

B1

Intermediate

Neil Wood and Lynne White





# L I F E VISION

Workbook



Intermediate

Neil Wood and Lynne White

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# 0.1 INTRODUCTION

Cli	mate change and school		Choose the correct alternative: A or B.
C	omplete the rules with simple or continuous.		1 I that climate change is a big problem.
	We use the present to talk about		A believe B am believing
1	A our lives and things we do every day, week, etc.		2 We about 20th-century history at the moment.  A learn B are learning
	B how we think or feel about something.		A learn B are learning  Whose is that book? It to me.
2	We use the present to talk about		A doesn't belong B isn't belonging
_	A things that are happening now.		
	B things that are happening around now (today, this		4 You good grades to get into university.  A need B are needing
	week, etc.).		The weather is bad this week so we sport.
	noose the correct alternative. Then match to the rules		A don't play  B aren't playing
	A, 1B, 2A or 2B) in Ex 1.		6 I can't chat now, I for a test tomorrow.
	Siri works / is working very hard at the moment		A revise B am revising
	We <b>travel</b> / <b>are travelling</b> to school by bus every day	5	Match 1–8 to A–H.
3	'Where's Jamal?' 'He <b>writes</b> / <b>is writing</b> an essay in his bedroom.'		1 assignment 5 grade
4	'Whose bag is that?' 'I think it <b>belongs</b> / <b>is belonging</b> to		2 secondary 6 primary
4	Amy.'		<b>7</b> canteen
_	Every year, some students <b>fail</b> / <b>are failing</b> their exams		4 degree 8 pass
5	because they <b>don't revise</b> / <b>aren't revising</b> .		A the school that children under 12 years old go to.
6	A Do you like / Are you liking netball, Anya?		<b>B</b> a mark you get for a piece of work (e.g. A, B, etc.).
O	B No, it's boring. I prefer / are preferring basketball.		C the school that teenagers go to.
7	Our science lessons are always interesting – this week we		<b>D</b> the place in a school where people buy and eat their lunch.
'	study / are studying the water cycle		E be successful in an exam or test.
8	Nasser wants / is wanting to be a climate scientist when		F what you get after a successful course at university.
	he grows up		<b>G</b> one of three parts of the year at school or university.
			H a piece of work you have to do for your studies.
			essay fail progress qualifications revise technology  1 When she finishes this course she hopes to move up to the
			next level  It's important to <u>read your notes again</u> before an exam so
	omplete the interview with the present simple or present		you remember everything
	ontinuous form of the verb in brackets.		We have to complete one <u>short piece of writing on a</u>
	So Tariq, what <sup>1</sup> (think) of your new		particular subject every week.
	classroom? Having your lessons on a boat seems strange.		4 You can't be a doctor if you don't have the right <u>exam</u>
В	It is a bit strange, but I 2 (like) it. Going to		results  If you get less than 50%, then you will not be successful in
	school on a boat is really cool.		the test
Α	<sup>3</sup> (understand) why the boat is necessary?		6 Our school uses solar panels to power all the <u>computers</u> ,
В	Yes, of course. It's because of climate change. We		printers and phones
	4 (learn) about it in our science class this	-	
	week. The climate <sup>5</sup> (change) and it means		Complete the questions with the verbs in brackets. Then
	there is more water in the river. So we can't get to school		write answers that are true for you.
	by road.		1 Which subjects you at school this term? (study)
	What is it like to study on a boat?		this term: (study)
В	It's exciting. At first it was strange, but now it		2 What tachnology you often
	6 (get) easier. It 7 (have) desks,		2 What technology you often for studying? (use)
	chairs and whiteboards – just like a normal school.  And there are exams soon. Sometimes I 8		ior stadying. (use)
	(forget) I'm on a boat.		2 What you to do afteryou
Δ	9(work) hard for your exams?		What you to do after you finish school? (want)
	Yes, I 10 (revise) for my exams at the		inisit schoot: (want)
D	moment.   11 (want) to go to university and		4 Why you so hard at the
	study climate science, and l 12 (know) it's		moment? (work)
	important to get good grades at school.		The state (work)

4 Introduction

only child relatives start a family was born

on a farm in England where her father was the farm manager. She was an 4\_\_\_\_\_ and she spent most of her 5\_\_\_\_\_, when she wasn't at school, outside with her dogs. As a young woman, in her 6\_\_\_\_\_, she moved to London to work in the health service. There, she met my grandfather. He was already  $^7$ \_\_\_\_\_\_, older than her, but they fell in love and  $^8$ \_\_\_\_\_ in 1959. They decided to 9\_\_\_\_\_immediately, and soon had a daughter and son – the son was my father. My grandmother always seems happy - she likes being <sup>10</sup>\_\_\_\_\_\_. She says she enjoys every day, and in a few years' time she hopes to <sup>11</sup>\_\_\_\_\_her

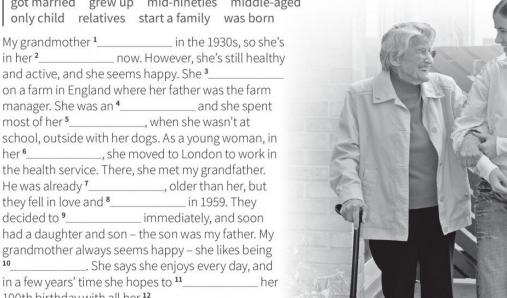
and active, and she seems happy. She 3\_

My grandmother 1\_\_\_\_

100th birthday with all her 12\_

# Time flies!

### 4 Match 1-5 to A-E. 1 There's a new student in our class this term. \_\_\_ **1** Match 1–8 to A–H. 2 They live in a small village. **The** village is in Devon. \_\_\_ 1 Sam's parents got \_\_\_\_ 3 Children grow up very quickly these days! \_\_\_\_ 2 Gina was in her early \_\_\_\_ 4 The weather has been very bad recently. \_\_\_\_ 3 Jacob dresses like he's middle-\_\_\_\_ 5 Sarah's father is **an** engineer and her mother is a teacher. \_\_\_\_ 4 Bill and Anna started \_\_\_\_ We use a / an ... 5 Simran and Julia are going to celebrate \_\_\_\_ A when we talk about something or someone for the first time. 6 She lives in the UK now, but she grew \_\_\_\_ B to say what someone's job is. 7 My father was \_\_\_\_ We use the ... 8 Starting a new career in your late \_\_\_\_ **C** when we talk about something or someone we talked about before. A aged, but he's actually quite young. **D** when it's clear what / who we are talking about, or when there is **B** their wedding anniversary with a big party. only one person or thing. C married in a church in London. We use no article (-) ... **E** to talk about members of a group in general. **D** up in Poland. **E** born in 1975. **5** Complete the dialogue with *a / an*, *the* or – (no article). F a family in their twenties. A Are you playing 1\_\_\_\_\_ video game? **G** thirties can be quite difficult. B No, I'm just looking for something on 2\_\_\_\_\_ internet. H twenties when she qualified as a doctor. A What are you looking for? 2 Match the words below to the underlined words in B Well, you know I like 3\_\_\_\_\_ history? Well, I found 4\_ website that helps you research 5\_\_\_\_\_ history of your family. the sentences. A OK. And have you found anything interesting? childhood elderly mid-seventies B I found an article about my grandfather. He was 6\_\_\_\_ only child relatives twins and he competed for 7\_\_\_\_\_ Britain in 8\_\_\_\_ Olympic Games. 1 My mum has to look after her parents because A Wow. Amazing. Did he win 9\_\_\_\_ medal? they are both guite old. B I don't know – 10 article doesn't say. 2 She comes from a big family so she has a lot of **6** Complete the questions with the correct article (a / an, the or -). aunts, uncles and cousins. \_ Then write an answer for each question. 3 Ali has lots of friends but he has no brothers or 1 Do you have \_\_\_\_\_ favourite relative? 4 Susy and Nicola are sisters who were born on the same day and look like each other. \_\_\_ 2 Which \_\_\_\_\_ anniversaries do people in your family celebrate? 5 My grandmother is about 74 or 75. 6 He spent the years until he was eighteen living in 3 What is \_\_\_\_\_ best thing about being \_\_\_\_ only child? the US. \_ **4** Would you like to be \_\_\_\_\_ twin? Why? 3 Complete the text with the words and phrases below. celebrate childhood early twenties elderly got married grew up mid-nineties middle-aged



# If I was eighteen ...

1 Remember the expressions from the Student's Book. Match 1-8 to A-H.

Ve	erb	Object	
1	get	<b>A</b> 18	
2	go	B your own business	
3	open	C a credit card	
4	pay	<b>D</b> a new hobby	
5	run	E abroad	
6	start	F bills	
7	take up	G a bank account	
8	turn	H a marathon	
CI	noose the correct alte	rnative.	

- 2
  - 1 A What will you do if you pass / start your final exams?
    - B I'll apply / get to university. I want to study economics.
  - 2 C If you got / opened a job, would you live with your parents?
    - **D** No, I'd **leave / run** home and **pay / rent** a flat.
  - **3** E Hey, Dani, I hear you've started driving lessons.
    - F Yes. If you get / pass your driving licence you can be / go independent – if you have a car!
- 3 Complete the social media post and comments with expressions from Ex 1 and 2. Then think about which comment you agree with most and why.



### LOUIS

Hey, guys. This year, I'll 1\_ and in the summer I'll leave school. The problem is, I can't decide what to do next. What's your advice?



### MEL > LOUIS

Right now, keep studying. If you \_, you'll have some qualifications and that means you have choices. If you enjoy studying, why not 3\_ \_\_ and go to another town to study, this is usually when you have to \_\_\_ for the first time. It's a good idea to 6\_ \_ and check it regularly, so you know how much money you have.



### JACOB > LOUIS

If I were you, I'd start working as soon as you leave school. If you do that, you can \_ rather than living with your parents. You can 8\_\_\_\_\_ friends, or live on your own. Some jobs involve driving, \_\_\_\_ as soon as you can. If you don't want to work for someone else, you can always 10



### NIAMH > LOUIS

Why not take a gap-year? A lot of people travel after they finish school, so you could If you wanted to work, I'm sure you could 12\_ teaching English, or working in a restaurant or hotel. If you didn't want to travel, you could \_, or do some volunteering.

4	Co	omplete the rules with first, second or zero. Then match
•	ea	nch rule to two of the sentences in Ex 5.
	1	We use the conditional to talk about
	2	situations that are not real or unlikely We use the conditional to talk about
	_	causes and results that are always true.
	3	We use the conditional to talk about
		possible events and their results
5		noose the correct alternative: A or B.
	1	If you abroad, where would you like to visit?  A will go B went
	2	If I get my driving licence, I ask my dad to buy me a car.
		A will B would
	3	If you to get into university, you have to study hard.
	1	A want B wanted What will you do if you find a job?
	4	A didn't B don't
	5	I'd leave home if I enough money to rent a flat.
		A had B have
	6	If I busy, I get bored.
		A am not B was not
6		rite a sentence beginning with <i>If</i> that has the same eaning as the first sentence.
		I hope I pass my exams, because I want to apply to
		university to study maths.
		IfI
	2	You want to speak English fluently? Then you have to practise every day.
		If you
	3	We can't afford to rent a flat, so we live with our parents.
		If we
	4	I want to get a job next summer, then I can save enough money to go abroad.
		If I
	5	She's not an only child, so she's not lonely.
		If
	6	Customers who open a bank account with this new bank also get a credit card.
		If you
7	Us	se the notes and the word in brackets to write questions.
•		nen write an answer for each question.
	1	Where / you go / go abroad /next summer? (will)
		-
	2	You / apply to university / which subject / you
		study? (would)
	3	What ich / you do / could do / anything? (would)
	3	What job / you do / could do / anything? (would)
	4	You / fail your final exams / what / you do? (will)

# Helping

- 1 Match 1-8 to A-H.
  - 1 Dinner is almost ready can you \_\_\_\_
  - 2 It's Ella's birthday and her brother is \_\_\_
  - 3 If you want to help, you can use this cloth to \_\_\_\_
  - 4 After she's finished the washing, I always \_\_\_\_
  - 5 Take these dirty clothes downstairs and \_\_\_\_
  - 6 The cooker is really dirty you need to \_\_\_\_
  - 7 Can you take this brush and \_\_\_\_
  - 8 Your bookcase needs cleaning shall I \_\_\_\_
  - A dry the dishes.
  - B load the washing machine.
  - C clean it.
  - D dust the shelves?
  - E lay the table, please?
  - **F** sweep the floor, please?
  - G decorating a cake for her.
  - H iron the clothes.
- 2 Nina and Otto's parents are going away for the weekend. Their mum has written some instructions for them. Choose the correct alternative to complete the instructions.

= =	You don't have to do all the 'dishes / housework, but here are some jobs you can help with.
	First, 2clear / empty the washing machine and put your
= -	clothes in the dryer. When they are dry, <sup>3</sup> clean / fold your clothes and <sup>4</sup> put them away / take them out.
= =•	After you finish eating, please make sure you
= =	<sup>5</sup> clear / lay the table and <sup>6</sup> load / wash the dishes.
===	Please <sup>7</sup> clean / make your bed every morning as usual, and <sup>8</sup> wash / tidy your bedroom.
	On Sunday evening, you need to "clean / take out the

rubbish. And it's going to be very hot, so please don't forget to 10 wash / water the plants!

Have a great weekend and we'll see you on Monday.

Love, Mum and Dad.

3 Complete the comments with the correct verb.



- 1 You don't need to / need to learn how to iron your own clothes if you want to be independent.
- 2 In some families, the kids **don't have to / mustn't** help with the housework.
- 3 | must / mustn't remember to water the plants or they'll die.
- 4 Most of my friends have to / don't need to make their beds and tidy their rooms their parents ask them to.
- 5 My mum says I **don't have to / mustn't** message my friends until I've finished my homework.
- 6 You don't need to / mustn't use your smartphone in class.
- 7 You don't need to / need to take out the rubbish I've already done it.

5 Match the sentences in Ex 4 (1–7) to the meaning	5	Match the s	entences in	Ex4	(1-7)	to the	meaning	ţs.
--	---	-------------	-------------	-----	-------	--------	---------	-----

- A It's necessary to do this. \_\_\_\_
- **B** It's not necessary to do this. \_\_\_\_\_
- C I think this is really important. \_\_\_\_
- D Don't do it! \_\_\_\_
- **6** Complete the sentences with the correct form of *have to*, *must* or *need to*, and one of the verbs below. More than one answer is sometimes possible.

do forget get up go out make phone wear write

- 1 A Do you want me to help with the dishes after supper?
  - B No, you \_\_\_\_\_ that. I can load the dishwasher myself.
- 2 My mum works late on Thursdays, so I
- \_\_\_\_\_ supper for me and my sister.

  3 If you ride your bike on the road, you \_\_\_\_\_
- a cycle helmet it's dangerous not to wear one.
- 4 Your parents are worried about you you \_\_\_\_\_ them and tell them you are OK.
- 5 It's my sister's birthday on Friday I
  \_\_\_\_\_\_\_ to buy her a present.
- 6 I don't live near the school, so I \_\_\_\_\_early if I want to be on time.
- 7 You \_\_\_\_\_\_ a long reply to my email just send a text.
- 8 Your room is really messy you \_\_\_\_\_ until you have tidied it.



\_

Sam My brother and I always have to

1 our beds before school.

Our parents are always telling us to

2 our bedrooms, and if we don't, sometimes they get angry and shout at us to 3 our clothes away.



Lyra We're a big family so I sometimes help with the washing. I help to

4\_\_\_\_\_\_ the washing machine and then 5\_\_\_\_\_ it when the clothes are clean. Sometimes my mum asks me to help her 6\_\_\_\_\_ the clothes, but she always 7\_\_\_\_\_ them herself.



Jenny My sister and I usually help our parents at supper time. While my dad cooks, one of us 

\_\_\_\_\_\_ the table so it looks nice. Then afterwards, we both 
\_\_\_\_\_\_ the table.

Then I usually 
\_\_\_\_\_ the dishes and my sister 
\_\_\_\_\_ them and puts them away.



Oscar In our house, Saturday morning is when the whole family 12\_\_\_\_\_\_ the housework. I don't mind it when I have to 13\_\_\_\_\_ the floor or 14\_\_\_\_\_ the shelves, but the worst job is if I have to 15\_\_\_\_\_ the cooker. When we've finished, I usually 16\_\_\_\_\_ the rubbish and put it in the bin.

# 1.1 VOCABULARY

# That's entertainment





1 a What can you remember about the vlog? Complete the summary with the correct form of the words from the Student's Book lesson.

In the vlog, Yasmin	says they have stopped playing
video ¹g	and instead are playing socia
deduction puzzles.	These are games you play with a
pack of cards. Each	card has a different situation.
The <sup>2</sup> r	are quite simple to follow.
The players take 3t	to present a
situation. The <sup>4</sup> c	for the other players
is to <sup>5</sup> g	what happened by asking
questions. They ge	some <sup>6</sup> c to help
them, but they have	to use their <sup>7</sup> sto
find the 8s	This makes it difficult to
<sup>9</sup> c H	owever, the game can still get
quite 10c	

**b 1.01** Watch or listen again. Check your answers.

- 2 Choose the correct alternative.
  - 1 My favourite kind of **challenge / competitive** is playing video games.
  - 2 Speaking a foreign language is a useful skill / solution.
  - 3 In chess, the player with white pieces is the first to make a move / take turns.
  - 4 If you cheat / guess in a test or exam, you will fail.
  - 5 In a crossword puzzle, you have to follow the clues / rules to work out the answer.
  - 6 If you don't know the answer, just cheat / guess.
  - 7 Thousands of people take part / take turns in online games every day.
  - 8 If you can't work out the answer, don't give up / make a move keep trying.
- 3 Match 1-4 to A-D.
  - 1 Amy always wants to win, \_\_\_\_
  - 2 It's important to take turns \_\_\_\_
  - 3 Asking questions can help you \_\_\_
  - 4 Karl is very good at this game \_\_\_\_
  - A so I'm happy to have him as a teammate.
  - B to find the solution to a puzzle.
  - C because she's very competitive.
  - D and not all speak at the same time.

**4** Complete the blog post with the words below. There is one word you do not need.

challenges competitive entertainment follow the rules move part puzzle skills solution teammates turns

Posted 4 hours ago		
After school, my friends and game at the moment is Dung play online. All you need are subsually, around 4–6 people to table, but it's not a typical bo	geons & Dragons. It's not a some pencils and paper, ake <sup>2</sup> You hard game and players do	a video game and you don't and your imagination. u play it sitting round a
The players are a team and In the gan work together to solve a <sup>s</sup>	nd abilities, such as strei have to discuss whenev ne they meet a number o	ngth or intelligence. er they want to make a of 7 and
They also roll dice to decide the result of some actions.	a a problem.	DINIMES
like Dungeons & Dragons because it's not really a <sup>10</sup>		PUNCE SUPPO E, M.
game. You work with your , not against them.		H

**5 REAL** ENGLISH Complete the dialogue with the words or phrases below.

	chill	Here we go!	just for the fun of it	Nope	munch
Α	Are	you okay?			
В	1	, I f	eel nervous.		
Α	Why	?			
В	This	is a competit	ion, I usually play che	SS <sup>2</sup>	
Α	Just	3	You'll be fine.		
В	Tha	t's easy for you	ı to say.		
0	4.4		Y Y Y Y Y Y Y Y Y Y Y Y Y Y Y Y Y Y Y		1 11

- A Here, I got you some chocolate to 4\_\_\_\_\_ while you're playing. It might help you to concentrate.
- B Thanks. Oh, the game's starting. 5\_\_\_\_\_
- 6 **VOCABULARY BOOSTER** Now practise **Games and gaming** vocabulary on page **104**.



### 1 Choose the correct alternative.

- 1 When I arrived at the café, my friends had waited / were waiting for me.
- 2 After they had discussed the situation, they **agreed** / **had agreed** a strategy.
- 3 | couldn't text you because | had left / was leaving my mobile at home.
- **4 Were you knowing / Did you know** about Fortnite before I told you about it?
- 5 While Anna hadn't looked / wasn't looking, Sami cheated.
- 6 When Jas **passed** / **was passing** her exam, she moved up to the next level.
- 7 Had you read / Were you reading the rules before you started the game?
- 8 Toby **hadn't prepared** / **wasn't preparing** for the interview, so he didn't get the job.

### 2 Complete the sentences with the correct form of the verbs in brackets.

1	When we left home it	(not rain),
	but ten minutes later it_	(start) to
	rain heavily.	
2	Мо	(take) the bus home because
	someone	(steal) his bicycle.
3	Mina	(ask) her teacher if she
		she(not
	feel) well.	
4	My parents	(not allow) me to
	go online before I	(finish) my
	homework.	
5	When Lara	(get) 100% in her
	exam, her teacher thoug	tht she
	(cheat).	
6	After we	(play) a few games, I
		(discover) that Suzy was really
	competitive.	
7	1	_ (talk) to Harry yesterday and
	he	(tell) me that someone
		(break) into his house.
8	While we	(wait) for Karim to

\_\_\_\_\_ (realise) that we (not tell) him what time to meet us.

3	Complete the sentences with the correct form of
	the verbs below.

	finish forget go leave r	not listen not see	wait
1	I had an appointment at the c		ng, but I
2	Sorry, Iinstructions.	so I didn't hear	the
3	After Soroush chatted with his friends onlin	his home e.	ework, h
4	While weto rain.	for the bus, it	started
5	When the film ended, we cinema and		the
6	Yesterday I got a text from an for t	old friend that I wo years.	

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

Last weekend, s	omeone ¹	(break)	into my
friend Maria's ho	use. Maria <sup>2</sup>	(go) t	o the
gym and when s	he 3	_ (come) home	e the front
door of her hous	se was open. She	realised that so	omething
was wrong, so sl	ne immediately ca	alled the police	e. Then
she 4	(wait) outside	until the polic	e arrived.
She 5	(not go) into t	he house beca	use the
police 6	(tell) her to	wait outside. V	Vhile she
7(	wait) for them, sh	ne looked throu	igh the
window, but 8	(not	see) anyone in:	side. When
the police 9	(arrive),	they went into	the house
first. They told M	laria that the burg	glars 10	(make)
a terrible mess -	clothes and pap	ers 11	(lie)
around on the fl	oor. Maria had to	smile – she's a	very untidy
person and the	olace 12	(not look)	messy to her.
It was several ho	urs before she 13_		(discover) that
the burglars 14_	(not	steal) anything	g valuable.

# **5** Choose the correct alternative to complete the questions about the story in Ex 4. Then answer the questions.

- 1 What did / had someone do last weekend?
- 2 Where had / was Maria been?
- **3** What **did** / **had** she do when she realised something was wrong?
- 4 What did / was she doing when the police arrived?
- 5 Where had / were her clothes and papers lying?
- 6 What had / was the burglars stolen?

1 Last weekend \_\_\_

# **6** Complete the sentences so they are true for you. Use the past simple, past continuous or past perfect.

2	I met my best friend
3	While I was coming to school
1	I was late meeting my friends because

5	This time last week		

6 I couldn't go out for pizza

# 1.3 READING

- 1 Read the strategy below. Look at the photo and the title of the text and read the first paragraph.
  - 1 What kind of text is it?
    - A a newspaper article B a blog post C an email
  - 2 What kind of game is Escape Room?
    - A a video game B a board game C a real-life game
  - 3 Why do you think the people were locked in the room? How might they escape?

# **STRATEGY** Previewing and predicting

You will understand a text better if you activate your knowledge of the topic. To do this, you can look at pictures, titles, paragraph headings and the first sentence of each paragraph. You can also use your own experience.

2 1.02 Read the text quickly and check your answers to Ex 1. Then choose the best answer to complete the summary. Explain why the other two summaries are not correct.

After a long and busy day, Dan went with his friends to play Escape Room. They enjoyed the game, but they couldn't escape because ...

- A they had failed to solve all the clues and the manager refused to open the door.
- B they had solved all the clues, but the manager had gone home.
- C they had failed to solve all the clues and the manager had gone home.

Summary	is not correct because	
 Summary	is not correct because	

- 3 Read the text again and number the events (A-H) in the correct order (1-8).
  - A Dan and his friends finished their game. \_\_\_\_
  - **B** The friends heard a key in the lock. \_\_\_\_
  - C The other groups left the building. \_\_\_
  - **D** The manager returned to the building. \_\_\_\_
  - E Dan and his friends started their game. \_\_\_

  - F Dan and his friends tried to decide what to do. \_\_\_\_
  - **G** The manager left the building. \_
  - H Dan got a text from Remi.
- 4 Answer the questions. Read the text again if necessary.
  - 1 Why had it been a long day for Dan?
  - 2 Why is Escape Room not competitive?
  - 3 What is the challenge in Escape Room?
  - 4 Why did Dan say they were 'doing well' after half
  - 5 What did they expect would happen at 9.00 p.m.?
  - 6 Why did the manager return to the building?

# Get me out of here!

# My adventure in the Escape Room



New post from Dan C. 21 October

It was 9.00 p.m. and I was with three of my friends. We were sitting in a small, dark room. The door was locked and we didn't have a key.

It had been a long day. I had got up at 6.00 a.m. to finish an essay. I had been to all my classes. I had done my homework and then gone to football training. After that, I had had pizza for dinner. Then I had received a text from Remi, my best friend: 'Want an adventure? Meet at 7.45 outside the shopping centre.'

The 'adventure' was a game called Escape Room. It's the latest form of entertainment for parties and groups of friends who want a fun night out. The rules are simple. A group of people are locked in a room. To 'escape' from the room they have to follow clues and find solutions to different puzzles or problems. Unlike most games, it's not competitive - the challenge is to work together to agree a strategy that helps you escape inside a certain time, usually one hour.

We started at 8.00. We took part in pairs and divided the different problems between us. After half an hour we were doing well. We had solved most of the clues and there were just two problems left. We decided to work together on these. After ten minutes, we had found the answer to one of the problems. After another fifteen minutes, we were still trying to work out the final answer and we were all getting very tired. At 8.59 we still hadn't solved the last problem and we were almost ready to give up. We waited for someone to unlock the door. And waited. No one came.

We shouted. We banged on the door. We took turns trying to phone out, but there was no mobile signal. We realised that the manager had forgotten us. Then, while we were trying to decide what to do, we heard the sound of a key in the lock. It was the manager. He explained that it had been a very busy evening and he had made a mistake about the number of people in the building. The other groups had finished their games at 8.30, so at 8.45 he had locked the building and left. Halfway home, he remembered he had left his laptop behind. When he came into the building, he heard us shouting.

Did I enjoy the game? Yes, except that we hadn't solved all the clues, which was disappointing. Will I do it again? Yes ... maybe.



1 Complete the online crimes from	the descriptions
-----------------------------------	------------------

- 1 Breaking into a computer system to steal information is
- 2 Copying music, films or programs without paying for them
- 3 Writing unpleasant things about another person is
- 4 Deliberately sending a program to damage someone's computer is v\_\_\_\_\_a\_
- 5 Stealing someone's personal details and pretending to be that person is i\_\_\_\_\_
- 6 Making friends with another person to try to steal money from them is f\_\_\_\_\_s\_
- 7 Sending a fake email to try to get someone's personal details
- 2 1.03 Listen to three people talking about something that happened to them online. For each speaker, summarise the negative action and the consequence.

	Negative action	Consequence
Situation 1		
Situation 2		
Situation 3		

- 3 Think about the advice about online safety in the Student's Book. Which advice would you give in relation to the three situations in Ex 2?
- 4 Look at the title of the text, the paragraph headings, and the photo. Decide which paragraph, A-D, will contain the following information. Then read the text quickly and check your answer.
  - 1 Advice if someone is bullying you online. \_
  - 2 How to help a friend who is a victim of bullying. \_\_\_\_
  - 3 Reasons why people become cyberbullies. \_\_\_\_
  - 4 A personal experience of cyberbullying. \_\_\_\_
  - 5 A definition of cyberbullying.

- 5 Read the questions and statements sent to a website about cyberbullying. Write one or two sentences replying to each one. Use the information in the text to help you.
  - I'm being cyberbullied by someone at my school. I feel so alone. What can I do?
  - 2 Someone posted rude comments about my photo online. I'm worried that they might be true.
  - I'm so angry. I want to write back and tell them what I think of them.
  - 4 Should I delete all the messages? I just want to forget about them.
  - I feel bad. How can I stop these bullies from sending me any more messages?
  - My best friend is a victim of cyberbullying. I want to help her. What can I do?



# **ONLINE SAFETY**

# How I beat the cyberbullies

# What happened to me

I'd just started a new school. At first everything was fine - I did well in lessons and made some new friends. Then I started getting unpleasant text messages and scary comments on social media from people in my class. Although they often sounded like jokes, I was upset. The bullies could reach me anywhere - even at home, a place where I felt safe. I wanted them to stop, but I didn't know what to do.

# B What is cyberbullying and why does it happen?

Cyberbullying is when someone uses a mobile phone, email or social media to say bad things about another person to hurt or frighten them. For some bullies, this is entertainment. Others become bullies because they are having a difficult time themselves. It's also easier to bully someone online than face to face, because you don't see how painful it is for the other person.

# What to do if cyberbullying happens to you

Here are five strategies I used.

- 1 I told my teacher what was happening and asked her to help. But you could speak to your parents or a family friend.
- 2 I refused to believe what the bullies were saying about me. I knew it wasn't true.
- 3 I didn't reply to any of the messages, but I didn't delete them either. I kept a list of what they said, who sent them, and when.
- 4 I changed the security settings on my phone and my laptop to stop any new messages from the bullies.
- 5 Some of the bullying was on social media so I used the 'report' button to report it.

# What can you do if it happens to a friend?

Send them a positive message to show them you support them. It will help them to know they are not alone. Encourage them to talk to an adult they trust - just talking about the situation can help. And try to do something different with your friend to take their mind off the bullying. Go to see a film, play a sport, or just spend time chatting.





# 1.5 VOCABULARY

### 1 Choose the correct alternative.

- 1 Tom had worked hard so he was disappointed / relaxed that he hadn't passed the exam.
- 2 Amy hadn't seen her cousin for ages, so she was annoyed / delighted to get a text from him.
- 3 Jess broke her arm last week she said it was really **cheerful / painful**.
- 4 When Hari and Kiara found they had been to the same school, they were **amazed** / **embarrassed**.
- 5 I enjoyed the programme on climate change as I'm delighted / fascinated by science.
- 6 While I was waiting to see the dentist, I started to feel quite **lonely / nervous**.
- 7 Shona was **annoyed** / **frightened** to find that her sister had borrowed her favourite coat.
- 8 People say there is no such thing as a coincidence, but I'm not **confused** / **convinced** that's true.
- 2 1.04 Listen to six people talking about their feelings. Match the adjectives below to one of the speakers.

cheerful confused embarrassed

frightened	lonely	relaxed		
Speaker 1			Speaker 4	
Speaker 2		_	Speaker 5	
Speaker 3			Speaker 6	

- **3** Rewrite the sentences using the correct adjective from Ex 1 and 2 to replace the <u>underlined</u> words.
  - **1** A Are you <u>anxious and worried</u> about the test tomorrow?
    - **B** No, I feel quite <u>calm and comfortable</u> about it, actually.
  - **2** A You must be <u>sad and displeased</u> that your team lost the game.
    - **B** Yes, I am I was completely sure we would win.
  - **3** A Was Antje <u>a little angry</u> that you forgot to go to her party?
    - **B** No, she was very nice about it, but I felt really <u>bad and</u> uncomfortable.
  - 4 A You're looking very happy and positive this morning.
    - **B** It's my mum's birthday and she was <u>very pleased</u> with the present I gave her.
  - 5 A Were you scared during the storm last night?
    - B No, but I was <u>very surprised</u> at how loud the thunder was
  - **6** A I was <u>really interested</u> in your story about finding your old book in Paris.
    - B Well, I just felt <u>like I didn't understand</u> I couldn't imagine how it had got there.
  - 7 A Senyo told me you had broken your leg. Is it hurting?
    - **B** Yes, but the worst thing is being here in hospital. I feel really alone.

4	Complete the text with adjectives from Ex 1 and 2. Use
	each adjective once only.

		parents took him on holiday as there was no			
		ne beach he met another			
		to find that he and			
		wanted to be pilots. He			
	when the holinge to his new friend.	liday ended and he had to			
	, Ben started training to t for his first lesson feel	o be a pilot. He arrived at ling a little 4			
While he w	While he was waiting for the instructor, a young man				
came up t	o him. He was smiling a	and said, 'Hi, Ben – do			
you remer	nber me?' Ben was 5	because the			
	seemed to recognise h				
		ver met before. The man			
seemed a	bit 7that	: Ben didn't remember			
him. He sa	id, 'Come on! I'm Luke	from Ireland.' Ben was			
8	when he realised	it was the same boy who			
had wante	ed to be a pilot, just like	e him. Now they were both			
training w	ith the same airline! Bu	ıt he also felt <sup>9</sup>			
that he ha	dn't recognised Luke in	mmediately.			





### 5 Complete the sentences so that they are true for you.

- 1 I was really amazed / embarrassed when ...
- 2 The time I was most frightened was ...
- 3 It makes me really annoyed when ...
- 4 I'm fascinated by ...
- 5 I felt quite nervous when ...
- 6 If I want to feel relaxed, ...
- 6 VOCABULARY BOOSTER Now practise Feelings adjectives vocabulary on page 104.

1	Choose the correct alternative.	G No, I didn't. And we 10	have social
	1 It used to <b>snow / snowing</b> every year, but now the	media when I was your age.	
	winters aren't so cold.	L What? So how 11	talk to your
	2 When my dad worked in the city, he wasn't used to /	friends?	
	didn't use to get home until about 8.00 p.m.	G Believe it or not, we 12	talk to
	B Did you / Were you used to play Minecraft when you	each other face to face!	
	were younger?	4 Complete the sentences with the corre	ect form of he used to
	4 Amelia is used to / used to be frightened of water, but	or get used to.	ectioniii or be asea to
	now she really enjoys swimming.	1 Moving the city was hard at first, but	WA
	5 It rains a lot here, so I <b>am used to / used to</b> getting wet.	living the city was hard at hist, but	
	6 Where <b>are you / did you</b> use to live before you moved to	2 Rory didn't like his new smartphone	
	this town?	it now.	at ilist, but lie
	7 Our new teacher gives us a lot of homework – I'm not		at constant
	use to / used to working so hard!	3 It's difficult starting a new school, bu	
	Felix has a long journey to school, so he's used to		
	do / doing his homework on the bus.	4 Travelling by train was a new experie	
	9 I'm amazed that Jack goes running – he didn't / wasn't	using publi	
•	use to like exercise at all.	5 Samira loved the food in Japan, but	
1	Thea's mum usually drives her to school – she	eating with	chopsticks.
1	didn't use to / isn't used to walking.	6 Nickearly r	nornings – he never
	didir t use to / isir t used to watking.	gets up before 8.00 a.m.	
	Complete the sentences with <i>use to</i> or <i>used to</i> and the	7 Have yout	
1	words in brackets. Add any other necessary words.	8 Studying in a second language was l	nard at first, but I
-	Example:	it now.	
	(like / coffee) I didn't use to like coffee, but now I drink it	5 Complete the blog post with the phras	ses below.
(	every day.		
	1 (walk / to school) Amol, but now	didn't use to 'm getting used to g	
	he cycles.	'll get used to 'm used to 'm not u	ised to used to (x3)
:	2 (like / social media) My dad, but	I've just moved to New York to study – I	'm sharing a tiny
	now he uses it all the time.	apartment with my new roommate, To	nia. It wasn't easy
	3 (hate / vegetables) Ade, but now	at first, but I 1i  At home I 2have and I 3studyin	t (slowly!).
	he really loves them.	At home I 2 have	e my own room
	Figure 1 Emma's parents both work long hours, so she is (be / at	and I <sup>3</sup> studyin	g with someone
	home alone)	else around. What's nice is that we ofte	n cook together.
	speak / in public) I, so I'm quite	cooking for cook for the f	myself – I often
	nervous about giving a talk to the class.	5cook for the f	amily at home.
	6 (live / the city) We, but we moved	However, I 6sh	
	to this small town two years ago.	my parents always did that. To be hone	est, I haven't
	7 (speak / English) They because	life in the big	city yet.
	they go to an international school.	l'e live in a sma	Il town and it
	3 (understand / maths) Sara, but	was very quiet. The city is so busy, and	
	now she has a really good teacher.	the traffic all the time, even at night. I'n	
	was auto in development with a secure of a secure of the contract of the contr	the noise at	ter a writte, triougri.
	1.05 Lara (L) is asking her grandma (G) about her	6 Complete the sentences so that they a	re true for you.
	childhood. Complete the questions and answers from their	1 When I was younger I used to	
	conversation using the correct form of <i>used to</i> . Then listen	, but nov	<i>/</i> ]
	and check.		
	Where 1live when you were a		
	girl, Grandma?	2 When I was younger I didn't use to _	
	G We 2 on a farm in the country.	but nov	
	walk to school?	, but nov	
(	G No, we <sup>4</sup> walk. We		
	5 get the bus.	3 I am (not) used to	
	L What <sup>6</sup> wear to school?	3 Taill (not) used to	because
(	G 17 wear a uniform to school. We		
	8 wear jeans or trainers like you	4 If I	
	do now.	to get used to	
	have a mobile phone?		

# 1.7 LISTENING

1 What do you remember about how to tell a story from the Student's Book? Number the four elements of a story in the correct order (1–4).

The action \_\_\_ The consequences \_\_\_ The situation \_\_\_ The introduction \_\_\_

- 2 You are going to listen to a story about a train journey. Before you listen, think about the questions.
  - 1 How would you feel if you had to travel alone to another country?
  - 2 What would you be most excited about? What would you be most nervous about?

### **STRATEGY** Predicting

Before you listen, think about the context of what you are going to hear. If you understand the context (a story, a conversation, a lecture, etc.), you can use this knowledge to think about the possible content and language you will hear. While you are listening, think about what seems likely to happen next and then see if you are correct. This can help you to understand better.

- 3 **1.06** Read the strategy above. Then read the website extract below and listen to the introduction to Matteo's story. Which questions below do you expect the complete story to answer?
  - 1 Why was Matteo travelling across Europe by train?
  - 2 When did this happen?
  - 3 Where was he going?
  - 4 What was Matteo wearing?
  - 5 How was he feeling?
  - 6 Who was the person he met?
  - 7 How many times did the train stop?
  - 8 What was the scary thing that happened on the journey?

# Once Upon a Time Subscribe Meet Stories Search → Play Video Lownload Do you have a story to tell? Next week's topic is travel. Phone us with your travel stories. We'll include the

4 1.06 Listen to Part 1 of the story and check your predictions in Ex 3.

best ones in next week's podcast.

