

## expectations

We use *should/shouldn't* for expectations.

I'm looking forward to the quiz night. It **should be** fantastic!

You're running one mile? That **shouldn't be** too difficult.



# PRACTICE

## modal verbs 1

1 Choose two of the sentences, A, B or C, that have the same meaning.

- |                                  |                             |
|----------------------------------|-----------------------------|
| 1 A Can I sit here?              | 5 A I wasn't able to sleep. |
| B May I sit here?                | B I didn't have to sleep.   |
| C Would I sit here?              | C I couldn't sleep.         |
| 2 A He should do it.             | 6 A We could stop.          |
| B He must do it.                 | B We'd better stop.         |
| C He needs to do it.             | C We ought to stop.         |
| 3 A Will you help?               | 7 A I didn't need to leave. |
| B Would you help?                | B I shouldn't have left.    |
| C Are you able to help?          | C I regret that I left.     |
| 4 A You're not permitted to run. | 8 A We haven't got to go.   |
| B You needn't run.               | B We mustn't go.            |
| C You can't run.                 | C We don't have to go.      |

2 Choose the correct verbs to complete the sentences.

Ella: Please <sup>1</sup>may / would I go to Fay's house later?

Mum: No, sorry, you <sup>2</sup>can't / had better visit Fay tonight. You <sup>3</sup>need to / would tidy your room. It's disgusting!

Ella: I know. I <sup>4</sup>had better / should have done it at the weekend, but I <sup>5</sup>had got / had to do my history project. I <sup>6</sup>needn't / couldn't do anything else.

Mum: You <sup>7</sup>must / ought not to leave big projects to the last minute. You will <sup>8</sup>be allowed / need to be more organised if you want to get good grades.

Ella: I'll try to be more organised, Mum, I promise. Hey, I've got a great idea! Fay's really organised. Why don't I go to her house to ask her for some advice?

3 Rewrite the sentences replacing the words/phrases in bold with these words/phrases. Make any other necessary changes.

able had better may must mustn't  
needn't shouldn't have will

- You **ought to** book the concert tickets soon.
- Can** I eat the last slice of pie?
- I **regret** telling her the truth.
- Would** you give this note to Mrs Strong, please?
- You're **not allowed to** share this secret with anyone.
- She **doesn't have to** be there until 8 o'clock.
- We **can't** run as fast as you.
- I've **got to** have a rest.

## modal verbs 2

4 Rewrite the sentences using the words in brackets.

- Lyn isn't here; perhaps she's at the dentist's. (may)  
Lyn isn't here; ..... at the dentist's.
- They've trained hard, so I'm sure they can play much better now. (must)  
After all that training they ..... to play much better now.
- Everyone's going to the party, so I expect it will be fun. (should)  
Everyone's going to the party, so ..... fun.
- Do you think that woman is a new teacher? (could)  
..... a new teacher?
- He's given up running – but I'm sure that isn't the right decision. (be)  
He's given up running – but that ..... the right decision.
- It's possible that Alex won't come to the concert. (might)  
Alex ..... to the concert.

5 Read the advert and choose the correct answer, A, B or C.

Calling  
all students  
in Years  
10-11!

## How about joining the Debating Society?

You have to be fourteen or older to join, but we <sup>1</sup>..... change the rules in future to include younger students.

We usually discuss a topic in teams of two or three. Then other speakers give their opinions and finally, we take a vote. It <sup>2</sup>..... be quite challenging for new speakers, but it's also exciting.

You <sup>3</sup>..... think that it's your 'thing', but why not have a go? It can help you be more confident and you <sup>4</sup>..... be just the person we need! Even better, you <sup>5</sup>..... enjoy it!

Next week's topic is: *80 percent of teenagers are addicted to social media.* That <sup>6</sup>..... be right!

Come and join us, it <sup>7</sup>..... be interesting!

- |               |          |             |
|---------------|----------|-------------|
| 1 A should    | B may    | C must      |
| 2 A might     | B should | C must      |
| 3 A shouldn't | B can't  | C may not   |
| 4 A could     | B can    | C should    |
| 5 A can       | B must   | C might     |
| 6 A mustn't   | B can't  | C shouldn't |
| 7 A should    | B must   | C can't     |



## REFERENCE

### defining relative clauses

We use a defining relative clause to specify which person, thing, animal, place or time we mean. We use:

- **who** for people.  
The teacher **who** teaches this course is very experienced.
- **which** for things or animals.  
The homework **which** he gave us last week was too difficult.
- **where** for places.  
The classroom **where** we have lessons is on the first floor.
- **when** for times.  
I'll never forget the day **when** I got my exam results.
- **whose** for possession.  
The students **whose** trip was cancelled were very disappointed.