- 5 1.06 Listen to Part 1 again and number the events in the correct order.
  - A They took a taxi to Gare du Nord. \_\_\_\_
  - **B** Matteo returned from the information desk. \_\_\_\_
  - C The train stopped at Lyon. \_\_\_\_
  - D Carl disappeared. \_\_\_\_
  - E Matteo felt more relaxed. \_\_\_
  - **F** Matteo realised his money and passport were in his bags. \_\_\_
  - **G** Carl sat down opposite Matteo and introduced himself.
  - H The train arrived in Paris. \_\_\_\_
  - I Matteo went to the information desk. \_\_\_\_
  - J The train to London was cancelled. \_\_\_
- **6** Based on the information in Part 1 of the story, make predictions about the following questions. Choose the correct answer: A, B or C.
  - 1 What did Matteo do next?
    - A He got on the train to London without a ticket.
    - **B** He went to the police to ask for help.
    - **C** He searched the whole station to try and find his bags.
  - 2 What had happened to Carl and the bags?
    - A Carl had stolen Matteo's bags and left the station.
    - **B** Carl had been worried about Matteo and had gone to look for him.
    - **C** Carl had hidden Matteo's bags and gone to take the train to London.
- 7 1.06 Listen to Part 2 of the story and check your predictions in Ex 6.
- 8 1.06 Listen to Parts 1 and 2 of the story again.
  - 1 Which of the following was not a consequence of Matteo asking Carl to look after his bags?
    - A Matteo thought Carl had stolen his bags.
    - B Matteo went to the police.
    - **C** Carl heard an announcement about the train to London.
    - D Carl hid Matteo's bags behind a kiosk.
  - 2 Which of the following were consequences of Matteo finding his bags?
    - A He was very happy to get them back.
    - **B** He missed the train to London.
    - C He was annoyed with Carl.
    - **D** He learned an important lesson.
- 9 MEDIATION You have received a text message from a friend who is travelling by train to another part of the country to visit family members. They are nervous about travelling alone for the first time. Using the information in Matteo's story to help you, write a short email back to your friend with advice about ...
  - · looking after their bags.
  - where to keep their money and documents.
  - talking to strangers.
  - (not) trusting people they don't know very well.
  - what to do if they need help.

14 Unit 1

1	What do you remember about how to tell a story from the
	Student's Book? Complete the tips with the correct verbs.

	Finish Give actise Start	Laugh Learn Talk Tell
1	with a s	entence that connects with
the audie	ence.	
2	your sto	ry a structure.
3	notes –	use key words and phrases.
4	about s	omething important to you.
5	your fee	lings; audiences love emotions.
6	a story a	about change in some way.
7	with a le	esson for you or the audience.
8	at yours	elf, and don't be too serious.
9	your sto	ry so you can say it, not read it.
10	so you d	an be YOU!

2 (1.07) Read the story and complete it with the words and phrases below. Then listen and check.

After that After that experience As soon as at the time I was twelve years old I'll never forget the day It was the beginning of I was very embarrassed Next Suddenly Then There were four of us

Hi, my name's Harry. 1	when I spent
[1] [1] [1] [1] [1] [1] [1] [1] [1] [1]	else's money – by accident.
while his parents were wo	vited some friends round to his house rking. <sup>5</sup> in ng outside, so we decided to play a new
6	s and it soon got quite competitive.  we discovered that, although the
equipment to help you win	pay to get extra things like clothes and . At first we were disappointed, but Adam I because we were using something ney. 7, we
bought everything we need message came onto the so something, we clicked 'Yes	creen, asking us if we wanted to buy
9	, at about 4.00 p.m., two things
	stopped working with a message mit and couldn't buy anything else. , Adam's phone rang. It was his
nervous. What had happen dad to say someone was	annoyed and Adam looked quite ned? The bank had contacted Adam's spending money from his account. d spent 1,000 euros in just a few hours!, but in the end Adam's dad was quite
relaxed about it. I was am	azed that we didn't have to pay him, I'm much more careful about
what I click on.	
	9

3	Match the information to each section of the story. Write
	introduction, situation, action, or consequences.

1	They didn't think	they were using real	money

- 2 They decided to play a new video game. \_\_\_
- 3 The bank phoned Adam's father.
- 4 Harry was staying with his cousin, Adam.5 They bought extra things during the game.
- 6 Adam's father was annoyed.

# 4 **1.08 PRONUNCIATION** Listen to these past tense verbs from the story. Choose the correct pronunciation of *-ed* for each one.

- 1 called  $\frac{id}{t'}$ /t'/d' 5 happened  $\frac{id}{t'}$ /t'/d/
- 2 clicked /id/ /t//d/ 6 invited /id/ /t//d/
- 3 contacted /id/ /t//d/ 7 reached /id/ /t//d/
- 4 decided /id///t///d/ 8 stopped /id///t///d/

# **STRATEGY** Making notes

To prepare to speak in public, make a few notes about your main ideas. These notes should just include a few key words or phrases which refer to each idea and help you to move steadily from one idea to the next.

**5** Read the strategy above. Complete the notes with key words and phrases from Harry's story. Use one word per space.

12 years old - 1 Adam.		
Beginning of 2 house - four of us 3	at Adam'	S
Playing 4	- pay to get - using "V-cash", not	
Bought 7 - messages asking '8	buy? - clicked Yes'.	
About 4.00 p.m. – game 9 Adam's dad 10		-
Bank said someone <sup>11</sup> dad's account.	fro	m
Spent 1,000 euros - didn't 12_		
Was very 13	now more 14	

- **6** Plan a short story about something interesting that happened to you, or use one of the ideas from the Student's Book. Make notes and organise your material into four sections: the introduction, the situation, the action and the consequences.
- 7 Now write your story. When you have finished, check you ...
  - started by connecting with your audience.
  - told them when, who, where and why.
  - used narrative tenses.
  - used functional language for telling a story.

# 1.9 WRITING

- 1 Read the newspaper report about a rescue. Match the information below to paragraphs A–D in the report.
  - 1 How people knew something had happened. \_\_\_
  - 2 Who helped the boys to escape. \_\_\_
  - 3 How the boys became trapped in the cave. \_\_\_\_
  - 4 What happened when the boys were found. \_\_\_\_



# Thai boys rescued after 17 days in cave

- A In 2018, twelve members of a junior football team went into the Tham Luang cave in Thailand after football practice. While they were inside, it rained heavily and water levels in the cave suddenly increased. The boys were safe, but they were trapped three kilometres underground.
- B At first their families weren't worried, but after the boys didn't return in the evening, the team's coach went to the cave entrance. When he found the boys' bikes outside, he knew something had happened and immediately called the authorities. An international operation to rescue the boys began.
- After they'd been in the cave for nine days, two specialist divers finally found the boys. First of all, the divers checked they were all OK and told them that help was coming. They also filmed the boys on their cameras. Next, they returned to the cave entrance and showed their families the video. Later, the video was posted on social media. The story became news around the world.
- D Getting the boys out was dangerous, because the cave was full of water and it was still raining. Then, unexpectedly, the rain stopped, and the water levels went down. Following that, the rescue operation started. Rescuers brought the boys out using ropes and diving equipment. This took three days. In the end, everyone got out safely. The boys were amazed to learn the whole world knew their story.
  - 2 Read the report again. Number the events in the correct order.
    - A The boys did not come home. \_\_\_
    - B The divers made a video. \_\_\_\_
    - **C** The divers brought the boys out of the cave. \_\_\_
    - **D** It stopped raining and the water level went down. \_\_\_\_
    - E The boys went into the cave. 1
    - **F** The rescue operation started. \_\_\_\_
    - **G** The head coach found the boys' bikes. \_\_\_\_
    - H Two divers found the boys. \_\_\_
    - I Someone posted the video on social media. \_\_\_\_
    - J The head coach called the authorities. \_\_\_
    - K It rained heavily and the water level increased. \_\_\_\_
    - L The divers showed the boys' families a video. \_\_\_

# **STRATEGY** Using sequencing words

When you write a narrative, you usually put the events in the order that they happened. You can make this clearer for readers by using sequencing words such as *first*, *then*, *next*, etc. These words help the reader follow the development of the narrative.

- 3 Read the strategy above. Look back at the newspaper report in Ex 1 and underline ...
  - · two words / phrases for beginning.
  - four words / phrases for ordering events.
  - three words / phrases for introducing new events.
  - two words / phrases for describing events that happened at the same time.
  - · two words / phrases for ending.
- **4** Read the situation. Use the notes and words in brackets to write a summary of what happens next.
  - The weather was very windy.
    we were cycling along the street / a tree fell down in front of us (while, suddenly)
    While we were cycling along the street, a tree suddenly fell down in front of us.
  - 2 Tom was walking on the beach. he heard someone shouting for help / he called the emergency services (when, immediately)
  - 3 It was nice weather, so they went for a walk. they were on the mountain / it started to snow (while, unexpectedly)
  - 4 We were enjoying the concert. the fire alarm went off / people started running / I heard everyone got out safely (suddenly, following that, later)
- 5 You are going to write a news report using your own ideas. It can be a true story, or you can invent the story. Before you write, plan your report.
  - 1 Make notes about the important information:
    - what happened?
- where did it happen?
- who did it happen to?
- how did it happen?
- when did it happen?
- why did it happen?
- 2 Organise your ideas into three or four paragraphs. Decide what information you will put into each paragraph.
- 3 Think about the language you will use to describe the sequence of events.
- 6 Write your report.
- 7 CHECK YOUR WORK Did you ...
  - include all the important information?
  - organise your ideas into paragraphs?
  - use narrative tenses?
  - use sequence words and expressions?
  - use correct spelling and punctuation?

16 Unit 1

## Grammar 1 Choose the correct alternative: A, B or C. 1 While we the other team cheated. A didn't look B hadn't looked C weren't looking 2 Had you played this game before you \_\_\_\_\_ in it today? A took part B had taken part C were taking part 3 I couldn't open the door because I \_\_ **B** had forgotten A forgot **C** was forgetting \_ about the clue when her teammate 4 Ashu \_\_\_ guessed the solution. A had thought B thought C was thinking 5 Ivo didn't start the game until he \_\_\_\_ all the rules. A had read **B** read **C** was reading 6 I had arranged to meet Ben at 4.00 p.m., but he \_\_ until 5.00 p.m. A didn't arrive B hadn't arrived C wasn't arriving 2 Complete the sentences with the correct form of be used to or get used to and the verbs in brackets. 1 Jake\_ \_ (spend) all his time gaming, but now he studies every evening. 2 At first it was hard to get up at 6.00 a.m. for work, but I \_ (do) it now. 3 How long did it take you to \_\_\_\_ English? \_\_\_\_ (cook) for lots of people – she has 4 My mum \_\_\_ six children. 5 How (people / communicate) before mobile phones? 6 Fatima \_\_\_\_\_ (not enjoy) sport, but now she's really competitive. Vocabulary 3 Choose the correct alternative. 1 | I hate to give up / follow the rules, but I just can't find the solution. 2 It's always better to cheat / guess the answer to a question than to write nothing. 3 There is often information in the question that gives you a clue / puzzle to the correct answer. 4 If you want to take part / give up in this game, you need a good internet connection. 5 Think carefully before you make a move / take turns, or the game might finish badly. 6 Are we all agreed? Option B is the best challenge / **solution** to the problem. 4 Complete the dialogue with the words below. amazed annoyed cheerful confused nervous relaxed **Beth** Hi Luca, you look happy. Luca Well, I feel a lot more 1\_ \_\_ than I did a few

days ago. I just heard I have a place at university.

Beth Congratulations! You had the interview last week,

didn't you?

	Luca			did really badly. Actu they accepted me.	all	y, I'm
	Beth			while you v	ve	re waiting to
	Luca	_		fter I'd answered the	e fii	rst few
				rted to feel more 4		
	Beth					
	Luca			viewers was talking v		
				to repeat a question. seemed <sup>5</sup>		
				ots of questions really		
				ot quite <sup>6</sup>		
		wrong answe	er. I	was embarrassed an	d a	afterwards I
		was convince				
		But you pass				
		lative revi				
5				ternative: A, B or C.		+ i + i i + l-
				take part in a co lved driving around t		
				for information in diff		
				ot a map and a list of		
				team to find all the in		
				e the winners. One ye		
	4	the	cor	mpetition – by accide	ent	! My father
4 his arm, so my mother 5  She was quite 6 because she 7 driving my father around. After two hours they had found all the information, except for the name of a café in a small						
				They were almost rea		
				sign to Combe. He <sup>8</sup> _ , but she turned right		
				but she turned right, but then, c		
				– and there was the		
				omeone had tried to		
	10	the	sig	n so that it was poin	tin	g the wrong
	way. I	They 11		who the person ley were very happy t		
	1 A	got used to		used to		were used to
		clues		skills		moves
		had won		were winning		won
	4 A			had broken	C	was breaking
	5 A	drove	В	had driven	C	was driving
	6 A	embarrassed	В	nervous	C	relaxed
	7 A	didn't use to	В	hadn't been used to	C	wasn't used to
	8 A	had told	В	told	C	was telling
	9 A	annoyed	В	disappointed	C	convinced
		was turning				had turned
				ng <b>B</b> hadn't discove	ere	ed
- 8		didn't discover cheated		guessed	_	taken turns
	IZ A	cneated	В	guessed	C	takentums
- 1	REFLE	CT Think ab	ou	t the following ques	tio	ns.
				unit did you enjoy the		
				ar points did you find		
:	3 How	v can you prac	tis	e previewing and pre	di	cting in your

own listening and reading?

safety in future?

4 What three things will you do to ensure your own online

# Listening

# **EXAM STRATEGY**

In multiple-choice tasks, the incorrect answer options often contain words and phrases that you will hear in the recording. First, read the question carefully, then listen to the whole conversation before you select the correct answer.

1 Read the strategy above. Then read the exam task in Ex 2. Look at question 1 and read the first conversation from the recording below. Choose the correct answer (A, B or C). Why are the other options incorrect?

Man So did you have a good time on holiday?
 Woman I did thanks. It wasn't perfect, but I enjoyed myself.
 Man Where did you go?
 Woman To Spain with some friends. We were at the beach quite a lot. It was beautiful, although it wasn't that sunny every day.
 Man Did you stay in a hotel?
 Woman Yes we did, and that was pretty good, although I thought our rooms were a bit small. We spent quite a lot of time indoors because it wasn't always warm enough for the beach. Actually, that was a lot of fun because we all got on so well.

- 2 1.09 You will hear six conversations. For each question, listen and choose the correct answer (A, B or C).
  - You will hear a woman telling a friend about her holiday. What did she like most about it?
    - A The rooms at the hotel.
    - **B** Spending time with her friends.
    - **C** The warm weather.
  - 2 You will hear two friends talking about food. Why doesn't the boy eat meat anymore?
    - A He thinks it's improved his diet.
    - B He never enjoys cooking with it.
    - C He prefers fish to any other food.
  - 3 You will hear a boy talking to his mother about their neighbour. What do they agree about?
    - A The man has probably broken his leg.
    - B The man was quite lucky.
    - C The man didn't have a serious accident.
  - **4** You will hear two friends talking about another boy. The girl wants her friend to ...
    - A tell the boy what he has planned tomorrow.
    - B contact her brother on social media.
    - **C** go out with her the next day.
  - 5 You will hear a boy telling his sister about joining the gym. His sister thinks that ...
    - A he probably won't continue going to it for very long.
    - **B** he won't enjoy it as much as music lessons.
    - C he isn't telling her the truth.
  - 6 You will hear two friends talking about finishing school. What do they decide to do?
    - A Arrange a party.
    - B Visit the new shopping mall.
    - C Go out for a bike ride.

# **Use of English**

# **EXAM STRATEGY**

When you do a word formation task, it's important to identify the correct part of speech to fill the gap (e.g. adjective, noun, verb, etc.). Look at the words before and after each gap to help you.

- 3 Read the strategy above. Then read the exam task in Ex 4 and look at gap 0. What kind of word comes before and after the gap? What type of word (noun, verb or adjective) is needed in the gap?
- 4 Use a form of the word in capitals at the end of the lines to make a word that fits the gap in the same line. There is an example at the beginning.

### **Public speaking** Many of us sometimes have to make a \*speech **SPEAK** to a large group of people. It can be a very 1 **STRESS** experience, so here are some tips on how to prepare yourself. They will help you communicate with your audience. **EFFECTIVE** First of all, check that all 3 **EQUIP** such as laptops, is working properly. Do a lot of 4\_ before you give **PREPARE** your talk and, if possible, practise it with friends. Remember to make your talk interesting and add a 5\_ \_ touch by including **PERSON** humour. It's important to smile sometimes and to look RELAX Try to speak at the right speed; don't rush, but don't speak too 7 **SLOW** , try to enjoy yourself and **FINAL** remember that the next time you do public speaking, it will probably be easier!

# Writing

# **EXAM STRATEGY**

Before you write, read the instructions carefully and decide what kind of text is needed, and who it is for. This will help you decide whether to use formal or informal language. Read the prompts carefully and make sure that you respond to all of them.

- **5** Read the strategy above. Then look at the exam task in Ex 6. Who are you writing to? What sort of text do you need to write? Will you use formal or informal language?
- **6** Write an email to your English friend, Sam, about a special event you went to recently.

In your email ...

- tell Sam what the event was.
- · say who was there.
- · explain why it was special.

# 1.12 HOW TO LEARN VOCABULARY

# -ed and -ing adjectives

- 1 a <u>Underline</u> the adjectives in the sentences.
  - 1 I fell over at the music festival and it was so embarrassing.
  - 2 My brother is so annoying.
  - 3 I love the beach it's so relaxing.
  - 4 I'm fascinated by history.
  - **b** What are the adjectives in Ex 1a describing? Match the sentences (1–4) to the words below.

a person 2 feelings \_\_\_ a situation \_\_\_ a place \_\_\_

2 Read the language focus below. Then choose the correct alternative.

# LANGUAGE FOCUS -ed and -ing adjectives

Remember, you can make adjectives from some verbs by adding *-ed* or *-ing*, but we use them in different ways. Adjectives ending in *-ed* usually describe how you feel. Adjectives ending in *-ing* describe a thing, a place, a person or a situation.

verb: frighten

adjectives: frightened / frightening

You feel **frightened** because you've watched a **frightening** film.

- 1 The exhibition was fascinated / fascinating.
- 2 The woman in front of me kept talking during the film. She was so **annoyed** / **annoying**. I felt pretty angry.
- 3 I really enjoyed the concert. The orchestra were amazed / amazing.
- 4 I'm disappointed / disappointing that I can't go to the play.
- 5 It was **embarrassed** / **embarrassing** when my mobile rang in the cinema.
- 6 I'm **surprised** / **surprising** because I didn't think I'd pass the exam and I got 95%.
- **3 a** Complete the table with adjectives ending in -ed and -ing.

Verb	Adjective to describe a feeling	Adjective to describe a thing, person or situation
astonish		
bore		
challenge		
confuse		
convince		
disappoint		
frighten		
relax		
surprise		
worry		

b	Complete the sentences	with	the o	correct	form	of	the
w	ord in brackets.						

1	It's an	_ book. (astonish)
2	We're not	she is the right persor
	for the job. (convince)	
3	Parents can be so (embarrass)	sometimes.
4	I didn't watch the film to the en	
5	Are you(disappoint)	with your results?
6	I feel quite	(relax)

# **VOCABULARY STRATEGY** Linking adjectives to your real personal experience

A good way to remember -ed and -ing adjectives is to link them to your personal experiences. If you think of true experiences, they will be much more memorable.

**4** Read the vocabulary strategy above. Then write sentences about your personal experience.

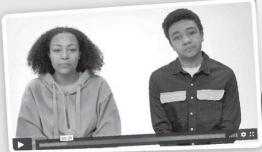
place:	
person:	
boring	
situation:	
place:	
person:	
relaxing	
situation:	
place:	
person:	
fascinating	
situation:	
place:	
person:	

- **5** Look at the example below for *fascinated*. Write true sentences for when you felt the other adjectives.
- 6 Write more -ed and -ing adjectives with example sentences.

# 2.1 VOCABULARY



Friends





4 Complete the dialogue with the other phrases from Ex 2.

with

\_ the same things

\_\_. We've always been

had posted some comments about me on social media. She accused me of not showing

her. She won't speak to me or answer my texts. I'm really hurt, I don't know what to do!

with each other, so I told her what I thought.

enough 6\_

A What's your idea of a good friend? **B** Someone you like and who likes you.

B Yes, and I want my friends to 2\_\_\_\_ and treat each other well. A Talso think friends should 3\_

B lagree. You want your friends to 4\_

each other – say what they really think.

5 Complete the post on an online advice forum. Use words from the previous exercises.

I'm worried about my best friend. Usually we 1

and we laugh a lot together - we have the same 3

too - to support you even if you do something wrong.

Last week we had a big argument. She told me about a problem she was having at home and asked for my advice. Of course,

Unfortunately she got really angry. Later, I found out that she

A So, someone you 1\_

posted yesterday 10.33

well with each other. We are 2\_

I wanted to give her 4\_\_\_\_\_

_			The same of the sa			
Α	Isobel and Ma	x agree that you	r friends ar	e the peo	ple	
	i	_ in your life outs	side school			
В	Max says that	friends are peop	le who 3g_			
	STATE OF THE PARTY	ers, in action of the first and accommodate for an approximation of the		similar		
	<sup>4</sup> S	of h	His fri	end Lewi	S	
	broken his leg					
C	Isobel says Ya	smin is her best	friend. She	is really		
	<sup>7</sup> m	f	_ three yea	ars ago.		
D	Max agrees th	is <sup>8</sup> s	_ real r		_ as it	
	isn't always ea	asy to <sup>9</sup> t	the t_			
h	00201 W	atch or listen ag	ain Check	vour ans	wers	
			um. check	your ans	weis.	
M	atch 1–8 to A–I	Н.				
1	Tom and Jash	nine <b>made</b>				
2	I didn't use to	get on				
3	We're friends	because we're <b>in</b>	to			
4	A good friend	should <b>be hone</b>	st			
_		au des medicales de la companya del companya de la companya de la companya del companya de la co	Manager and automorphisms			
	B C D M 1 2 3 4	summaries with  A Isobel and Mawho are 1ki  B Max says that on w4ssgbroken his leg  C Isobel says Yafh  b Max agrees the isn't always each isn't a	summaries with phrases from the A Isobel and Max agree that you who are ¹k in your life outs  B Max says that friends are peop on w each other ⁴s of h \$  5g him lots of s broken his leg.  C Isobel says Yasmin is her best 6h with her, althor 7m f  D Max agrees this 8s isn't always easy to 9t  isn't always easy to 9t  Match 1–8 to A–H.  1 Tom and Jasmine made  2 I didn't use to get on  3 We're friends because we're in 4 A good friend should be hone	summaries with phrases from the Student'  A Isobel and Max agree that your friends are who are ¹k in your life outside school.  B Max says that friends are people who ³g on w each other and have a ⁴s of h His fri ⁵g him lots of s broken his leg.  C Isobel says Yasmin is her best friend. She 6h with her, although they of 7m f three years isn't always easy to 9t the t  D Max agrees this 8s real r isn't always easy to 9t the t  b ② 2.01 Watch or listen again. Check Match 1–8 to A–H.  1 Tom and Jasmine made  2 I didn't use to get on  3 We're friends because we're into  4 A good friend should be honest	on weach other and have a similar  4sof h His friend Lewi  5ghim lots of swhen h broken his leg.  C Isobel says Yasmin is her best friend. She is really  6hwith her, although they only  7mfthree years ago.  D Max agrees this 8sreal r isn't always easy to 9tthe t  b ② 2.01 Watch or listen again. Check your ans  Match 1–8 to A–H.  1 Tom and Jasmine made 2 I didn't use to get on 3 We're friends because we're into	

	6h		ilthough they only	itty	
	<sup>7</sup> m	f		go.	
D	Max agree	es this 8s	real r	as it	
	isn't alway	ys easy to <sup>9</sup> t	the t		
b	2.01	Watch or lister	n again. Check your	answers.	
M	atch 1–8 to	A-H.			
1	Tom and .	Jasmine <b>made</b> _	_		
2	I didn't use to <b>get on</b>				
3	We're friends because we're <b>into</b>				
4	A good friend should <b>be honest</b>				
5	The best advice my grandmother gave me was <b>be</b>				
6	You shoul	d show everyon	e		
7	I think it's	important to sho	ow		
8	We laugh	a lot because we	have		
Α	kind to ev	veryone.			
В	with you	at all times.			
C	loyalty to	your friends.			

D friends at basketball club.

F the same sense of humour.

3 I'm quite shy, so I find it hard to \_

G well with my brother.

their correct form.

with new people.

20

Unit 2

**E** respect, even if you disagree with them.

H the same things, like music and TV shows.

3 Complete the sentences with the phrases from Ex 2, in

1 If you and your friend laugh at the same things, you

4 Josh and Will both like hip-hop and skateboarding -

2 Our teacher listens to us and is polite to everyone – she

6 REAL ENGLISH Complete the dialogue with the phrases below. Come off it! fall out I get you

ma	ke fun of so	meone You can say that a	gain
Ed	Anya and H	leidi had a big fight at Max's	party!
Ava	No way! W	nat did they ¹a	bout?
Ed	Anya 2	who Heidi likes.	
Ava	3	But they're best friends	. They'll soon
	be speakin	g again.	
Ed	4	Heidi has written some	really bad stuff
	about Anya	on social media.	
Ava	Ah that	might make it difficult, then.	
Ed	5		

7 VOCABULARY BOOSTER Now practise Qualities of a friend vocabulary on page 105.

	Choose the correct alternative.	4 Complete the sentences with for, since, ever, never, just,
	1 My family <b>came / has come</b> to the UK six months ago.	already or yet.
	2 Sami didn't make / hasn't made any new friends yet.	1 Leah has played the guitar she was young.
	3 When did you come / have you come to live in the UK?	2 Luke has texted me – he's waiting for us.
	4 Jas never took / has never taken an interest in maths	3 I haven't seen the new Star Wars film, but
	since he failed his exam three years ago.	I'm going next week.
	5 Did Imran join / Has Imran joined the cricket team	<b>4 A</b> Have you been to the US?
	last year?	<b>B</b> No, I'vebeen abroad.
	6 I was / I have been friends with Ko on social media	5 Bukayo has been away from school with flu
	before we met.	two weeks.
	<ul> <li>Petra arrived / has arrived home five minutes ago – she has just sent me a text.</li> </ul>	6 Dina is only 15 years old, but she has written her first novel.
		writterriier iiist novet.
	8 Did you ever live / Have you ever lived in a different country?	5 Complete the text with the words and phrases below.
2	a Complete the podcast interview with the correct form	
	of the verbs and other words in brackets.	
	A So, Tonya, tell us about your best friend.	A A A STATE OF THE
	B 11 (know) Ella for five years. She	
	2 (be) my best friend since our first day	
	at school.	The same of the sa
	<b>A</b> How <sup>3</sup> you(do / meet)?	finished happened has become have had
	B We 4 (sit) next to each other in class. The	have never stopped have said haven't watched
	teacher 5 (say) something and we both	helped made ran since told was yet
	6(laugh). We <sup>7</sup> (realise) then	Friends 1 an American TV comedy series which
	that we had the same sense of humour.	for ten years. It 3 one of the
	A 8you (have / ever) had an	most popular TV series ever. It 4 the story
	argument?	of six young people living in New York, and the different
	B No. We get on really well. She <sup>9</sup> (never / lie)	things that 5 to them. Viewers loved the
	to me – she 10 (always / tell) me the truth.	characters and the series 6 big stars of the
	And she <sup>11</sup> (be) very kind to me last year	main actors – all of them 7 successful film
	when my mum was ill. She 12 (give) me a lo	t and TV careers 8 the series ended. Although
	of support then, and I really miss her now.	Friends 9 in 2004, people 10
	A Why is that?	watching it. Many people 11 that watching
	B We 13 (just / move) house because of my	Friends 12 them improve their English. If you
	father's work – he 14 (start) a new job	13Friends 14, you really should
	last month.	try it.
	<b>A</b> 15 you (have / find) a new	6 Rewrite the sentences using the present perfect and the
	best friend yet?	word in brackets.
	B No!   16 (make) friends with a few people	1 Jo lives in Rome. She came to live there six years ago. (for)
	already, but Ella will always be my best friend.	Jo
	<b>b 10 2.02</b> Listen and check your answers.	2 Kai's grandfather has not used a mobile phone in his
	Complete the sentences with the verb in brackets. Use	whole life. (never)  Kai's grandfather
	the past simple in one sentence and the present perfect	
	in the other.	3 At any time in the past, have you been really frightened?
	<b>1</b> A I my best friend on holiday last year.	(ever)
	(meet)	Have you?
	B you any interesting	4 Sara and Leona are both dancers. They started dancing
	people yet? (meet)	in 2019. (since)
	2 A When your family in	Sara and Leona
	London? (live)	5 Ben bought a new jacket a few minutes ago. (just)
	B Sam in the same house all his life. (live)	
	<b>3 A</b> I the piano when I was younger, but I gave up last year. (play)	6 My friends are going to the new Star Wars movie, but I saw it last week. (already)
	B Mia loves rugby – she it for years. (play)	My friends are going to the new Star Wars movie, but
	4 A That new pizzeria is brilliant. We there	
	three times. (go)	7 Josh said he would call me before 8.00. It's 8.30 and I'm
	B   to see the new Avengers movie on	still waiting. (yet)
	Saturday – I really enjoyed it. (go)	Josh











WRITING
A forum post

**DOCUMENTARY**Farhana's rafikis

**VOCABULARY BOOSTER P114-115** 



1 Nork in pairs. Discuss the questions.

1 Put the words below in order of how important they are for a friend to be.

clever funny good-looking honest kind talkative

- 2 Why are you friends with some people and not with others?
- 3 What is special about your friends?
- 2 (2.01) Watch or listen. Which would be the best title for the video: A, B or C? Why?
  - A How many close friends have you got?
  - B What does it mean to be a friend?
  - **C** How easy is it to make a friend?

3	2.01 Complete the sentences with one or two
	words, a number, a place or a name. Then watch or
	listen again and check your answers.

1 \_\_\_\_\_ thinks that a real friend is somebody who is there all the time.

2 Max has got \_\_\_\_\_ really good friends and \_\_\_\_\_ best friend.

3 Max has been friends with Lewis since \_\_\_

- 4 Max broke his leg \_\_\_\_\_ of years ago.
- 5 Isobel has been friends with Yasmin for \_\_\_\_\_\_years.

22 Unit 2

# 3 LISTENING

1 What can you remember about the Student's Book listening? Replace the underlined words with the paraphrases below.

did a part-time job do him a favour earn money learned an important lesson made a difference to put your mind to it

Tanner's friend Brandon had a	disability and needed			
an electric wheelchair. Brando	on was a good friend so			
Tanner decided to 1	<u>do something to</u>			
help him. He wanted to 2	get paid so that			
he could buy Brandon a new v	vheelchair. After school,			
Tanner 3 worked	l a few hours a week at a			
local car mechanic's. After two	years, he bought the new			
wheelchair. It has really 4had a positive				
effect on Brandon's life, but Tanner has also 5				
understood something impor	tant: that if you <sup>6</sup>			
try really hard to do something	try really hard to do something, you can do anything!			

2 Read the website extract and look at the photo. What qualities do you think a good mentor needs?

Home Get to know us Mentoring

Friends for Youth is an organisation that matches
mentors with teenagers who are going through a
difficult time. These mentors have helped thousands of
young people and changed their lives for the better

Get Involved



mentor - someone who gives a younger or less experienced person help or advice over a period of time

3	You are going to listen to interviews with two young
	people, Jayden and Sarah, who have been helped by
	Friends for Youth. Tick ( ) the questions you think the
	interviews will answer.

1 Why did Jayden and Sarah need a mentor?

2 How did Friends for Youth choose their mentors?

**3** How have their mentors helped them?

**4** What makes a good mentor?

**5** Why do people become mentors?

# 4 2.03 Listen to the interviews and check your predictions from Ex 3.

# 5 ② 2.03 Listen again and answer the questions.

- 1 How long has Stephen been Jayden's mentor?
- 2 What was Stephen the first person to do?
- 3 What was the first thing Stephen and Jayden did?
- 4 What has happened to Jayden's school grades?
- 5 Why was Sarah angry?
- **6** Why has having a mentor been great for Sarah?
- 7 What did Sarah and Lisa do the first time they met?
- 8 What makes a good mentor, according to Jayden?

### **STRATEGY** Paraphrasing

When you listen to a recording, speakers often use different words and phrases than those used in the task on the page. It is important to recognise different ways to express an idea.

- 6 **3 2.04** Read the strategy above. Then read and listen to eight extracts from the interviews. Note down the actual phrase the speaker used instead of the underlined words.
  - 1 I was performing badly at school.
  - 2 He has encouraged me to try <u>activities I haven't done</u>
  - 3 Fishing is still my favourite activity.
  - 4 Since we started spending time with each other, my grades at school have improved.
  - 5 I needed someone in my life who was reliable.
  - 6 I knew I could be completely honest with her.
  - 7 We've been to the fair that was really enjoyable.
  - 8 We've always enjoyed each other's company.
- 7 Rewrite the sentences using the correct form of the phrases below.

be into the same things cheer (sb) up give support have the same sense of humour show (sb) respect take an interest in

1	Ash and Tom enjoy similar interests and activities
	Ash and Tom

2	My dad and	always laugh at similar things.
	My dad and	

- 3 Lisa asks me lots of questions about my hobbies. my hobbies.
- 4 My best friend always makes me feel happier. My best friend\_
- 5 Marc has helped Aaron a lot since he broke his leg.
- 6 I think you should be polite and treat people well.
- I think you should \_
- 8 a 10 2.05 PRONUNCIATION Read the sentences out loud to yourself. Underline the sounds you think will be schwa sounds. Then listen and check your answers.
  - 1 Lisa's changed my life for the better.
  - 2 Have you ever been to London?
  - 3 I was excited to meet them.
  - 4 I can count on him to support me.
  - 5 Did you go to the cinema yesterday?
  - 6 My mentor never tells me what to do.
  - **b** ② 2.05 Listen again and repeat the sentences.

22 Unit 2

1	Match th	ne quotes	to the ad	jectives to	describe	feelings.
---	----------	-----------	-----------	-------------	----------	-----------

ashamed awkward bothered jealous pleased proud stressed upset

- 1 'Our teacher was happy and satisfied with our project.'
- 2 'I don't like Laura but I wish I was as popular as her.'
- 3 'I'm nervous about my exams I can't relax.'
- 4 'I've lost my favourite jacket I'm really sad about it.'
- 5 'I find it hard talking to new people it makes me feel shy and uncomfortable.'
- 6 'I've won the school essay prize my mum is really happy about it!' \_\_\_\_\_
- 7 'I wish I hadn't laughed at Tom I feel really embarrassed that I hurt his feelings.' \_\_\_\_\_
- 8 'I was a little bit annoyed that I didn't get a better score in the test.'
- 2 ② 2.06 Listen to three students talking about a new student in their class.
  - 1 What do the speakers say about ...
    - · how they feel towards their class's new student?
    - · how their classmates feel towards the new student?
  - 2 Which of the new students had difficulty making friends?
- 3 Read the next part of the students' comments about each of the people in Ex 2. Write which one of the comments A–D completes them. There is one comment you don't need.

# COMMENTS

But somehow, Laura decided that she and I would get on well with each other. She made an effort to talk to me. And slowly, we've become good friends. She is actually a really kind person – not selfish at all. She takes an interest in me and my family, and she has given me a lot of support when I've had problems at school. I know I can ask her anything and she will always tell me the truth. She's extremely honest. Being friends with Laura has made a big difference to my life. I guess from Laura I've learned that ... 1\_\_\_\_.

After a few minutes, it was clear that we had the same sense of humour. Kyle is one of the funniest people I've ever

met – he can make a joke about anything. He has always cheered me up when I've been sad. And I've given him support when he's needed it, too. It's easy to understand Kyle if you listen carefully, and he's really intelligent. I know some people have bullied him. That's not OK, so we're working on that. But he's always really positive. I've learned from Kyle that ... 2\_\_\_\_.

Since then, our teacher has encouraged some of us to take an interest in Mina's culture. We asked her questions about what she liked and discovered that we are into some of the same things, like music and make-up. Mina was so pleased that we wanted to know about her. We've learned that she wasn't rude – she was just shy and her English wasn't very good at first. Also, she's never been in a school with boys before – that's not allowed in her culture. And she's never done any sports or social activities, so she got quite stressed when we invited her to join in. I think that I've learned from Mina that ... 3

- A '... we need to show respect to other cultures and try to understand them. If you take time to get to know someone from another culture, you may find they're not as different as you think.'
- **B** '... people who are different should try harder to fit in with everyone else, and not make other people feel awkward.'
- **C** '... we are not responsible for what happens to us in life but we are responsible for how we react to it.'
- D '... you shouldn't judge people by their appearance - you have to get to know them before you make decisions like that.'
- **4** Read comments A–D again and decide which ones you agree with.
- 5 ② 2.06 Listen and read again. Put these pieces of advice into the DO or DON'T column in the table.

ask them questions be unkind to them get to know them ignore them judge them by their appearance laugh at them make quick decisions about them make them feel awkward show them respect take an interest in them talk to them

DO	DON'T

6 Complete the sentences with advice from Ex 5.

When you	meet	someone	for the	first time

T	you should			
2	vou shouldn't			

3 it's a good idea to \_\_\_\_\_

4 it's not a good idea to \_\_\_\_\_

5 they would appreciate it if you \_\_\_\_\_

6 they would not appreciate it if you \_\_\_\_\_

7 the best thing you can do is \_\_\_\_\_

8 the worst thing you can do is \_\_\_\_\_

9 I would recommend that you \_\_\_\_\_

**MEDIATION** A friend has sent you a text saying they have a new student in their class who is very quiet and is not making new friends. Your friend asks you for some advice on how to help them. Reply using the information in this lesson.

# 2.2 GRAMMAR

# Finding friends far from home

Across the world, around 35 million people under the age of 20 have left their home countries for a new life in a different country.

Imran was sixteen when he left Pakistan and moved to the UK.



'I've been here for about a year. We came when my father got a job here. It hasn't been easy. Making friends has been difficult and not everyone has shown me the same respect. But I've loved cricket since I was little and have just joined a local team, and I've started hanging out with some boys there.'

Marta's seventeen. Her family moved to the USA from Spain



'When I started school, I decided to make friends by asking my classmates for help with my English. People like that I've taken a real interest in the country, and I've already made a few new friends. Starting a new life can be difficult, but I haven't had any problems yet.'

# Present perfect and past simple

- 1 Look at the photos and the title of the text. Write one question you think the text will answer.
- 2 Read the text and find out if it answered your question.
- 3 Find examples of the past simple and present perfect simple in the text. Then complete the rules below with present perfect or past simple.

Preser	nt nerf	ect and	nast si	mnle
				111916

# **●** Grammar animation

- 1 We use the \_\_\_\_\_\_\_ to talk about events that happened at specific times in the past. We often use it with phrases like *last year*, *two weeks ago, in 2020.*
- 2 We use the \_\_\_\_\_\_ to talk about life experiences, events and situations at times in the past that are not specific.
- 3 We use the \_\_\_\_\_\_ to talk about events in the recent past connected with the present.
- **4** We use the \_\_\_\_\_\_ to talk about the length of time a situation lasts.

### GRAMMAR BOOSTER P134

- 4 Match the examples in the text to the rules above.
- 5 Complete the sentences with the past simple or present perfect form of the verbs in brackets.

1	We	each other <b>f</b> o	or ages. (know)
2		e really er. (not get on)	/ with
3		with each oth	ner <b>yet</b> . (not fall out)
4	A Is Rebe	ecca here?	
		as here a minute ago, just	
5	argument	you <b>ever</b> ts? (have)	any massive
6		into the same things, friends?	
7		Can you take the rub	
		Dad. (do)	

6 Complete the rules below with the words in **bold** from Ex 5.

# for | since | just | yet | ever | already

- 1 We use *since* to talk about when an event or situation started. We use \_\_\_\_\_\_ to talk about the length of time of an event or situation.
- 2 We use \_\_\_\_\_\_ to ask about life experiences and never to reply negatively.
- **3** We use \_\_\_\_\_ when something happened a very short time ago.
- **4** We use \_\_\_\_\_\_ to say something happened earlier than we expected.
- **5** We use \_\_\_\_\_ with questions and negative sentences to talk about things we expect to happen.