We can use *that* instead of *who* or *which*.

Students **who/that** pass the exam can move up to the next class.

The book **which/that** he lent me was really interesting.

We can leave out *who*, *which* and *that* when they are the object of the verb. We can't leave them out when they are the subject of the verb. We can't leave out *where*, *when* or *whose*.

The **students (who/that)** she teaches all enjoy her lessons.

(*students* = the object of the verb; we can leave out the relative pronoun)

The **teacher who/that** takes us for biology is amazing!

(*teacher* = the subject of the verb; we can't leave out the relative pronoun)

### non-defining relative clauses

Non-defining relative clauses add extra information about a person, thing, animal, place or time. We use commas to separate the non-defining relative clause from the main clause.

In non-defining relative clauses, we use *who* for people and *which* for things and animals. We can't use *that*.

The new timetable, **which** was introduced last year, is more flexible.

Carla, **who** is a student at the school, welcomes the changes to the timetable.

We can't omit the relative pronoun in non-defining relative clauses.

### reduced relative clauses

We can sometimes use a reduced relative clause instead of a full relative clause. We form a reduced relative clause with the present or past participle of the verb. The form is the same for all persons.

If the verb in the full relative clause is in the active, we use the present participle in the reduced relative clause.

People **who live** in this area all support the new college.

→ People **living** in this area all support the new college.

Anyone **who experiences** problems should talk to the head teacher.

→ Anyone **experiencing** problems should talk to the head teacher.

We can only use a reduced relative clause if the relative pronoun is the subject, NOT the object of the verb in the relative clause. Compare:

The **people who are organising** the concert are very excited.

(*people* = the subject; we can use a reduced relative clause)

→ The people **organising** the concert are all very excited.

The **people who they are inviting** to the concert all live locally.

(*people* = the object; we can't use a reduced relative clause)

If the verb in the full relative clause is in the passive, we use the past participle in the reduced relative clause.

The books **that are used** by the students all belong to the school.

→ The books **used** by the students all belong to the school.

The students **who were invited** to take part in the scheme all benefited from it.

→ The students **invited** to take part in the scheme all benefited from it.



# PRACTICE

## defining and non-defining relative clauses

1 Choose the correct words to complete the sentences. Are the relative clauses defining (D) or non-defining (ND)?

- Games **that / who** develop students' concentration can help improve grades.
- Go to the music room, **which / where** is next to the hall.
- Afternoons are often a time **where / when** students struggle to concentrate.
- Students **who / whose** ideas are respected will be keener to share them in class.
- The library, **where / which** students can go to read quietly, is on the first floor.
- Mrs Low, **who / that** teaches maths, is a great teacher.

2 Join the sentences using defining or non-defining relative clauses. More than one relative pronoun may be possible. Can any relative pronouns be omitted?

- Last summer I had a sailing lesson. I was on holiday then.
- I met the clothes designer. Her designs won the award.
- My brother is really into science. He is eighteen.
- I told her about the video game. I got it for my birthday.
- Mr Samson is the teacher. He teaches me French.
- In Germany children don't start school until they are seven. I grew up there.

3 Complete the article with relative clauses. Use the information below to form each missing relative clause.

### Develop your creative skills!

A lot of the jobs <sup>1</sup>that people do today require creative thinking skills. Being able to learn information by heart, <sup>2</sup>....., will not be enough to get an interesting job in the future. Young people, <sup>3</sup>....., should focus on developing their creative thinking skills too. Reading is a great place to start, as people <sup>4</sup>..... are more likely to come up with great ideas. Drama and art activities are also helpful – in fact, anything that gets you thinking. The summer holidays is a time <sup>5</sup>..... So, what are you waiting for? Check out your local museums, art galleries and arts centres, <sup>6</sup>....., and get creative this summer!



- People do these jobs today.
- This is a useful skill for getting through exams.
- Their brains are still growing.
- They have a well-developed imagination.
- Lots of creative activities are organised then.
- You can find details of courses and activities there.