### GRAMMAR BOOSTER P134

- 7 Choose the correct alternative.
  - 1 A Have you ever / yet met my sister?B No, I've never / yet met her, but I met your brother last week.
  - 2 Tim was here a minute ago, but I think he's yet / just left.
  - 3 I've **never** / **already** finished my maths homework, but I haven't done my science homework **yet** / **already**.
  - 4 We've lived in this house **for** / **since** 2017, but we've lived in this village **for** / **since** ten years.
- 8 2.05 Listen to a story. Then complete the summary with the past simple or present perfect simple form of the verbs below and the other words.

already visit argue ask just go know meet not get on not have not visit since think yet

Liz 1	Sarah <sup>2</sup>	2015. They	,
3	on holiday in Moro		
to borrow Sa	rah's clothes. At first, t	hey 5	very well
and they 6	quite a bit	t. But they <sup>7</sup>	an
argument sin	ce then. Both Sarah a	nd Liz love travell	ing and they
8	20 countries togeth	ner, although they	1
9	the USA 10		
They 11	to Paris. Liz	had a great time	, but she
12	it was really expe		

- 9 THINK & SHARE Work in pairs. Talk about a friend you know from school, your neighbourhood or online. Talk about ...
  - how you met and how long you've known each other.
  - a problem you've had in your friendship.
  - what you've learned about your friendship since then.

ı	Cł	noose the correct alternative: A or B.
_		I've to give up my Saturday job – I don't enjoy it.
	_	A been deciding  B decided
	2	She's really hot because she's tennis all afternoon.
	_	A been playing B played
	3	Sorry I'm late – have you long?
	3	A been waiting B waited
		A been waiting b waited
ñ	pp (	
Ŋ.	W,	
Û	47	
7	m	
A	M	and the state of t
Ŋ	W	
Ħ	福	TOTAL ST.
A	И	
0.1		
	4	I can't put this novel down – I've it all day!
		A been reading B read
	5	'How long have you the piano?' 'About three years.'
		A been learning B learned
	6	I feel bad – I haven't with Lena since she
		moved away.
		A been keeping in touch B kept in touch
2	Ti	ck (✔) the sentences that are correct and correct the
	or	nes that are wrong.
	1	Pablo has missed the bus, so he'll be late for football
		training.
	2	I've tried to call Megan all afternoon, but there is no
	_	reply.
	3	They're really tired because they've been working
	4	hard all day.
	4	I've seen that film already, but I don't mind going to see it again.
	5	Lucy met Eva on their first day at school, so she's been
	5	knowing her for ten years.
	6	Something smells good – have you cooked?
		Leyla hasn't had her new phone long, and she's still
	·	getting used to it.
	8	Where is Jan? I haven't been seeing him all day.
3		
5		omplete the dialogues with the present perfect simple or esent perfect continuous form of the verbs in brackets.
		A Has Liam been in touch with you?
	-	B No, and I (try) to contact him all afternoon.
		A I hope he remembers to come to band practice tonight.
		B I (remind) him three times this week
		already.
	2	A Did you decide on the subject of your project?
	_	B Yes, and I (write) it all week.
		A And have you finished it?
		B Yes, but I (not send) it to my teacher yet.
	2	A Are you enjoying the film?
	J	B To be honest, I (not watch) it.
		A Why not?
		A Willy Hot:

**B** Because I \_\_\_\_\_ (see) it before. I realised that

after two minutes.

4		Nrite complete sentences using the present perfect simple or present perfect continuous.				
		come / to this gym / for over a year.				
		re been coming to this gym for over a year.				
		I / catch up / with my friends online / all evening.				
	2	How long / you / know / Sami and Milo?				
	3	My dad / not see / any of the <i>Star Wars</i> movies.				
	4	Where have you been? I / try / to call you / for ages.				
	5	I / not be / in touch with Leila / since the weekend.				
	6	I / meet / her brother. / He's really nice.				

present perfect continuous form of the verbs below.

| already take be (×2) explore get go training join just move look for not do not keep

not make pass rain spend try

Hi everyon	ie,
So, it <sup>1</sup> two months s to Scotland. I know I <sup>2</sup> everyone. Sorry about that – I <sup>3</sup> over the last few weeks.	ince we moved _ in touch with
We <sup>4</sup> into our new ho I <sup>5</sup> not to fall out with got the best room!	
School started last week and I <sup>6</sup> exam. It was OK – I think I <sup>7</sup> elot of homework, so I <sup>8</sup> evenings studying. Socially, I <sup>9</sup> a few people, but I <sup>10</sup>	it. We get a a lot of time in the to know
I <sup>11</sup> much running red isn't so good. It's cold, and I think it every day since we got here. But I <sup>13</sup> local football club and I <sup>14</sup> couple of nights a week since the back At the weekends, I <sup>15</sup> interesting, with some great shops.	a a a a a a a a a a a a a a a a a a a
to buy a new guitar, so   <sup>16</sup>	for a Saturday

6 Complete the sentences so they are true for you. Wr sentences in the present perfect simple and two ser in the present perfect continuous.		
	1	In the past year I have
	2	Recently I have
	3	Since I started school I have

4 I have just \_\_\_

# READING

1 What can you remember about the Student's Book text? Complete the sentences using the words below.

	less likely often reduce similar to the same
1	People who spend time with their friends are to get sic
2	Spending time with friends can help stress.
3	We are more likely to be friends with people with genes that are ours.
4	People who are friends often like smells.
5	People who are friends have very different immune systems.

- 2 1 2.07 Read the title of the article and look at the photo. Which of the following would you expect the article to include information about? Read the article quickly and check your ideas.
  - Why some animals live in groups and others don't.
  - · How and why animals form friendships.
  - · The size of a typical human community.
  - · The advantages of being in a close community.
  - · How to make friends online.
  - · Why social media is bad for real friendships.

# Friendship has a limit

You can't have more than 150 friends your brain isn't big enough!



- According to Professor Robin Dunbar of Oxford University, the total number of friends you can have is 150. Professor Dunbar has spent much of his career studying the behaviour of groups of primates to find out how it is influenced by their biology. He has identified a relationship between the size of the brain and the size of the social group. In simple terms, getting on with lots of other individuals is complex. Therefore, to live in larger social groups, you need a larger brain. In primates generally, there is a natural group size of 150, and this has become known as the 'Dunbar number'.
- Living in a close community, where everyone looks out for each other, means that all members of that community have a better chance of surviving. For most modern humans, 150 is the largest number of people they can have a social relationship with, although these won't all be close friends. Thousands of years ago, when we lived in small, closely connected groups, 150 was also the size of a typical community. People relied on each other for their survival, co-operating to hunt and find other resources. This hasn't changed much throughout history: historical records in Britain have shown that until the 19th century, the average size of a village was still 150.
- With social media, it's possible to keep in touch with more than 150 people online. However, I've been looking at some recent research by an American university, which suggests that the total number of friends hasn't actually increased for many people. It says that online relationships are often less close than personal friendships in the real world. However, they take a similar amount of brain power. So people who spend a lot of time and energy maintaining their online relationships find that they have done this at a cost to their real-life friendships. Also, they have realised that some of the experiences they have in common with real-life friends - like dancing, laughing, eating ice cream or watching a film - keep these friendships strong. As a result, many people - me included - haven't been spending so much time on social media recently!

- 3 Match the questions to the paragraphs (A–C) they introduce. There is one question you don't need.
  - 1 Has the situation changed with the internet?\_
  - 2 Why has the Dunbar number changed over time? \_\_\_
  - 3 How many people can you have a meaningful social relationship with? \_
  - 4 Why have humans evolved to live in social groups?

# **STRATEGY** Recognising register

When you read a text from an unknown source, it's useful to understand the register (how formal or informal it is) and tone. Informal texts are often written in a more personal, 'chatty' style; they use more rhetorical questions, informal words and phrases, personal examples and speak directly to the reader.

Formal texts use fewer personal pronouns, personal opinions and examples, and more formal or academic language.

- 4 Read the strategy above. Then read these sentences from the article. Do you think they are formal (F) or informal (I)?
  - A Professor Dunbar has spent much of his career studying the behaviour of groups of primates to find out how it is influenced by their biology.
  - B However, I've been looking at some recent research by an American university, which suggests that the total number of friends hasn't actually increased for many people.
  - C As a result, many people me included haven't been spending so much time on social media recently! \_
- 5 Read the article again. Decide if the statements are true (T) or false (F), according to the writer. Correct the false statements using information from the article.
  - 1 Professor Dunbar has spent his career studying human behaviour.
  - 2 Animals that live in large social groups need bigger brains than other animals.
  - 3 Humans evolved to live in small social groups as a way to stay alive. \_
  - 4 The size of a typical human community has not stayed the same over time. \_\_\_
  - 5 People who use social media often have closer relationships with their online friends.
  - 6 Real-life friendships are stronger because of common experiences. \_\_\_
- 6 MEDIATION You have a friend who spends a lot of time on social media. He has written to you saying he's feeling sad because he thinks he doesn't have any real friends. Write to him with two pieces of advice about friends and social media, using ideas in the article.

1 Read the post on a school website. What is the competition about? What do students have to do to enter the competition?

# SCHOOL NEWS > COMPETITION

# Competition for all students! Fantastic prizes!

Next term we will welcome our first group of exchange students from China. We want your ideas for how to make them feel really welcome here at Hilltop High School. Tell us what you think we need to do to make their visit useful and enjoyable - before they come, while they are here, and after they leave. Prepare a short presentation of your ideas for the teachers and students on the School Exchange Committee. The three best presentations will win a prize and we will post videos of them on the school website for everyone to watch. Good luck!

- 2 You are going to listen to a presentation by a student called Mia. Look at the possible ideas in her notes.
  - 1 Which ideas do you think Mia will mention?
  - 2 Which ones would happen before, during or at the end of the exchange visit?
  - A have a welcome party for visitors
  - B set up a social media group
  - C create an information pack about the school
  - D post short videos about life as a UK teenager on school website
  - E ask visitors to teach them some typical Chinese things
  - F organise a sports competition



- 3 (a) 2.08 Listen to Mia's presentation. Which ideas from Ex 2 did she mention?
- 4 1 2.08 Complete the script with one, two or three words. Then listen again and check.

My name's Mia. In this presentation, I'm going to \_ my ideas for next term's visit by Chinese exchange students. First, I'd like to \_ talking about what we could do before the students arrive, 3\_ ideas for activities while they are here. Finally, I'll talk about what we can do after they have returned home.

, let's talk about what to do before our guests come to the UK. It's really important that they know something about life as a teenager in the UK so they can see how similar our lives are. 5\_

what subjects we study at school and how much homework we have; what kind of things we are into; what family life is like. My idea is to make some short videos in simple English

and post these on the so students to watch. We've		the Chinese what
to do before they arrive,	so let's 7	25
to ideas for while they ar welcome party so that w it's important that we ta could ask them to teach	ve all get to know ke an interest in t	each other. Also, heir culture, so we Chinese things – fo
or how to cook their favo	ourite Chinese dis	h.
9	_, at the end of th	e exchange, we
could set up a social me them after their visit. We of their experience, and next group of students.	e can also ask ther how we could imp	m what they think prove it for the
	, there is a lot w	
welcome our Chinese gu decide what is most imp So, those are my ideas. T	oortant to make th	nem feel welcome.

# STRATEGY Planning a presentation

Start off by brainstorming ideas for your presentation. Make notes of the three best ideas you want to include and then plan the order of your talk. Don't forget to include an introduction and summary.

- 5 Read the strategy above. You have decided to make a two-minute video for exchange students coming to your school from the UK. You want to show them what school life is like for you and your friends.
  - 1 Decide on the most important information you want to include.
  - 2 Decide the order in which you want to present the information.
  - 3 Make notes in the table.
  - 4 Decide which signposting phrases from the Student's Book you want to use and add these to the table.

	Your ideas	Phrases
Introduction		
Point 1		
Point 2		
Point 3		
Summary		

- 6 Now write your script. When you have finished, check that you have included ...
  - a short introduction that explains the topic.
  - · three separate ideas, with examples where suitable.
  - a summary of your ideas and concluding sentence.
  - · signposting phrases.

- 1 How do you think life was different for your grandparents when they were your age? Think about things such as friendships, communication, relationships with their family and money.
- 2 Read the blog post quickly and check if any of your ideas in Ex 1 are mentioned.



### FORUM

# How has life changed from when your grandparents were young?

- When my grandmother was a teenager, she used to go to an all-girls school she didn't know any boys, and she wasn't allowed to go out with her friends. She had to show her parents a lot of respect as she relied on them for everything. Her sisters were older and she didn't have a lot in common with them.
- B Things have changed a lot. My parents take an interest in my social life and enjoy getting to know my friends, but they still worry about me, as well as doing a lot for me for example, helping with my homework. However, they've always respected my privacy and I rarely fall out with them. I definitely have more freedom than my grandmother.
- For instance, it wasn't easy for her to keep in touch with friends because there were no mobile phones. We can just send a text if we want to catch up. Also, I have friends of both sexes I get on well with the boys in my school, although my best friends are all girls. My grandmother had to ask her parents for money if she needed anything I can look after myself since I have a Saturday job.
- To sum up, I feel very lucky to be a 21st-century teenager. My parents have always supported me and I know I can turn to them if I have a problem.
- 3 Read the strategy below. Then match the writer's notes to paragraphs A–D.

### **STRATEGY** Using paragraphs

When you write a text, use paragraphs to give your writing a clear structure. Use this structure for a text about how experiences in life have changed.

Paragraph 1: start with a description of the experience in the past.

Paragraph 2: explain how things changed.

Paragraph 3: provide an example to support the idea in paragraph 2.

Paragraph 4: finish with a summary and end on a positive note.

- 1 Paragraph \_\_\_\_ examples of some of the ways that teenagers today have more freedom - friendships, communication, having own money.
- 2 Paragraph \_\_\_ summary feel very lucky to have so much freedom and supportive parents.
- 3 Paragraph \_\_\_\_ description of grandmother's life where she lived, school, friendships, relationships with family.
- 4 Paragraph \_\_\_ changes or differences between my life as a teenager and my grandmother's experience more freedom.
- 4 Think about the linking words in the Student's Book. Find examples of these in the blog post.
- 5 Rewrite the sentences using the words in brackets.
  - 1 I don't ask my parents for money. I have a Saturday job. (since)
  - 2 Teenagers had less freedom in the past. They were probably safer. (however)
  - 3 Tom's mum does everything for him. She always checks his homework. (for instance)
  - 4 Jaz relies on her friends for support. Her family don't help her. (because)
  - 5 Chloe doesn't play football. She enjoys watching it. (although)
  - 6 Leo and Ed are best friends. They are brothers. (as well as)
- **6** You are going to write a forum post in answer to the question below. Read the strategy again and make notes in the table to plan your post and organise your ideas into paragraphs.

How have your parents' lives changed since they were kids?

Paragraph A	
Paragraph B	
Paragraph C	
Paragraph D	

- 7 Write your forum post.
- 8 CHECK YOUR WORK Did you ...
  - organise your ideas into paragraphs?
  - include linking words from this lesson?
  - use vocabulary from this unit?
  - use the past simple and present perfect correctly?

### Grammar

- 1 Choose the correct alternative.
  - 1 Toni and I met when we were in primary school. We have been / were friends ever since.
  - 2 George and Ewan never got on well with each other. They didn't have / haven't had the same sense of humour.
  - 3 Did you ever play / Have you ever played Call of Duty? It's a really competitive game.
  - 4 I have made / made friends with Maria online six months ago, but we've never actually met.
  - 5 When Bako was younger, his parents always took / have always taken an interest in his school work.
  - 6 I got a message from my sister last night, but I didn't reply / haven't replied yet.
- 2 Complete the sentences with the verb in brackets in the correct form: present perfect simple or continuous.

1		oks really old. Ho	
		you	_ (have) it?
2	I'm sorry my h	ands are so dirty	-1
	-	(mend	l) my bicycle.
3	Tonya		(revise) for her
	exams all wee	k and now she's r	eally tired.
4	They	just	(come)
	back from hol	iday. They had a g	great time.
5	I don't know Z	Zahra very well – I	
	only	(meet) her a	couple of
	times.		
6	They	(	clean) the
	house all mor	ning and they still	haven't
	finished.		

# Vocabulary

- 3 Match 1-6 to A-F.
  - 1 Ebba's parents have always given her \_\_\_
  - 2 It's important to get on well \_
  - 3 My two best friends showed me \_\_\_\_
  - 4 We're friends because we're both into \_\_\_\_
  - 5 | know | can rely on Kat to be \_
  - 6 My grandmother says people should always be\_
  - A loyalty by texting me every day when I was ill.
  - **B** honest with me and always tell me the truth.
  - c kind to everyone, whoever they are.
  - **D** support with her school work.
  - **E** the same things, like music and dancing.
  - F with everyone if you can.

4 Complete the text with the phrases below. Use each expression once only. There are two phrases you don't need.

catch up co-operate with fall out fond of get on with get to know have a lot in common rely on

I've just been on a te	am-building course for	my summer job. To
be honest with you, I was	sn't looking forward to i	t because I'm not very
1 training of	courses like this. I alway	s worry that I'll be stuck
with a group of people th	at I don't 2	with. However, I've
been thinking about the	course since I got home	e, and I've realised that
I quite enjoyed it. For a st	tart, everyone made an	effort to be friendly and
3each oth	er. Taking part in the firs	st day's activities really
helped us 4	_ each other better - ar	nd ourselves, maybe. For
example, in one activity v	we had to work in teams	s to move some equipmen
across a river. I had to 5_	my teamr	mates to find a solution to
the problem, and it made	me realise that it's OK	to 6 other
people sometimes. I don	't have to do everything	g myself.

5 Write two sentences using the two phrasal verbs you didn't use in Ex 4.

### **Cumulative review**

6	Choose the correct alternative: A, B or C.		
	Will	Ні Ка	ty, you look really tired. What's up?
	Katv	1	well recently. The problem is, 12

something stupid and I'm really worried about it.

I see. So what 3\_ Will

**Katy** There was a party last Saturday. Everyone was having a really great time. I took some photos of my best friends dancing. The next day \_ the photos with a couple of people who weren't at the party, and someone posted them on social media.

Will Who did that?

Katy I don't know – it wasn't me. But people 5\_ comments about my friends for the last few days. They're really upset.

Do they know it was you that took the photos? Will

Katy No, I haven't spoken to them 6\_ \_ the party. I'm too frightened - I don't want to 7\_ out with them. They're \_\_\_\_ them for years. my oldest friends - I 8\_\_\_\_

Well, you've 9\_ Will \_\_ said it wasn't your fault the photos ended up online. I think you need to 10\_ friends and tell them the truth. I'm sure they'll understand.

1 A didn't sleep B haven't slept 2 A did B 've done

3 A happened **B** has happened

B for

4 A 've shared **B** shared 5 A made **B** have made

6 A since 7 A get

8 A knew 9 A already

10 A co-operate

B fall B 've known

**B** never **B** be honest C haven't been sleeping C 've been doing

C has been happening

C 've been sharing

C have been making C ever

C keep C 've been knowing

C yet C catch up

### **REFLECT** Think about the following questions.

- 1 Which lesson in this unit did you find most interesting? Why?
- 2 Which of the grammar points did you find most difficult?
- 3 What can you do to help you practise giving advice?
- 4 What did you find easiest about giving a presentation? What did you find most difficult?

# Reading

# **EXAM STRATEGY**

When you have a reading task with multiple-choice comprehension questions, some questions will be about the whole text, and others will be about details. Make sure that you can skim (read a text quickly for the main ideas) and scan (find specific information quickly). These are important skills which will help you in the exam.

- 1 Read the strategy above. Then read the exam task in Ex 2 and look at questions 1–5. Which questions are about the whole text? Which questions are about details? Which questions will you skim the text for? Which questions will you scan the text for?
- 2 Read the text about a Social Centre. For each question, write the correct answer (A, B, C or D).

# Social Centre for Teenagers

Are you interested in taking up a new hobby? Do you want to learn a new skill? Maybe you just want to meet people and make new friends? Well, the Milltown Teen Social Centre may be exactly what you're looking for.

Come along to the centre at any time – you don't need to make a special arrangement to visit. We're open every day except Monday, from 6.00 p.m. until 10.00 p.m.

One of our team of friendly staff will talk to you and explain how things work. They'll ask you to fill in a questionnaire so that we can find out a bit about you and what you're interested in. We offer a wide variety of different activities, so there's sure to be something that will appeal to you.

Our regular weekly classes include photography, cooking, art and music. Each class lasts for two hours with a fifteen-minute break. We offer music lessons for the guitar, drums, piano and violin. You need to bring your own ingredients for the cookery classes, and we provide a shopping list of what you'll need the week before. Don't worry if you've never done these activities before – we have classes aimed at beginners as well as those with more experience.

Every month we have a talk from an expert speaker and twice a year we have an open day for the public. This includes an exhibition of the art and photography that the teenagers have produced over the last few months, as well as concerts. It's always a great day and lots of fun for everyone.

We also organise weekend trips. Some of these are local, for example to museums or art galleries, but we also arrange minibus trips to other towns for daytime walks or evening concerts. You can find details of weekend trips in our monthly magazine, which is also available online. While we don't have suitable spaces or equipment for playing sport or doing exercise, we can recommend other clubs and organisations for anyone who's interested.

And if you or someone you know has a skill to share, we really want to hear from you! We're always looking for new people with new ideas to come along and give a talk about a subject they know about. You just have to be enthusiastic! We look forward to meeting you soon!

- 1 What is the aim of the text?
  - A To explain the history of the centre.
  - B To encourage people to join the centre.
  - **C** To provide information for students studying at the centre.
  - **D** To recruit more staff to work at the centre.
- 2 To join the social centre, you should first ...
  - A make an appointment.
  - B visit the centre.
  - **C** complete a questionnaire online.
  - D call the centre.
- 3 For the cookery class, you will ...
  - A need some previous experience.
  - **B** need to bring a shopping list to the class.
  - c need to go shopping before the class.
  - **D** not need to do any preparation.
- 4 What can you NOT learn at the centre?
  - A How to play basketball.
  - B How to use a camera.
  - C How to play the violin.
  - D How to draw and paint.
- 5 How often does the centre have an exhibition of students' work?
  - A Every month.
  - B Every two months.
  - C Every two years.
  - **D** Two times a year.

# **Speaking**

### **EXAM STRATEGY**

When you talk about a photo, only talk about ideas or things connected with what you can see. Don't talk about ideas or things outside the photo.

- 3 Read the strategy above. Then look at the photo in Ex 4. Which two of these things should you <u>not</u> talk about?
  - 1 who the people are
  - 2 where the people are
  - 3 the benefits of owning a pet
  - 4 how much it costs to own a pet
  - 5 what the people are wearing
  - 6 how cats communicate with each other
  - 7 the relationship between the people
  - 8 how the people are feeling
- 4 Work in pairs. Take it in turns to talk about the photo below.



# 2.12 HOW TO LEARN VOCABULARY

# **Phrasal verbs**

**1** Look at the sentences. Is the meaning of *eat* the same in each one?

This cake is delicious! I'm going to **eat** it all.

Shall we **eat** out tonight? There's nothing in the fridge.

# **LANGUAGE FOCUS** Literal and non-literal phrasal verbs

A phrasal verb consists of a verb and one or two particles. A particle can be a preposition (e.g. *after, by, with*) or an adverb (e.g. *away, down, out*).

Sometimes it's possible to guess the meaning of a phrasal verb by looking at the verb and the particle(s). We call these literal phrasal verbs.

eat - to have a meal

out - not at home

eat out - to have a meal in a restaurant

Sometimes it's not possible to guess the meaning. We call these non-literal phrasal verbs.

look - to turn your eyes to see

after - following in time, place or order

look after - to take care of

2 Read the language focus above. Then look at the phrasal verbs below. Do you know what they mean? Check them in a dictionary if necessary. Then tick (✓) the ones that are non-literal.

cheer up	
fall out	
fall down	
find out	
get on	
help out	
put up	
stand up	

3 Now replace the <u>underlined</u> words in the sentences below using the phrasal verbs from Ex 2.

1	Be careful! There is a lot of ice on the ground and you
	might suddenly stop standing
	and break a leg.
_	And the second of the second o

2 We couldn't <u>build</u> \_\_\_\_\_ the tent in the dark.

3 I like to get on my feet \_\_\_\_\_ and move around when I'm thinking.

4 Does Dave ever <u>have arguments and get angry</u> with his friends?

5 Alberto doesn't <u>have a very friendly relationship</u> with his brother.

6 Come on, it's not so bad. Try to <u>become less sad</u>

7 It's going to be difficult to <u>discover</u>
\_\_\_\_\_ who did that.

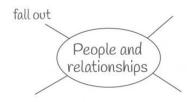
8 My aunt likes to give her time, money and energy to people who need it.

# **VOCABULARY STRATEGY** Mind maps

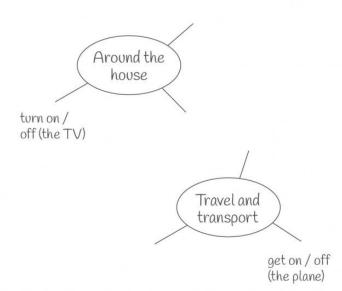
There are hundreds of phrasal verbs in English. Try to notice phrasal verbs when you are reading. Decide if you can guess the meaning, or need to look them up in a dictionary. Once you have learned a lot of multi-word verbs like this, it's a good idea to revise them by making mind maps. You can organise these around useful topics that frequently come up in exams.

**4** Read the vocabulary strategy above. Then add the phrasal verbs below to the mind maps.

be off (somewhere) check in / out of (a hotel) clear up eat out fall out (with someone) get along (with someone) get into / out of (a taxi) get on / off (a plane) look up to (someone) put up (a tent) rely on (someone) take (the rubbish) out turn on / off (the TV)







- **5** Do you know any other phrasal verbs related to the topics in Ex 3? If you do, add them to the mind maps.
- 6 Make more mind maps for other topics and add the phrasal verbs you notice when you are reading.



L	a	What can you remember about the vlog? Complete the
	SL	immaries with words from the Student's Book lesson.

You can find out if a news story is true by and <sup>2</sup> a the information.	¹git
The story about cotton shopping bags w	as ³t
by Max's friend, Sam, after someone he 4	f had
<sup>5</sup> b about it.	
Isobel thought the story had a <sup>6</sup> r	of
t to it and thinks it must be	true after seeing an
<sup>7</sup> u on the story from the Da	nish government.
Isobel did some more <sup>8</sup> g ar	nd found that a
fact-checking website had <sup>9</sup> c	the professor
responsible for the rosemary and memo	ry study. Websites
had 10 c and p	_ the wrong figure.
It was 7.5% not 75%!	

- b 3.01 Watch or listen again. Check your answers.
- 2 Choose the correct alternative.
  - 1 I must reply to Eva she's been blogging / messaging me all morning.
  - 2 Oh no! I've just **updated / deleted** that email I was writing!
  - 3 Don't write the whole email again just copy and paste / analyse the bits you need.
  - 4 If you want to know about the company, why don't you just google / troll them?
  - 5 I hate it when people **blog / post** pictures of their dinner on social media.
  - 6 It's easy to waste time just **streaming / browsing** the internet.
  - 7 Some celebrities have millions of fans who delete / follow them on Twitter.
  - 8 The easiest way to **contact / follow** me is by text, not email.
- 3 Rewrite the sentences replacing the underlined words with

the verbs below in the correct form.

blog browse stream troll update

1 They haven't put the latest information on their website yet.

2 Shona has been writing an online diary about her gap year.

3 I had to search for and read a lot of websites to find the information I needed.

4 Someone posted unpleasant comments about Katya after she uploaded photos of her holiday to social media. 4 Complete the online comments with a verb from Ex 1, 2 and 3 in the correct form.

Your comments ∨

1	ere that over 100 Jamie King on T ly <sup>2</sup>	witter. I'm not a fan, but
It seems like as comment they	nyone can ³	at's true and what's fake whatever no one bothers to k the facts.
I used to 5_ much work to 6 the end, I deci	about r	my hobbies, but it was too y webpage every week. In it.
found while <sup>8</sup> _ They just <sup>9</sup>	the	their essays that they've internet looking for ideas. but checking if it's true. It's – just <sup>10</sup> it!
		you on social them back. You should ctly and report them.
website that w	as <sup>15</sup>	et last night and I found a _ a live video of baby birds ut I was fascinated!

5 REAL ENGLISH Complete the dialogue with the phrases below.

check it out far-fetched ring of truth see that coming spot

Ari How did you enjoy the film?

Ben It was OK, but I didn't believe the story – it seemed a bit 1 \_ to me.

Ari But it's based on a real event. You can 2\_ online.

Ben Well, I suppose some parts did have a 3\_

Ari Did you 4\_ \_\_ the clues about who the woman really was?

Ben No, and I was really surprised by the ending – I didn't \_at all.

6 VOCABULARY BOOSTER Now practise Going online vocabulary on page **106**.

- 1 Read the dialogue. Are the sentences (1–5) true (*T*) or false (*F*)?
  - **Jon** I read that Facebook has deleted almost 3.4 billion fake accounts in the last six months.
  - **Leo** That can't be true Facebook only has around two billion users worldwide.
  - **Jon** Actually, it might be true, if the accounts were created automatically.
  - **Leo** Yes, you're right. They could be created by computers, not real people.
  - Jon Exactly.
  - Leo That must be a problem for Facebook.
  - **Jon** It may not be a major problem if they have very good systems for identifying fake accounts.
  - 1 Leo thinks it's impossible that Facebook deleted 3.4 billion accounts. \_\_\_\_
  - 2 Jon says it's certain that it's true. \_\_\_\_
  - 3 Leo says it's possible that the accounts were created by computers. \_\_\_\_
  - 4 Leo is certain that this is a problem for Facebook. \_\_\_\_
  - 5 Jon thinks it's a big problem for Facebook. \_\_\_\_

### 2 Choose the correct alternative.

- 1 A This 5-star rating is really difficult to believe.
  - B I see what you mean. It can't / might be a fake review.
- 2 A Did you hear that Cara was trolled on social media?
  - **B** I know it's awful. She **could** / **must** be really upset.
- **3** A Oh no! My phone isn't working!
  - **B** It **can't / could** be the battery did you remember to charge it?
- 4 A Kaheem says he has 5,000 followers on Twitter.
  - B Ha! He might / must have 500, but I'm not even sure about that!
- 5 A I don't believe his story.
  - **B** I agree it's a bit unlikely. He **can't / may not** be telling the truth.
- 6 A It's 30 degrees and she's wearing a sweater!
  - B I know she may / must be really hot.



3			te the sentences using can't, could, may, might or must.  In sure that Kris's story is true.'			
	2	'lt'	s possible that the fake accounts are from bots.'			
	3	'W	'We're certain that they're not real people.'			
			ney aren't sure if the data is correct.'			
	6	'lt's	s impossible that those bad reviews are all real.'	_		
	7	'Do	Donald is possibly posting as a different name on the website			
	8	'Th	at video definitely isn't a fake.'	_		
4	or	mu.	blete the conversation with can't, could, may, might st. Sometimes more than one answer is possible.  Have you seen this news story? It says that spending more than two hours a day on your mobile phone  make you ill.			
	Ji	m	Yes, I saw it on social media. I don't believe it. It  2 be fake news.			
	Αı	my	I'm not so sure. I googled 'Can your phone make you ill?'. There's a lot of information out there. So it 3 be true.	1 2 2		
	Ji	m	You 4 be serious! Where's the evidence to support the claim?			
	Ca Ji	al m	Come on, Jim. Lots of news websites have posted the stor Well, they 5 be stupid, then, because they haven't checked the facts. Look, if you analyse the text, you can see they've just copied and pasted it.	у.		
	De	ev	That doesn't mean it's fake news. They 6 all be correct.			
	Ji	m	What? Surely I 7 be the only person who thinks this is ridiculous. There 8 be someon who agrees with me!	ie		

**5** Read the three headlines and decide if you think they are true or fake news. Then complete the sentence about each headline using *can't*, *could*, *may*, *might* or *must* and your own ideas.

# A GOVERNMENT MAKES EATING FOOD OUTDOORS ILLEGAL

Woman discovers her dog can speak English The last ten summers have been the hottest since records began

1	Headline A	because	
2	Headline B	because	
3	Headline C	because	

# 3.3 READING

1 What can you remember about the Student's Book text? Complete the sentences with the phrases below.

5-star ratings facts and figures fact-checking website review checker online influencers web robots

- 1 Fake news uses more emotional language real news uses more \_\_\_\_\_\_.
- 2 To find out if a story is true or false, go to a
- 3 If you see a lot of reviews with \_\_\_\_\_\_, paster the review address into a \_\_\_\_\_\_.
- 4 Some \_\_\_\_\_ create thousands of fake followers using \_\_\_\_\_.
- 2 Read the definition and the headline of the article below. Which of the questions below do you think will be answered in the article?

media literacy training (n.) training to help people analyse and understand information in different kinds of media, such as newspapers, TV, the internet and social media

- 1 Why is there is a need for media literacy training?
- 2 Why is fake news a problem for UK students?
- 3 What is happening in schools in Ukraine?
- 4 How could Ukrainian schools help UK students?
- 3 3.02 Read the article quickly and check if you chose the correct questions in Ex 2. Then read the article again and write the answers to those questions.

# = NEWS

# Ukraine schools help British kids to spot fake news!

© 10 September

A recent survey by the British government shows that a very small number of school children have the necessary skills to spot fake news. According to the survey, only two per cent of children are able to analyse a news story and say if it is real or fake. Almost half (49.9%) of students in the survey said they were worried about not spotting fake news. And over 60% said that they trust news media less because of fake news. Teachers are also worried - two-thirds said they believe that fake news has made children more anxious, while over half (53.5%) think that current school programmes do not provide the skills that students need to identify fake news.

This must be a difficult situation for teachers, students and parents. But 50 schools in Ukraine may have a solution. They have completed a *Learn to Discern* programme, which aims to build up students' understanding of what is fake news and hate



- 4 Number the pieces of information in the order in which they appear in the text.
  - A How Ukrainian teachers use media literacy training. \_\_\_\_
  - B What British teachers think are the effects of fake news. \_\_\_
  - C The results of the *Learn to Discern* programme. \_\_\_\_
  - **D** The future of media literacy training in schools. \_\_\_\_
  - **E** How British school children feel about fake news. \_\_
  - **F** A description of the *Learn to Discern* programme. \_\_\_\_

### **STRATEGY** Skimming

You skim to get an overview of a text. This means reading the text quickly to understand the main ideas, instead of specific details. You can do this by reading the title, the first and last paragraph, and the first sentence of the other paragraphs. Also look for key nouns, verbs and adjectives.

- 5 Read the strategy above. What do the following numbers in the article refer to?
  - 1 over 60%
- 2 two-thirds
- 3 over half

4 15

Q

- 5 18%
- 6 650
- 6 Find the following information in the article.
  - 1 The number of UK school children able to spot fake news.
  - 2 The people who taught media literacy to Ukrainian students.
  - 3 The age of the Ukrainian students.
  - 4 Two lessons which use media literacy training.
  - 5 Two other important analytical skills that Ukrainian students became good at.
- 7 MEDIATION Imagine you are a school student in Ukraine. A friend in Britain has sent you a message asking about *Learn to Discern*. Write a reply, using information in the article.

Hi, I heard about your media literacy lessons. What did you do? Was it only in one subject? Did it change the way you read things?

speech. It teaches strategies for analysing and thinking about news stories – another term for this is 'media literacy'. A team of teachers, journalists and fact-checkers included media literacy in 15 different lessons for students aged 13–15.

Teachers have used different strategies in different lessons. Students in a literature class might discuss why a writer chose to use particular words or expressions. An art class might look at a photo or video and consider how it could be changed or used to communicate a particular message. Sometimes students don't even realise they are receiving media literacy training. As one teacher said, 'We just want students to be able to say, "wait a minute, that can't be right. Where is the evidence?".

According to a report on *Learn to Discern*, students who took part in these lessons were 18% better at spotting fake news, and twice as good at identifying hate speech. They also became better at important analysis, including telling the difference between fact and opinion, and noticing when information was missing.

This kind of training will be used more. Ukraine plans to take the programme to another 650 schools in the next few years. It must be possible to do the same in other countries, like Britain - so that everyone gets better at spotting fake news.

**discern** – to recognise or understand something **hate speech** – things someone says or writes which express hate or encourage violence against a person or group of people

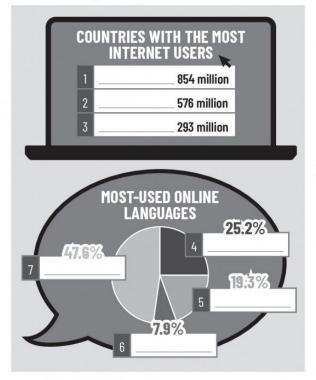
1 Match the numbers to the ways of saying them.

**29.75%** 99.8% **2.45m 48.9**% 2.95m **30.6**%

51.2% **1.1bn** 

	2.2311
1	a little more than 50%
2	about / around three million
3	almost 30%
4	approximately two and a half million
5	just over one billion
6	just under 50%
7	nearly 100%
8	roughly 30%

2 Look at the infographics below and think about the questions.



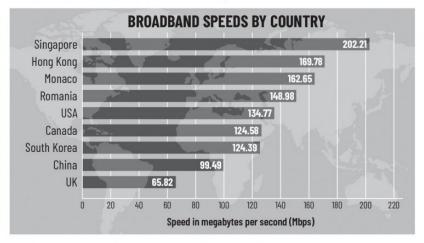
- 1 Which three countries have the most internet users?
- 2 Which three languages are used most online?

#### **STRATEGY** Talking about numbers

When you do maths or science, or go shopping, you have to talk about and write exact numbers. However, in many other situations it is not necessary to give exact numbers, especially when they are big. You can give approximations and say more or less what a number is.

3 ③ 3.03 Read the strategy above. Listen to part of a presentation and complete the infographic in Ex 2.

**4** Look at the bar chart and complete the next part of the presentation with the words or phrases below. Use each word or phrase <u>once</u> only. More than one answer is sometimes possible.



a little more than about almost approximately around just over just under nearly roughly

This year, t	he country with the fastest b	oroadband is Singapo	re with	
1	200 Mbps, followed by I	Hong Kong with 2		
170 Mbps.	South Korea used to have th	e fastest speed in Asia	a, but it now	
has 3	124.4 Mbps. Meanw	hile, China has 4		
100 Mbps.	In Europe, Monaco has the fa	astest speed, 5	160	
	e Romania is next with 6			
fast as you might expect at 7 135 Mbps – that's slower tha				
Sweden or	France, but faster than Can	ada which has 8		
125. What	might be surprising is the Uk	( – its average speed is	s only	
9	66 Mbps.			

**5** Write a sentence to describe each of the statistics below, using words and phrases to give approximations.

1 Number of Facebook users around the world 2.26 bn

	2 Average broadband speed in Brazil <b>49.96 Mbps</b>
	3 Homes in the Americas with internet access 71.8%
	4 Number of mobile apps downloaded <b>204 bn</b>
<b>6</b> 5	Average time spent on mobile devices per day 122 minutes
	6 UK teenagers who have a social media profile <b>69%</b>
1	0
2	
3	
4	
5	

**6** Imagine you have to present this infographic. Write a short script of your presentation.

)		
Digital us	ers around	the world
Total world population 7.676 billion (100%)	Mobile phone users <b>5.112 bn / 66.6%</b>	Internet users <b>4.388 bn / 57.2%</b>
Social media users (all devices) <b>3.484 bn / 45.4%</b>	Social media users (mobile devices) 3.256 bn / 42.4%	People with no internet access 3.288 bn / 32.8%

#### 3.5 VOCABULARY

- 1 Choose the best alternative to complete the definitions of the underlined adjectives.
  - 1 <u>Interactive</u> courses allow communication in one direction / in two directions.
  - 2 If something is operated by hand / there when you need it, we say it is <u>handy</u>.
  - 3 A <u>powerful</u> computer has a lot of features / can do a lot of things very quickly.
  - 4 If something is **right for your needs** / **nice to look at**, it is suitable.
  - 5 Advanced technology is usually the most difficult to use / most recently developed.
  - 6 A <u>remote</u> device can be used to control other kinds of technology **at a distance** / **only in the same room**.
  - 7 A <u>wireless</u> device operates anywhere in the world / without a physical connection.
  - 8 Things like smart watches and VR headsets / computer-designed clothes and shoes are known as wearable technology.
- 2 Match the quotes to the adjectives below. Use each adjective once only.

convenient efficient portable reliable smart time-saving virtual wireless

- 1 'This new laptop is really easy to carry around.'
- 2 'Ed's doing a great course at the moment all the teaching is online.'
- 3 'Tori's car is fast, but it uses very little energy.'
- 4 'I love this app it helps me do things really quickly.'
- 5 'My new phone always works perfectly when I need it to.'
- 6 'Soraya's fitness tracker can operate independently it gives her lots of information without her asking for it.'
- 7 'My tablet doesn't need a physical connection, so I can use the internet wherever I am.' \_\_\_\_\_\_
- 8 'This app lets me control all my home tech from my smartphone, and it's really easy to use.'
- 3 Which adjectives in Ex 1 and 2 ...
  - describe a device or technology, or how it operates?
  - describe a benefit of a technology or device?
  - · can be used to describe both?

Write the adjectives in the correct part of the table.

Describing a device or technology	
Describing benefits	
Describing both	

4	Comp	lete	the	texts	with	the	adi	jectives	hel	OW
-	COIIIP	iere	tile	revra	AAICH	LITE	au	ectives	ne	OVV

convenient interactive time-saving virtual wireless

less energy. It's also really 9\_

200 km/h! My mum doesn't think that's 10

1					
Α			ith a(n) 1 ine and the		university. All
	That mear	ns I can fit s	studying aro	und my jo	b and
	home life,	which is re	ally 3	It'	s also a(n)
	4	way t	o learn beca	ause you o	nly spend time
	on things	you're inter		an study a	nywhere – all I
6	advanced	efficient	powerful	reliable	suitable
В	My granda	d has bou	ght a new m	otorbike. I	t uses the
	latest, mo	st <sup>6</sup>	techi	nology, so	it's easy to
	ride and ve	ery <sup>7</sup>	– it	never goes	wrong. He
	says it's m	ore 8	tha	n a car be	cause it uses

- it will do over



C It's a 11\_\_\_\_\_ watch so it can tell me how far and fast I've run. This is the best piece of 12\_\_\_\_\_ tech I've ever had. It has GPS navigation, which is really 13\_\_\_\_ when I get lost! It can 'speak' to my other 14\_\_\_\_ devices, like my phone and laptop, and

I can use it like a 15\_\_\_\_\_ control to control all of the technology in my house.

- 5 Think of a device or an app that you own or use. Write three sentences about it. Describe what it is and what you think is good about it. Try to use at least one adjective from the lesson in each sentence.
- 6 **VOCABULARY BOOSTER** Now practise **Flexible learning** vocabulary on page **106**.

1	Complete the sentences with the correct comparative
	form of the adjective or adverb in brackets.

- 1 The course was much \_\_\_\_\_ than I expected. (interesting)2 Always buy \_\_\_\_ computer you can afford.
- 2 Always buy \_\_\_\_\_ computer you can afford. (powerful)
- 3 Please speak \_\_\_\_\_ I'm trying to concentrate. (quiet)
- 4 Our new car isn't \_\_\_\_\_\_ the old one. (reliable)
- 5 Mika is a lot \_\_\_\_\_ at maths than anyone else in the class. (good)
- 6 To save money, we bought the \_\_\_\_\_\_ software. (expensive)
- 7 This app will help you study \_\_\_\_\_\_. (efficient)
- 8 This is \_\_\_\_\_\_ pizza I've ever eaten. (bad)

#### 2 Match sentences 1–12 to the tablets in the table.

The latest tablets reviewed – which is the best?			
	Tablet A	Tablet B	Tablet C
Price (euros)	1,100	850	500
Screen size (cm)	26.5	28	33
Memory size (GB)	128	64	32
Weight (g)	485	675	800
Battery life	15 hours	10 hours	8 hours
Easy to use?	****	****	***
Screen quality	****	***	***
Sound quality	***	****	**
Reliability	****	****	***
Test score	89%	84%	75%

- 1 This is a powerful tablet and the most expensive we tested.
- 2 It's not the best tablet we tested, but it's not the worst either. \_\_\_\_
- 3 It has the lowest score for reliability and being easy to use. \_\_\_\_
- 4 It has the smallest screen size, but the best screen quality. \_\_\_\_
- **5** Because it's heavier, it's less portable than the other models. \_\_\_
- 6 This model has the highest sound quality. \_\_\_\_
- **7** At just under 500g it's much lighter than its competitors. \_\_\_\_
- 8 It has the smallest memory of all the models on test. \_
- **9** The sound quality was not as good as one model, but better than the other. \_\_\_\_
- **10** With four stars, it's more reliable than the cheapest model. \_\_\_\_
- 11 At less than 1,000 euros, it's cheaper than the best in the test and its sound quality is better. \_\_\_\_
- 12 Its screen quality is as good as the more expensive model. \_\_\_

3 Choose the best alternative to complete the sentences.

According to the test ...

- 1 Tablet A's screen quality is **considerably** / **slightly** better than the other two tablets.
- 2 Tablet C is a bit / much less expensive than Tablet A.
- 3 Tablet B's screen is far / isn't much bigger than Tablet A's.
- 4 You can use Tablet A far / a little more easily than Tablet C.
- 5 Tablet C is a lot / hardly heavier than the other models.
- 6 Tablet B's battery lasts a little / lot longer than Tablet C's.
- 7 Tablet C is a **bit** / **great deal** better than you might expect for a tablet of this price.
- 8 Tablet B's test score was **slightly / much** lower than Tablet A's.

#### 4 Put the words in the correct order to make sentences.

- 1 are / considerably / video games / in the past / more interactive / than
- 2 less frequently / we / much / used to / social media /
   use / than / we
- 3 easier than / studying online / I / had expected / a great deal / was
- 4 than/my next/is/a bit/online course/more interesting/this one/I hope
- 5 hard / wasn't / to use / a VR headset / I / as / had imagined / learning / as
- 6 cheaper / is / slightly / this / than / the old one / new phone contract

#### **5** Complete the advert with the words and phrases below.

a little more safely as clean as considerably more powerful than far less clean than healthier more portable than much more easily than the dirtiest the most advanced

The quality of the	air in our cities is 1	it should
be. But with the	new <b>In-hale 2.0</b> wearabl	e air purifier, you
can breathe 2_	ever before.	The In-hale 2.0
is <sup>3</sup>	the competition, than	nks to its use of
4	technology. It cleans the	air around your
face, so even in	5 city stree	ets, you can walk
around 6	The new In-hale	2.0 is lighter and
7	before, and its 32-hour b	attery life means
when you wear	it, you will stay <sup>8</sup>	for longer.

Get the new In-hale 2.0 and breathe air that is

9\_\_\_\_\_\_ possible – all the time.

#### 3.7 LISTENING

### **1** What can you remember about the listening in the Student's Book? Are the sentences true (*T*) or false (*F*)?

- 1 An android is a machine that looks and behaves like a human being. \_\_\_\_
- 2 Androids in videos control themselves without the help of humans. \_\_\_\_
- 3 Video companies have made robots that think and act independently. \_\_\_\_
- 4 Scientists know how the human brain works and are able to create artificial brains. \_\_\_\_
- **5** Robots can do some things more accurately than humans. \_\_\_
- 6 Robots might control our planet in the near future. \_
- 2 You are going to hear an interview about robots with Dr Helen Zielinski, a computer scientist. Before you listen, think about these questions and write down some of your ideas.
  - 1 What are some of the main uses of robots?
  - 2 How do you think robots might develop in the future?
- 3 3.04 Listen to Part 1 of the interview. Which two areas of work that use robots do they mention?

#### **STRATEGY** Listening for specific information

When listening for details, you are interested in finding out specific information. In this case, you should listen for specific words and phrases as well as ideas. The words that you should listen for are often nouns or verbs.

### 4 (1) 3.04 Read the strategy above. Listen to Part 1 again. Answer the questions.

- 1 According to Helen, what do most robots not have?
- 2 What kind of jobs do car-makers use robots for?
- **3** Why are robots more reliable than humans for some tasks?
- 4 How do doctors use robots for some kinds of operations?
- 5 Where is the robot Moxi helping nurses?
- 6 What are two examples of things that Moxi collects and delivers?



### 5 **3.04** Listen to Part 2 of the interview. Choose the best summary.

The computer industry is ...

- 1 creating new and better ways to program robots and make them easier to control.
- 2 looking at ways to make robots more efficient and adaptable, and to act more independently.
- 3 developing robots that can learn to do a variety of jobs that ordinary people don't want to do.

### 6 3.04 Listen to Part 2 again. Complete the extracts with specific information.

There's a lot of 1	into he	elping robot	s learn.
For example, it's possi	ible for a perso	n to control	a robot
using just their 2			
on you			
a simple task and if the			
, your brain automatic			
to say or do anything.			
Then t	he cap sends a	7	to the
robot to stop and wait			
В			
And 9	ir	n America ar	e also
And 9 working on a 10	to tead	ch robots to	do
housework by 11			
doing the same job. T	hey break each	h job down i	nto
start with '13	cupboard	d' and '14	
mug'.			
C			
Medicine again. Imag	ine swallowing	a 15	
that's actually a tiny r	obot, which ca	nn <sup>16</sup>	its
17, depe			
it's sent. Scientists thi	ink it could act	like a mini-	doctor to
18small	operations ins	ide your 19	
They haven't done	this yet, but th	ney have 20_	
the robot. And they th	nink it might be	e possible in	the future.

### **7** Complete the sentences with the correct option to form compound nouns.

- People write programs in special computer hardware / languages.
- 2 Some robots have human features / rights to make them seem more friendly.
- 3 Computer **behaviour / science** is the study of data, equipment and programming.
- 4 The human **brain / language** is more complex than any machine.
- 5 A set of computers connected together is a computer **network / terminal**.
- 6 Education and free speech are both examples of human emotions / rights.
- 7 Things like keyboards, monitors and disk drives are called computer **hardware / terminals**.
- 8 Scientists study human **behaviour / rights** to make androids seem real.
- **8** Look back at the questions in Ex 2. Did the ideas in the interview match your answers? Did anything surprise you?

#### 1 Look at the photo and think about the questions.

- 1 Do you have lessons at school that involve using a computer? Which lessons?
- 2 Do you think this is a good way of learning in the classroom? Why? / Why not?



2 Think about how you would describe the photo.

#### Which of these things would you talk about?

- who the people are
- where they are
- what they are doing
- · what they are wearing
- the time of day
- · how they are feeling

What are some advantages and disadvantages of using computers in the classroom?

#### 3 3.05 Listen to someone describing the photo.

- 1 Which of the points that you thought about in Ex 2 does she mention?
- 2 What advantages and disadvantages of learning on screens in this situation does she mention?
- 4 (3) 3.05 Listen again and complete the extracts with expressions from the Phrasebook in the Student's Book.

1	Well, this	a group of young
	people	about
	fifteen years old.	
2	lt	they're in a school classroom,
	so they	students.
3	I think	a school in
	Britain,	they're all wearing the same clothes
	like a uniform.	
4	I don't know what	they're studying
	something like ma	ths or computer science.
5	The two people the boy and the	girl are looking at a screen together.
6	In the	of the picture, there's also a man. He the teacher he's
	talking to these tw	o students and showing them something
	on the screen	interested in wha
	he is saying.	
7	In the	, there's a boy sitting looking at his
		s a girl beside him – it
		they are also studying
	something on scre	en.
8	In fact, the thing ye	ou really notice is that everyone in

this picture is working ... \_

\_ they are interested \_\_\_

just chatting or looking at their phones.

**5** Read the strategy below and look at the photos below. Choose one of the photos and make notes about the people, the place, what is happening and how the people look. Also think about the advantages and disadvantages of this way of learning.

#### **STRATEGY** Planning

Before you speak, you should spend a few minutes thinking about your ideas and the vocabulary and functional language that will help you talk about the picture. If you have time, make a note of these words and phrases.





- 6 Use your notes from Ex 5 to write a description of the picture. Think about what you are going to describe in the picture and what you will need to make guesses about. Use some of the expressions from the Phrasebook in the Student's Book.
- **7** When you have finished writing your description, check that you have ...
  - · described and made guesses about the picture.
  - used expressions from the Phrasebook.
  - given your opinion about the advantages and / or disadvantages of this way of learning.

1 Read the definition of an e-scooter and look at the picture. Have you ever thought about buying an e-scooter? Why? / Why not?

An e-scooter is a scooter with an electric motor. It is powered by a battery which you have to charge before riding.



Which of the following would you want to know before buying an e-scooter?

battery life colour difficulty / ease of charging the battery how comfortable it is price size and weight the quality of the materials where it was made who it is suitable for

3 Read the review of an e-scooter quickly. Which information in Ex 2 was included in the review?

#### Latest review ...

#### Roadrunner EV

A It's not easy to find a good quality, stylish e-scooter for less than €300, but the Roadrunner EV is comparable with more expensive models in a number of ways – so it's great for anyone on a budget.



- B The EV has some cool features and feels really well built. Thanks to the high-quality tyres, it's just as comfortable as models from more expensive brands. The battery is easy to remove and charge, better than some more expensive e-scooters. In fact, the battery-charging process is very efficient and there's a convenient display that tells you when it needs charging.
- However, although the EV is similar to other models in build quality, it's different from them in several ways too. For example, in contrast to most e-scooters, the EV has a weight problem at just over 14 kg, it's considerably heavier than its nearest competitor. In addition, the battery life is quite short. In 'fast' mode it has a range of about 10 km, although the 'economy mode' is slightly better at 14 km.
- On balance, the Roadrunner EV e-scooter is great value.

  The build quality is identical to more expensive models and the weight and battery life aren't serious problems. After riding the EV for a month, I'd definitely recommend it to anyone considering buying their first e-scooter.
- 4 In which paragraph (A-D) does the writer ...
  - 1 mention negative points about the e-scooter? \_\_\_
  - 2 describe some of the features of the e-scooter? \_\_\_\_
  - 3 say who they think the e-scooter is suitable for? \_\_\_\_
  - 4 explain how the e-scooter is as good as more expensive products in some areas? \_\_\_\_
  - 5 present their opinion that the e-scooter is a good purchase overall? \_\_\_\_
  - 6 give the name of the e-scooter and the price? \_\_\_\_

- **5** Which of the following are expressed as similarities (S) with other more expensive e-scooters, and which as differences (D)?
  - 1 the Roadrunner EV as a good quality, stylish e-scooter\_\_\_\_
  - 2 removing and charging the battery \_\_\_\_
  - 3 comfort\_\_\_
  - 4 weight \_\_\_
  - 5 battery life \_\_\_\_
  - 6 build quality\_

#### **STRATEGY** Expressing similarities and differences

You can use a number of phrases to talk about similarities and differences between things and people as well as comparative forms. Use these phrases to add variety to your writing.

**6** Read the strategy above. Complete these extracts from product reviews with the expressions below.

comparable with different from identical to in contrast to just as good as on balance similar to unlike

- 1 If you analyse the e-Active 3.0 features, you'll see it's almost \_\_\_\_\_\_ the previous model. In fact, it's only \_\_\_\_\_ the 2.0 in terms of price it's around €50 cheaper.
- 2 The picture quality on the XB400 is \_\_\_\_\_ many more expensive TVs, such as the XB2000. However, \_\_\_\_ the XB2000, the sound quality is quite poor.
- 3 This cheaper smart watch has many positive features and is \_\_\_\_\_ many top brands. It has a few small negative points, but \_\_\_\_ I would recommend it to everyone.
- 4 In size and shape this looks \_\_\_\_\_ many other smartphones, but \_\_\_\_\_ most models it has a very long battery life.
- 7 Think about the products in the Student's Book. Choose one that you have not written about, or another product or app that you know about, to write a review of. Make notes about the following points and include a personal opinion / recommendation.
  - a comparison with similar products.
  - · what's good / bad about the product.
  - · how the product looks.
  - difficulty / ease of using the product.
  - · price.
  - · who the product is for.
- 8 Plan your work.
  - Use the information in the e-scooter review and Ex 4 to organise your ideas into four paragraphs, labelled A–D.
  - Decide which words and phrases for expressing similarities and differences to use.
- 9 Write your review.

#### 10 CHECK YOUR WORK Did you ...

- include all the points in the task?
- use vocabulary and language from this unit?
- check your spelling and grammar?

#### Grammar

Complete sentence B with a modal verb so that it means the same as sentence A. Sometimes more than one answ is possible.						
	1	Α	I'm certain that painting is fake – there's no way it's by Picasso.			
		В	I'm certain that painting is fake – it be by Picasso.			
	2	Α	It's possible that the website uses robots to create reviews.			
		В	The website use robots to create reviews.			
	3		This new smartphone gets a five-star rating – I'm certain it's really good.			
		В	Five-stars is the highest rating – it be good.			
	4	Α	I'm certain it's not healthy to spend so much time online.			
		В	It be healthy to spend so much time online.			
	5	Α	I'm sure it's really convenient to live so close to your school.			
		В	It be really convenient to live so close to your school.			
	6	Α	Don't answer that email – it's possible that it's a friendship scam.			
		В	Don't answer that email – it be a friendship scam.			
2	CC	m	plete the review comments with the correct parative or superlative form of the word in brackets. In doing an online course in web design. It's			
	^	1 nc 3 4	(enjoyable) than I expected, but it's ot 2 (difficult) I thought it might be. The (good) thing about it is that it's a lot (interactive) than any course I've done efore. In fact, it's probably one of the 5			
	B	(ir	iteresting) courses I've ever done.			
	Ь	I really enjoyed this game. It's not 6 (violent) many other games, so it's suitable for younger kids to play. It's also a bit 7 (advanced) than other games, so you can learn the rules far 8 (quickly). If you are new to gaming, I think it's one of 9 (easy) games to start with.				
	С	(p (si 12 th wl	nis new tablet is fantastic. It's barely 10 owerful) than my old one, but it's much 11 mple) to use. Also, the old one was a little (heavy). Another good thing is that e battery lasts a great deal 13 (long), nich means I have to charge it a lot 14 equently) than I used to.			
V	oc		pulary			
3	Cł	100	ose the correct alternative: A, B or C.			
_			ne easiest way to find information online is to the key words.			
	2	Er	browse B google C message in is backpacking around Australia and			
		ab	oout her journey.			

B following

A blogging

**C** surfing

3	I've never		$_{-}$ a photo online	5 - C	an you sh	IOW
	me how to do it?					
	A browsed	В	posted	C	streame	d
4	Chidi's band played					
	video at the same ti					
	A blogged	В	deleted	C	streame	d
5	Which celebrities do	уо	u	on	social me	edia?
	A analyse					
6	Here's my number in					
	A contact	В	follow	C	troll	
C	omplete the sentenc	<b>es</b> 1	with the adjecti	Ves	helow	
				V C J	octow.	
	advanced handy					
1	virtual wearable	wir	eless			
1	Some people study	at_	uı	nive	rsities wh	iich
	deliver their courses	sor	iline.			
2	The most		gaming laptop	s of	ten have	up to
	32 GB of memory.					
3	This model is very _		and u	ses	the latest	
	technology.					
4	Having a		connection me	ans	you can v	work
	or study anywhere.					
5	This is a		fitness tracker t	hat I	have on	my
	arm when I'm worki	ng	out.			
6	This solar-powered	pho	one charger is re	ally		
	I can use it everywh					

#### **Cumulative review**

**5** Choose the correct alternative.

The internet makes our lives much ¹easier / more easy in many ways. If we need information about something, we can just ²browse / google it. We can play games, watch films and listen to music online. And social media is a ³convenient / suitable way to keep in touch with friends and family. But imagine how different life ⁴can't / must be for people without the internet. According to a recent report, ⁵considerably / slightly more than half the world's population (around 53%) don't have access to the internet. Europe has the ⁵highest / most high number of internet users (82.5%), while in Africa the figure is much less (under 30%).

There are reasons why people choose not to go online even if the internet is available. That 'can't / could be because they don't understand technology, because they don't have a 'handy / reliable connection, or they simply 'might / must prefer to go shopping and catch up with friends in person. But in our busy modern world, the internet is often a ''more / most efficient way of doing these things. We are used to getting our news and entertainment online, and many of us ''blog / post photos and videos on social media. Overall, I think our lives are ''barely / far better with the internet than without it.

#### **REFLECT** Think about the following questions.

- 1 Which lesson in this unit did you find most useful? Why?
- 2 Which vocabulary from this unit do you think you will use the most in future?
- **3** How can you apply the strategy of scanning / listening for specific details to your own listening and reading?
- **4** What things did you find difficult and easy when you wrote your product review?

#### Listening

#### **EXAM STRATEGY**

In a picture matching task, first look at the pictures and identify the differences between them. This will help you to listen for the key information so that you can choose the correct picture.

- 1 Read the strategy above. Then read the exam task in Ex 2 and look at question 1. What are the differences between the pictures?
- 2 @ 3.06 For each question, listen and choose the correct answer (A, B, C or D).







3 How has the boy decided to go to school?



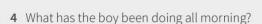
A





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#### **Use of English**

#### **EXAM STRATEGY**

When you complete a text with missing words, first read the title and the text quickly, ignoring the gaps, to get a general idea of what it is about. Then read the text again more slowly and think about what words might fill each gap.

- 3 Read the strategy above. Then look at the exam task in Ex 4. Read the text quickly to get the general idea. What is the text about?
  - A Why robots are better than humans.
  - **B** A competition to improve technology.
  - C A football competition.
- 4 Read the text below and think of the word which best fits each gap. Use only one word in each gap.

#### The Robot World Cup

The Robot	/orld Cup – called the Robocup for short – is
1	international competition to develop robot
that <sup>2</sup>	been taking place since 1996.
A group 3_	university professors originally
came up wi	n the idea. They wanted 4
promote ro	otics and research into artificial intelligence in
a way that	as popular with the public.
The main p	oject is a competition <sup>5</sup> develop
a team of re	oots which can play football. The goal is that
the robots	ill 6 able to win a match against
7	professional football team in the future.
Another pro	ect develops intelligent machines which can
do useful ta	ks in the home by <sup>8</sup> , without
direct huma	control.

#### Writing

#### **EXAM STRATEGY**

When you write an article, you need to cover all of the points specified. Think of ideas that you could mention for each of the points. Then organise your writing into paragraphs, one for each of the points in the task.

- 5 Read the strategy above. Then read the exam task in Ex 6. How many paragraphs should you write? Make brief notes for each paragraph.
- 6 Write an article for the advertisement below.

#### Articles wanted!

#### Technology ...

- · What device couldn't you live without?
- Why is it so important to you?
- Do you think technology is always a good thing?

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

Prefixes and suffixes	VOCABULARY STRATEGY Parts of speech				
1 Read the language focus below. Add letters to each of the words below to make new words. How many new words can you make?  1 fashion fashionable, unfashionable  2 view  3 agree  4 do  5 organise  6 create  7 social  8 wear  9 care	Write new words in your notebook, along with the part of speech of each word (verb, noun, adjective, etc). Understanding prefixes and suffixes and parts of speech can help you to guess the meaning of new words. For example, if the word ends in -able, you know it's probably an adjective; if it ends in -ment, it's probably a noun.  A good way to practise and remember words is to write short stories with as many forms of the word as you can make.  rely (verb) reliable (adj) unreliable (adj)				
10 move	When I go shopping, I always <u>rely</u> on my friend.				
We can often make new words by adding a prefix (un + employed = unemployed) or a suffix (help + ful = helpful) to a word. Prefixes don't usually change the part of speech, but suffixes often do (help is a noun or a verb, helpful is an adjective). When you're looking at new words, it helps to know the meaning of different prefixes and suffixes. Here	She is a very <u>reliable</u> friend, always honest and always on time. My other good friend, Susie, is fun to be with, but she often says what she thinks you want to hear. She's also always late. She's very <u>unreliable</u> .				
are some examples.	3 Read the vocabulary strategy above. Complete the				
Prefixes  dis- not, opposite of  mis- bad, wrong  pre- before  re- again  un- not  Suffixes  -able that can be done  -ful full of  -ise to cause or to become  -ive having the quality or nature of  -ment the action or result of	sentences with different forms of the words in brackets.  1 My mother loves parties and meeting friends. She's very				
a prefix and the words below.	4 Choose one of the words below. Write your own story,				
1 behave <u>misbehave</u>	using as many different forms of the words as you can.				
<b>2</b> make	appear enjoy like present				
3 respect	F When the state of the state o				
<b>4</b> usual <b>5</b> historic	5 When you find words with prefixes and suffixes, write them in your notebook. Include the part of speech and write an example sentence or short story.				
<b>b</b> Make new words adding a suffix to the words below.	example sentence of short story.				
1 achieve					
2 attract					
3 comfort					
4 modern					
<b>5</b> use					

c Use the words in Ex 2a and b, and the prefixes and suffixes in the language focus, to make more words. Check

them in the dictionary.

# Get active





	mail o ::
1 a What can you remember about the vlog? Complete the summary with words from the Student's Book lesson.  Yasmin and Lewis are up early on Saturday morning to ¹j i with a Parkrun.  Since Parkrun started in 2004, over 5 million runners have ²s u Why? Yasmin says it has ³b a big changes in her life. Lewis is worried he can't ¹k up w other runners.  Yasmin tells him it's fun, everybody ⁵w up together, and you can ⁶d o if you can't ¹c on.  Lewis tries to ⁶c up with Yasmin as she runs off he asks us to wish him luck!	<ul> <li>4 Match two of the phrasal verbs from Ex 2 and 3 to the underlined words in each sentence.</li> <li>1 If she wants to be healthy, she should stop smoking and start doing a sport instead</li></ul>
<b>b</b> • 4.01 Watch or listen again. Check your answers.	5 <b>4.02</b> Complete the conversations with the correct form of phrasal verbs from Ex 1, 2 and 3. Then listen and check.
<ul> <li>2 Match 1–6 to A–F.</li> <li>1 Sara was injured so she had to drop</li> <li>2 Do you want to join</li> <li>3 Mo is so fast – no one can keep</li> <li>4 Nic's going to take</li> <li>5 Daisy has decided to take</li> <li>6 It's a good idea to warm</li> <li>A part in his first Parkrun tomorrow.</li> </ul>	Conversation 1  A 'This is the first time I've in a Tough Mudder event. Any advice?'  B 'Start slowly. Don't try to with other people. Go at you own speed.'  A 'Thanks. That's helpful. Anything else?'  B 'Remember to before you start. If you don't, it could an injury.'  Conversation 2
<ul> <li>B up before you do any exercise.</li> <li>C up cycling to help her to get really fit.</li> <li>D out of the race.</li> <li>E up with him for long.</li> <li>F in with our game of football</li> <li>3 Choose the correct preposition.</li> </ul>	A 'I can't with the race – I'm too tired.'  B 'But there's only one km to go – you can't now!'  A 'OK, but don't wait for me – I'll with you at the finish.'  B 'Right. You can do it – don't !'  Conversation 3  A 'Hi, Joe. I didn't know you'd for this event.'
<ol> <li>Doing exercise can bring about / on positive changes in your health.</li> <li>Matt is very fit – he works in / out every day.</li> <li>If you like yoga, you can sign on / up for a</li> </ol>	<ul> <li>B 'Yeah, some friends were coming and asked if I wanted to</li></ul>

A Lunderstand.

**D** In fact, ... E I really like it.

6 REAL ENGLISH Match 1–5 to A–E.

1 Hang in there! \_\_\_\_\_ A Tunderstand2 Tran't get enough of it. \_\_\_\_\_ B It feels right.

3 I know what you're saying. \_\_\_ C Don't give up.

1 Hang in there! \_\_\_\_

4 A good vibe. \_\_\_

5 You know what, ...

class at the local gym.

friends at the bus stop.

doing.

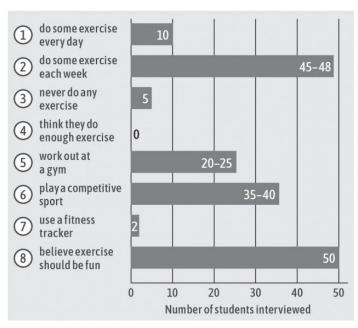
4 Don't stop, carry on / out with what you were

5 If you run, you might catch **on** / **up** with your

1		omplete the rule		37030			
		a plural countable noun a singular countable noun					
	6	an uncountable noun					
	1	We use each and	d ev	very +			
	2	We use all, any, i several +	boti	h, few, a few, r	nany	, most, no, some,	
	3	We use all, any, a	a lit	tle, little, mosi	— t, ти	ch, no, some +	
2	Cł	noose the correc	t al	ternative: A, I	B or (	С.	
		I don't have					
		the week.					
		A many	В	most	C	much	
	2	Sam has two sis	ter	s and they are	9	good	
		at tennis.					
		A all		both			
	3	She read the res		ch, but she w	asn't	convinced by	
		A any		many	c	nono	
	Л	My friends all pla					
	7	enjoy running.	ay s	ροιτ, σατ		or them	
			В	every	C	none	
	5	How					
		Parkrun?					
		A any	В	many	C	much	
	6	My dad counts t	he				
		number of calor	ies				
		eats	_	day.	1	1	
		A each		6	1		
		B most					
		<b>C</b> some				1000	
	7	Ed spends					
		free time working					
	0	A any		many			
	8	A all	eme	every	-	website you visit.	
	9					n up sport because	
	9	it's too competi	tive	y menus nave	give	en up sport because	
		A A little		Every	С	Some	
1	LO			10.75		each	
		of your targets?					
		A all	В	every	C	none	
3	Co	omplete the sent	end	ces with few, o	a few	, little or a little.	
		Most people fini					
		dropped out be	fore	e the end.			
	2			studying so h	ne go	t very	
		sleep last night.					
		I need					
	4	The gym is so exafford to work o				students can	
	5	Only			a sw	vimming pool	
		these days.				01	
	6	Doing		_ exercise eve	ery d	ay is important for	
		staying healthy.					
	7		por	ts are as dang	gerou	ıs as mountain	
	0	climbing.		153213	£	la au fui a - d - t	
	8	Suzi needed			irom	ner menas to	
		complete her project.					

4 Look at the bar chart. Write a sentence for each activity using one of the quantifiers below.

a few all few many most none several some



	do some e		
-			

**5** Complete the news article, reporting on the information in Ex 4, using the words below.

all both each every (×2) few a few a little many most much none several some (×2)

9.1	IFAI THNEWS

=	HEALTHNEWS	
We intervi	ewed 50 students in London about the	ir
	rcise routine. <sup>1</sup> of the	
	interviewed said they did <sup>2</sup>	
exercise ea		iey
	rts regularly. However, 4	
	n admitted that they could do more.	
Unfortuna	tely, for <sup>5</sup> teenagers, ther	e are
6	opportunities to exercise in their l	ocal
area. Othe	rs say they don't have 7 fr	ee
time becar	se of school work.	
8	of this information shows that	
young peo	ple need to do more. The advice from	
	lear. Try to take <sup>9</sup> exercis	e
10	day. Doing just 11	
exercise is	better than doing 12, eve	n for
just 13	minutes.	
The good 1	ews is that 'exercise' includes walking	
fast and ta	king the stairs instead of the lift. Doing	(
14	of these two things 15	
day could	be the first step to a healthier lifestyle!	

#### 4.3 READING

### **1** What do you remember about the Student's Book text? Are the sentences true (*T*) or false (*F*)?

- 1 Most young people play organised sport after the age of 13. \_\_\_\_
- 2 Most teenagers give up sport when it stops being fun. \_\_
- 3 There is little opportunity these days to play sport just for fun. \_\_\_\_
- 4 Teenagers have plenty of free time to do sports training. \_
- 5 Sport can help teenagers deal with stress. \_\_\_\_

#### 2 Before you read, think about the following questions.

- 1 Do you and your friends do enough exercise?
- 2 If so, what do you think are the advantages of physical activity?
- 3 If not, what are the reasons you don't do more exercise?

### 3 • 4.03 Read the article on this page quickly. Match topics 1–4 to paragraphs A–D.

- 1 Why teenagers should exercise regularly. \_\_\_\_
- 2 How teenagers can do more exercise. \_\_\_\_
- 3 How teenagers exercise around the world. \_\_\_\_
- 4 Why teenagers don't exercise. \_\_\_\_
- **4** Read the strategy below. Identify the topic sentence in each paragraph of the article.

#### **STRATEGY** Recognising topic sentences

A paragraph usually contains a topic sentence and some supporting details. The topic sentence states the main idea or argument of the paragraph. To quickly understand the meaning of a paragraph within a text, it is important to identify the topic sentence.

#### 5 Read the article again.

- 1 Which two facts does the writer use to support the main point in paragraph A?
- 2 What examples does the writer give to explain why teenagers don't get enough exercise?
- **3** Why does the writer say exercise can help you feel 'more relaxed and less stressed'?
- **4** What other skills can playing sport help young people develop?
- 5 What suggestions does the writer make for people who don't like competitive sports?
- 6 How can students combine exercise with their social life?
- **6 MEDIATION** Your teacher has asked you to write a report on teenage health and fitness. Using the ideas in the article, write a short report in your own words, including ...
  - · two reasons why teenagers don't get enough exercise.
  - two reasons why exercise is important.

important because

· one way that teenagers can take more exercise.

#### 7 Complete the sentences so that they are true for you.

2 | Lagree / don't agree that doing exercise every day is

- 1 | get / don't get enough exercise because \_\_\_\_\_
- 3 The activities I enjoy most are \_\_\_\_\_

#### ::: Health and fitness >

- A Do you exercise enough? A recent report led by the World Health Organisation (WHO) suggests that 80% of teenagers in 146 countries do not take enough exercise, including in the UK. The WHO recommends that teenagers take part in some kind of exercise for at least one hour each day for example, walking, jogging, cycling or dancing. But the research into the lifestyles of students aged 11–17 found that four out of five students fail to do the recommended amount of exercise. The report also says that in 142 countries, girls do less exercise than boys.
- There are several possible reasons why teenagers don't get enough exercise. Spending more time on their phones, computers or gaming devices means that teenagers sit down for longer each day, and do more digital activities than physical ones. In addition, teenagers living in cities often have few open spaces in which to exercise and play sport; it can also be less safe to walk or cycle. In some countries, there is a lot of pressure to achieve academic success, which means more homework and less time for physical activity.
- What does this mean? Taking regular physical exercise as a teenager is important for a number of reasons. Firstly, of course, it keeps you fit and means you are likely to carry on being active and healthy later in life. Exercise can also make you feel more relaxed and less stressed because it produces endorphins, chemicals in the brain which bring about feelings of happiness and well-being. There is also evidence that doing physical activity gives you more energy, not less. Being physically fit can also improve concentration, so regular exercise may actually improve academic performance. And finally, doing all kinds of sports can help teenagers develop social skills such as communication skills and team-building, and increase their self-confidence.
- There are a number of things that most teenagers can do to stay active and healthy. If you are one of those students who gave up sport because it was too competitive, there are other options you can take up such as cycling, yoga, karate, skateboarding or aerobics. Between school work and seeing friends, it can feel like you have very little time for exercise, but try to work out as part of your daily routine just doing a little exercise a few times a week will make a difference. And joining in with friends when they are doing their favourite activity can help you combine exercise with your social life.



1 Complete the dialogues with the words below.

fair feel feeling important know something sorry stronger world yourself 1 A I failed the exam – I only got 49%! **B** I \_\_\_\_\_ how much work you did. But it's \_ to remember that you did your best. 2 A I can't believe it! Ben dropped the ball and we lost the game. \_\_ to blame Ben. How would you \_\_\_\_\_ if it was you who dropped the ball? 3 A Tonya doesn't want to be my friend any more. **B** I guess you must be \_\_\_\_\_ hurt right now. But I'm sure you'll come out of it \_\_\_ 4 A I didn't get the part in the school play. They said I'm not right for it. \_ they rejected you. It's just B I'm really \_\_ \_\_\_ you have to go through. **5** A My dad has a new job. We're moving abroad. **B** It's not the end of the \_\_\_\_\_\_ – we can still talk online. Put \_\_\_\_\_\_ in his shoes – it's a great opportunity. 2 4.04 Listen to three short conversations. In which conversation did someone ...

3 ◆ 4.04 Listen again and tick (✓) the things the other person did in each conversation. Which expressions from Ex 1 did they use?

	Conversation		
	1	2	3
Show sympathy			
Stay positive			
Encourage understanding			

- 4 Read the social media post below.
  - 1 What happened last week?

A not perform well enough?

**C** get injured in a sporting activity?

**B** lose a competition?

- 2 What happened today?
- 3 Why was Laura amazed?
- 4 How does she feel now?



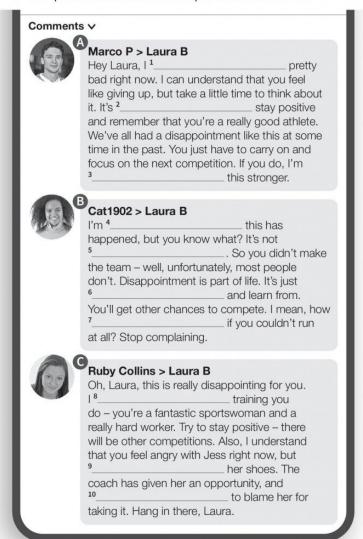
#### Laura B

23 March

Last week, our athletics coach said he wanted me to be on the team to take part in the national championships. I was really happy – there are so few opportunities like that. But today, in training, we were warming up and he came over to me and said, 'Laura, I'm really sorry – you have to drop out of the team.' I asked him why and he said something about me not making much effort, and not keeping up with my training. I was amazed, because I train every day and I even signed up for extra coaching. Later, I found out he'd asked my best friend Jess to be on the team instead of me. I'm really upset and angry at both of them. I don't know what to do – I just feel like giving up athletics altogether.

12

5 Complete the comments with phrases from Ex 1-3.



- **6** Which comment do you think is less sensitive than the others? Give reasons for your answer.
- **7** Read the social media post below. Write a comment for Dylan. Make sure you use phrases to express sympathy, stay positive and encourage Dylan to understand the other people's position.



#### Dylan N, 7 June

I'm in a band with three of my school friends. I sing and play guitar. We've played a few concerts at school and it's a lot of fun. But now my band mates have told me they've found a new singer, a guy called George. They want me to give up being the singer. I know George told them he has a better voice than me. It might be true, but I also know his father works in the music business. I love being in the band but I don't want to carry on if I can't sing. I'm really disappointed and I feel angry that George has made this happen.