## reduced relative clauses

4 Choose the correct words to complete the sentences.

- The school wants to increase the number of students **studying / who studying / studied** languages.
- The food **which served / served / serving** in the school cafeteria isn't always healthy.
- Students **who are giving / giving / given** more homework don't necessarily get better grades.
- The subjects **that taught / that are teaching / taught** in schools should be relevant to the students.
- You need to prepare for the exams **taking / that taken / that you're taking** next term.
- The number of schools **teaching / taught / that are taught** computer programming has increased.

5 Tick the four sentences that can be rewritten using reduced relative clauses. Then rewrite these four sentences using reduced relative clauses.

- Students who are taught how to cook at school are more likely to eat healthily.
- I passed all the exams which I had revised for.
- There were a lot of students who were having problems with their homework.
- The teachers who are employed by the school all enjoy working there.
- I went back to visit the primary school that I had attended.
- Students who want to join the school trip should add their name to the list.

6 Complete the article with the correct participle form of these verbs.

achieve ask behave notice offer spend

### Relaxing your way to success



The number of schools <sup>1</sup>..... yoga to students is increasing, and some schools believe the results are very encouraging. In a study in one London school, students <sup>2</sup>..... at least an hour a week doing yoga said they definitely felt calmer and able to concentrate better. Teachers <sup>3</sup>..... to comment on the benefits of the classes reported that there seemed to be fewer students <sup>4</sup>..... badly in classes. And the benefits <sup>5</sup>..... by teachers are not just in behaviour. The average grades <sup>6</sup>..... by students also improved after the yoga classes were introduced.



## REFERENCE

## infinitives and -ing forms

## to-infinitive

We use the to-infinitive:

- after certain verbs, e.g. *agree, appear, decide, expect, hope, intend, manage, mean, promise, refuse, want, would like/love/prefer*.  
We **managed to get** some good photos of the gorillas.  
I'm **hoping to go** to Africa next year.
- after certain verbs + object, e.g. *ask, encourage, expect, want*.  
He **encouraged us to accept** the young animal as a gift.  
No one **expected the animals to survive**.
- after *where, what, when, how* and *who*.  
I don't know **what to do**.  
He showed us **where to find** the animals.

## infinitive without to

We use the infinitive without to after certain verbs + object, e.g. *help, let, make*.

Seeing the animals playing in the water **made us smile**.  
The trip **helped me recover** from my illness.

## -ing form

We use the -ing form:

- after certain verbs, e.g. *avoid, deny, enjoy, imagine, involve, suggest*.  
I really **enjoy looking after** animals.  
It was raining, so I **suggested going** home.
- after prepositions.  
Scientists think they can save the animals **by breeding** them in captivity.  
Are you interested **in having** an exotic pet?  
Tom insisted **on staying** at home.

## quantifiers and pronouns

## (a) little, (a) few

We use *little* and *a little* with uncountable nouns, and we use *few* and *a few* with countable nouns.

*Little* and *a little* refer to a small amount of something, and *few* and *a few* refer to a small number of things.

*A little* and *a few* have a positive meaning, and *little* and *few* have a negative meaning.

We have **a little** food. Would you like some? (= positive: some, a small amount)

The climate is harsh, and there is **little** food. (= negative: not very much/not enough)

We had **a few** visitors last year (= positive: a small number)

The hotel has **few** guests. (= negative: not many/not enough)

## either, neither, either ... or, neither ... nor

We use *either* and *neither* to talk about two alternatives.

We use *either ... or* to talk about two positive alternatives, and *neither ... nor* to talk about two negative alternatives. Notice that we use *neither* with a positive verb, not a negative one.

We can **either take the lift or walk up the stairs**. (= both are possible)

**Neither scientists nor the public believe that cloning people is a good idea**. (= scientists don't and the public don't)

We use *either* on its own to mean 'one or the other', and *neither* on its own to mean 'not one or the other'.

You can choose to study **either** project. (= both are possible)

They thought that **neither** project would be successful. (= not one and not the other)

Not + *either* means the same as *neither*:

They thought that **neither** project should receive funding.  
They **didn't** think that **either** project should receive funding.

## each, all, none, every

We use *all (of) the* + plural noun or uncountable noun to talk about more than two people or things.

**All the/All of the** cloned animals have experienced health problems.

Thank you for **all the/all of the** work you have done.