Add a comment

### 4.5 VOCABULARY

1 Match the words below course court dive		4 Complete the short descriptions of three sports with the words below. In each case there is one word you don't need.
score shoot track		course defeat dive opponents race track
3 what players must hit	olay tennis the ball over in tennis	A I like running in the countryside. I prefer it to running on a  1 Usually, I don't 2 against anyone else. I don't see the other runners as 3 and I'm not interested in trying to 4 them. The 5 can often be wet and muddy, especially in winter, but I don't mind.
<ul><li>4 what people play foot</li><li>5 what runners or horse</li></ul>		court net rules score shoot spectators
<ul> <li>6 what sportspeople do event</li> <li>7 to kick or hit a ball too</li> <li>8 the route of a race</li> <li>9 to enter water head-fit</li> </ul>	o to prepare for an wards a goal irst	B In the summer, I play beach volleyball with my friends. The  6 of beach volleyball are different from indoor volleyball. For example, the 7 is smaller, although you still 8 points by hitting the ball over the  9 Also, the ball is lighter and there are fewer people on each team. Also, there are a few 10
2 Complete the definition coach competitor		they always give us a lot of support.
race referee rules		coach net pitch referee shoot train
yours  If yous  run, swim or cycle fas  A is sor	someone else, you to try to	C I play in a girls' football team. Our <sup>11</sup> is called Britta and she is brilliant. We <sup>12</sup> twice a week and play a game on Sundays. The <sup>13</sup> is sometimes a woman, sometimes a man. We don't have our own <sup>14</sup> – we share with the boys and often watch each other's games. I play in attack – I love it when you <sup>15</sup> at the goal and score.
sport or race.  4 The instructions that do in a sport are the _	say what you can and can't	5 Complete the two blog posts with words from Ex 1–3 in the correct form. You can use the words more than once.
5 In a competition, one the other.	team tries to	A My Blog
7 Your is against. 8 A person who watche 3 Choose the correct alte	es a sport is a rnative.	I've just been on holiday in the UK. My host family took me to see a game of cricket in their village. The <sup>1</sup> are complicated – one of the other <sup>2</sup> explained them to me, but I soon gave up trying to understand him. Basically, there are two teams of eleven players, and they play on a big field called a <sup>3</sup> A player from one team throws the ball and a player from the other team hits it. If you hit it a long way you <sup>4</sup> more points,
7 Your is against. 8 A person who watche 3 Choose the correct alte 1 Competitors / Spect stand very close to the	es a sport is a  rnative. eators at a cycling race often the pitch / track.	game of cricket in their village. The <sup>1</sup> are complicated – one of the other <sup>2</sup> explained them to me, but I soon gave up trying to understand him. Basically, there are two teams of eleven players, and they play on a big field called a <sup>3</sup> A player from one team throws the ball and a player from the other
7 Your is against. 8 A person who watche 3 Choose the correct alte 1 Competitors / Spect stand very close to th 2 In volleyball, players shitting the ball over the hands.	es a sport is a  rnative. eators at a cycling race often the pitch / track. score / shoot points by the court / net with their	game of cricket in their village. The <sup>1</sup> are complicated – one of the other <sup>2</sup> explained them to me, but I soon gave up trying to understand him. Basically, there are two teams of eleven players, and they play on a big field called a <sup>3</sup> A player from one team throws the ball and a player from the other team hits it. If you hit it a long way you <sup>4</sup> more points, although these are called 'runs', like in baseball. If you get more runs
7 Your is against. 8 A person who watche 3 Choose the correct alte 1 Competitors / Spect stand very close to th 2 In volleyball, players shitting the ball over the hands. 3 If you want to score /	es a sport is a  rnative. eators at a cycling race often the pitch / track. score / shoot points by the court / net with their  train seriously, you need a	game of cricket in their village. The ¹ are complicated – one of the other ² explained them to me, but I soon gave up trying to understand him. Basically, there are two teams of eleven players, and they play on a big field called a ³ A player from one team throws the ball and a player from the other team hits it. If you hit it a long way you ⁴ more points, although these are called 'runs', like in baseball. If you get more runs than your ⁵ that means you've ⁶ them.
7 Your is against. 8 A person who watche 3 Choose the correct alte 1 Competitors / Spect stand very close to the 2 In volleyball, players shitting the ball over the hands. 3 If you want to score / coach / referee to he 4 In football, if the coach	es a sport is a  rnative.  tators at a cycling race often be pitch / track.  score / shoot points by the court / net with their  train seriously, you need a selp you.  th / referee shows you a red	game of cricket in their village. The ¹ are complicated – one of the other ² explained them to me, but I soon gave up trying to understand him. Basically, there are two teams of eleven players, and they play on a big field called a ³ A player from one team throws the ball and a player from the other team hits it. If you hit it a long way you ⁴ more points, although these are called 'runs,' like in baseball. If you get more runs than your ⁵ , that means you've ⁶ them.  B V NEW POST  I took part in my first triathlon this weekend. 'Triathlon' is a Greek word meaning 'three competitions'. The ¹ was really tough – a 1.5 km swim, then a 40 km bike ride and finally a 10 km run. But from the moment I ²
7 Your is against. 8 A person who watche 1 Competitors / Spect stand very close to th 2 In volleyball, players shitting the ball over thands. 3 If you want to score / coach / referee to he 4 In football, if the coac card you must leave to the Tough Mudder, other over a 10 km co	es a sport is a  rnative.  tators at a cycling race often be pitch / track.  score / shoot points by the court / net with their  train seriously, you need a selp you.  th / referee shows you a red	game of cricket in their village. The ¹ are complicated - one of the other ² explained them to me, but I soon gave up trying to understand him. Basically, there are two teams of eleven players, and they play on a big field called a ³ A player from one team throws the ball and a player from the other team hits it. If you hit it a long way you ⁴ more points, although these are called 'runs,' like in baseball. If you get more runs than your ⁵ , that means you've ⁶ them.  B V NEW POST  I took part in my first triathlon this weekend. 'Triathlon' is a Greek word meaning 'three competitions'. The ¹ was really tough - a 1.5 km swim, then a 40 km bike ride and finally a 10 km run. But from the moment I ² into the water, I loved it. As you know, I ³ for months but I didn't have a ⁴ to help me. The other ⁵ were very good, and it was difficult not to try to 6 everyone. We finished in the local
7 Your is against. 8 A person who watche 3 Choose the correct alte 1 Competitors / Spect stand very close to th 2 In volleyball, players shitting the ball over the hands. 3 If you want to score / coach / referee to he card you must leave to so the Tough Mudder, other over a 10 km coobstacles. 6 The referees / rules of the second second is again.	es a sport is a  rnative.  cators at a cycling race often the pitch / track.  score / shoot points by the court / net with their  train seriously, you need a telp you.  ch / referee shows you a red the court / pitch.  people defeat / race each pourse / track with different  of the marathon say that all	game of cricket in their village. The ¹ are complicated – one of the other ² explained them to me, but I soon gave up trying to understand him. Basically, there are two teams of eleven players, and they play on a big field called a ³ A player from one team throws the ball and a player from the other team hits it. If you hit it a long way you ⁴ more points, although these are called 'runs,' like in baseball. If you get more runs than your ⁵, that means you've ⁶ them.  B V NEW POST  I took part in my first triathlon this weekend. 'Triathlon' is a Greek word meaning 'three competitions'. The ¹ was really tough – a 1.5 km swim, then a 40 km bike ride and finally a 10 km run. But from the moment I ² into the water, I loved it. As you know, I ³ for months but I didn't have a ⁴ to help me. The other ⁵ were very good,
7 Your is against. 8 A person who watche 1 Competitors / Spect stand very close to the 2 In volleyball, players shitting the ball over the hands. 3 If you want to score / coach / referee to he 4 In football, if the coac card you must leave to the leave to the leave to the leave to the leave to leave the le	es a sport is a  rnative.  cators at a cycling race often the pitch / track.  score / shoot points by the court / net with their  train seriously, you need a selp you.  ch / referee shows you a red the court / pitch.  people defeat / race each pourse / track with different the marathon say that all thents must be over 18.	game of cricket in their village. The ¹ are complicated – one of the other ² explained them to me, but I soon gave up trying to understand him. Basically, there are two teams of eleven players, and they play on a big field called a ³ A player from one team throws the ball and a player from the other team hits it. If you hit it a long way you ⁴ more points, although these are called 'runs,' like in baseball. If you get more runs than your ⁵ , that means you've 6 them.  B V NEW POST  I took part in my first triathlon this weekend. 'Triathlon' is a Greek word meaning 'three competitions'. The ¹ was really tough – a 1.5 km swim, then a 40 km bike ride and finally a 10 km run. But from the moment I ² into the water, I loved it. As you know, I ³ for months but I didn't have a ⁴ to help me. The other ⁵ were very good, and it was difficult not to try to 6 everyone. We finished in the local sports stadium and I'll never forget the cheer from the 7 as we ran

**6 VOCABULARY BOOSTER** Now practise **Sport** vocabulary on page **107**.

	Read the sentences and write if they are about present, past or future ability.  1 Sam could say some words in two languages when	4 Complete the second sentence so that it has the same meaning as the first. Use the correct form of <i>can</i> , <i>could</i> , <i>manage to</i> or <i>be able to</i> .
	he was four  2 Jay is able to speak three languages fluently.	1 In my family, everyone learned to read before they went to school.
	2 Jay is able to speak timee languages flueritly.	All of my family
	Do you think Jon will be able to play today?	2 I bought a copy of that book online, even though it's hard to find.
	<b>4</b> Zoe can't dive, but she's a great swimmer.	That book is hard to find, but I
		3 If it doesn't snow this week, we'll have to cancel our skiing
	5 Were you able to read my email?	weekend.
	6 I can't come to training this evening	I hope it snows this week, or we
	7 Alisha didn't manage to get a seat on the train.	4 The car was moving too fast for me to see the number plate.  The car was moving so fast that I
	8 We won't be able to offer coaching this year.	5 I'm really happy that I can cycle to school.  I really enjoy
2	Choose the correct alternative: A, B or C.	6 There wasn't anyone who was fast enough to keep up with
	1 My brother walk until he was two.	Kris.
	A can't B couldn't C doesn't manage to	None of the other cyclists
	2 If they arrive too late, they get a seat.  A can't B couldn't C won't be able to	<b>5</b> Complete the two short texts with the words and phrases below.
	3 We need Jess on our team – she play well.	could has been able to managed to
	A can B could C managed to	was able to wasn't able to will manage to
	4 It's his first 10 km race. I hope he finish it.	
	A could B manages to C being able to	A Alex Honnold is a free climber. In 2018, he <sup>1</sup> free climb solo (alone and without a rope) the 900-metre rock called
	5 I'm looking for a new bike, but so far I find one I like.	El Capitan in California. Alex 2 do this because he trained hard and prepared carefully. He 3
	A couldn't B didn't manage to C haven't been able to	practise climbing without safety equipment because it was too
	6 I phone you last night – there was no signal.	dangerous. However, he practised the route using a rope until
	A can't B couldn't C haven't been able to	he 4 remember every move exactly. So far, no one else 5 repeat Alex's climb, but it's not impossible
	7 Joe play in the team because he won't be here.	that another climber 6 do so in future.
	A isn't able to B couldn't C hasn't managed to	being able to can has managed to
	8 Until 1953, no one run a mile in under four	is able to manage to
	minutes.	<b>B</b> Freedivers dive without breathing equipment. In competitions,
	A had managed to B has managed to	freedivers score points depending on how deep they
	C has been able to	dive, and how long they 2hold
_		their breath. Raghda Ezzeldin is an Egyptian free diver. She  3 hold her breath for more than five minutes and
	Complete the sentences with the correct form of <i>can</i> , <i>could</i> , <i>manage to</i> or <i>be able to</i> . More than one answer	reach a depth of 45 metres on a single breath.
	is sometimes possible.	For Raghda, 5 forget about everything else and
	The lecturer's microphone wasn't working – we hear a word she was saying.	feel completely free is one of the best things about free diving.
	2 Leah doesn't earn much money, but she still save 50 euros each month.	<b>6</b> Complete the sentences with the correct form of <i>can</i> , <i>could</i> , <i>manage to</i> or <i>be able to</i> . Use the prompts in brackets and your own ideas.
	<b>3</b> My brother ride a bike by the age	Andrea is good at languages, but (present, negative)
	of five.	he can't speak Japanese.
	<b>4</b> She isn't sign up for this event until she's eighteen.	1 I'm really happy that (present, positive)
	5you take part in a training session this	The music was so loud that (past, negative)
	weekend?	=e masie mas so roud that (past, hegative)
	6 Aziz isn't a good tennis player – he hasn't defeat his opponent once this season.	3 If the weather doesn't improve (future, negative)
	7 Tenjoyed watching the game, but I stillunderstand the rules.	When I was younger, (past, positive)
	8 Will you come to the party on	5 I hope that next year (future, positive)

### 1 What do you remember about the Student's Book listening? Which **one** of the following statements is not true?

- 1 The world's blue zones are where more people than average live to a very old age.
- 2 Most people living in blue zones eat a healthy diet which protects them from a number of diseases.
- 3 All the people who live in blue zones do lots of exercise.
- **4** People in blue zones often live longer because they are obsessed with their health.
- **5** People in blue zones act in a similar way to early humans regarding diet and exercise.

#### 2 Before you listen, think about these questions.

- 1 Would you join an after-school fitness club with your friends? Why? / Why not?
- 2 Why do people in some parts of the world live longer than others?
- 3 How can people stay healthy and happy into old age?

#### **STRATEGY** Identifying purpose

When you listen to a recording, knowing the reason the speaker is talking will help you better understand the text. Is it describing something, advertising a product, trying to persuade you to do something, giving you information or advice about something, or just trying to entertain?



### 3 4.05 Read the strategy above. Then listen to three extracts.

- 1 Which extract is from ...
  - A a radio interview? \_\_\_
  - B a conversation between friends? \_\_\_
  - c a podcast report? \_\_\_
- 2 Match extracts 1–3 to the speaker's main purpose (A–C).
  - A giving information \_\_\_\_
  - B giving advice \_\_\_\_
  - c persuading someone to do something \_\_\_\_

#### 4 4.05 Listen again to Extract 1.

- 1 What would Hannah like Ryan to join in with?
- 2 What happens in the class?
- 3 What are Ryan's two reasons for not joining in?
- 4 What does Hannah think Ryan will do this evening?
- 5 Why does Hannah say, 'Seriously, it would be good for you'?

### 5 **4) 4.05** Listen again to Extract 2. Choose the best answer: A or B.

- 1 Thousands of years ago, most people lived ...
  - A around 30 years.
  - **B** longer than 35 years.
- 2 In the early 19th century, some children died before the age of five because they ...
  - A were poor, worked hard, and were often hungry.
  - **B** didn't have drugs to protect them from illnesses.
- 3 Many women today ...
  - A will probably live longer than men.
  - B probably won't live longer than men.
- 4 You are more likely to live longer if you live in ...
  - A a European country.
  - B parts of Asia and Africa.

### 6 4.05 Listen again to Extract 3. Complete the statements according to Magda.

1	If you take a little exercise every day,
2	If you want to stay healthy,
3	Eating less sugar and salt can
4	It's important to have

### 7 Combine a verb and a preposition to complete the sentences.

addicted	learn	listen	obsessed	protect someone
spend mo	nev s	uffer t	alk	

about from (x3) on to (x2) with

- 1 Hannah is my best friend I can \_\_\_\_\_ anything with her.
- 2 Sean is always taking selfies he's

\_\_\_\_\_\_ how he looks.

3 Jenna \_\_\_\_\_\_ stress, so exams are difficult for her.

**4** My dad hates watching TV – he prefers to read or music.

5 I'm \_\_\_\_\_ playing this computer game - I can't stop playing it.

6 American footballers wear a helmet to

injury. them \_\_\_\_

7 Some people \_\_\_\_\_\_ a lot of \_\_\_\_\_ expensive sports clothes.

8 It's OK to make mistakes, but it's also important to them.

### 8 4.06 PRONUNCIATION <u>Underline</u> the sounds that you think will be left out. Then listen and check.

- 1 I think you're addicted to your laptop.
- 2 Eating the right things can protect you from illness.
- 3 Life expectancy in most parts of the world was very short.
- 4 Women can expect to live slightly longer than men.
- 5 If you want to stay healthy, you have to stay interested in everything.
- 6 Eating less sugar and salt can bring about real changes.



#### 1 Look at the two photos and think about the questions.

- 1 Do you enjoy cycling? Why? / Why not?
- 2 When was the last time you rode a bicycle?
- 3 Why do you think the people in the photos choose to go cycling?

These photos show people cycling in different situations. Compare the photos and say which kind of cycling you'd prefer to do, and why.

#### 2 4.07 Read the comparison task above. Listen to a student doing the task and answer the questions.

- 1 What similarities between the photos does she mention?
- 2 What differences does she mention?

1 The most obvious

3 Which kind of cycling would she prefer to do? Why?

# 3 **4.07** Listen again and complete these extracts with the correct expressions. The extracts are not in order. Write one word in each gap.

the

\_it would be as

	photos is that the people in photo A are riding ordinary bicycles and wearing everyday clothes, the man in photo B is wearing special clothes and riding a hi-tech bike
	the man in photo B, the family group look
	much happier and more relaxed.
2	, it's much
	more fun to do activities like this with other people. So for that reason,
	cycle in a group.
3	There are between the
	photos. Obviously, the main thing have in common is that they show people riding bikes, and wearing cycle helmets
	also shows how cycling can be a good way to take exercise and keep fit.
4	show people
	taking part in cycling, but in different situations. In photo A, a group of people it
	looks like a family cycling in the countryside. Photo B a man cycling on the road, or it may be a
	racing track.
5	
	riding a bike fast for long distances will probably keep you much fitter. However, if I had to choose,

enjoyable ... and certainly not as sociable ... as going for

a cycle ride with a few friends or my family.

#### **STRATEGY** Giving structure to the task

When comparing photos, it's a good idea to follow a clear structure to make sure you include everything you need to in the limited time.

- Start with a very short description of the photos and a summary of the theme.
- Then talk about similarities between the photos, and then talk about the differences. Remember to use comparative structures.
- Finish by answering the question asked in the task and giving your opinion.

### **4** Read the strategy above and match each extract in Ex 3 to the functions below.

- **a** Give a brief description of the photos and a summary of the theme. \_\_\_\_
- **b** Talk about the similarities. \_\_\_\_
- c Talk about the differences. \_\_\_\_
- **d** Give a personal opinion. \_\_\_\_
- e Answer the question. \_\_\_

### **5** Read the task and prepare to compare the two pictures below. Make notes to help you ...

- give a brief description of the photos and a summary of the theme.
- talk about the similarities and differences between the photos.
- talk about your experience and give your personal opinion to answer the question.

These photos show people doing sport in different situations. Compare the photos and say which kind of activity you would enjoy doing more, and why.





### 6 Use your notes from Ex 5 to write a comparison of the two photos. When you have finished, check that you have ...

- · described the pictures in detail and identified the theme.
- structured your comparison appropriately.
- used expressions from the phrasebook in the Student's Book to talk about the similarities and differences.
- given your opinion in answer to the question.

- 1 What do you remember about the Student's Book lesson? Think about these questions.
  - 1 What are some examples of competitive sports and non-competitive sports?
  - 2 Make a list of two positive and two negative things you could learn from competitive and non-competitive sports.
- 2 Read the essay. Does the writer agree or disagree with the statement in the title?



#### All sports can teach important life skills

- A It is true that doing competitive sport can prepare young people for life in several ways. However, not everyone enjoys competition, and teenagers can learn important skills while taking part in non-competitive activities. I believe they should be able to join in with the sports they feel most comfortable with.
- Most people would agree that activities like running, hiking or rock-climbing can help young people stay fit and healthy, without the stress of being a competitor. If they feel more relaxed about an activity, they are more likely to enjoy it and less likely to drop out. It is also true that non-competitive sports can teach young people how to rely on themselves, manage their time and work hard to achieve their goals. These are valuable skills for later in their lives.
- On the other hand, competitive sports can help teenagers develop skills such as teamwork and co-operation. If they learn these skills at school, they will be able to use them more easily later in life. It can also be argued that life is a competition and not everyone can be a winner all the time. Being able to accept failure and not give up is an important part of growing up.
- In conclusion, there are clearly some advantages to competitive sport. Having said that, in my opinion, if young people can have fun doing non-competitive activities, they will be able to keep fit and healthy, and also develop some useful life skills.

Page 1 of 1	100 words		 50%

#### 3 In which paragraph (A-D) does the writer ...

- 1 present arguments <u>for</u> the statement in the title? \_\_\_
- 2 summarise their arguments and repeat their opinion? \_\_\_\_
- 3 present arguments <u>against</u> the statement in the title? \_
- 4 make a general statement about the topic and give their overall opinion? \_\_\_\_

#### **STRATEGY Supporting your arguments**

When you are presenting arguments in an essay, it will be more convincing if you support each argument or idea with a supporting statement or an example.

Students who just want to win all the time may have problems getting on with other students. They may argue more and not be able to accept losing.

- 4 Read the strategy. Then read the essay again and identify ...
  - 1 the writer's two arguments <u>for</u> the essay title and two supporting statements / examples.
  - 2 the writer's two arguments <u>against</u> the essay title and two supporting statements / examples.



**5** You are going to write a for and against essay. Read the title below. Then make notes about the main arguments for and against the statement, using your own ideas. Girls and boys should be allowed to compete in sports together.

Arguments	for
-----------	-----

Argument 1:	
Supporting statement / example 1:	
Argument 2:	
Supporting statement / example 2:	
Arguments against Argument 1:	
Supporting statement / example 1:	
Argument 2:	
Supporting statement / example 2:	

#### 6 Plan your work.

- 1 Decide what you will say in each paragraph.
- 2 Make notes for an introduction and a conclusion.
- **3** Decide which phrases for presenting arguments you want to use.
- 7 Write your for and against essay.
- 8 CHECK YOUR WORK Did you ...
  - give and support arguments for and against the statement?
  - · use phrases for presenting arguments?
  - include vocabulary and grammar from this unit?
- check your spelling and grammar?

#### Grammar

- 1 Choose the correct alternative.
  - 1 Most / Much of my friends enjoy playing football, but any / few of them really like playing rugby.
  - 2 Syed studies hard and has every / several part-time jobs, so he has very few / little free time.
  - 3 It's better to take a little / little exercise a few / few times a week than a lot of exercise once a week.
  - 4 How many / much times do you message your friends any / each day?
  - 5 Cara and Lily **all / both** love playing tennis, but our school doesn't have **any / some** tennis courts to practise on.
  - 6 All / Every of my friends can play basketball, but no / none of them can play as well as Josef.
- 2 Complete the conversation with the words and phrases below.

100 200	ble to can o n't able to wi	could managed to ill manage to	0
Amy		anyone will ever 1 under two hours?	run a
Ben	Why not? For y	years people though _ run a mile in unde	
	100 metres in	under ten seconds -	- but someone did.
Josh	Actually, in 201	19 the Kenyan runne _ run a marathon di	
Ben	Well, yes, but t	that wasn't an actua _ claim it as a world	
Josh		tter? He's proved tha less than two hours	
Amy	Yes, so maybe in normal race	e one day he 6 e conditions.	do it again

#### Vocabulary

3	Chance	the correct	alterna	tivo. A	BorC
	CHOOSE	the correct	allema	LIVE. A	. DOIC

1	Hasan left home lat				_with his
	friends before they				
	A kept up	В	carried on	C	caught up
2	If you don't		properly be	fore	you exercise,
	you may get injured	١.			
	A join in	В	warm up	C	work out
3	There's a new aerol	oics	class starting r	next	week – are you
	going to		it?		
	A sign up for	В	join in	C	take up
4	Tori has never		a sports	com	petition in
	her life.				
	A carried on with	В	taken part in	C	given up
5	If you can't		with the oth	erst	tudents,
	perhaps you should join an easier class.				
	A keep up	В	carry on	C	work out
6	Taking up exercise of your health.	can		real	changes in
	A give up	В	take up	C	bring about

- 4 Choose the correct alternative.
  - A 'And now the 'competitors / opponents are warming up for the start of the 1,500 m. They have to 'defeat / race each other four times around the 'pitch / track. Everyone is very excited and the 'coaches / spectators are making a lot of noise.'
  - B 'The 'referees / rules of this tennis competition say that a player must win a game by at least two points to 'defeat / score their opponent. Their 'coach / train is allowed to watch from the side of the 'court / net, but they mustn't give any instructions.'

#### **Cumulative review**

**5** Complete the blog post with the words and phrases below.

a few are able to both bring about can't could each every one gave up learned little managed to scored

Oakwood School	HOME	BLOG	CONTACT	Q,
I'm really pleased to report the has <sup>1</sup> win the sch year. At the beginning of the se <sup>2</sup> win anything b years we'd had very <sup>3</sup>	nools cho eason, no ecause ir	mpion one th	ship this nought we	
	g two nig nt chang nk in a ne a goal ag to lose th om our m	hts a west of his way.  It is a marked	reek and ow we Before, if us, we often e. But Miss	
This was especially important in when we played the Royal High teams really wanted to become the end, though, I think we want of our players was determined to 12 the result the won the game 3–2. I know that win every game we play in the champions! Jess Sterling (tear	School. <sup>1</sup> e this yea ted it mor to win an at we nee we <sup>13</sup> future, bu	r's cha re. <sup>11</sup> d madeded. It	mpions. In e a big effor worked – wexpect	rt /e to

#### **REFLECT** Think about the following questions.

- 1 Which lesson in this unit did you enjoy the most? Why?
- 2 Which of the grammar points did you find most difficult?
- 3 How can you practise identifying topic sentences in your own reading?
- **4** What things did you find difficult and easy when you wrote your for and against essay?

#### Reading

#### **EXAM STRATEGY**

When you complete a text with missing sentences, you will need to look for both general clues and specific information. Look at the topic of the sentences either side of the gap, key words, pronouns and use of tenses.

- 1 Read the strategy above. Then look at the exam task in Ex 2 and read the first paragraph of the article. Read the sentences before and after the first gap – are they about humans or animals? Which words give you clues about the missing sentence?
- 2 Five sentences have been removed from the article. Choose from sentences A–H the one which fills each gap (1–5). There are three extra sentences which you do not need to use.

#### Humans vs animals

Humans are highly competitive creatures and we are always trying to break records, particularly in sport. But how do we compare to animals – who is stronger and faster? Over long distances, we actually perform surprisingly well. Scientists believe this may be because we don't suffer from the heat as much as some animals.

<sup>1</sup>\_\_\_ Therefore, less of our body is exposed to the sun. In addition, humans, unlike many animals, lose heat through sweating.

It's possible that we originally developed this ability to run over long distances in order to hunt for food and to escape from danger. We used our big toes to push us off the ground quickly, and our longer legs allowed us to cover longer distances when hunting. <sup>2</sup>— Another advantage that humans have is our ability to store energy in the muscles we use for running, enough to travel just over 30 kilometres.

But how fast can we run over long distances compared to animals? In 2019, Kenyan runner Eliud Kipchoge completed a marathon in less than two hours, an extraordinary achievement for a person. <sup>3</sup>\_\_\_\_ This means that they should be able to cover the same distance in a much shorter time. And there are even faster creatures. An ostrich, for example, has a maximum speed of around 80 kilometres an hour and could therefore complete a marathon in around 45 minutes.

Over shorter distances, animals are the clear winners every time. The Olympic gold medal winner, Usain Bolt, ran 100 metres in under ten seconds, while a greyhound has done it in 5.8 seconds. <sup>4</sup>— That's much faster than Bolt's current world record of 19.19 seconds. And humans take over twice as long as horses to run 400 metres.

So how do we compare to animals when it comes to physical strength? It makes sense that larger animals are stronger than humans because their bodies are heavier to carry than ours. Elephants are the strongest land animals – they can carry the weight of around 130 adult humans.

<sup>5</sup> But there are different kinds of animal strength. For example, the tiny leafcutter ant can lift around 50 times what it weighs using its mouth. That's the same as you or I picking up a truck in our teeth!

- A However, a horse's maximum speed is around 86 kilometres an hour, nearly twice as fast as a human's.
- **B** In the same way, we're generally more powerful than smaller animals.
- C On the other hand, animals need to take regular breaks to get food and water.
- **D** We stand on two legs, not four.
- **E** A cheetah can complete twice that distance in less than seven seconds.
- **F** That's why we have shorter toes and longer legs than, for example, great apes.
- **G** This is because there isn't enough scientific research about it.
- **H** Another example from the bird world is the peregrine falcon, which is the fastest bird in the sky.

#### **Speaking**

#### **EXAM STRATEGY**

When you compare photos, you should describe what is happening in each one and talk about their similarities and their differences.

- 3 Read the strategy above. Then look at the sentences below. Do they describe similarities or differences? <u>Underline</u> the words and phrases used to talk about similarities and differences.
  - 1 In both photos people are using technology.
  - 2 In the first photo, people are watching a film at the cinema rather than at home.
  - **3** The first photo shows people outside, while the second photo shows people inside.
  - 4 The topic the photos have in common is sport.
- 4 Look at the two photos of people shopping. Compare the two photographs and say how you think the people feel. Where do you prefer to shop? What are some of the advantages and disadvantages of shopping in different places?





#### **Word building**

- 1 Look at the word families below. Circle the verbs and underline the nouns. What letters can you add to a verb to make nouns? Which do you use for people?
  - 1 compete competitor competition
  - 2 employ employer employee employment
  - 3 manage manager management
  - 4 translate translator translation
  - 5 organise organiser organisation
  - 6 create creator creation creativity
  - 7 depend dependent dependence

### LANGUAGE FOCUS Word building: suffixes that form nouns

You can often make nouns from verbs or adjectives by adding a suffix. Sometimes, you can just add the suffix, but other times you might need to change the spelling or add a few letters before the suffix. For example:

able ability importance

2 Read the language focus above. Complete the table showing some of the different ways of changing adjectives to nouns.

Type A -ity or -ty	
	possibility
responsible	
generous	
<u> </u>	stupidity
Type B -ness	
kind	kindness
	happiness
sad	
mad	
fit	
Type C -ence or -ance	
	independence
silent	
<u> </u>	distance
different	

- 3 Read the sentences and choose the correct alternative.
  - 1 My sister has been ill and she still says she feels weak / weakness and tired most of the time.
  - 2 I'm so embarrassed | got that question wrong I can't believe how **stupid** / **stupidity** | was.
  - 3 I don't use paper dictionaries I think online ones are much more useful / usefulness.
  - 4 You'd better stop driving and have a rest because tired / tiredness can be very dangerous.
  - 5 I really don't like violent / violence in films.

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

1	able curiosity distant fit generous nappiness importance kindness mad possible sadness silent
1	It's veryto remember your
	passport when you go to the airport.
2	The thing I notice most about the countryside is the – there is no noise of traffic
	at all.
3	I've got some news! Emma's
	cat has died, and she's very upset.
4	Money doesn't make people
	but I think it can help.
5	They bought expensive presents for everyone, so I
	thanked them for their
6	Shakespeare often shows love as a kind of
	– lovers do crazy things.
7	My brother's afanatic – he
	goes to the gym every day.
8	What's the between Madrid
	and Seville by road? Is it about 500 km?
9	I think there's a small that it
	might snow tomorrow. It's getting quite cold.
10	
	animals; I can't stand people who treat them badly.
11	to 2 to the transfer of the tr
	so many questions and she wants to know everything
12	Marcus shows great as a
	footballer - he could even be a professional one day.

#### **VOCABULARY STRATEGY** Word building in exams

There will often be word-building questions in exams. For example:

#### Gap fill

You are a great musician, and you have the \_\_\_\_\_ to become a concert pianist. (able)
You are a great musician, and you have the *ability* to become a concert pianist.

#### Sentence transformation

What other people think is not important to me. (no) What other people think is of no importance to me.

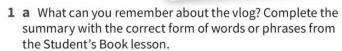
A good way to remember word families is to write example sentences.

My teacher's favourite sound is **silence**. She loves it when the classroom is **silent**.

**5** Read the vocabulary strategy above. When you record new words, leave a space to add more words in the same word family. Add example sentences or funny, personal short stories to help you remember.

### **5.1 VOCABULARY**





In the vlog, Yas	min is talking about food e	xperiments.
Lewis agrees to	take part. Yasmin says the	e senses are
1b	_ when we taste food. Lew	is wears an eye mask
so he cant see	what he is tasting. He worri	es that the food will
	or ³r	
	, a melon. He thoug	
	his eye mask and looks at	
pink food whic	h he thinks will be <sup>6</sup> s	and
<sup>7</sup> S	But it is really *s	! Yasmin
explains that w	e think bright and 9v	colours will
taste sweet.		
Yasmin gives Le	ewis two cups with the sam	ne drink. He thinks
they are differe	nt, because he hears a 10 d	sound
when he tastes	one of them, which makes	s him think it is
11h		

#### **b 5.01** Watch or listen again. Check your answers.

2 Match one of the adjectives below to each sentence.

- 4 Mmm, this soup is delicious. I didn't realise you were such a good cook.
- 5 Look at the colours in that painting those bright reds and yellows are amazing.
- 6 I've got fruit juice all over my hands I need to wash them before I touch anything. \_\_\_\_\_
- 7 I've been playing football all afternoon, so I'm really hot and my shirt is wet I need a shower! \_\_\_\_\_

#### 3 Choose the correct alternative.

- 1 How much sugar did you put in this tea? It's extremely sweet / sticky!
- 2 This coffee must be quite old it tastes really bitter / rough.
- 3 Josh loves **salty** / **spicy** food, so he often goes out for an Indian meal.
- 4 My mum's been washing dishes and her hands are really rotten / rough when you touch them.
- 5 I don't really like anything that tastes **bitter / sour**, like yoghurt or lemons.
- 6 These nuts are very **salty** / **sweaty** they're making me quite thirsty.
- 7 You need to stir the butter, flour and milk together to make a nice **smooth** / **sweet** sauce.
- 8 That café is painted a very **pale / vivid** pink colour that looks almost white.
- 4 **§ 5.02 REAL** ENGLISH Complete the dialogues with the phrases below. Then listen and check your answers.

	gro see	ing is believing what are you up to
1	Α	Hi Jo, this morning?
	В	It's my mum's birthday. I'm making a cake for her.
2	Α	Do you know the answer to exercise 4?
	В	Sorry, I Why don't you ask Phoebe?
3	Α	Excuse me, can I ask you a few questions?
	В	Of course!
4	Α	Did you hear that Tomas has entered the school cookery competition?

5 A Look at Ella. I thought she was joking when she said

B Tomas? He hates cooking. I bet his food tastes

- she could skateboard but she's brilliant. **B** I know. We're all surprised, but
- **5 VOCABULARY BOOSTER** Now practise **Senses** vocabulary on page **108**.

1	◆ 5.03	Listen to six short conversations.	Which	dialogue
	(1-6) wa	s about		

- A an event that is part of a timetable? \_\_\_\_
- **B** a planned future event? \_\_\_
- **C** a decision that someone makes at the moment of speaking? \_\_\_\_
- **D** a prediction that someone makes based on present evidence or facts? \_\_\_\_
- **E** an arrangement someone has already made? \_\_\_
- **F** a prediction that someone makes without present or past experience of something?



#### 2 **5.03** Listen again. Complete the sentences.

1	The train	until 5 o'clock.
2	OK, I	you as soon as I get there
3	I	Mia at the shopping centre.
	She	with her older brother – he'
	really nice!	
4	I'm pretty sure Anna _	top again.
5	l expect	sometime next week o
	the week after.	
6	He	it at his house. His parents
		away for the weekend.

#### **3** Choose the best response: A or B.

- 1 There's someone at the door.
  - A I'll see who it is.
  - B I'm going to see who it is.
- 2 When does the concert start?
  - A It'll start at 7.30.
  - B It starts at 7.30.
- **3** Have you decided which trainers to buy?
  - A Yes, I'll buy some new Nikes.
  - **B** Yes, I'm going to buy some new Nikes.
- **4** Who's going to win the match on Saturday?
  - A I'm pretty sure Barcelona are winning.
  - **B** I'm pretty sure Barcelona are going to win.
- 5 Paul eats a lot of junk food, doesn't he?
  - A Yes, I expect he'll start putting on weight.
  - **B** Yes, I expect he starts putting on weight.
- 6 What are your plans for the weekend?
  - A I'll play tennis with my cousins on Saturday.
  - **B** I'm playing tennis with my cousins on Saturday.

4	Use the words in brackets to write sentences using		
	the correct future form. More than one answer may		
	be possible.		

I'm really tired. (I / think / I / go / to bed)
I think I'll go to bed.

- 1 Those bags look really heavy. (I / help / carry / them.)
- 2 I can't come to the cinema this evening. (I / meet Sofia / revise for / our English exam.)
- 3 Daria has scored more points than anyone else. (I / pretty sure / she / win / the competition.)
- 4 It's Ivo's birthday next week. (He / invite / everyone / to a party / at the pizzeria.)
- **5** We need to go. (The concert / start / in 15 minutes.)
- 6 I don't know what Freddie plans to do after school. (I / expect / he / go / to college.)

## 5 Complete the sentences with the most likely future tense form of the verb in brackets. More than one answer may be possible.

D	= h	ossible.		
1	Α	Here's the book I was talking about. I think you		
		(er	njoy) it.	
	В	Thanks. I	(give) it back to you next week,	
		if that's OK.		

- 2 A I need to get home quickly, so I \_\_\_\_\_\_ (take) a taxi. Do you know how much it will cost?
  - **B** I'm really not sure, but I guess it \_\_\_\_\_ (not be) more than twenty euros.
- **A** OK, we've got the boarding passes. The plane (leave) at 12.15, so we don't need to hurry.

ies, we do -	look at the queue for departures.
It	(take) a long time to get through
security.	
	lt

- **4 A** Omar has decided he \_\_\_\_\_ (cook) dinner for everyone on Saturday night. Do you want to join us?
  - B I'm sorry, I can't. I \_\_\_\_\_ (visit) my cousins at the weekend.

### **6** Answer the questions so they are true for you using a future tense form.

- 1 What are your plans for the weekend?
- 2 What time do you start and finish school?
- 3 What are you going to do to celebrate your next birthday?
- **4** Who do you think will be the next president or prime minister of your country?
- 5 You've missed the bus. How will you get home?

#### 5.3 LISTENING

- **1** What can you remember about the listening in the Student's Book? Are the statements true (*T*) or false (*F*)? According to futurologists:
  - 1 They are usually 85% correct when they predict what will happen in the next five or ten years. \_\_\_\_
  - 2 No one alive in 2020 will still be alive in 2150. \_\_\_
  - 3 People don't want to live forever, even in good physical and mental condition. \_\_\_\_
  - 4 In the future, we'll be able to connect our brains to android bodies and travel the world. \_\_\_
  - 5 Science gives us new technology but it doesn't think about how technology will change society. \_\_\_\_
- 2 5.04 Read the strategy below and the information about a podcast. Listen to Part 1 and choose the best title for the podcast: A, B or C.
  - A How life will be different in 2050
  - B Using technology to solve the problems of the future
  - C New ways to feed the world's population

#### **Podcasts**



The world's population is around 7.5 billion. By 2050, population experts forecast that this number will increase to 10 billion. In this week's *Basic Science* podcast, we discuss some of the ways that life will be different in the future with science writer Alex Lucas.

<u>▶ listen</u> now.

#### **STRATEGY** Listening for gist

When you listen for gist, you listen for the general meaning of what someone is saying. You listen for key words and phrases so that you can understand the main points that the speaker is making.

#### 3 5.04 Listen again to Part 1.

- 1 What does Alex say the biggest problem is going to be?
- 2 What will need to change to solve this problem?
- **3** What are some companies in China and Japan doing to produce more food?
- 4 Does Alex think the changes are a good thing or a bad thing? Why?
- 4 **10 5.04** Listen to Part 2 of the podcast. Note down the two problems they discuss and the solutions.