We can also use *all* (but not *all of*) without *the*, to talk about people or things in general.

**All animals** deserve our protection.

We use *none of* + plural noun or uncountable noun to mean 'not any'. We can use a singular or plural verb after it.

**None of the** projects was/were successful.

**None of the** information was correct.

We use *each* and *every* + singular noun to talk about all the people and things in a group.

**Each scientist** has their own budget.

**Every project** is important in helping us develop our understanding.

We also use *each of the* + plural noun with the same meaning. Notice that we still use a singular verb. We cannot use *every* in this way.

**Each of the experiments** is carefully monitored. (NOT **every of the experiments**)

We can also use *each* (but not *every*) to mean 'both'.

They are two different species, and **each one** has its own characteristics. (NOT **every one**)



# PRACTICE

## infinitives and -ing forms

1 Complete the sentences with the correct form of the verbs in brackets.

- Most of us wouldn't know how ..... (get) home if we were lost.
- Many animals appear ..... (have) a very good sense of direction.
- They seem to avoid ..... (go) the wrong way, even though they have no maps or sat nav.
- Some birds may use the Earth's magnetic field to help them ..... (fly) long distances.
- The journeys of some birds involve ..... (travel) over huge mountain ranges.
- Bees manage ..... (find) their way back to the hive from many miles away.
- Scientists are interested in ..... (learn) more about these abilities.
- Knowing more about animals' abilities makes them ..... (seem) even more amazing!

2 Complete the text with the correct form of these verbs.

be catch escape fly have run see stay

### Beady eyes

Can you imagine <sup>1</sup> ..... able to see all around you at the same time? A lot of spiders can do this because they have eight eyes. This allows them <sup>2</sup> ..... danger coming easily, so they know when <sup>3</sup> ..... away! They are also very good hunters – they certainly know how <sup>4</sup> ..... food. Many spiders build webs which are almost invisible, so flies can't avoid <sup>5</sup> ..... into them. And once a spider has a fly in its web, it almost never lets it <sup>6</sup> .....! Trapdoor spiders build a hole in the ground, with a cover, which helps them <sup>7</sup> ..... hidden until their prey is close by. Raft spiders, which live near water, are known for <sup>8</sup> ..... the ability to walk on water so they can hunt small insects easily.

## quantifiers and pronouns

3 Choose the correct words to complete the sentences.

- A few / A little scientists are working on trying to bring extinct species back to life.
- All / All of scientists agree that we need cleaner energy.
- I tried three methods, but **neither** / **none** of them worked.
- Each of the** / **Every** scientists received an award.
- The project has not gone well, and there is now **a little** / **little** chance that it will succeed.

- They produced two cloned animals, but **either** / **neither** one lived for very long.
- Every** / **All of the** new discovery takes us one step closer to a cure for the disease.
- Solar energy doesn't cause any pollution, and wind power doesn't **either** / **neither**.

4 Complete the sentences with these words and phrases.

all of the each of either every neither none of

- ..... whales nor dolphins can survive for long outside water.
- Scientists are making new discoveries about the power of the human brain ..... day.
- There are two project teams, and ..... them has its own budget.
- He's invented a lot of things, but ..... them have been very successful.
- Dr Samson doesn't believe people will ever live on Mars, and I don't .....
- ..... people involved in the project were disappointed when it ended.

5 Complete the fact file with one word in each gap.

### Amazing animal superpowers

The opossum produces a special chemical in its body that protects it from snake bites. Amazingly, the chemical works for <sup>1</sup> ..... types of snakes, even ones from countries where opossums don't live!

To protect our skin, we have to <sup>2</sup> ..... use sunscreen or stay out of the sun. But hippos produce a liquid which comes out of their own skin, to stop them from burning.

Most snakes can only move along the ground, but a <sup>3</sup> ..... have developed the ability to jump from tree to tree, seeming to fly through the air!

The bombardier beetle keeps stores of two separate chemicals on its body. <sup>4</sup> ..... chemical is harmful on its own, but when they are mixed together a reaction causes them to heat up and create a powerful chemical weapon.

Many birds can fly long distances with very <sup>5</sup> ..... rest. Some small birds such as swifts can fly for 200 days without stopping.

There are many very strong animals, but <sup>6</sup> ..... of them are as strong as an elephant, which can lift almost 300 kilos with its trunk.





## REFERENCE

## conditionals (0–3)

## zero conditional

We use the zero conditional (*if/when* + present simple + present simple) for general truths or for the result of a situation or action.

**If you travel** abroad, you normally **need** to have a passport.

In all conditional sentences, we put a comma when the *if* clause comes at the beginning of the sentence. There is no comma when the *if* clause comes second.

People **like** it **if you speak** their language.

## first conditional

We use the first conditional (*if/unless* + present simple + *will/won't/might*) for a future possibility.

**If you decide** to go to the islands, you **won't regret** it.

**If they have** a caravan holiday, I think they'll **really enjoy** it.

**If George doesn't go** on the trip, he **might visit** some friends instead.

*Unless* means 'if not'.

**Unless I save up** some money, I **won't be able** to buy a new mobile phone.

We can also use *if* + present continuous/present simple + imperative for giving instructions or advice.

**If you want** to get a good seat, **don't be late!**

## second conditional

We use the second conditional (*if* + past simple + *would/could/might*) for hypothetical situations in the present or future.

**If we lived** by the sea, I'd **go** swimming every day.

**If we had** a house in the mountains, we **could go** there at the weekends.

**If you really wanted** to learn Japanese, I **might come** along too.

We can also use the phrase *If I were you, I'd ...* to make suggestions and give advice.

**If I were you**, I'd **book** your tickets soon.

## third conditional

We use the third conditional (*if* + past perfect + *would have* + past participle) for hypothetical situations in the past or for regrets about the past.

**If the campsite had been** by the sea, we **would have gone** there.

We can also use *could have/might have* + past participle to express past possibility or regrets about past ability.

I **could have been** fluent in Spanish by now **if I'd spent** more time with my relatives in Spain.

## wishes, preferences and regrets

*I wish/if only*

We use:

- I wish/if only* + past simple or past continuous for a wish about a present or future situation.

**If only it wasn't raining!** Now the trip to the sea will be cancelled.

- I wish/if only* + *could* for a wish about a present or future ability.

**If only I could understand** Italian better!

- I wish/if only* + *would/wouldn't* to complain about a present situation.

**I wish** those kids **wouldn't scream** so loudly.

- I wish/if only* + past perfect for a wish or regret about the past.

**I wish I'd packed** my trainers. These flip-flops are not much good for walking.

*I'd rather*

- We use *I'd rather* + (not) + infinitive without *to ... (than)* for present and future preferences.

**I'd rather have** a small bedroom on my own **than** a large one that I have to share with my sister!

- When we use *I'd rather not (do sth)*, we do not use *than* afterwards.

**I'd rather not travel** late at night or very early in the morning.



# PRACTICE

## conditionals (0-3)

1 Complete the sentences with the correct form of these verbs.

be buy get keep learn not forget not lose not pack  
not take pay

- 1 If Ashley ..... more attention in her French lessons, she ..... a lot more French.
- 2 If I ..... my passport in a safe place when I was on holiday, I ..... it.
- 3 We ..... to the hotel earlier if we ..... the wrong road.
- 4 Mum and dad ..... that lovely house if it ..... cheaper.
- 5 If I ..... my things so quickly, I ..... my toothbrush!

2 Rewrite the second sentence using the word given. Use between two and five words, including the word given.

- 1 The weather wasn't good, so they couldn't go for a picnic.  
**COULD**  
If the weather had been good, they ..... for a picnic.
- 2 Why don't you paint the room white and make it look bigger?  
**IF**  
The room would look bigger ..... it white.
- 3 Mike got sunburnt because he didn't wear his cap.  
**WORN**  
Mike wouldn't have got sunburnt if ..... his cap.
- 4 The tourists wanted to visit the art gallery, but they didn't have enough time.  
**MIGHT**  
If the tourists had had more time, they ..... the art gallery.
- 5 If you don't make all the arrangements, I won't come on the trip.  
**UNLESS**  
I won't come on the trip ..... all the arrangements.
- 6 We missed the train because you spent half an hour having breakfast!  
**HAVE**  
If you hadn't spent half an hour having breakfast, we ..... the train!