Problem 1:	
Solution 1:	
Problem 2:	
Solution 2:	

5	● 5.04	Complete the extracts from Part 1 with the key
	words a	nd phrases. Listen again and check if necessary

biggest problem food supply forecast need to change not easy to feed

Α	scientists 1	that the world's	
	population will increase by	25 per cent in less than 30	
	years So the 2	is going to be	
	3	t's <sup>4</sup>	
	everyone in the world now, so food production will		
	5	n the future.	

grow food inside buildings new ways of producing really important

- B The good news is, there are already

  6\_\_\_\_\_ more food which will be

  7\_\_\_\_ in the future.... In China and
  Japan, they're starting to 8\_\_\_\_ crops

  9\_\_\_\_\_, like big factories.
- in rows large amounts small space
- C They grow the plants <sup>10</sup>\_\_\_\_\_, one on top of the other. That means they'll be able to produce <sup>11</sup>\_\_\_\_\_ of food in a

build the factories predict which cities very important

- D Also, the companies can <sup>13</sup> will need the food and <sup>14</sup> close to them. . . . I think it's going to be a <sup>15</sup> way of producing food in the future.
- 6 Read these extracts from Part 2. <u>Underline</u> key words and phrases that help you understand the speaker's main points.
  - A ... we need to make sure that all those extra people have somewhere to live. At the moment, we can't build houses fast enough and that problem is going to get worse, especially in developing countries.
  - B ... one solution is 3D printing. There are companies in China, Europe and the US which have created huge 3D printers that can build a small house in as little as 24 hours. ... 3D printing will make it possible to build more houses more cheaply, so everyone can have a home.
  - **C** ... by 2050, many people will live longer, so there will be more old people. Many of them will live alone and might find it difficult to manage.
  - **D** One idea is that robots could support older people who need help in their everyday lives. For example, in Japan, they've designed a robot that can keep people company. She's called Erica and she looks quite human.



#### 7 Think about the questions.

- 1 What surprised you about the idea of vertical farming?
- 2 What changes do you think would work best in your country?
- 3 Do you think you will change what you eat in the future?

- 1 Choose the correct alternative.
  - Our sports coach is used to dealing with / getting over problems during practice sessions.
  - 2 Monica was upset when she failed the exam. It took a long time to go through / get over it.
  - 3 This rain gets me down / puts me down. I can't wait for the summer.
  - 4 George had to **go through / get over** two long interviews before he got a place at university.
  - 5 Ari suggested we **get through / try out** the new exam practice app.
  - 6 Chloe is always **putting herself down / getting her down**. She doesn't realise how clever she is.
- 2 Complete the sentences using the words below.

;	ccept avoid face focus share take
1	Sometimes it's hard to you've made a mistake.
2	When you're an adult you have toresponsibility for your actions.
3	Some people danger in their everyday obs: for example, fire fighters or police officers.
4	Mike needs to on what is making him unhappy, so he can start to get over it.
5	When I was younger, I had to a bedroom with my sister, but now I have my own space.
6	t's a good idea to people who



- 3 Look at the photo. Think about the questions.
  - 1 What do you think a food bank does?
  - 2 Why do people use food banks?
  - 3 What help can food banks offer people?
- 4 **5.05** Listen to someone talking about a food bank and compare the information to your answers in Ex 3. What other information does the speaker include?
- **5 6 5.06** Listen to three people talking about their experiences of using a food bank. For each speaker, make notes about ...
  - 1 the obstacle they had to overcome.
  - 2 how they felt about this.
  - 3 how the food bank helped them.

Liam					
1					
2					
3					
Amy					
1					
2					
3					
Rob					
1					
2					
3					

- 6 MEDIATION A friend who is studying in the UK has written to you. She has some free time and wants to do some work that helps people. Write to her telling her about the food bank in your own words and giving two reasons why you think she would like it.
- 7 Read what three food bank volunteers say about helping others. Use the correct form of the words below.

accept ask avoid deal face focus get

go	listen	over	put	share	take	try		
John							a place to live n down, but h	
	obv	iously c	lidn't k	know wh	o to 2_		for help	).
	At fi	rst, he d	didn't	want to <sup>3</sup>	3		to advice, bu	ıt
	I suggested a few things he could 4out							
							ink it made hi	
							ponsibility fo	r
	chai	nging h	is life.	I'm glad	I was a	ble to h	nelp him.	

Amy feels bad that she can't afford to feed her kids during the holidays. That's not easy to 6\_\_\_\_\_\_ with, but we've talked about it, and she 7\_\_\_\_\_ that she can't do everything. I've told her, 'Don't 8\_\_\_\_ yourself down – you're doing an amazing job of looking after your kids'. And I've introduced her to other mums so she can 9\_\_\_\_\_ her experiences with them, because they understand what she's 10\_\_\_\_ through. She seems much happier now.

Alex
Rob was embarrassed about using our food bank and was "1\_\_\_\_\_\_\_ his family and friends. It was a difficult time for him. I tried to explain that if he wanted to get "2\_\_\_\_\_\_ it, he needed to "3\_\_\_\_\_ the obstacles in his life, not run away from them.

Yesterday he sent me a text saying he's really trying to "14\_\_\_\_\_ on the positive things, like his lovely daughter. He says things are getting better and he thanked me. That's really nice to hear.

8 Read the comments. Write a reply to each one using words and phrases from the lesson.

A	I'm trying to revise for my exams, do a part-time job and look aft my mum, who is ill. I can't deal with everything and I'm feeling

really stressed. Anya

I really want to apply to university, but my grades aren't good enough. My teacher has offered to help me improve, but I'm afraid I'm going to fail my exams. Everyone will be so disappointed. Ryan

My sister is more popular than me. She has a lot of friends and she's always going out and doing fun things. We get on really well, but I'm jealous of her. I wish I didn't feel like this. **Naz** 

### 5.5 VOCABULARY

#### 1 Choose the correct alternative to complete the definitions.

- 1 Most healthy foods contain a lot of / very little sugar or salt.
- 2 A kebab is a dish made from pieces of meat, fish or vegetables on a stick / in bread.
- 3 A meal that you cook **indoors** / **outdoors** over an open fire is called a barbecue.
- 4 The food you eat most of the time / a few times a year is your diet.
- 5 Meatballs are pieces of meat which are large and flat / small and round.
- 6 The meat we get from cows / sheep is called beef.
- 7 A room where cooks create dishes / scientists do experiments is called a laboratory.
- 8 The plants that farmers usually grow in large / small amounts are called crops.

#### 2 Choose the correct alternative to complete the sentences.

- Before you start cooking, make sure you have all the additives / ingredients that you need.
- 2 That bread smells delicious / nutritious is it ready to eat yet?
- 3 I'm not very hungry, so just give me a small **diet / portion** of food.
- 4 Amy doesn't eat **crops** / **red meat or chicken**, but she likes fish.
- 5 To stay healthy, you should eat more green vegetables they're very **delicious / nutritious**.
- **6** Junk food often has a lot of **additives** / **portions** to make it taste better.
- 7 My brother wants to do **farming** / **laboratory** as a career.

3	Comp	lete the	dia	logues	with	words	from	Ex1	and	2.
---	------	----------	-----	--------	------	-------	------	-----	-----	----

1 A As it's nice weather shall we have a

		the garden this evening?
	В	Great idea. I'll make some vegetable for
		people who don't eat meat.
2	Α	methods are becoming more
		environmentally friendly these days.
	В	That's true. And some farmers are starting to grow new kinds of
3	Α	That was a great meal. My food was really
	В	So was mine, but the were very small. I'm still hungry.
4	Α	Are you a vegetarian, Shona?
	В	No, but I rarely eat, like or
_	Λ	lamb. I prefer chicken or fish.
5		Do you have a healthy?
	В	I think so. I don't always eat, but I try to avoid food with a lot of like salt.
6		Did you know it's possible to produce meat in a?
	В	No, I didn't. Is it as as real meat?
7	Α	These taste amazing! How do you make them?
	В	The main are beef and onions, and a little Italian cheese.



4 Read the blog post and answer the questions.

#### Food news

People in many countries are living longer than in the past. They're also growing taller. This is usually the result of a healthier diet. However, it also means that millions of people are eating more and the portions of food they eat are also increasing. People in richer countries can afford to eat more. In the future, people living in poorer countries might have to eat food that is cheap to produce, but also less nutritious.

There is always a need for cheaper and more nutritious food. This is especially true of health foods, such as berries, seaweed or alternatives to milk from cows. Scientists in laboratories all over the world are researching ideas for new ingredients, such as material from plants to make 'fake' meat. At the same time, companies are trying to make their food healthier by reducing additives like salt and sugar.

We think the world's population is going to increase dramatically in the next twenty or thirty years. In the future, we will have to find new ways to grow crops which make better use of the land and use less water and energy. What we eat will depend on how good future farming methods are.

According to the writer:

in

- 1 Why are people in many countries living longer and growing taller?
- 2 What two things are also happening as a result?
- 3 What is the problem with the food people in poorer countries might have to eat?
- **4** What are berries, seaweed and alternatives to milk examples of?
- 5 What are scientists around the world researching?
- 6 How are food companies trying to make their food healthier?
- 7 What will we have to find new ways to do?
- 8 What will the food we eat in the future depend on?
- **5** Write answers to the questions. Try to use vocabulary from the lesson in each answer.
  - 1 Which kinds of food do you like most / least? Why?
  - 2 Do you have a healthy diet? If not, what can you do to eat more healthily?
- **6 VOCABULARY BOOSTER** Now practise **Food** vocabulary on page **108**.

	ne prompt in brackets. Yoghurt / make / from / milk. (present simple)	1 Some new meat-free burgers
		in our research laboratory, but they still
		quite right. (develop / not taste
2	Veggie burgers / sell / in / my local supermarket. (present	2 Ayesha wanted to go home as soon as she
	continuous)	the cooking competition by someone she didn't like.
		(discover / win)
		3 The house we live in in 1950.
3	This beef / produce / in / Scotland. (past simple)	It by a famous architect, but I
		can't remember his name. (build / design)
		4 Maths in schools since Ancient
4	Last year / we / tell / to eat / less sugar. (past continuous)	Greek times, but they teaching
		science in high school until the 19th century. (teach / no
		start)
5		5 The new Superhero film
	foods. (present perfect)	next month, but none of the original actors
		in it. (release / be)
		6 Jo that animals in zoos. She wants to free all o
6	The vegetables / not be / wash. (past perfect)	them. (believe / should not keep)
		7 The risotto very nice because Delia to add the cheese. (not
7	More food / need / in / the future. (future simple)	taste / forget)
		8 In the latest news, hundreds of people
		by the snow and can't get hom
8	Food production / may / affect / by / climate change.	Some trains and many roads
	(present modal verb)	(affect / cancel / block)
		4 Complete the text about pizza with the phrases below.
9	Most research / do / scientists / in / laboratories.	Pizza is one of the most popular fast foods and
	(present/future simple $by + agent$ )	1 (eat) all over the world. It is thought that th
		first pizzas 2 (make) in Italy some time in the
		16th century, soon after tomatoes <sup>3</sup> (bring) to Europe from the Americas.
_	amplete the contances with the correct passive form of	We know that pizzas 4 (sell) in Naples since
	omplete the sentences with the correct passive form of ne verb. More than one answer is sometimes possible.	1738, when the first pizza restaurant opened. The modern
	Leah was very happy with the present she	pizza 5 (create) by Raffaele Esposito in 1899 f
_	by her sister. (give)	the queen of Italy. He made a topping of tomato, mozzarel
2	It is likely that the sea in the	and basil to look like the colours of the Italian flag.
_	future to increase food production. (farm)	Pizza 6 (bring) to the USA by immigrants in th
		early 20th century. These days, it's estimated that around
3	when we arrived at the notel, the rooms	
3	When we arrived at the hotel, the rooms  by the staff, so we had to	five billion pizzas <sup>7</sup> (eat) around the world
3	by the staff, so we had to	
		five billion pizzas 7 (eat) around the world every year.  As pizza has become more popular, different kinds of
	by the staff, so we had to wait. (clean)	five billion pizzas 7 (eat) around the world every year.  As pizza has become more popular, different kinds of toppings 8 (invent). New and unusual
4	by the staff, so we had to wait. (clean)  I to Thomas's birthday party	five billion pizzas 7 (eat) around the world every year.  As pizza has become more popular, different kinds of toppings 8 (invent). New and unusual toppings, like Chinese or Indian sauces, 9 (ad
4	by the staff, so we had to wait. (clean)  I to Thomas's birthday party because we aren't close friends. (not invite)	five billion pizzas 7 (eat) around the world every year.  As pizza has become more popular, different kinds of toppings 8 (invent). New and unusual toppings, like Chinese or Indian sauces, 9 (ad to pizza menus all the time. It's possible that toppings with
4	by the staff, so we had to wait. (clean)  I to Thomas's birthday party because we aren't close friends. (not invite)  Beth has applied to study at four universities, and she a place by three of them. (offer)  I'm really surprised that the vegan food	five billion pizzas 7 (eat) around the world every year.  As pizza has become more popular, different kinds of toppings 8 (invent). New and unusual toppings, like Chinese or Indian sauces, 9 (ad to pizza menus all the time. It's possible that toppings with new and usual ingredients 10 (create) by chef
4	by the staff, so we had to wait. (clean)  I to Thomas's birthday party because we aren't close friends. (not invite)  Beth has applied to study at four universities, and she a place by three of them. (offer)  I'm really surprised that the vegan food in the same part of the kitchen	five billion pizzas 7 (eat) around the world every year.  As pizza has become more popular, different kinds of toppings 8 (invent). New and unusual toppings, like Chinese or Indian sauces, 9 (ad to pizza menus all the time. It's possible that toppings with new and usual ingredients 10 (create) by chef in the future, perhaps including insects! Buon appetito!
4 5	by the staff, so we had to wait. (clean)  I to Thomas's birthday party because we aren't close friends. (not invite)  Beth has applied to study at four universities, and she a place by three of them. (offer)  I'm really surprised that the vegan food in the same part of the kitchen as meat. (prepare)	five billion pizzas 7 (eat) around the world every year.  As pizza has become more popular, different kinds of toppings 8 (invent). New and unusual toppings, like Chinese or Indian sauces, 9 (ad to pizza menus all the time. It's possible that toppings with new and usual ingredients 10 (create) by chef in the future, perhaps including insects! Buon appetito!  5 Complete the sentences with your own ideas and the vertices.
4 5 6	by the staff, so we had to wait. (clean)  Ito Thomas's birthday party because we aren't close friends. (not invite)  Beth has applied to study at four universities, and shea place by three of them. (offer)  I'm really surprised that the vegan food in the same part of the kitchen as meat. (prepare)  Milo arrived very late at the party, and all the cake	five billion pizzas 7 (eat) around the world every year.  As pizza has become more popular, different kinds of toppings 8 (invent). New and unusual toppings, like Chinese or Indian sauces, 9 (ad to pizza menus all the time. It's possible that toppings with new and usual ingredients 10 (create) by chef in the future, perhaps including insects! Buon appetito!  5 Complete the sentences with your own ideas and the verl in brackets.
1 5	by the staff, so we had to wait. (clean)  I to Thomas's birthday party because we aren't close friends. (not invite)  Beth has applied to study at four universities, and she a place by three of them. (offer)  I'm really surprised that the vegan food in the same part of the kitchen as meat. (prepare)  Milo arrived very late at the party, and all the cake (eat)	five billion pizzas 7 (eat) around the world every year.  As pizza has become more popular, different kinds of toppings 8 (invent). New and unusual toppings, like Chinese or Indian sauces, 9 (ad to pizza menus all the time. It's possible that toppings with new and usual ingredients 10 (create) by chef in the future, perhaps including insects! Buon appetito!  5 Complete the sentences with your own ideas and the vertices.
4 5 6		five billion pizzas 7
1 5	by the staff, so we had to wait. (clean)  I to Thomas's birthday party because we aren't close friends. (not invite)  Beth has applied to study at four universities, and she a place by three of them. (offer)  I'm really surprised that the vegan food in the same part of the kitchen as meat. (prepare)  Milo arrived very late at the party, and all the cake (eat)	five billion pizzas 7 (eat) around the world every year.  As pizza has become more popular, different kinds of toppings 8 (invent). New and unusual toppings, like Chinese or Indian sauces, 9 (ad to pizza menus all the time. It's possible that toppings with new and usual ingredients 10 (create) by chef in the future, perhaps including insects! Buon appetito!  5 Complete the sentences with your own ideas and the verl in brackets.
4 5 6		five billion pizzas 7

#### 5.7 READING

## 1 What can you remember about the text in the Student's Book? Which two pieces of information are not mentioned in the text?

- 1 How people used to eat before they lived in villages.
- 2 How the desire for sweet food is used by the food industry.
- 3 Which healthy foods do not contain sugar.
- 4 The effect of sugar and salt on our brains.
- 5 How the food industry makes consumers want to buy their products
- 6 How we can eat food with fewer additives.



#### 2 Look at the photos. Which of the foods ...

- A are healthy and nutritious?
- B have a lot of sugar, salt or fat?

### **3 (3) 5.07** Are the sentences below true (*T*) or false (*F*)? Then read the text quickly and check your answers.

- 1 Fast food is as healthy as many other types of food. \_
- 2 Fast food companies spend a lot of money on advertising to children. \_\_\_\_
- 3 Children aren't affected by advertisements. \_\_\_
- 4 There may be a link between eating fast food and having health problems. \_\_\_\_
- 5 Limiting advertising to children has reduced the amount of fast food eaten in most countries. \_\_\_\_

#### **STRATEGY** Understanding reference words

In a text, words like *it, them, this, that, these, those, one(s)*, etc. are used to avoid repetition. Understanding which words, or groups of words, these refer back to will help you understand the text.

### **4** Read the strategy above. Decide if reference words 1–9 in the text refer to A, B or C.

- 1 A fast foods **B** additives C calories 2 A fast food **B** dopamine C the brain 3 A research B children **C** advertisements 4 A millions of dollars B fast food C happy meals **5** A TV programmes B advertisements C children **6 A** TV programme B songs C kids characters
- 7 A fast food advertising aimed at children
  - B an increase in childhood obesity
  - **C** the link between fast food and childhood obesity
- 8 A the changes made in Quebec, Chile and Norway
  - B rules to limit advertising to children
  - C limits on calories and additives in fast food
- 9 The fact that ...
  - A governments want us to eat more healthily
  - B we are eating large amounts of fast food
  - C we enjoy fast food

#### **5** Replace the <u>underlined</u> words with a suitable reference word.

- 1 Dopamine is a chemical in the brain. <u>Dopamine</u> makes us feel happy.
- 2 Sugar and salt are added to many foods, especially the <u>foods</u> aimed at children, like biscuits and breakfast cereals.

3	Many food products contain additives and	the additives
	must be listed on the label.	

- 4 Children often don't realise that the advertisements they see online are aimed at <u>children</u>.
- 5 It is possible to become addicted to sugar, but fast food companies don't want people to know it is possible to become addicted to sugar.

**YOUR HEALTH** 

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### FAST FOOD: TOO MUCH OF A GOOD THING?

As a society, we love fast food. Given the choice, many kids prefer to eat a burger and fries, cakes or sweets, rather than healthy and nutritious foods like fish, a salad or fruit. Fast food is often high in calories, and contains additives like fat, sugar and salt. **¹These** make it taste delicious, and are known to increase dopamine, the chemical in the brain which makes us feel good. But is that the only reason why **²it** is so popular?

A lot of money is spent each year on advertising different kinds of fast food, particularly to children. Recent research has shown that children see advertisements for fast food many times each day, most of <sup>3</sup>them online. The fast food restaurant McDonald's spends millions of dollars on advertisements for its 'happy meals'. It spends <sup>4</sup>that because advertisements aimed at young kids are often very successful. This is particularly true of the <sup>5</sup>ones which include songs, or a character from popular TV programmes. Even very young children can often sing the songs and remember what <sup>6</sup>they are advertising.

**obesity** (noun) [U] being too heavy in a way that is unhealthy

Some health experts have expressed concern about a possible link between fast food advertising aimed at children and certain health problems. For example, eating too much fast food has been linked to an increase in childhood obesity. Because of **7this**, many countries have introduced rules to limit advertising to children, particularly of food high in sugar, fat and salt. In Quebec, in Canada, advertising aimed at children has been limited since the 1980s. As a result, children in Quebec eat around 13% less fast food than they did before. In 2012, Chile put limits on what types of food can be advertised. In Norway no advertising of food or drinks is allowed if it is aimed at children under 18 on TV or radio. However, **8these** are very small changes compared to the \$1billion dollars that is spent in the US on advertising aimed at children. And at the moment there is little evidence that the amount of fast food eaten is reduced by rules about advertising.

Although governments are trying to get us to eat more healthily, it seems that we are still eating large amounts of fast food — not just because of advertising, but because we enjoy it. And <sup>9</sup>that is something which it may be difficult to change.

1 Read the notice from a school webpage. Do you think these are all good ideas? Which ideas would be the easiest and most difficult to introduce?

#### SCHOOL NEWS



#### To all students

We want to make sure that you are provided with the healthiest, tastiest food, but we also want to help to protect the environment. We'd like to hear your ideas for how we can do this. Herve are a few ideas from us:

- 1 List the ingredients in the food we serve so you know how much salt, sugar and fat it contains.
- 2 Stop serving fast food like burgers and chips only serve fresh food with no additives.
- 3 Stop selling water in plastic bottles and coffee in paper cups – students should bring their own bottles and reusable cups.
- 4 Include a cheap vegan dish in every meal to encourage everyone to eat less meat, fish and dairy products.

Email us @ the kitchen with your ideas.

Best wishes,

The kitchen staff

- 2 **3 5.08** Listen to three students discussing two of the ideas in Ex 1.
  - 1 Which ideas do they discuss?
  - 2 Are they mainly for, or mainly against, each idea?
- 3 5.08 Listen to Part 1 of the discussion again.
  - 1 What does James think about Maya's decision to become a vegan?
  - 2 Why does Bella say being a vegan 'makes sense'?
  - **3** What two reasons does Caro give for agreeing with Maya's decision?
  - 4 What is James's argument against being a vegan?
  - 5 What example does Bella give of vegan food being bad for the environment?
- 4 1 5.08 Listen to Part 2 again.
  - 1 How does James feel about the school not selling water in plastic bottles? Why?
  - 2 What is Bella's opinion?
  - 3 What reason does Bella give to support her opinion?
  - 4 What fact about plastic bottles does Caro share?
  - 5 What does Bella say about this fact?

5	● 5.08	Complete extracts A–D with the words and	phrases
	below. T	hen listen again and check.	

completely agree concerned convinced do you mean do you stand do you think honest opinion point of view reckon think that

Α	James	Did you hear that Maya	has become a vegan? I she'll find it really difficult.
	Bella	Why do you <sup>2</sup> sense.	? I think it makes
В	James	Well, Bella, I'm not 3	that meat
		is bad for the environm	nent. Or for your health. What about it, Caro?
	Caro	To be 5	, I think Maya's right.
С	Caro	What's your <sup>6</sup> James?	of this idea,
	James	From my <sup>7</sup>	, it's a bit annoying.
D	Caro	OK Bella, where 8	on this?
	Bella	As far as I'm 9	, it's a good

As far as I'm , it's a good thing to do. Look at the huge amount of plastic that is thrown away after it has been used once. It's a problem and we need to deal with it.

Caro | 10\_\_\_\_\_\_\_. Also, ...

James What 11\_\_\_\_\_\_\_ by 'deal with' it?

#### 6 Which expressions (1-11) in Ex 5 are ...

- A asking for an opinion? \_\_\_\_\_
- B giving an opinion? \_\_\_\_\_\_
- c responding to an opinion? \_\_\_\_\_\_

#### **STRATEGY** Taking turns effectively

It is important in a discussion to take turns to speak. Use phrases to show that you want to speak and to ask people whether they want to say something.

#### 7 Read the strategy above. Match 1-5 to A-C.

- 1 Can I just finish? \_\_\_
- 2 I'd like to say something else, though. \_\_\_\_
- 3 How do we all feel about that? \_\_\_\_
- 4 I'm sorry, but I haven't finished. \_\_\_
- 5 So, does anyone want to add anything ...? \_\_\_\_
- A 'Let me speak.'
- B 'Please speak.'
- C 'Don't interrupt.'
- 8 Plan a similar discussion between three friends (A, B and C). Use an idea from the webpage in Ex 1 and the notes below to organise your discussion, or use your own ideas.
  - A Introduces the subject. Invites other people to speak.
  - **B** Gives their opinion with a reason. Asks Person C for their opinion.
  - **C** Gives their opinion.
  - A Responds and gives a reason.
  - C Interrupts Person A.
  - A Stops Person C interrupting.
  - **B** Wants to take part in the discussion. Gives their opinion.
  - A Responds to Person B. Invites other people to speak.
- **9** Now write your discussion. When you have finished, check that you have included useful language for expressing opinions and taking turns.

#### Expand on main points in an informal email about exciting news.

#### 5.9 WRITING

1	Have you ever been picked to represent your school or
	club in a competition?

If yes, what changes did you have to make to your everyday life?

If no, what changes might someone have to make to her / his everyday life?

2 Read the email below. What is Emma's purpose in writing to Sophie? What changes will she have to make to her lifestyle?

←→ □ ⇔ □ 前

To: Sophie Jones From: Emma Banks Subject: Exciting news!

Hi there Sophie,

Why don't we write more often!? How are things? OK, here's my news! I've been picked for the school gymnastics team in the regional competition in May. That's awesome! I'm really excited.

Of course, I'll have to start taking my gymnastics extremely seriously and I'll need to be very careful what I eat. So, although I love them, no more tasty burgers and chips till after the competition. My diet for the next eight weeks will be healthy and nutritious – so that's lots of fruit and vegetables, fish and chicken. I'll have to give up cakes, chocolate and ice cream! I know that's going to be quite hard!

I'll have to get fitter and **work out** every day. Mrs Davies, our coach, is going to **sort out** a timetable for practicing the exercises that we aren't so good at – **like** floor exercises! – I need loads of practice to get better at these!

We have to **turn up** at school one hour early every day to train, then stay late after school. I need to get a bit more organised, so **there's** time to do my school work and train with the team. **It'll** be pretty tough, but I don't want to **let them down**.

Let me know how you are.

Take care.

Emma

- 3 Look at the words in **bold** in the email. Which are ...
  - A contractions?
- **C** informal expressions?
- B phrasal verbs?
- **D** informal greetings?
- **4** Rewrite the sentences using contractions, phrasal verbs, informal expressions and informal greetings.
  - We will need to organise a training programme soon. Can I suggest that we share ideas?

	need to	a training
programme s	oon	share ideas?

2 I would like to experiment with some ideas for eating healthily – for example, eating less meat and more fruit and vegetables.

like to	some ideas for eating
healthily –	, eating less meat and more fruit
and vegetables.	

3	Dear	Petra,

	Are things goir a meeting soo		It would be n	ice to arrange
		Petra,	?	be
	nice to	soon.		
4	Can you tell me Please look aft			g to arrive?
		what time	pla	nning to

#### **STRATEGY** Expanding on main points

You usually write to someone for a reason, for example to make a request, persuade or complain. To make your reasons for writing clear, expand on the main points by writing descriptions, and giving explanations and examples.

, Asma.

- **5** Read the strategy above. Read the email again and <u>underline</u> an explanation, a description and an example.
- 6 Choose the best adverb to complete the sentences.
  - 1 Don't touch the plates. They're **a bit / very** hot and you could burn yourself.
  - 2 The film was OK, but not fantastic. I'd say it was **fairly** / **very** enjoyable.
  - 3 I can't drink this lemon juice it's **really / a bit** bitter.
  - 4 I don't mind running, but it's not my favourite activity I find it a bit / extremely boring.
  - 5 That book was **quite** / **really** interesting, but it's not the best one I've read.
  - 6 This curry is **fairly / extremely** spicy I don't think I can eat it.
- 7 Write an informal email to a family member or friend to tell them about some exciting news. Use the task below or your own ideas.

You have been chosen to appear on a TV cooking show, Junior Masterchef. It's a competition and the first prize is to cook a meal for some famous chefs. You will have to invent new recipes, practise cooking new dishes and appear on TV. You will also have to combine this with your school work.

#### 8 Plan your email.

- Make notes on the main points in your email.
- Expand on the main points. Try to include at least one explanation, one description and one example.
- Organise your material into paragraphs.
- Use the appropriate language for an informal email to a friend
- Use adverbs to make your descriptions more precise.
- 9 Write your email.

#### 10 CHECK YOUR WORK Did you ...

- organise the email into paragraphs, and expand on the main points?
- use appropriate language for an informal email?
- include vocabulary and grammar from this unit?
- · check your spelling and grammar?

#### Grammar

1		omplete the sentences with the correct future form of the erbs in brackets. Use contractions where possible.								
		some milk on the way home from school. (get)								
	2	Senyo chicken curry for dinner tonight. He bought the ingredients yesterday. (cook)								
	2	I've read all the information, and I that camera.								
		(buy)								
	4	That's your third biscuit. You weight if you don't								
		stop eating so many. (put on)								
	5	The film at 6.30 so we should leave now to be								
		on time. (start)								
	6	In my opinion, people to other planets in the								
	_	future. They're too far away (not travel)								
		Jyou with that maths problem. (help)								
	8	Paul and Jane at 6.30 p.m. so we								
		dinner around 7.00 p.m. (come / have)								
2	M	ake the active sentences passive. Use <i>by</i> where necessary.								
	1	We should tell the younger children where they can play safely.								
	2	They pick the fruit and then they freeze it.								
	3	The supermarket lowered the price of eggs so it could sell more.								
	4	They will announce the result of the competition tomorrow.								
	5	They are calling veggie food 'burgers' or 'meatballs', so that people recognise the names easily.								
	6	The teacher gave the students a lecture on the history of farming.								
	7	An international food company has added natural ingredients to their food to make it healthy.								
V	oc	abulary								
		omplete the sentences with the adjectives below. There are								
		vo you don't need.								
		bitter rotten rough sour spicy sticky sweet tasty vivid								
	1	I don't drink coffee. The taste is too for me.								
	2	I've been eating an orange and my hands are								
		When she buys fruit, she looks at it carefully to make sure it is fresh and hasn't gone								
	4	I don't like food. Let's go to a burger restaurant.								
	5	That was a very meal. You are a good cook!								
	6	I don't like wearing wool next to my skin. It's too								
		and makes me feel uncomfortable.								
	7	Andy didn't drink my homemade lemonade because he thought it tasted								

- 4 Choose the correct alternative.
  - 1 Have we got all the **ingredients** / **additives** to make a carrot cake?
  - 2 My diet / healthy food contains less red meat than it used to.
  - 3 I am very careful about the size of the **portions** / **vegan food** I eat. They shouldn't be too big.
  - 4 Scientists working in laboratories have changed how we grow some **crops** / **additives** like vegetables and fruit.
  - 5 We love cooking outside on a barbecue / kebab.
  - 6 Meat created in a laboratory may be delicious / nutritious but I don't think it will taste delicious / nutritious.

#### **Cumulative review**

5	Complete the sentences with one word. Choose the				
	correct alternative: A, B or C.				
	In the past, when people had to do a lot of hard				

р	hys	ical work they n	eec	led to eat a lot	of 1_	
		ve them the ene				
		We know we sh				
		fewer³				
V	ege	tables, plus som	ne n	neat or fish. Ho	wev	er. we often
h	ave	a 4	th	nat contains thi	ngs	we shouldn't
		containing too n				
		too sweet or 5_				
6		than	we	need.		
		t about the futu			rvino	7
		new				
F:	arm	ning 8	· · · · · ·	he less damag	ing t	n the
e	nvir	onment; vegeta	riar	n food will 9	6	more
p	opı	ular; and less me	eat i	10	eat	en to look
		both our anima				
		chemicals	В	ingredients	C	calories
2	Α	diet	В	foods	C	nutrition
3	Α	additives	В	fat	C	sugar
4	Α	portion	В	diet	C	food
5	Α	salty	В	sour	C	bitter
6	Α	sizes	В	plates	C	portions
7	Α	on	В	out	C	over
8	Α	will have to	В	won't have to	C	is having to
9	Α	have become	В	become	C	is becoming

#### **REFLECT** Think about the following questions.

1 Which lesson in this unit did you enjoy the most? Why?

B will be

C is

2 Which of the grammar points did you find most difficult?

**10** A be

- **3** When you wrote replies to people overcoming obstacles, which situation did you think was the most difficult to give advice for? Why?
- **4** What did you think was the most interesting part of the discussions about food?

#### Listening

#### **EXAM STRATEGY**

When you complete a summary or a set of notes for a listening task, first read through the summary or notes to get an idea of what the recording will be about.

- 1 Read the strategy above. Then look at the exam task in Ex 2. Choose the correct focus (A or B) of the recording.
  - A What eating in restaurants is like for blind people.
  - **B** Information about an unusual type of eating experience in restaurants.
- 2 **§ 5.09** Listen and write the correct answer in each gap in the summary. Write no more than three words that you hear.

Eating	in the	darl	(
--------	--------	------	---

The idea of dark dining	started more than
1	ago in France. The first
restaurant, which was se opened in <sup>2</sup>	t up by a blind man, was
Sometimes there are spe you can listen to <sup>3</sup>	ecial dark dining events where
Some restaurants emplo	y blind guides or
4	, and some restaurants
give money to 5	
Some customers feel 6_	
eating in the dark, but o	thers say the is a positive one.
Critics disagree about w	hether food actually tastes without the benefit
of sight.	
Some think that focusing	g on taste and will improve the meal,
others think a big part of looks and admiring its 10.	f enjoying a meal is how it

#### Use of English

#### **EXAM STRATEGY**

When you do a multiple choice task for a text with missing words, first choose a word to fit a gap. Then look at the other options again and decide why they don't fit.

3 Read the strategy above. Then look at the first question in the exam task in Ex 4. What is the correct answer? Why are the other options wrong?

4 Choose the correct alternative: A, B, C or D.

How often have you come back from a holiday feeling that you need another one? ¹ people think that a successful holiday means visiting as many destinations as possible in a short time. But there's a new approach.  The Slow Movement began in Italy as a reaction to the opening of a McDonald's restaurant in Rome. It led to a way of thinking with values ² focus more on connections with people, places and things. Slow travel encourages people to be travellers not tourists and to enjoy the ³ as much as the destination.  Slow travellers don't spend valuable time taking selfies in front of famous buildings. Instead, they appreciate ⁴ a place looks, feels, sounds – and perhaps even smells! This form of travel is ⁵ more environmentally friendly, too.  Many people prefer to go by train, not plane. Once they've arrived, they 6 the area by walking, cycling, or even horse-riding, rather than travelling 7 by car.  Slow travel means you can get to know a place as the locals do and appreciate the natural surroundings and culture. By staying local, rather than rushing to 8 nearest big city, you can buy food from the local markets, try new and interesting recipes in local restaurants, and perhaps practise a foreign language by 9 to the local people.  Your slow travel holiday can have a positive impact on others, too. Staying, shopping and eating locally is not only cheaper for you, it's good ¹0 smaller communities. So why not try a slower form of holiday next time?								
1	Α	Much	В	Many	C	Most of	D	More than
2	Α	what	В	that		those	0.75%	who
3	200	tour		travel		journey	42 TP 57/2	arrival
	-	how	В	why	C	when		where
		rarely		never	-	ever .		usually
		search		explore		research		ask
		anywhere		somewhere		everywhere		nowhere
		this		а		the	28-5	an
9	A	talking	В	discussing	C	asking	D	telling

#### Writing

10 A about

#### **EXAM STRATEGY**

When you write a message, note or email, use an informal writing style, and keep the message simple and direct.

C with

D for

- **5** Read the strategy above. Then look at the exam task in Ex 6. Rewrite these sentences in an informal style.
  - 1 I am writing to inform you that you are invited to my picnic.
  - 2 I would be extremely pleased if you were able to bring some drinks.
  - 3 I hope that you will be able to attend.

B by

- 4 I am looking forward to seeing you.
- Write a message to your English friend, Jo, inviting her to a picnic. Give details of the time and place and say what she should bring.

#### **Compound nouns**

- 1 a <u>Underline</u> four compound nouns in the sentences.
  - 1 I'll have a fry-up with eggs, sausages, tomatoes and mushrooms for breakfast.
  - 2 There wasn't any pineapple in the fruit salad.
  - **b** Look at the <u>underlined</u> words in Ex 1a. Which sentence (A–C) is true?
  - A Compound nouns are always two separate words.
  - **B** Compound nouns can be hyphenated.
  - **C** Compound nouns never have a space between the individual words.

#### LANGUAGE FOCUS Compound nouns

A compound noun is formed from two or more words. Compound nouns can be made from different parts of speech, for example:

Parts of speech	Example
noun + noun	fruit salad
verb + noun	breakfast
adjective + noun	green beans
verb + adverb	fry-up

2 Read the information above. Make compound nouns with these words.

	beef (×4)	burger (×2)	potato (×3)	salad (×3)
1	baked			
2		chips		
3	mashed.			
4	fruit			
5	Greek			
6		dressing		
7		steak		
8	roast			
9	minced_			

3 Complete the sentences with compound nouns and adjectives formed from the words below.

#### First word:

11 veggie \_\_\_

12 cheese\_\_\_\_

10 \_\_\_\_\_burger

#### Second word:

riist word.	Second word.
bed note washing week	book end machine room
<ul><li>1 What are you doing</li><li>2 I usually do my hor</li></ul>	
3 Please put your dir	ty clothes in the
4 Don't forget to write	e new words in your

#### **VOCABULARY STRATEGY** Recognising compound nouns

The second part of a compound noun usually says what it is:

- A **blueberry** is a type of berry.
- A **veggie burger** is a type of burger.

The first part tells us what type it is:

- A **blueberry** is a berry that is blue. You can eat blueberries.
- A **veggie burger** is a burger made from vegetables. Vegetarians can eat veggie burgers.

To better understand the meaning of a compound noun, first look at the **second** part.

**4** Read the vocabulary strategy and work out the meaning of these compound nouns.

headache:		
stomach ache:		
tooth ache:		
earache:		
key ring:		
curtain ring:		
wedding ring:		
earring:		

**5** Complete the B sentences below with a compound noun. Make the compound noun from nouns in the A sentence.

1	Α	This is my coursebook for English.
	D	This is my

- 2 A Would you like to drink some chocolate? Do you want it to be hot?
  - B Would you like a \_\_\_\_\_?
- **3** A I've got a job. I do it every Saturday.
  - B I've got a \_\_\_\_\_
- 4 A Would you like an egg? Do you want it boiled?
  - B Would you like a \_\_\_\_\_?
- **5** A I like juice. My favourite flavour is orange.
  - B I like \_\_\_\_\_\_best.
- 6 A We go to a class every Wednesday. We do cookery there.
  - **B** We go to a \_\_\_\_\_\_ every Wednesday.
- **7** A Have you got a cup for my tea?
  - B Have you got a \_\_\_\_\_?
- **6** Write down as many compound nouns as you can think of. Make more compound nouns with the same second part. Remember you can draw pictures next to them or add little example stories or funny sentences to help you remember them.

Use these words as the second part of the compound nouns: *diet*, *nut*, *fruit*, *cake*. Or use words of your own choice.



blackberry, blueberry, strawberry, gooseberry, raspberry







Strawberries are red, gooseberries are green, blueberries are blue, and I'll eat them, tool

### 6.1 VOCABULARY



# on the road

3





1		What can you remember about the vlog? Choose the orrect phrases to complete the summary.					
		the vlog, Isobel and Max talk about people's obsession					
		ith travelling and posting photos online. They show photo					
	of	people <sup>1</sup> g b in India.					
	25	the s in Europe and					
	35	people <sup>1</sup> g b in India, the s in Europe and at a l r					
	T	ney say tourists want to <sup>4</sup> ml					
	n	and <sup>5</sup> e					
	ρ-	when they visit places all over the world.					
		ney are worried about the travel industry destroying the					
		nvironment. They say you don't have to spend money,					
		or mtor or m					
		before you go you don't even have to					
		<u>, a</u>					
	In	stead they <sup>9</sup> s off on a j down					
	a	local shopping street and 10ethe					
		a where they find bread from					
		Poland and sweets from Turkey.					
		ney also say you can use technology to see virtual sights,					
		ke the Pyramids. With a VR headset 11y					
	al	ready a at your destination!					
	b	<b>▶ 6.01</b> Watch or listen again. Check your answers.					
2							
2		omplete the travel collocations with one or two words.					
	1	I've made a mistake! I booked a single ticket and I need					
		to book a ticket. I'm coming back later.					
	2	When you at a, it's a good					
		idea to get information at the tourist office.					
	3	We went to a folk night in Dublin. It's a great way to					
		the local					
	Δ	Before you on a journey					
		abroad, make sure you have your passport.					
	_						
	5	My grandparents never					
	22.5	They have always stayed in this country.					
	6	I'm looking forward to staying at the ski					
		The hotel looks fabulous.					
	7	I got up very early and went into the centre of Rome to					
		the area before it got busy.					
	8	Nowadays it's easy to online					
		- just find a hotel, give your information and pay by credi					

9 Many young people on holiday carry everything with

\_\_\_\_all the

them and go \_\_\_\_\_ round exotic places.