## wishes, preferences and regrets

3 Match the sentence halves (1-6) with (A-F).

- |                         |                             |
|-------------------------|-----------------------------|
| 1 I wish we             | A the mountain another day. |
| 2 I'd rather not        | B spend more time with us.  |
| 3 I wish Jo wouldn't    | C lost the tickets.         |
| 4 I'd rather we climbed | D travel too far today.     |
| 5 If only James hadn't  | E were still on holiday.    |
| 6 I wish Oliver could   | F talk so much.             |

4 Choose the correct answer, A or B.

- 1 ..... she'd be more careful.  
A I wish B I'd rather
- 2 ..... they didn't say anything.  
A If only B I'd rather
- 3 ..... we hadn't lost our tickets.  
A If only B I'd rather
- 4 ..... I could speak Chinese.  
A I wish B I'd rather
- 5 ..... not stay in a lighthouse.  
A I wish B I'd rather

5 Complete the conversation with the correct form of the verbs in brackets.



Where have you been recently? I haven't seen you around.



Oh, didn't you know? I've been to Bologna to stay with my pen-friend.



Cool - but I think I'd rather <sup>1</sup> ..... (go) to Venice or Rome.



Hah. If only you <sup>2</sup> ..... (can) see Bologna! It's a fantastic city AND a foodie capital too.



Really?



Yes, we went to a place called Eataly World where you can learn about Italian cooking. I wish we <sup>3</sup> ..... (have) more time there because I would have taken a class.



OK, well, if only I <sup>4</sup> ..... (know) some Italian, I'd go there tomorrow! What's your Italian like?



Not bad - but I wish the Italians <sup>5</sup> ..... (not speak) so fast! I couldn't understand a word.



## REFERENCE

## the passive

In active sentences, the subject is the person or thing that does the action of the verb. In passive sentences, the object of the active verb becomes the subject:

A retired teacher **bought** the house. (active sentence)

The house **was bought** by a retired teacher. (passive sentence)

tense	passive form and example
present simple	am/is/are + past participle He <b>is expected</b> to win.
present continuous	am/is/are being + past participle I think we <b>are being watched</b> .
past simple	was/were + past participle The money <b>was stolen</b> last night.
past continuous	was/were being + past participle My phone <b>was being repaired</b> .
present perfect	has/have been + past participle The thieves <b>have been arrested</b> .
past perfect	had been + past participle The tickets <b>had already been paid for</b> .
be going to	am/is/are going to be + past participle The votes <b>are going to be counted</b> .
will	will/won't be + past participle Robots <b>will be used</b> more in the future.

We use the passive when:

- we want to focus on the action, not the person who does the action.

A new school **will be built** next year.

- we don't know who does the action, or we prefer not to say.

My car **has been stolen**.

The show **is watched** all over the world.

We often use the passive in formal reports.

It **was found** that playing video games improved certain skills.

We can use *by* with passive verbs to say who or what does the action of the verb.

He **was arrested by** an off-duty police officer.

The show **is watched by** millions of people.

In informal English, we can use forms of *get* instead of *be* in some passive sentences.

She was worried she would **get caught** if she cheated.

## have/get something done

We use *have* + object + past participle when we don't do something ourselves, but arrange for someone else to do it for us. All tenses are possible:

I **need to have my hair cut**.

I **had my eyes tested** last week.

We're **going to have the house painted**.

We can use *get* + object + past participle in the same way, in informal English, but we don't usually use *get* in the present perfect tense.

I **need to get my phone repaired**.

But:

She's **had her ears pierced**. (NOT ~~She's got her ears pierced~~.)

We can also use *have something done* but NOT *get something done* when something bad or unpleasant happens to us.

I **had my bag stolen** yesterday.



# PRACTICE

## the passive

1 Complete the passive sentences with one word in each gap.

- Maths ..... been taught in schools for thousands of years.
- Calculators ..... used in schools until the 1960s.
- Before that time, all sums had ..... done by hand.
- In the 1990s, computers were gradually ..... introduced into schools for the first time.
- Now computers ..... being used in classrooms around the world.
- Even more powerful computers will ..... developed in the future.

2 Rewrite the sentences in the passive. Use 'by' where necessary. Use 'get' for sentence 3.

- They are going to buy some new computers for our school.  
Some new computers ..... for our school.
- A lot of people now use electronic fitness trackers.  
Electronic fitness trackers ..... a lot of people now.
- Maybe one day they will connect our brains to the internet.  
Maybe one day our brains ..... to the internet.
- They have produced a new version of the video game.  
A new version of the video game .....
- A lot of people watched that science documentary.  
That science documentary ..... a lot of people.
- I was upset because someone had stolen my phone.  
I was upset because my phone .....
- They are teaching computer programming in schools now.  
Computer programming ..... in schools now.
- The science museum was closed because they were repainting it.  
The science museum was closed because it .....

3 Choose the correct verb forms in the comments.



### What's the most intelligent animal?

I'd go for pigs. They <sup>1</sup>have taught / have been taught to play video games in laboratories, and sometimes they <sup>2</sup>have beaten / have been beaten humans!

Definitely chimpanzees. They <sup>3</sup>recognise / are recognised by many scientists as the most intelligent animals. They live in large groups, and use tools that they <sup>4</sup>have made / have been made.

We all know that rats are highly intelligent. I'm sure more about their abilities <sup>5</sup>will discover / will be discovered, and we <sup>6</sup>will feel / will be felt even more amazed.

It's dolphins, of course. Little <sup>7</sup>know / was known about these creatures in the past, but now we understand how they live and communicate with each other. I just hope they <sup>8</sup>are going to save / are going to be saved from extinction!

## have/get something done

4 Choose the correct words to complete the sentences.

- The windows are dirty. We need to **have them clean** / **get them cleaned**.
- I'm **having tested my eyes** / **having my eyes tested** tomorrow.
- You can collect the items from the store, or you can **have them deliver** / **get them delivered** to your home.
- I can't cycle to school. I **had** / **got** my bike stolen last week!
- Your hair looks nice. Have you **got cut** / **had it cut**?
- My laptop has slowed right down. I need to **check it** / **get it checked** at the store.

5 Rewrite the sentences using 'have something done'. In which sentences can you NOT use 'get something done'?

- I decided to ask someone to check my spelling before I handed my essay in.  
I decided to ..... before I handed my essay in.
- They asked someone to make a film of their wedding.  
They ..... of their wedding.
- Someone broke some windows at the school last night.  
The school ..... last night.
- You should ask a vet to examine your pet if you're worried.  
You should ..... by a vet if you're worried.
- A professional make-up artist will do your make-up for you.  
You will ..... by a professional make-up artist.
- Someone stole his passport while he was on holiday.  
He ..... while he was on holiday.



## REFERENCE

## reported speech

When we report what people said in the past, the verb normally goes back one tense. Pronouns, time and place words may also change. Common reporting verbs are *say (that)* or *tell sb (that)*.

## tense changes

direct speech	reported speech
present simple	past simple
present continuous	past continuous
past simple	past perfect simple
present perfect simple	past perfect simple
<i>am/is/are going to</i>	<i>was/were going to</i>
<i>will</i>	<i>would</i>
<i>can</i>	<i>could</i>
<i>may</i>	<i>might</i>
<i>must/have to</i>	<i>had to</i>
<i>should/could/might/ought to/would</i>	no change

'I'm going on holiday tomorrow,' Eva said. →

Eva said she **was going** on holiday **the next day**.

'I've been to Paris once,' he said. →

He said he **had been** to Paris once.

'You **should** stay here a bit longer, but I **must** go today,' she said. →

She said that I **should** stay here a bit longer, but she **had to go** **that day**.

When the reporting verb is in the present, we do not change the tense.

Lewis **says** he's bored.

We can use *say* when referring to signs, notices or what is written in an article, book, etc.

The notice **says** 'No ball games in the pool'.

We can use *to* after *say* (*he said to me*), but not after *tell* (*he told me*).

Dad **said to me** that he was going out.

Dad **told me** that he was going out.

## other changes

direct speech	reported speech
now	then
today, tonight	that day, that night
tomorrow	the next/following day, the day after
yesterday	the previous day, the day before
next week/month/year	the following week/month/year
last week/month/year	the previous week/month/year
here	there
this	that
I, we	he/she, they

## reporting verbs

Other common reporting verbs that follow the same pattern as *say (+ that)* include: *add, admit, believe, complain, explain, insist, know, mention, realise, think*.

Sue **insisted that** she felt well enough to go on the school trip.

Other common reporting verbs that follow the same pattern as *tell (someone + that/to + infinitive)* include: *advise, convince, promise, inform, warn*.

The teacher **informed the students that** they would have an extra day's holiday the following week.

**Note:** Sometimes an object pronoun is needed in the reported sentence.

'Please have your passports ready,' he said. →

He told **them** to have their passports ready.