10 We went on an open-topped bus ride around

like Buckingham Palace and Big Ben.

	sh Oı	hat night tour of Edinburgh is nould make to ne way you can meet at in small inexpensive cafés	be sure we get on it.
•	Wes vlo Wh Wh Ho Wh	ik about your dream holiday stions below. ould you think about what Yaog? Why? / Why not? ho would you go with? here would you stay? ow would you travel? hat activities would you do? hat would be the best memo	asmin and Lewis said in the
		AL ENGLISH Complete the cressions below.	dialogues using the
		ances are don't get me wro ing on about Is it just me o	
1	В	or is it cold in Cold? No, in fact it's a bit was Yes. 2	varm. Why, do you feel cold? ught Suzie's cold. She was
2		Did you hear Tom talking al morning? Yeah, he's always <sup>3</sup>	bout football again this
		Liverpool are. 4	

5 Write five pieces of advice for someone who is travelling abroad for the first time. Use phrases from the lesson. If you're travelling abroad it's a really good idea to book accommodation before you go.

going to ask for 20p every time he talks about them.

A 5\_\_\_\_\_\_\_, Sarah. I'm sure we'll be able to use that

6 VOCABULARY BOOSTER Now practise Travel and

to buy a big cake for everyone on Friday.



or debit card.

London and \_\_\_



1 Read the blog post and <u>underline</u> the relative pronouns.

I'm not sure many people could find this place on a map, but it has a name that means 'Lion City'. It's a city where you hear people speaking languages as different as Malay, Chinese and English in the street. It has an airline whose slogan is 'A Great Way To Fly' and which has been voted one of the best airlines in the world. People who visit the city notice how clean and well organised it is. I was surprised when my guide told me I couldn't buy any chewing gum because it is illegal to sell it there. Can you guess which city is it? Look at the photo!

2	Match the relative pronoun (	(1–6) to the types of r	nouns
	they are defining (A–F).		

A place

1 which \_\_

	2	who	В	possession	
	3	that	C	time	
	4	where	D	people	
	5	when	E	people and things	
	6	whose		things	
3		omplete the sentences with tometimes there are more that			
	1	The family live sings in the m			
	2	I don't want to live in a place there are no shops and cinemas. It would be very boring.			
	3	On the news there was a storhair is 190 centimetres long.			
	4	I don't like food	_ is	s very hot and spicy.	
		Do you remember first day at primary school.			
	6	Did you know that people regularly often live longer?		exercise	
	7	The city my pa of Scotland.	arei	nts grew up is in the north	
	8	The boys ate all the cakes		you bought.	

4	Write the two sentences as one sentence using the correct
	relative pronoun. Sometimes there is more than one
	possible answer.

1	Alice	lives in	a house.	It is 300	years old.
---	-------	----------	----------	-----------	------------

2	That's	the shop.	I bought my new	laptop there

- 3 She's the woman. Her car is a red sports car.
- 4 Donald didn't get the job. He applied for it.
- **5** We met a nice family on our holiday. They came from Liverpool.
- 6 Anne is a friend. I text her most days.
- **7** Barcelona is a city. Most people live in apartments there.
- 8 Frank works in a company. It makes video games.

#### **5** Match 1–6 to A–F. Then add the correct relative pronoun.

- 1 I found the keys \_\_\_\_
- 2 I used to work in a company \_\_\_\_
- 3 Rio de Janeiro is a city \_\_\_\_
- 4 I work for a woman \_\_\_\_
- 5 That's the boy \_\_\_
- 6 My grandmother remembers \_\_\_\_
- A is famous for its fabulous carnival.
- **B** used to be a champion swimmer and started his own company.
- **C** I was looking for this morning.
- **D** very few people had a telephone or television.
- **E** the boss never spoke to his workers.
- F sister was on TV last week.

# **6** Think of six places, people or objects. Write definitions using a defining relative clause. You can choose from the ideas below or think of your own.

carrot chocolate dentist egg horse key swimming pool tennis court the North Pole toothbrush

A horse is an animal that can run very fast.

#### 6.3 READING

- 1 Read the strategy below. Underline the key words in the questions. Then scan the blog post to choose the correct answer: A, B or C.
  - 1 How long did the writer spend volunteering in Thailand?
    - A Six months
- B Six days
- C Six weeks
- 2 Who set up the WWOOF?
  - A Sue Coppard
  - B The writer of the blog post
  - C A local organic farmer
- 3 Where did the writer do her volunteer work?
  - A An organic farm
  - B A community garden
  - C A school garden
- 4 In what year was the WWOOF set up?
  - A 1981
- **B** 1971
- C 2001

#### **STRATEGY** Scanning for specific information

Scanning is reading a text quickly and looking for specific information, e.g. a number, a date or a fact. To help you find the answer to a question in a text, underline key words in a question then read the text quickly until you find a word that is similar. Then read the sentence carefully.

- 2 **6.02** Read the blog post again. Write A–E as headings (1–5) in the blog post paragraphs.
  - A A typical day
  - B What volunteers do
  - C My memories
  - D Some good advice
  - E How WWOOF started
- 3 Are the sentences true (T) or false (F)? Correct the false ones.
  - 1 The writer asked her brother for advice. \_\_\_
  - 2 The writer did some research before she volunteered.
  - 3 Sue Coppard started her own farm in 1971. \_\_\_
  - 4 WWOOF doesn't have any farms in the UK. \_\_\_\_
  - 5 The families they stay with pay the volunteers. \_\_\_\_
  - 6 The children don't spend all day working in their gardens. \_\_\_\_
  - 7 The children sold their extra fruit and vegetables. \_\_\_
  - 8 The writer quickly got used to the heat in Thailand. \_
- **4 MEDIATION** A friend of yours is interested in travel and organic food. He wants to travel and work abroad for a few months. Write to him about the blog post you read, telling him:
  - · What WWOOF does.
  - · How it's good for everyone involved.
  - What the writer of the blog post enjoyed most about it.
- 5 Think of ideas to help your local community act in a more sustainable way. Try to think of five things you, your friends and other people in your town could do to help your local environment.



Posted yesterday 3.11 p.m.

### **Learning in Thailand**

1

Last year I decided I wanted to become a volunteer. I'm very interested in how we grow our food, so when I saw the website for WWOOF (World Wide Opportunities on Organic Farms), I thought it looked perfect for me. My cousin, who has volunteered abroad, advised me to get as much information as possible before I applied – then choose the project carefully. I followed his advice and that's how I came to spend six weeks volunteering in a school garden in Thailand.

2

WWOOF is a volunteer organisation that works in many different countries. It was set up in 1971 by Sue Coppard, who was a secretary in London. She offered a local organic farmer help in exchange for food and a place to sleep. The idea was a success and in a short time other people were doing the same thing in the UK and all over the world. Now, farmers who need help can ask WWOOF for information and advice about running their farm in a sustainable way.

3

WWOOF volunteers work on organic farms, in community or school gardens, and on many other projects. They stay with local families, and also learn about local culture and life. They don't pay for accommodation or food, but they don't get paid either. The host families teach them about sustainable agriculture, growing food, looking after animals and improving the community. The project I volunteered to work on was a school garden in Thailand and my experience was quite typical.

4

Our routine was similar every day. Each morning before class, the children checked how their vegetables and fruit were growing. They spent the morning in class learning school subjects, and the afternoon working in their garden with the volunteers. Everyone who worked there – children, teachers and volunteers – ate the food from the garden. Any food that was left over was sold to pay for school fees and materials. That way, the children learned how to grow and sell food at the same time.

5 \_

Overall, it was a great experience. Thailand is very hot and it took time to get used to that. The work was hard, about six hours a day, so we were tired in the evening. But in our free time, we explored the local area and met local people. The sights, smells and sounds were very different to the UK. When I look back on my six weeks there, I remember the places that we went to, the people I met and the friends that I made. I picked up some good ideas to use in our family garden, too.



**organic** (adj) producing food and looking after animals in a natural way, not using chemicals **sustainable** (adj) using natural products and methods, not damaging the environment

- 1 Look at the photos of British things. What do you think they are? What are they used for?
- 2 Read the blog post. Write three things Sofia thinks about British people.



### Sofia's blog

new entry posted earlier today

Hi, I'm Sofia. I'm from Argentina. Last summer I finished school and decided to

go to the UK to study English before my university course. I had a fantastic time, but I found some British customs and habits quite different from what I'm used to.

I had read lots about British stereotypes, you know, the red buses, people queuing and people drinking tea. I can report that while some of these things are true, there's a lot more to learn about Britain. Traditionally there was a belief in Britain that the answer to every problem was 'a nice cup of tea,' but nowadays more people drink coffee.

One mistake I made was while I was travelling on a train to Oxford. I tried to speak to the other people in the carriage. I didn't know British people don't speak to strangers on trains, usually their attitude is 'I'm reading or listening to my phone, please don't talk to me!' I soon learned to bring a book or tablet with me. I was surprised at people's behaviour at the bus stop, too. Everyone queued in a polite order, and if they spoke to each other, it really was about the weather or the traffic!

I also learned that British people are very polite, or they seem to be. They say 'sorry' all the time. I hadn't realised you could say 'sorry' and mean 'I did something wrong,' or 'you did something wrong or stupid,' or even, 'I'm quite annoyed with you'! It depends how they say it. You also have to be very careful using gestures as they can mean different things in Argentina and England.

During my stay in the UK I made friends from many countries. I know I made lots of mistakes with my use of the English language and the way I did things. It is true that the British are often too polite to laugh at you or tell you if you make a mistake, but I think we learn better if people correct us.

- 3 Answer the questions.
  - 1 What mistake did Sofia make when she got on the train?
  - 2 What attitude do British people usually have in trains?
  - 3 How do people behave at bus stops?
  - 4 When do British people say 'sorry'?
  - 5 Is it always good when British people are very polite?
  - 6 What did Sofia learn about gestures?
  - 7 What don't British people do if you make a mistake? Does Sofia think that's a good thing?
- 4 Look at the words below and complete the sentences about life in the UK. You may need to use the plural form of the words.

attitude behaviour belief ceremony custom

1	gesture	law	respect	sacred
1	Visitors	to Brit	ain are of	ten surprised because people
	don't al royal fa	-	show	for politicians or the
2	There a	re mar	ny differen	t religions in the UK so there ar
	many		bui	ldings churches mosques and

- temples.

  3 People in the UK sometimes have a different
- to people, depending on how they speak.
   Unfortunately in the past it was true that the
   of English football fans abroad was terrible, but I'm pleased to say it seems to be improving.
- 5 It is against the \_\_\_\_\_\_ in the UK to watch television without a TV licence.
- 6 Nowadays you can have your wedding \_\_\_\_\_ anywhere you like, in a castle or in a forest.
- 7 When you visit someone's home it's a \_\_\_\_\_ to bring a small gift, for example some chocolates or flowers.
- 8 In the UK, the \_\_\_\_\_\_ for something good or to agree to something is to put your thumb up.
- 9 There is a \_\_\_\_\_\_ that a huge and scary animal lives in a huge lake in Scotland called Loch Ness, but it isn't true!
- 5 Think about the sentences in Ex 4. Which three surprised you the most? Why?
- **6** Which habit or custom in your country do you think foreign visitors might find strange or hard to understand? Why?







1 Look at the photos. What three words could you use to describe each one?

breathtaking busy charming crowded dangerous depressing disappointing dull extraordinary mysterious

2 Choose the correct alternative in the two texts below: A, B or C.

see ab wa	e h ov	1: I had read a lor is famous castle e the sea and the	at lo	Tintagel. The cas cation is ¹ we learned a lot f	tle	is built high The tour n the guide.
an pe gif cas	d popole	ever, I thought Tir beaceful English vole like any busy to hops everywhere e – it was <sup>5</sup>	/illa oui e. I'l	age, but it was 4_ rist resort. There Il always rememb	are	with e cafés and my visit to the
2 3 4 5	A A A	dangerous dull charming crowded peaceful extraordinary	B B B	depressing well organised mysterious lively unforgettable polluted	C C C	breathtaking overpriced polluted extraordinary overpriced disappointing
<b>Text 2:</b> The Great Pyramid near Cairo isn't like anything you have seen before – it is truly 7 Near it is the Sphinx, which always seems quite 8 because no one knows for sure what it is or why it's there. However, the area around the pyramids is full of people selling T-shirts, 9 souvenirs and camel rides. I found all this activity quite 10 In contrast, the city itself is crowded and noisy – it's always 11 and never dull. However, there is a lot of traffic, so the air is quite 12						
		crowded mysterious		peaceful charming		extraordinary dull

**B** dangerous

**B** dangerous

10 A breathtaking B depressing

11 A disappointing B lively

**C** overpriced

**C** charming

C well organised

**C** extraordinary

3		omplete the sentences using words from Ex 2. Then say hether the statement is positive (P) or negative (N).
		A Do you like shopping in Oxford Street?
		<b>B</b> No I don't. it's very There are too many
	2	people Watching the sun rise over Grand Canyon was
		, I will always remember it
	3	Climbing mountains can be if you don't
		take the right equipment
	4	We had a wonderful trip, everything was so
		that we had no problems on the journey
	5	A Teenagers often don't like living in small towns.
		B True, they think the towns are because
	_	nothing ever happens
	6	We stayed in a little hotel in a village. The room was beautiful and it had a view over the sea
	7	I don't want to stay long in the resort because everything's and I don't have much money
	8	We arrived at the attraction but it was closed. It was so for the children
	9	We got to the beach and watched the sunset. It was so because we were the only people there
	10	I don't want to swim in the sea here because it's too, you can see plastic and rubbish floating in
		the water
	11	My friend from Brazil says English weather is It's always grey and raining!
	12	Standing at the top of St Paul's Cathedral you get views of London
4	C	hoose an alternative and then complete the sentences
		ith your own ideas.
	1	This area of the city is <b>dangerous / depressing</b>
		This area of the city is depressing because all the shops
		are closed and no one comes here any more.
	2	The resort is very <b>lively / crowded</b>
	3	The beach near the hotel was <b>polluted</b> /
		breathtaking
	4	The paintings in the gallery were <b>extraordinary</b> / <b>disappointing</b>
	5	The tour of the city was <b>overpriced</b> / <b>well organised</b>
	6	The holiday was unforgettable / dull
	7	The views over the old part of the city are
	1	charming / crowded
_	14	
5	W	rite a short report about a place you have visited or ould like to visit. Use positive and negative adjectives
		om the lesson.
	S	one place I thought was unforgettable was Granada in pain. The atmosphere in the city is very lively and never pring. I spent three days exploring the city, listening to
	fa	intastic music and visiting extraordinary buildings, like the lhambra palace.
	be	eautiful as the old ones — all that glass and concrete
	CV be	ublic transport is well organised, but it can be very rowded. Some of the modern buildings are not as eautiful as the old ones — all that glass and concrete an be quite dull.

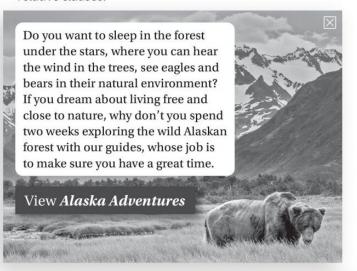
6 VOCABULARY BOOSTER Now practise Describing places

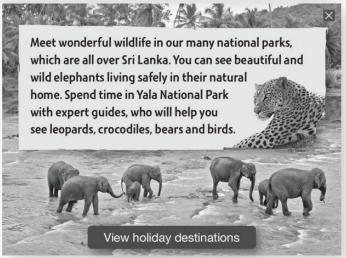
vocabulary on page 109.

9 A dull

12 A polluted

 Read the advertisements. <u>Underline</u> the non-defining relative clauses.





#### Which relative pronouns do we use for ...

1	people?
2	things?
3	possession?
4	places?

- 2 Put the words in order to make a sentence with a nondefining relative clause. Add commas where necessary.
  - ${\bf 1} \hspace{0.1in} \hbox{is/a/brother/lives/Birmingham/my/in/who/dentist}$
  - 2 ate / Italy / where / stayed / in / ice cream / I / much /
    too / I / summer / last
  - 3 cost / trainers / she / sale / which / €20 / the / bought / a / online / only / in
  - 4 Mount / same / who / John / Everest / me / as / climbed / went / to / the / school / just
  - 5 wife / is / works / the BBC / a / film / the / Stephen / for / whose / director
  - 6 century / the / Shakespeare / alive / when / was / dangerous / 16th / time / a / was / live / to

- **3** Rewrite each pair of sentences as one sentence with a non-defining relative clause.
  - 1 The Great Barrier Reef is the largest coral reef in the world. It is in Australia.
  - 2 I spent six months in Argentina. I learned traditional dances there.
  - 3 I got sick and had to spend a week of my holiday in bed. It was very disappointing.
  - **4** My aunt has gone on a 'Round the World' Cruise. We are looking after her dog.
  - 5 My best friend is living in New York. She is studying English.
  - 6 Let's go to Istanbul. We can visit our friend Mehmet there.
- **4** Rewrite the sentences, including one of the pieces of information (A–H) in the correct place in the sentence. Use where, which, who or whose.
  - After queueing up for an hour, I was impatient to get onto the London Eye.

    Often appraise up for an hour I was impatient to get.
    - After queveing up for an hour, I was impatient to get onto the London Eye, which is situated beside the River Thames. (D)
  - 2 My grandfather is 80 and goes running every day.
  - 3 The Élysée Palace in Paris was built in 1722.
  - 4 Blue coats are worn by official tourist guides.
  - 5 The museum will open again next year.
  - 6 The Grand Canyon is one of America's most popular tourist destinations.
  - A he ran the New York marathon last year
  - B it is closed for building work
  - C it is in Arizona
  - D it is situated beside the River Thames
  - **E** the French president lives there
  - **F** their job is to take people on tours of the city
- 5 Think of two facts about ...
  - · a famous person or a person you know.
  - a town or city.
  - a building or a tourist destination.
  - · your national culture.
- 6 Write notes and then a true sentence about each one of your facts in Ex 5, using a non-defining relative clause.

My brother: 1) plays electric guitar, 2) loves rock music My brother, who plays the electric guitar, loves rock music.

My brother, who loves rock music, plays the electric guitar.

### 6.7 LISTENING

1 Match	1 10 +0	Λ Ι
I Maich	1-10107	4-1

- 1 anxious \_\_\_\_
- 2 arrogant \_\_\_\_
- 3 ashamed \_\_\_\_
- 4 bad-tempered \_\_\_\_
- 5 enthusiastic \_\_\_\_
- 6 fair\_\_\_
- 7 hopeful \_\_\_\_
- 8 impatient \_\_\_\_
- 9 pessimistic \_\_\_
- 10 relieved \_\_\_
- A feeling unhappy because you have done something wrong
- B treating people in the right way
- C feeling happy because a problem or danger has gone away
- **D** worried and afraid
- E thinking something you want will happen
- F thinking that bad things will happen
- **G** often angry
- H thinking they are more important than others
- I not wanting to wait for something
- J having a strong feeling of wanting to do or liking something

### **STRATEGY** Identifying attitude and feeling

Listen to how people speak as well as what they say.

Do they sound hopeful or pessimistic? Anxious or relieved?

Recognising a speaker's mood and attitude will help you understand them better.

2 6.03 Read the strategy above. Listen to five people describing events and choose the best adjective from Ex 1 to describe each speaker's attitude or feelings.

1				
-				

4 \_\_\_\_\_

2 \_\_\_\_\_

### **PRONUNCIATION** Intonation

Intonation is the rising and falling in a person's voice. For example, a person's voice often goes up and down more if they are expressing strong feelings.

Listening for intonation will help you understand better.

3 **6.04** Listen to four speakers talking about recent situations. Match the speaker to the photos (A–D) below.

Spe	eake	r 1 _	
_		925	

Speaker 2\_

Speaker 3

Speaker 4\_



4 1 6.04 Listen again. Which speaker (1-4) sounds ...

A hopeful\_\_\_

C fair\_

B arrogant\_\_\_\_

**D** ashamed \_\_\_

5 **● 6.04** Listen again. Are the sentences true (*T*) or false (*F*)? Correct the false ones.

- 1 Speaker 1 made a mistake because she was in a hurry. \_\_\_\_
- 2 Speaker 1 discovered the mistake when she got home. \_\_\_\_
- **3** Speaker 2 was able to speak the language at the attraction.
- 4 Speaker 2 and his brother hated the experience.
- **5** Speaker 3 has prepared well for the situation. \_\_\_\_
- 6 Speaker 3 won't travel for his work. \_\_\_
- 7 Speaker 4 likes the way the place that she is in is decorated. \_\_\_\_
- 8 Speaker 4 doesn't think the local people in the place are interesting. \_\_\_\_
- 6 Read three short dialogues and complete them using the responses below (A–C). Then answer the questions with adjectives from Ex 1.
  - **1 Anna** Wait a minute where's my phone? Oh, I can't lose my phone, my life is on my phone.

Piotr You had it at the café. What did you do with it?

Anna \_\_\_

How does Anna feel? \_

**2 Damien** Would you like some cereal? What about a cup of coffee?

Bea

How does Bea feel? \_\_

**3 Sarah** Did you see them? I've never been so close to a real wild animal. Did you get a photo?

Eilidh \_

**Sarah** Your photos are great. Let me see the one of the baby again.

How do Eilidh and Sarah feel? \_\_

- A Yes, I think today is the best day of my life. Wait till I tell my sister I was close to an elephant and its baby.
- **B** Got it! It was in my coat pocket all the time.
- C Don't talk to me. I hate getting up early. Leave me alone. You're always asking me questions.
- 7 Read the situations below and choose two that interest you, or use situations of your own. Write a short dialogue where one of the speakers talks about the experience, using the adjectives in Ex 1 to express their feelings.
  - An experience you had on holiday that you didn't enjoy.
  - A place you visited that you'd always wanted to see.
  - A time when you volunteered to help.









- 1 6.05 Look at the photos. Listen to the conversation and note down ...
  - 1 what the visitor wants information about.
  - 2 what the travel agent recommends.
  - 3 what the price includes.
  - 4 any other advice the travel agent gives.
- 2 6.05 Complete the extracts with the expressions below. Then listen again and check.

Can you tell me if could you repeat that Could you tell me about I don't understand what you I'd like to find out included in the price

That	sounds great That's good to know What should
Extra	ct 1
Paul	Hi, there. <sup>1</sup> some of your
	sports tours in the UK?
Alice	Of course. What would you like to know?
Paul	My brother and I are real fans of English football.
	<sup>2</sup> a bit more about the
	football grounds we can visit.
Extra	ct 2
Alice	You stay in a four-star hotel in the city centre.
Paul	3 Is travel
	4?
Alice	Yes, the price includes direct flights from London to
	Manchester, two nights' accommodation, transport
	to the grounds, and an exclusive tour of one of the
	grounds.
Paul	Sorry, <sup>5</sup> ? You said, only <u>one</u>
	of the grounds?
Extra	
Paul	I have another question. 6
. 1.	it's possible to watch a match?
Alice	
Paul	I'm sorry, <sup>7</sup> mean.
Extra	
Paul	Oh, yes, of course. Oh well,
	8 we wear? Do we need to
A 11 -	dress smart?
Alice	No, jeans are fine. But I think you should take a

\_. Thanks ...

even in summer!

**C** Clarifying something D Asking for advice \_\_\_

E Responding to an answer \_\_\_

3 Match the expressions in Ex 2 (1–9) to A–E.

A Asking for general information \_\_\_\_\_ **B** Asking for specific information \_\_\_\_

Paul 9

V	eru	is to ask for information.	6.8	S
4	М	atch 1–7 to the categories (A–E	E) in Ex 3.	
	1	That's really useful		
	2	Could you be more specific, p	lease?	
	3	Is it possible to?		
	4	Do you think we should? _	_	
	5	I'm interested in		
	6	That's a shame		
	7	What would you?		
	5	TRATEGY Using modal verb	os	X

In spoken English, we use modal verbs such as can, could, would and should to make polite requests, suggestions and offers, to give advice and to talk about ability and possibility. They often sound more polite.

**Could** I ask you about the accommodation? We can pick you up from the airport.

- 5 Read the strategy above. Rewrite the sentences using modal verbs to make them sound more polite.
  - 1 Tell me about the holiday in Greece.

2	Say that again.
3	What do you want to know?
4	I don't understand exactly what you mean.
5	Advise me about accommodation and when to book it.
6	Give me more advice about the clothes I need.
7	Will you come to the airport and take us to the hotel?

6 Plan a similar conversation between a tour organiser and a visitor in your country. Think of a tour or experience in a city or region you know well.

8 Do you think we need holiday insurance?

- 1 Make notes about ...
  - · where the tour is.
  - · what the price includes.
  - · what visitors can and can't do.
  - · what visitors need to wear / bring with them.
- 2 Think of three or four questions the visitor can ask, and what the answers could be.
- 3 Decide which Phrasebook expressions from the lesson to use. Remember to also use modal verbs.
- 7 Now write a script of the conversation. When you have finished, check that you have used ...
  - phrases for requesting and giving information.
  - modal verbs to sound more polite.

### ≡ TRAVEL B<u>log</u>'

I always dreamed of visiting this exciting and beautiful city which links Europe and Asia across the famous Bosphorus strait. It is a UNESCO World Heritage Site. It is Istanbul, of course.

We packed our cases, got our tickets and passports and set off. My brother and I had a list of landmarks we had to see – including the breathtaking Blue Mosque and the magnificent Topkapı Palace.

Istanbul is a huge city of around 15,000,000 people. Millions of tourists visit each year to see its cool mix of East and West. One of the most enjoyable journeys was to cross one of the bridges and move from Europe into Asia. We did this several times and each time was exciting. Its friendly people never seem to sleep, the crowded streets are full of wonderful shops and cafés, where you can drink strong Turkish coffee and eat delicious baklava at any time.

One of the most interesting places we visited was the 14th-century Grand Bazaar. It is the oldest and largest indoor market in the world. You can buy wonderful things there. My brother, who can argue with anyone, managed to get really good prices.

If you're going to Istanbul, it's much better in the spring when it's not too hot. If you have already been to Istanbul, do you want to go back? I do!



- 1 Read the blog post from Katarina, who has just visited Istanbul. What do you find out about ...
  - who travelled with Katarina?
- Istanbul's streets?
- tourist attractions?
- the number of tourists?
- · when to visit?

### **STRATEGY** Using descriptive vocabulary

When you are writing a description of a place, it is important to use a variety of vocabulary to make your writing more interesting. Using descriptive adjectives will give the reader a better idea of what a place is really like.

2 Read the strategy above and the description below. Add some of the adjectives from the unit to make the sentences more interesting.

I went to school in a town in the north of Ireland, where just over 20,000 people live. There are lots of shops in the centre of the town. There are many streets that lead to a square in the middle of the town. Near the town, to the north, there are two seaside resorts. The resorts have sandy beaches where children enjoy playing. Visitors can walk through the forest and get to the River Bann.

3 You are going to write a blog post describing a visit to Havana, Cuba. Look at the information. Choose two of the headings below and decide on two or three interesting things you want to write about for each topic. Use the information here or research more for yourself.



### Basic facts

- · population 2 million +
- · La Habana in Spanish
- · largest city in the Caribbean area
- summer temperatures around 30° / winter temperatures 25°
- main industries: farming, sugar production, manufacturing and tourism
- most popular sports: baseball, boxing, volleyball, basketball

### Local landmarks and historical centres

- Old Havana the original city, now a UNESCO World Heritage Site, from 16th century
- Plaza Vieja a square in Old Havana, cafés and restaurants, fountains
- El Morro castle at the entrance to Havana Bay to stop pirates in the 17th and 18th centuries

#### Tourist attractions

- old architecture, including castles
- · modern architecture
- Malecón 7 km long sea drive, meeting place for everyone
- · fantastic 1950s and 1960s American cars everywhere

#### Entertainment

- · live music, dancing (salsa, rumba).
- dancing classes
- · food tasting tours walking or by bike
- visit famous baseball teams, like Matanzas or Industriales
- 4 Write a plan for your description of Havana using the information in Ex 3.
- 5 Write your blog post.
- 6 CHECK YOUR WORK Did you ...
  - use defining and non-defining relative clauses?
  - use travel collocations and adjectives for describing places where appropriate?

Gra	ammar	
1 0	Complete the sentences wit	h the correct relative
	pronoun.	
1	L It is the country	people first ate pizz
2	ltravelled on a bridge	crosses from
	Asia to Europe.	
3	It's the piece of paper you	
	want to travel on a plane.	
4	My friend Jan,	has lived in five
	different countries, speaks	
5	The festival will take place	in June
	the weather is warmer.	
6	The film, wa	as about explorers, was
	very exciting.	
7	He or she is the person	you go to
0	when your teeth hurt.	. av av. aa at aat avala i a
8	Sami, broth swimming in the competit	
	Rewrite each pair of sentence	
	vith a non-defining relative	
1	I met my best friend when	
	school. She's called France	
2	I don't like travelling on the	
_	is very crowded most of th	
3		
	buildings there are very ol Industriales is a Cuban bas	
4	the Cuban League 12 time	
5		
5	other countries.	S different aminats nom
6		You can huv everything
0	in it.	. Tou can buy ever ything
7	He is a tour guide. His com	nany runs tours of Rio d
	Janeiro.	ipany rans toars or mo a
8	Amy is a girl. She works in	a luxury resort
Ü	, my is a girt. one works in	a taxary resort.
10	cabulary	
3 0	Complete the sentences. Us	e only one word in each
	gap.	
	A Do you think I should b	ook a single ticket, Mum
	B No, get a	0
	two singles.	
2	I decided to stay at a	on the coast,
	near Valencia. Óur room h	ad a sea view.
3	We went on a cycling holic	day. We stayed in a
	different hostel every nigh	t and met
	people in the cafés, where	e we ate.

4 Let's get up really early tomorrow morning to

6 When Hasan travelled to India he wanted to

go. I don't want to get there and have nowhere to

things to see.

local family.

5 I'm definitely going to book \_\_\_

the area. I hear there are lots of

the local culture, so he stayed with a

- 4 Choose the correct alternative.
  - 1 When there is a red flag on the beach, it means it's dangerous / dull to go swimming.
  - 2 From the top of the tower you get an overpriced / extraordinary view of the city. You can see for miles.
  - 3 I didn't enjoy that at all. I found the meal very depressing / disappointing.
  - 4 Travelling through the country by horse was lively / unforgettable. It was like living 100 years ago.
  - 5 In the evenings, all we could hear were the sounds of the birds and the wind in the trees. I thought it was very polluted / peaceful but the children thought it was dull / charming.
  - 6 My dad complained that all the things in the shops in the hotel were crowded / overpriced.

### **Cumulative review**

5 Complete the sentences with one word. Choose the correct alternative: A. B or C.

•	
Hi Dani	e , i v ;
I'm so excited. Mum has just 1	
the accommodation and flights for our holiday. We're going to stay at a luxury 2 on a Greek island. We'll have	
two weeks of sun, sea and fun for all the fami	ly.
We'll arrive at our 3 by taxi fro hotel, 4 is between the beach ar a swimming pool, gardens and a tennis court. I can spend the day beside the pool, playing tenr the local area. We can see the 6 or little churches with blue roofs.	nd the mountains, has My brother, Harry and I als or 5
The photos of the island show 7	seaside villages, We'll stop for lunch shing boats going in
I can't wait to go. I know it'll be a(n) <sup>10</sup> I've never been abroad before and I've always w	holiday because vanted to go to Greece.
I'll send you lots of photos on Instagram.	
Annie	

1	Α	booked	В	made	C	met
2	Α	area	В	sight	C	resort
3	Α	holiday	В	destination	C	sight
4	Α	where	В	which	C	whose
5	A	arriving	В	exploring	C	going
6	Α	sights	В	area	C	abroad
7	Α	dull	В	depressing	C	charming
8	Α	where	В	which	C	when
9	Α	dangerous	В	breathtaking	C	disappointing
10	Α	overpriced	В	peaceful	C	unforgettable

### **REFLECT** Think about the following questions.

- 1 Which of the grammar points did you find most difficult?
- 2 Which lesson did you enjoy most? Why?
- **3** What can you do to practise asking for information?
- 4 What things did you find most difficult when you wrote your description of a place?

### Reading

### **EXAM STRATEGY**

When you have to decide whether a statement is true or false, make sure you can find evidence in the text to support your answer. First identify which paragraph has the information you need. Then underline the sentence (or sentences) in the text which shows whether the statement is true or false. Then read the whole text again to check your answers.

- 1 Read the strategy above. Then read the exam task in Ex 2 and look at statement 1. Which paragraph has information about this? Which sentence (or sentences) show whether it is true or false?
- 2 Read the article about the effects of tourism. For each of the following statements (1–6), write *T* (true) or *F* (false). For each statement, which of the paragraphs (A–E) supports your answer?

### The real cost of tourism

- A In 2017, around 2,000 people in Venice expressed their anger about the negative effects of tourism on their city. They said their way of life was being destroyed. Their homes are being replaced with holiday accommodation and shops for visitors. At the same time, high water created by lots of small motor boats carrying tourists is damaging the historic buildings that these visitors have come to see.
- B Mass tourism threatens to cause terrible damage to many sites of historic, cultural and scientific importance. Global air travel is having a terrible effect, and areas around coasts are in particular danger from massive cruise ships. Since 2019, these ships have been banned from entering Venice's historic centre after a serious accident involving one.
- Money from tourism is incredibly important to countries' economies, but at what price? In Barcelona, many locals believe that they are treated with less importance than the buildings which attract the tourists, and their communities are suffering badly. As in many other places, the locals can no longer afford to live in the city. They have had to move away, while the centres are flooded with tourists.
- There are similar stories all over the world. Chew Jetty in Malaysia was once in a traditional fishing village, but the buildings that used to be homes are now snack bars and shops selling tourist gifts. Visitors often show little respect to the locals, treating them as objects to be stared at and photographed. Locals complain that they feel as if they are in a zoo or a theme park.
- The physical effect of tourism is also worrying. Rented vehicles driven off the main roads are damaging the famous Nazca lines in Peru. At Angkor Wat in Cambodia, hotels built for tourists take water from the area around the ancient temples, which makes the ground less strong and puts the buildings in danger. People visiting ancient sites often take away stones or write graffiti on them. It's clear that action needs to be taken soon.

- 1 The city of Barcelona has become too expensive for many local people to live there any more. \_\_\_\_\_
- 2 The number of tourist boats in Venice causes problems for the old buildings in the city.
- 3 The impact of international flights is one of the reasons why tourism causes problems. \_\_\_\_\_
- 4 Individual visitors rarely do damage to historic sites.
- 5 Cruise ships still travel into the centre of Venice.
- 6 Chew Jetty is a place which hasn't been affected by mass tourism. \_\_\_\_

### Speaking

### **EXAM STRATEGY**

In a discussion task, listen carefully to your partner. You will need to respond to what they say by agreeing, disagreeing or adding information.

- 3 Read the strategy above. Do the phrases below agree, disagree, or add information?
  - 1 Don't forget that ...
  - 2 I don't think that ...
  - 3 That's true.
  - 4 I don't agree.
  - 5 We should also think about ...
  - 6 I think you're right.
- 4 Work in pairs. Some friends want to spend the weekend exploring a new place. Here are some different ways that they could travel. Talk about these together for two minutes and decide which would be the best.











### **6.12 HOW TO LEARN VOCABULARY**

### **Intensifiers**

### LANGUAGE FOCUS Intensifiers, and ordinary / extreme adjectives

An ordinary adjective is an adjective like *nice* or *good*. You can put the adverbs *very*, *quite*, *really* and *extremely* before these adjectives (e.g. *very good*, *quite nice*, *really happy*, *extremely important*).

Some adjectives are called extreme adjectives, like *huge* or *awful*. They have a stronger meaning and we can put intensifier adverbs in front of these. For example, *absolutely tiny* and *totally brilliant*.

Less formal intensifiers are *incredibly*, *really*\* or *pretty*. We cannot use these intensifiers with extreme adjectives.

- $^{\star}$  Remember that we can use  $\emph{really}$  with ordinary and extreme adjectives.
- 1 Read the language focus. Then look at these pairs of adjectives that can describe how we feel about things. Decide whether each word is ...
  - A a normal adjective (e.g. good, very good, quite good, not very good)
  - B an extreme adjective (e.g. absolutely fantastic)

Circle the extreme adjective in each pair. Then check your answers in a dictionary.

nice	wonderful
angry	furious
massive	big
tasty	delicious
astonishing	surprising
thrilled	pleased
clever	brilliant
happy	delighted
pretty	stunning
impossible	difficult
frightening	terrifying
sad	tragic
bad	terrible
unpleasant	disgusting
crowded	packed
unusual	extraordinary

2 Use an intensifier and an adjective from the words below (or your own ideas) to complete the replies.

	big	crowded	difficult	happy	sad	tasty	
1		cat died las , dear, that's					
2	Но	w was the e now I haven'	xam?	t was			
3	Dic	l you enjoy y s, but it was	our trip to				
4	Jar	ne's new job s, and she's		od, doesi	n't it?		
5	Wh	at was your as	meal like?				
6	Wh It's	at's their ne	w house li	ke?			

- 3 Choose the correct option to complete the mini dialogues.
  - 1 A What was the weather like?
    - **B** It was absolutely **bad** / **terrible**.
  - 2 A What was your meal like?
    - **B** It was **very** / **really** delicious, thanks.
  - 3 A Did Joe like his present?
    - **B** Yes, he was **really** / **extremely** delighted.
  - **4 A** Why do you think Matt spoke to her like that?
    - **B** I've no idea. His behaviour was absolutely **extraordinary** / **strange**.
  - 5 A So the exam was hard, was it?
    - **B** Not just hard it was **absolutely** / **very** impossible.

### **VOCABULARY STRATEGY**Remembering ordinary and extreme adjectives

When trying to remember an extreme adjective, write an example sentence with an ordinary adjective first, then write it again with an extreme adjective. Remember to use the correct intensifier.

I'm *extremely interested* in history. In fact, I think history is *absolutely fascinating*.

- **4** Give true answers to these questions about yourself. Use an intensifier and an ordinary (gradable) adjective or an extreme (non-gradable) adjective.
  - 1 Did you have a nice weekend?
  - 2 What do you think of chemistry?
  - 3 How good are you at English?
  - 4 What is your favourite film and why?
  - 5 Is there anything that scares you?
  - 6 What is your least favourite kind of food and why?
- **5** Write new adjectives with an example sentence about you. Always add an intensifier as it will help you to work out if it is an ordinary or an extreme adjective.

very crowded

absolutely packed

I hate travelling on very crowded buses.

I didn't get on the bus because it was absolutely packed.