## reporting questions, orders and requests

## questions

We use *ask + if/whether* to report *yes/no* questions.

'Was it difficult to find tickets for the festival?' the teacher asked Max. →

The teacher **asked Max if/whether it had been difficult** to find tickets for the festival.

We use *ask + wh-* word to report *wh-* questions.

'How do you feel about performing in public?' the trip leader asked Alice. →

The trip leader **asked Alice how she felt** about performing in public.

Note the word order for reported questions.

'What time are you leaving?' he asked us. →

He asked us what time **we were leaving**.

## orders and requests

For orders and requests, we follow this pattern:

verb (e.g. *tell/ask*) + person (or object pronoun, e.g. *me, you, her*) + (not) + *to*-infinitive

'Please cover all the furniture with old sheets,' the painter told the family.

The painter **asked the family to cover** all the furniture with old sheets.

Other verbs for reporting orders and requests include: *beg, order, persuade, remind, warn*.

'Don't forget to revise for the test!' my friends told me.

My friends **reminded me to revise** for the test.



# PRACTICE

## reported speech

1 Read what each person says then complete the sentences in reported speech with one or two words.

- 1 I hate TV reality shows! We shouldn't waste our time watching them!
- 2 I'm starting to get interested in traditional dances.
- 3 My uncle was a rich and quite famous film star in his lifetime and never had any financial problems.
- 4 There haven't been many good live shows on recently.
- 5 If you want to be really good at painting, you'll have to put in a lot of hard work.

- 1 Emily said that she ..... TV reality shows and that we ..... waste our time watching them.
- 2 Philip told us that he ..... to get interested in traditional dances.
- 3 Louisa said her uncle ..... a rich and quite famous film star in his lifetime, and ..... any financial problems.
- 4 Simon said that there ..... many good live shows on recently.
- 5 Maria told me that if I ..... to be really good at painting, I ..... have to put in a lot of hard work.

2 Read the conversation. Then write the people's exact words in direct speech.

- Zoe:** So what did Stella say about her birthday?
- Billy:** She said she was going to take us all out to the cinema, and afterwards for a curry.
- Zoe:** And who's coming?
- Billy:** Well, she said she'd invited the usual crowd plus a couple of her friends from her art school.
- Zoe:** Do you know what she wants for her birthday?
- Billy:** Stella told me that we shouldn't get anything too expensive – ha ha! – so what do you think?
- Zoe:** My mum said that she would show us an interesting new shop that sells fun arty things. I'm sure we'll find something there.
- Billy:** OK, cool.
- Stella:**
- 'I'm .....
- 'I've .....
- 'You .....
- Zoe's mum:**
- 'I .....

3 Rewrite the sentences in reported speech. Make all other changes necessary.

- 1 'I won't get paint all over the kitchen floor,' said Felix.  
Felix promised that .....
- 2 'I can't understand what these abstract paintings mean,' Jake said.  
Jake admitted that .....
- 3 'I don't have time to come out at the weekend,' Scott said.  
Scott complained that .....
- 4 'You ought not to miss the festival,' Helen said to her friends.  
Helen advised .....
- 5 'The band are playing here again next week,' Matt told us.  
Matt informed us that .....
- 6 'I must finish my project on the history of art tonight,' Olivia explained.  
Olivia explained that .....

4 Complete the reported questions with these words. There is one extra word you do not need.

how if/whether what when where why

- 1 I asked her ..... she thought her book had been such a success.
- 2 They asked the organiser ..... the exhibition was going to end.
- 3 They asked me ..... I had any filming experience.
- 4 The teacher asked me ..... I was going to stay during the festival.
- 5 My friend asked me ..... much the lessons cost.

5 Complete the blog post with one word in each gap.

## Life as an extra

Today, I finally made a decision. My mother had asked me <sup>1</sup> ..... I would like to be a film extra since she was one and we could appear in the same films. I asked her <sup>2</sup> ..... I'd have to do and it didn't sound too difficult so I agreed. So, the day arrived. They told us <sup>3</sup> ..... to have our mobiles with us during filming – of course – and they also warned us that we shouldn't take any photos of the filming. Other than that, everything was quite easy, although it was a tiring day. When a friend asked me <sup>4</sup> ..... the day had gone, I replied that it had been great. Then she reminded <sup>5</sup> ..... to send her some information about a project we were doing, so I forgot all about the film world and got back to reality.