### 7.1 VOCABULARY

# Making a difference





**1 a** What can you remember about the vlog? Complete the summary with the correct alternative.

The vlog is about the fight against the plastic waste 

¹crisis / poverty and how young people are coming together to lend a hand with the ²issue / relief.

In the vlog Yasmin and Lewis are talking about a new environmental ³campaign / poverty – Jamal's Teen Park-Clean. They've been inspired by Jamal getting 

⁴volunteers / workers to clean his local park. Jamal's idea has become a youth ⁵charity / movement after starting with just three people. Lewis contacted Jamal and he talked him through the steps he'd taken to get started. He says they will need a lot of ⁴assistance / donation for their own Teen Park-Clean. Yasmin says that she is keen to do her bit! Jamal also said they will need to do ¹fundraising / relief to buy equipment and they can use social media to raise ³awareness / message.

Finally, Jamal said that they should just get started. Lewis agrees and says he's done the first two steps, so he'll meet Yasmin at 3.00 p.m. in the park. She agrees and says she's up for it!

- **b D 0 7.01** Watch or listen again. Check your answers.
- 2 Complete the sentences using the words below. There is one word you don't need.

assistance campaign charity crisis donations fundraising issue movements poverty relief

	unemployment vo	lunteers	
1	The bigdiscussed during th people don't have jufactory closed last y	obs in the are	was often Many a because the car
2	Many youth the environment as community.		ng to help improve to help in the local
1000	many record of the property of	and the second contract of the second contrac	

3	The school committee are meeting on Tuesday to discuss			
		ideas. Some suggestions to get people to		
	give fun run.	are: having a yard sale or a sponsored		
	The level of ob	ld has vise a substantially		

4	The level of child	has risen substantially			
	over the past ten years. Many organisations are working				
	with poor families to hel	p them with this			

5	Oxfam was founded as a disaster	agency.
	Its workers give important	to people all
	over the world.	

3 **REAL ENGLISH** Complete the dialogues using the correct form of the phrases below.

do (your) bit (x2) lend (someone) a hand I'm up for it! a legend You bet

1	Α	Hi Angela, do you think you could 1	
		I need to move this desk into my bedroom.	

- B Sure. Wow, it's very heavy. Let's ask Mike to help.
- 2 A My mum is <sup>2</sup>\_\_\_\_\_\_ for buying me these great chocolates. Hey, are you eating them?
  - B Sorry. They look so tasty. I only took one.
  - A OK. Do you want another one?
  - B 3\_\_\_\_\_\_. Thanks. They're my favourites.
- **3** A Would you like to come with us tomorrow? It'll be hard work, but it'll be fun.
  - **B** Yes, <sup>4</sup>\_\_\_\_\_\_. I've always wanted to give assistance to people who need it.
- **4** A Tom's volunteered to help clean up some beaches next month.
  - B That's a fantastic idea.
  - A Perhaps I will volunteer, too. I think I should

    5\_\_\_\_\_. We all need to 6\_\_\_\_\_ to look after the planet.



- **4** Think of things you could do to help your local community or school.
  - Which things do you think are the most important?
  - Put them in order of importance.
  - Think of what you could do to support fundraising for these things, and what sort of campaign you could run.

Write a summary of your ideas.

5 VOCABULARY BOOSTER Now practise Social issues vocabulary on page 110.

### 1 Rewrite what the people said as direct speech.

- 1 Bako said he wanted to work as a volunteer for a charity.
- 2 They explained that they were collecting money for emergency relief.



- 3 Agata said she had never spoken in public before.
- 4 Ollie told us he had been to a concert the evening before.
- 5 She explained that this kind of plastic couldn't be recycled.
- 6 The organisers said they would email me if there were any volunteer opportunities.

### 2 Rewrite what the people said using reported speech.

- 1 Milo and Aiden said, 'We have known each other since primary school'.
- 2 My teacher said, 'If you can't get a part-time job, you should try volunteering'.
- 3 Fatima said, 'I'll meet you at 7.00 this evening'.
- 4 Will said, 'I want to organise a fundraising event'.
- 5 Nina said, 'I'm waiting for my friends at the bus stop'.
- 6 Ana said: 'I tried to phone Katya three times yesterday'.

- 3 Choose the correct alternative. Then write the original words each person said.
  - 1 They explained that they **sent / had sent** me a message the day before.
  - 2 I told Tara I will / would call her the next day.
  - You told me you haven't / hadn't seen that film before.
  - 4 Tom said he could / can give me Annika's email address.
  - 5 We texted Joe to say we are / were waiting at the station.
  - 6 Marc said he had lived / was living in Paris for two years so he knows / knew the area well.
  - 7 Kiara explained she couldn't / can't meet us today because she was / had been busy.
  - 8 My parents said if they received / were receiving any news they will / would phone me.

### 4 Read Lila's speech, then put it into reported speech.

'I gave a speech at school today in front of the whole school. I was really scared! Mrs Jackson, my teacher, asked me and two of my friends to talk about our new sports hall. It opened last month and it means we can do three new sports, basketball, volleyball and table tennis. I don't know much about basketball or table tennis, but I'm the captain of the new volleyball team, so I talked about that. Martin talked about basketball, and Hannah told us all about table tennis. I hope lots of people will join the new teams.'



Lila said that 1	a sp	peech at school
2	in front of the wh	nole school. She told me
that 3	really scared	d. She said that her teacher
4	to talk about 5	
new sports hall. She sa	id <sup>6</sup>	last month and
now <sup>7</sup>	do three ne	w sports, basketball,
volleyball and table ten	nis. She said 8	much
about basketball or tab	le tennis, but 9	the
captain of the new volle	eyball team, so 10	
about that. Martin 11		about basketball, and
Hannah 12	all abou	ut table tennis. She said
13	lots of people 14	
the new teams.	1000000	

- 5 Think about a time when you wanted to do one of the following things, or use your own ideas. Think about who you talked to and what they said to you. Complete sentences 1-4.
  - Volunteer to do something to help people.
  - Join a club or an organisation.
  - Organise an event, a meeting or a campaign at your school.
  - Raise money for a charity or to provide assistance to people.
  - 1 Isaid (that) ...
- 3 They said (that) ...
- 2 I told them / explained (that) ... 4 They told me / explained (that) ...

### 7.3 READING

### 1 Think about these questions.

- 1 Have you ever taken part in an online lesson?
- 2 How are online lessons different from lessons with a teacher in the classroom?
- **3** What problems might teachers and students encounter with online lessons?
- **4** Do you think learning online is easier or harder than learning in a classroom? Why?

### 2 **7.02** Read the article quickly and choose the best description of the Granny Cloud: A or B.

- A The Granny Cloud is a team of people of all ages. They make a difference to children in countries around the world who have limited opportunities for education. They use online activities in English to provide the children with new ideas and experiences.
- **B** The Granny Cloud is a team of older women who volunteer to teach English through online activities to children in different countries around the world. They also teach practical skills like cooking which they will need in their future lives.

### The 'Granny Cloud'

Have you ever wondered what your grandmother could teach you? She has probably gained a lot of <a href="experience">experience</a> and skills in her life that she could share. This is what Professor Sugata Mitra believed when he launched a <a href="exampaign">exampaign</a> to bring education to children in parts of the world where there aren't enough teachers. He invited volunteers to communicate with children in locations where there was limited educational equipment using online resources. This became the 'Granny Cloud'.

The volunteers aren't all grandmothers, despite the name. They can be any age, and are both male and female. What they do share is the ability and wish to take part in a sharing of experiences with the children, creating opportunities for learning together and having fun! The volunteers are not expected to be experts. Among the popular experiences have been where a Granny named 'Fred' showed a group of boys and girls how to make tea. Then the children watched carefully as he went around his kitchen. He sent some internet links to encourage them to explore other types of cooking. It was interesting to watch the children learn about tasks in the home and begin to think about these as just things that needed to be done, rather than as boys' or girls' tasks.

The grannies sometimes encounter <u>problems</u>. For example, many of the children speak little or no English. But most grannies are able to come up with <u>ideas</u> that help them to overcome this <u>difficulty</u>. They speak slowly and clearly, and use songs, pictures and objects like hats to bring their activities to life and communicate ideas. One granny even managed to tell a famous children's story using just a sheet of newspaper.

Most children are quick learners and soon know enough English to take part in the activities and communicate with their granny. Sometimes, older children also help younger ones. For example, at one school in India, a very young granny called Vedika helps younger children understand what the granny on the screen is saying, if their English isn't good enough. Vedika was a pupil herself until a short time ago, but now she is a classroom link between the granny on screen and the children watching. She can even take the session when the granny on screen isn't there.

It is fantastic to see the Granny Cloud bringing about <u>changes</u> to children's lives all around the world. And, according to Professor Mitra, what is more important is that they are keen to learn, explore ideas and ask questions.

Unit 7

C learn to speak English better **STRATEGY** Recognising collocations A collocation is a group of two or more words that often go together. Recognising and learning words that go together will help you understand a text. 4 Read the strategy above. Look at the underlined nouns in the text and the verbs that they go with. Then complete the sentences with the verbs to make collocations. 1 Mona told me she had \_ problems creating a fundraising website. 2 Jared said he had \_\_\_\_\_ an idea to solve the problem. 3 Working part-time can help you to \_\_\_\_\_\_ a lot of useful experience. 4 We had to \_\_\_ \_ a few difficulties before we could set up the team. 5 If you want to \_\_\_\_\_ \_\_\_ a change in society, you have to do your bit. 6 The charity we support has \_ campaign to attract more volunteers. 5 Would you enjoy learning through the Granny Cloud? What subjects or skills do you think it would be useful to learn in this way? Why?

3 Choose the correct alternative: A, B or C.

C provide a grandmother for

C experience and skills

the opportunity to \_

C take their work home

activities, they usually.

A speak slowly and clearlyB ask one of the students to help

C find ways to solve them

A what their granny is saying

B how to use a computer

C what the activity is about

A want to become teachers

B want to continue learning

understand\_

children

of the world.

1 The purpose of Professor Mitra's campaign was to

2 Professor Mitra thought it was a good idea to ask

grannies to be volunteers because they have a lot

A work hard B have fun C teach other children

A do more research online B learn similar tasks

A teach English to B bring education to

A free time B expertise in their subject

3 The children not only learn new skills, they also

4 After the activities the students sometimes have

5 When the grannies face difficulties in their

6 Vedika's role is to help the younger children

7 Professor Mitra believes that the most important

thing about the Granny Cloud is that it makes the

\_ children in different parts

### 1 Complete the email with the words below.

availability goals input mission statement statistics target audience

← →		
From: Leah Ba	<b>fundraising Group volu</b> tiley ing – Weds. 20 May at 16	
campaign. We to explain who We also need everyone know At the meeting everyone is cle	o a meeting to plan our of need to decide on a 1	ing and why are, so eve in the future, so aimed at. We o increase the
numbers and sas well. Please Many thanks,	E, but pers e come with some ideas _ from everyone on the t	as we need



### 2 **107.03** Listen to the first part of the meeting about a school communication campaign.

1 What is the campaign about?

people\_

- 2 Who is the campaign aimed at?
- 3 What do they want people to donate?
- 4 What two other things do they discuss?

### 3 **3 7.03** Listen again and complete the extracts from the meeting.

1	We need to come up		
	that_	what we're	doing and why.
2	Who exactly are our		?
3		_ need to be really clear lle understand and feel t	
4	We need different sources.	for the campaign fro	m lots of
5	We need to think abo people we want to _	out the best out to.	for the
6	Do we have any number of children T	that TechAid has helped?	the
7	the	of that kind of informat	tion it will help

\_ why their donations are important.

	● 7.04	Listen to a presentation about the group's
	campaig	n. Match 1–6 to A–F.

- 1 The group's mission is to \_\_\_\_
- 2 The goals for the campaign are \_\_\_\_
- 3 The campaign's target audience are \_\_\_\_
- 4 The media they plan to use are \_\_\_
- 5 They need to increase the availability of information such as \_\_\_\_
- 6 They would like input from \_\_\_
- A school students, their families and local businesses.
- **B** anyone in the community who is happy to help.
- **C** provide technology to help educate children in developing countries.
- **D** statistics to show how much equipment has been provided and real-life stories to connect with people's emotions.
- E a social media campaign, a website and email.
- **F** to explain the importance of computers in education and ask for donations of unwanted equipment.
- 5 (3) 7.04 Use the information in Ex 4 to complete the campaign plan. Listen again if necessary.

Communication campaign plan		
Mission statement:		
Goals:		
Target audience:		
Media:		
Information to include:		
Input needed:		

**6** You and your school friends are planning a campaign to raise money for a charity. Use the example below, one of the charities from the Student's Book or your own ideas to write a short statement explaining your campaign plan. Make sure you use the headings in the table in Ex 5.

**WaterAid** is a charity that works with communities in poorer countries around the world. It helps to provide clean water, build good toilets and promote safer hygiene practices like hand-washing.

Our mission is to ...

Our goals for this campaign are to ...

Our target audience for support and donations are ...

The best media for the people we want to reach out to are ...

We will increase the availability of information on our website by including statistics which show that ... (+ example) and real-life stories that ... (+ example) We need input for the campaign from ...

1	Complete	e the dialogu	es with v	vords belo	w.	
	applica	tion apprei experience	nticeship	carry ou	ut	
	chores	experience	learn	time off	work	
	1 A Are	you enjoying	your nev	v job?		
	B Yes,	, it's great. I d	on't have	to		long hours,

- like I did before. Now I start at 9.00 a.m. and finish at 4.30 p.m.
- 4.30 p.m.

  2 A What should I do about getting a job?
  - **B** Well, the first thing is to make a(n) \_\_\_\_\_ to the company you want to work for.
- **3** A Can you come to the park to play tennis this afternoon?
  - **B** No sorry, I promised to do some \_\_\_\_\_ for my mum.
- **4 A** Do you have to \_\_\_\_\_ any special duties in your job?
  - **B** Yes, I do. I have to help customers with young children.
- **5 A** Why don't you do a(n) \_\_\_\_\_\_? You can study and \_\_\_\_\_ the trade at the same time.
  - **B** That sounds like a great idea.
- 6 A I need to get some \_\_\_\_\_\_ before I get a job.
  - **B** Why don't you ask your uncle if you can work at the shop on Saturday mornings?
- 7 A I'll have to get some \_\_\_\_\_\_ to go to the dentist.
  - B Is that a problem?
  - A No, my boss is really nice.
- 2 Match 1-6 to A-F to make a collocation about working.
  - 1 workA the position2 haveB skills3 signC long hours4 workingD a contract5 developE a part-time job
- 3 Choose the correct alternative.

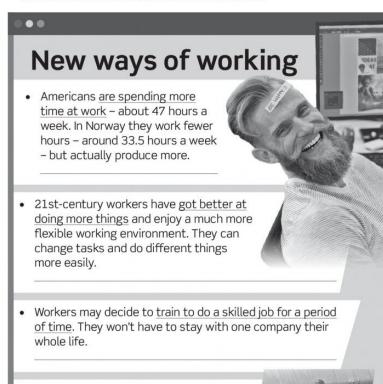
6 take up \_\_\_\_

- 1 A Have you got a share / part- time job for the summer?
  - B Yes I'm teaching kids football!
  - A So you're working indoors / outdoors, then? Lucky you!

F indoors / outdoors

- B No, actually it's inside the sports centre.
- 2 A My dad started doing his apprenticeship / application when he was 16.
  - **B** Yes I think my dad did something similar. They had to work **long** / **large** hours then.
  - A I know. They had to start at 6.00 a.m. and sometimes didn't finish till 6.00 p.m.
- **3** A Teenagers often have to **carry** / **take** out duties in the home, like looking after younger children.
  - B That doesn't sound like much fun. I've heard that some parents sign / do a contract with their teenage kids – kids do things like wash the car, or do chores / duties and parents pay them.
- 4 A I worked on a farm last summer. I wanted to get / do some experience of working with animals. I really enjoyed it.
  - **B** Are you going to **make** / **do** an application to university to be a vet?
  - A Yes, I've always wanted to be a vet.

**4** Read the article. Replace the <u>underlined</u> phrases with the correct form of collocations from Ex 1 and 2.



 Computers and mobile phones have given people freedom to choose where and when they work. They have free time to do things outside work, to do exercise or take up a hobby.

Many people still want to do a job that

is outside a building. It's great when it's sunny, but might not be so much fun in

the rain!

- Some people want to have a job where they work for just a few hours a week. This allows them to work and spend time with their family, or study at home.
- **5** Read the article again and answer the questions. Use collocations in your answer.
  - What is the difference between the working week in the USA and Norway?
  - 2 What can workers do after they develop their skills?
  - 3 Why might working outside not be fun sometimes?
  - 4 What can workers do when they get time off?
  - 5 What does having a part-time job allow people to do?
- 6 Think of a job that you could you do working from home. Make a list of three good points about doing it at home. Then make a list of three things that could make it difficult.
- **7 VOCABULARY BOOSTER** Now practise **Jobs** vocabulary on page **110**.

	Put the words in the correct order to make reported questions.  1 could help / if / asked us / Mr Lee / he	4 A volunteer is interviewing visitors at the British Museum in London. Read her notes and then complete the questions she asks.
	at home / what chores / asked me / he / I did	
	he could / Kyle / whether / my phone / asked me / borrow	1 Ask you a few questions?
	the party / Tanya's mum / if / asked us / we / had enjoyed	2 Where from? 3 How long staying London?
	was working / they / where / asked Nate / he	4 Reason for visit? 5 Visited London before?
	6 why/she/texted/her/asked me/I hadn't	6 First time at British Museum?
	7 asked me / I would / when / my part-time job / start / Bill	7 Where go – last visit to London? 8 What do next?
	8 something to drink / bring / they / whether / asked him / they should	<b>1</b> Excuse me, a few
	<u>Underline</u> and correct the mistake in the reported sentences. There are two mistakes to correct in the final sentence.	questions?  2come from?
	1 'Do you want to develop your IT skills?'	3 How longin
	They asked Yuna if she <u>had</u> wanted to develop her IT skills.	London?
	They asked Yuna if she wanted to develop her IT skills.	4the reason for your visit?
	2 'Where did you go at the weekend?'	5London before?
	Ellis asked me where I was going at the weekend.	6first time at the
	3 'Have you finished your science project?'	— British Museum?
	Ms Thomas asked him if he has finished his science project.	7 Where on your last visit to London?
	4 'Had you met Mika before the party?'	8 Whatnext?
	Martina asked us if we met Mika before the party.	5 <b>(a) 7.05</b> Listen to the interview and check your answers.
	5 'Who are you waiting for?'	6 Complete the blog post about the interview with the correct form of the verb in brackets.
	He asked me who I waited for.	We had a great visit to the British Museum
-	6 'What will you do if you can't get a job?'	today. When we arrived a young woman stopped us and asked if she <sup>1</sup>
	She asked him what he will do if he can't get a job.	(ask) us some questions for a survey. First, she
3	Rewrite the direct speech as reported questions.	asked us where we <sup>2</sup> (come from), and we said Winnipeg. Next, she asked us how
	My mum asked me, 'Why didn't you apply to university?'	long we 3 (stay) in London and
	a my mamashed me, why didn't you apply to dinversity.	what the reason for our visit 4
	2 Emily asked Roberto, 'Do you want to come to the exhibition with me?	(be). We said we were on vacation. Then she asked us if we <sup>5</sup> (visit) London
	My teacher asked me, 'Where are you planning to do your work experience?'	before, and whether this <sup>6</sup> (be) our first time at the British Museum. She also asked where we <sup>7</sup> (go) on our last
	4 Lucy asked me, 'Have you decided which charity you want to fundraise for?'	visit to London. And then finally, she asked us what we * (do) next and we said that we were planning to visit Paris.
	We asked our teacher, 'When will we get our exam results?	
	6 Tasked my uncle, 'Can you help me get a part-time job?'	
	7 She asked her grandad, 'How was life different when you were young	?'
	8 Kris asked Isla, 'Do think we should volunteer to help at the museum	"



#### 1 Match words 1-5 to the definitions A-E.

- 1 forest\_
- 2 isolated \_\_\_\_
- 3 hide\_\_
- 4 separate \_\_\_
- 5 contact\_\_
- A not with other people
- B meeting or talking to people
- C a large area of land covered with trees
- **D** far away from other people or places
- E go somewhere people cannot see you

### 2 Look at the film poster above and describe what you see. Answer the questions.

- 1 How do you think people feel when they are in a forest?
- 2 What are the good things about being in a place like this?
- 3 What might be negative about being there?

### 3 **3 7.06** Listen to Part 1 of a podcast about the film, *Leave No Trace*.

- 1 What do you think is the main subject of the film?
- 2 Who are Will and Tom, and where do they live?
- 3 Why have they chosen to live in this way?

### STRATEGY Using different listening skills

You often listen for different reasons.

### Listening for gist

Sometimes you are more interested in the main idea or general information, and it isn't necessary to understand every word or detail.

### Listening for detail

You sometimes have to listen carefully for specific words and numbers to hear important facts and figures.

### Listening for attitude and opinions

Sometimes you are more interested in how someone feels about a topic. You know this from *how* they are talking about it (intonation) as well as the language they choose to talk about it.

- 4 Read the strategy above. Then look back at your answers to the questions in Ex 3. Which listening skill did you use to answer each question?
- 5 **10 7.06** Listen to Part 2 of the podcast and answer the questions. Which skill did you use to answer them?
  - 1 What happened after someone saw Tom in the forest?
  - 2 How did Will feel about their new life?
  - 3 Why doesn't the speaker want to tell us how the film ends?
- 6 7.06 Listen to the podcast again and choose the correct alternative: A, B or C.
  - 1 Will and Tom seem to be ...
    - A living closely and successfully with nature.
    - B finding it difficult to survive.
    - C hiding in the forest.
  - 2 Will and Tom get food by ...
    - A buying it in the local town.
    - B gathering plants and hunting animals.
    - C both buying it in town, and gathering and hunting.
  - 3 The speaker thinks the film's title Leave No Trace means ...
    - A don't do anything that hurts the forest.
    - **B** don't leave any clues that other people can find.
    - C don't tell anyone where you are going.
  - 4 When they move from the forest to the farm ...
    - A Tom finds it easier than Will.
    - B Will finds it easier than Tom.
    - **C** neither Will nor Tom find it easy.
  - 5 Will decides to go further north because he ...
    - A wants to make some important decisions about the future.
    - **B** wants to live somewhere that no one will find them.
    - **C** is angry that their camp has been destroyed.
  - 6 At the end of the film, the speaker had some questions about ...
    - A her relationship to the environment.
    - **B** life in the busy modern world.
    - C both A and B.
- 7 MEDIATION You want to go and see Leave No Trace at your local cinema. Write a message to a friend inviting them to come with you. Use the information in the podcast to tell your friend ...
  - what the film is about.
  - · why you think your friend would enjoy it.

86 Unit 7

- 1 Read the notice to students on a school intranet. Think about the questions.
  - 1 What are some of the reasons for volunteering in this way?
  - 2 What sort of things could the volunteers do to help their local community

### SCHOOL NEWS

The student committee has suggested that the school timetable should include the option to spend Wednesday afternoons volunteering in the community. If you agree, please tell us why you think this is a good idea, and send us your suggestions for what kind of volunteering we could do.

- 2 **107.07** Listen to two students, Bea and Sam, discussing the idea. Make notes about ...
  - · the reasons they give for volunteering.
  - · the suggestions they come up with.

Did they mention any of your ideas in Ex 1?

### **STRATEGY** Managing a conversation

In a conversation, listen to what the other person has to say. When you give your opinion on a topic, make sure that you then ask the other person what they think. Try not to interrupt when the other person is speaking and show them that you are listening to them by asking questions and using expressions such as *Really?*, *That's interesting* or *I'm not sure if I agree*. When they've finished speaking, respond to what they said and add your own opinions.

3 **(9) 7.07** Read the strategy above and listen again. Complete the extract from the conversation. Use one word in each gap.

word	u iii eacii gap.			
Bea	I 1 making friends with o	old people		
	could be a 2			
	loneliness among the elderly is a big i?	issue. What do		
Sam	Yes, that's a good idea. You could care jobs around the house, run errands for Or 4			
	something to help the environment – cleaning up litter, or planting flowers or something.			
Bea	HmmI <sup>5</sup>	_ that would be		
	as good 6it's not about	helping people.		
Sam	n I see what <sup>7</sup>	I don't		
	really agree, though I mean, the 8_			
	about improving the er	nvironment is, it		
	benefits everyone.			
Bea	I suppose you have a 9	OK		
	10volunt			
	day centre for homeless people? Or helping to look after people with disabilities. Which <sup>11</sup>			
	is best?			
Sam	n <sup>12</sup>			
	present several different options?			

4	Match the expressions (1–10) that you completed in Ex 3 to
	the functions below.

a	involving your partner
b	showing you are listening
C	making suggestions
d	giving opinions and reasons

### 5 **10 7.08** Complete the dialogue with the expressions below. Then listen and check.

Do you have any thoughts about that?
I think that could be a good option because
I think the good thing about I'd have to agree
I'm not sure I agree Maybe we could Shall we
What do you reckon? Yes, I think you're right

Simon	1	fundraising for a charity
		reason to do something a bit ng in a 10K race or baking cakes
Ela	Yes, 3	definitely.
	4	make a donation to one of
	the big children's cha	arities?
Simon	Hmm 5	I think there
	are people in the cor	nmunity who need assistance. money to a local charity.
Ela	7	, actually. OK, how about
	Young Minds? 8	it ple with mental health issues.
Simon	Sounds good to me. of some ways to raise	9think

- **6 PRONUNCIATION** Read the sentences. <u>Underline</u> the words that you think are linked in fluent speech.
  - I didn't understand what you said.
  - 2 That's a good suggestion and an interesting one.
  - 3 It's important to lend a hand.
  - 4 They don't always agree, but it's not a problem.
  - 5 We could even try to think of a new solution.

#### 7 (1) 7.09 Listen and check.

- 8 A local charity is setting up a new day centre for homeless people. They have asked the local community for donations. Two friends are discussing how they can help. Use the notes below to write their conversation. Make sure the conversation includes expressions to ...
  - · give opinions and reasons.
  - involve the other person (e.g. by asking them what they think).
  - · make suggestions.
  - show you are listening (e.g. by saying you agree or disagree).

**Person A:** suggests raising money so that the charity can spend it how they want on essential items like food and clothing.

**Person B:** thinks it's better to donate things that are useful for the people at the centre, like books, games and old mobile phones.

- **9** When you have finished writing your conversation, check that you have ...
  - structured the conversation correctly.
  - used expressions from the phrasebook in the Student's Book.

### 7.9 WRITING

	Read the strategy below. Are the sentences
	true $(T)$ or false $(F)$ ? Correct the false
	sentences

When writing a formal letter:

- A If you begin *Dear Mr / Ms / Mrs* you should sign off with *Yours sincerely*.
- **B** Your name and address should be written at the top right-hand corner of the letter.
- **C** Only use contractions in the first paragraph. \_\_\_\_
- **D** Do not write your name above your address. \_\_\_\_
- **E** Use a new paragraph for each new idea.
- F You must put the date that you are writing the letter underneath the address of the person you are writing to. \_\_\_\_
- **G** Write the name and address of the person you are writing to on the left, underneath the greeting. \_\_\_\_

### **STRATEGY** Writing formal letters

When you write a formal email or letter, you ...

- put your address and the date in the top right-hand corner, but not your name.
- put the name and the address of the person you are writing to on the left above the greeting.
- finish Yours faithfully if you begin Dear Sir or Madam. If you begin Dear Mr / Miss / Ms / Mrs ..., finish Yours sincerely.
- organise your letter into clear paragraphs. Use a new paragraph for each new idea.
- · make it clear why you are writing.
- · don't use contractions.
- 2 Complete the sentences with the linking words below. Sometimes there are two possible answers.

although despite even though however in spite of

- 1 \_\_\_\_\_ the wind and the rain, she took the dog out for a long walk.
- 2 They decided to stay in a five-star hotel, \_\_\_\_\_\_ it was extremely expensive.
- 3 Sandra finished the homework.
  \_\_\_\_\_\_\_, she told me she found the last exercise almost impossible.
- 4 \_\_\_\_\_ the increasing evidence on the causes of global warming, many people ignore the situation.
- 5 \_\_\_\_\_I don't agree with him, I have to admit he explained his arguments well.

3 Read a formal email to a member of parliament. Label the sections of the email using the words below.

closing paragraph date greeting main paragraph opening paragraph recipient's address sender's address sign off

÷ →	田の日
Helen Davies MP House of Commons <sup>c</sup> London	A37 Liverpool Street  Middlesbrough  TS28 9FG  B2 June 2022
SW1A 0AA	
Dear Ms Davies D	
work after leaving school. Although difficult to get a part-time job or end of the following school. Although difficult to get a part-time job or end of the following school	ven work as a volunteer.  ave set up a campaign called besses to employ more young people. ation, we can do any job to <sup>3</sup> get working long hours, and carrying to do, even simply running errands. business people and asked if they However, they said that despite our to create more jobs for us. bess about this situation. As you area is over 20%. We believe this so four time. It leads to poverty we to rely on the government for come a crisis for our country if rtunity to develop the skills that ork4Kids has a fundraising website so can make donations. We hope you

**4** Read the email again. Replace the <u>underlined</u> words and phrases with the expressions below to make it a more formal email.

am happy to work are not given are unable to employer gain I am writing in the name of many quite unhappy Yours sincerely

- 5 Think about writing a formal email or letter on one of the topics below, or use an idea of your own.
  - To an online mobile phone company which delivered the wrong phone.
  - To a shop that sold you expensive trainers that broke after three days.

Plan your work. Write notes about the problem, its negative effects and a possible solution. Organise your work into clear paragraphs.

**6** Write your formal email or letter. Use contrast words from the phrasebook in the Student's Book.

### 7 CHECK YOUR WORK Did you ...

- put names and addresses in the correct place?
- use the correct formal phrases?
- use the correct greeting and ending?
- write clear and organised paragraphs?

#### Grammar

- 1 Rewrite the sentences using reported speech.
  - Mollie told Max, 'We have been inspired by a campaign that two sisters in Bali started.'
  - 2 Lewis said, 'I want to do my bit, too.'
  - 3 Yasmin told him, 'We are part of a new global youth movement.'
  - 4 Max said, 'It'll be a challenge, but I'm up for it.'
  - 5 The speaker told the audience, 'We can all make a difference if we change our behavior just a little.'
  - **6** Steve told me, 'We're going to do some fundraising events next Saturday.'
  - 7 Bea told Juan, 'We had a concert to raise money for our charity last week.'
- **2** Read the questions. The name of the person who is asking the question is in brackets. Rewrite them in reported speech. Begin the reported questions with *He* or *She*.
  - 1 'When does your new course start?' (Helen) She asked me when my new course started.
  - 2 'Can you play tennis with me next Tuesday?' (Samuel)
  - 3 'What will the students do when they finish their exams?' (Laura)
  - 4 'Is Nina taking part in the charity fun run?' (Lisa)
  - 5 'Have you worked as a volunteer before?' (Adam)
  - 6 'Did Mike arrive on time yesterday?' (Natalia)
  - 7 'Where should I put the posters for the campaign?' (Ian)

### Vocabulary

3 Complete the text with the words below.

assistance movement			fundraising
Soraya becar to help peopl			because she wanted nunity. She knew that
40.00			and so she looked
at different 3_			e she decided which one
to work with.	She knew th	nat in w	inter there was often a
4	_ when olde	er peop	le got ill or weren't able
to go out in b	ad weather.	She sta	arted off by doing some
5	She made	e cakes	and sold them at school
and she got s	ome of her f	riends	to help by washing cars and
tidying up gai	dens. In fac	t, she s	tarted a <sup>6</sup> in
her school to	look after o	lder pe	ople in the local area.

- 4 Complete the sentences with the correct words.
  - 1 The young nurse was very careful to **carry out / develop** her duties in the hospital as efficiently as she could.
  - 2 Working with small children in a playgroup helped me get a lot of experience / time off before I started my course at university.
  - 3 Can you help me, Mum? I'm writing an **application** / **apprenticeship** for the summer job at the sports centre.
  - 4 When my dad gets **time off / small jobs**, we go into the forest to photograph wild animals and birds.
  - 5 He's very excited about starting this new job as a carpenter, but I think it'll take him some time to learn the trade / duties.
  - 6 One of the best things about being a farmer is being outdoors / indoors in the sunny weather.
  - 7 It can be quite frightening to **sign / make** a contract for the first time.
  - 8 My sister has just finished her **chores** / **apprenticeship** as an engineer. She starts her new job next week.

### **Cumulative review**

**5** Complete the conversation with the words below. Then rewrite the conversation using reported speech.

assistance chores experience indoors part-time job volunteered Jamal Hey, what have you been doing over the summer? Sam \_ at a local children's charity. They always need some 2\_ with the under 5's play group in the mornings. **Jamal** Sounds fun. What sort of things did you do there? Sam Well I got a list of 3\_ \_ to do every morning, you know, getting the play area ready, cleaning up after the kids left. Actually, I think I got a lot of 4\_ \_\_\_\_\_ that will be useful when I'm older! Jamal Yes, I'm sure you did! What did you do over the summer? Sam Jamal I got a 5\_ \_ with my grandpa who is a vet,

Jamal asked Sam what he had been doing over the summer. Sam told him he had volunteered at a local kids charity...

and you know I love animals. The only bad thing

\_ so I missed the

### **REFLECT** Think about the following questions.

was we worked 6\_

good weather.

- 1 Which lesson in this unit did you enjoy the most? Why?
- 2 Which of the grammar points did you find most difficult?
- 3 What do you think are the most difficult things to remember to include when you write a formal email or letter?
- **4** What did you find the most difficult thing about imagining working from home?

### Listening

### **EXAM STRATEGY**

When you do a multiple-choice listening task, read each option carefully and listen to everything the speakers say to understand the meaning. Incorrect options might contain some of the words the speakers use, and correct options might use synonyms. So if you hear a matching word it doesn't always mean it is the correct option.

1 Read the strategy above. Then read the exam task in Ex 2 and look at question 1. Read the extract from the first part of the recording below. Which is the correct answer (A, B, C or D)? <u>Underline</u> the words in the extract which give you the correct answer to question 1.

Tom Hi Debbie. Did you go to that talk yesterday about fundraising for charities?

Debbie Yes! It was pretty good, actually. But Tom, I thought you were going to be there too?

Tom I was planning to, but then my dad asked me to help with some chores at home. I was hoping the talk would have some suggestions about how we can raise money for our local green group. Were there any good ideas?

- 2 **3 7.10** You will hear a boy called Tom speaking to his friend Debbie about a talk. For each question, listen and choose the correct answer: A, B, C or D.
  - 1 Tom didn't go to the talk because ...
    - A he was attending his local green group.
    - **B** he had to do some tasks around the house.
    - C he was planning to go out with his dad.
    - **D** he didn't think it would be useful.
  - 2 Debbie says that one idea to raise money was ...
    - A to give things you don't need to a charity.
    - B to buy things from a charity.
    - C to give things you don't need to other people.
    - **D** to sell things and donate the money to a charity.
  - 3 If you don't suggest categories for donations, people ...
    - A might not come to the sale.
    - B might give things that are broken.
    - C might give things that aren't popular.
    - **D** might give things that are too expensive.
  - 4 Tom thinks a fundraising sale ...
    - A is an excellent idea.
    - B will take a lot of time to plan.
    - **C** will not raise enough money.
    - **D** will sell things that nobody really wants.
  - 5 Tom says that it is not environmentally friendly ...
    - A to raise money by selling mobile phones.
    - **B** to use mobile phones.
    - C to change mobile phones every year.
    - **D** to travel to collect old mobile phones.
  - 6 Tom decides ...
    - A to raise money by recycling mobile phones.
    - **B** to raise money by recycling drinks cans.
    - C to have a fundraising sale.
    - **D** not to do any of the fundraising ideas.

### **Use of English**

### **EXAM STRATEGY**

In key word transformation tasks, you must only change the parts of the sentence that need to be changed. Don't add any extra information, and make sure you don't write more than the maximum number of words.

- 3 Read the strategy above. Then read the exam task in Ex 4 and look at question 0. Which of the answers below (A–C) is correct? Why are the other two answers wrong?
  - A I'm going for a walk in spite of the fact that there is bad weather.
  - B I'm going for a walk in spite of the bad weather.
  - C I'm going for a walk in spite of the rainy bad weather.
- 4 For each question, complete the second sentence so that it has a similar meaning to the first sentence, using the WORD given at the end of the first sentence. You must use between two and five words, including the word given.

0	I'm going for a walk even though the weather's bad. <b>SPITE</b> I'm going for a walk bad weather.
1	We have never seen a band this good before. <b>BEST</b>
_	This is theseen.
2	They last went on holiday a year ago. <b>FOR</b>
~	They have a year.
2	In some countries, you can't vote until you're 21. <b>ALLOWED</b>
3	In some countries, you are until
	you're 21.
Δ	'Can you help me with my homework?' asked Marco. <b>IF</b>
7	Marco asked me with his
	homework.
-	It was the responsibility of the volunteers to organise the
3	event. <b>RESPONSIBLE</b>
	The volunteers the event.
6	
0	This match is less exciting than the last one. <b>MORE</b> The last match this one.
-	
1	I regret telling him my secret. WISH
100	l him my secret.
8	The last time I ate meat was in December. <b>SINCE</b>
	I December.

### Writing

### **EXAM STRATEGY**

When you write a letter, you often need to use more than one tense. Read the task carefully to identify which tenses you need to use.

- **5** Read the strategy above. Then read the exam task in Ex 6. Which tenses do you need to use in your letter?
- **6** You recently went to a meeting about fundraising for a local charity. Write a letter to your friend.

Tell your friend ...

- · what the charity does.
- what happened at the meeting.
- · what you are going to do to help.
- how you feel about it.

Write your letter in 90-120 words.

### **Collocations**

1 Read the text in the speech bubble and look at the underlined phrases. Think of some other words that you often find after the underlined verbs.



I'm already making plans for next summer! I'm going to go travelling and take a trip around Asia. I'm doing some research at the moment to find out the most interesting places. I'm sure I'll have a great time!

### **LANGUAGE FOCUS** Collocations

A collocation is two words or more which are often used together. Certain verbs appear very frequently in English, often combined with the same nouns or noun phrases to make common collocations. Some of the most frequent verbs used in this way are *go | make | do | have | take*. Collocations with common verbs should not be translated word for word. It's important to learn collocations as a whole.

- 2 Read the language focus above. Choose the correct verb to complete these sentences.
  - 1 Do many young people do / have apprenticeships instead of going to university?
  - 2 Have you ever had / made a part-time job?
  - 3 After he retired, my grandfather **did / made** voluntary work at the local charity shop.
  - 4 I never do / make homework on Saturdays.
  - 5 Let's go / do skiing at Christmas.
  - 6 Do you go / take a bus to work every day?
  - 7 I hate doing / making chores.
  - 8 Is it easy for you to get / make friends?
- 3 Match the phrases below to the correct verbs to make collocations.

an activity aerobics a decision a mistake a party photos running a shower swimming a train

		1337	
1	take:		
2	go:		
3	make:		
4	do:		
5	have:		

### VOCABULARY STRATEGY Making collocations memorable

People use different strategies to make collocations more memorable. You could use ...

- A Personal experience: think about a real personal experience related to the collocations. Visualise this in your mind as you say them aloud.
- **B** A funny story: imagine a funny story which uses the collocations.
- **C** Alliteration: use alliteration and rhyme to make the collocations 'catchy'.
- 4 Read the vocabulary strategy above. Then match the memory techniques (A–C) to the examples (1–3) below.
  - Parrots pay attention to everything you say, so they can copy you.
    I feed the fish on a Friday.
    I had an argument with Helen about her hair.
    Dan danced while he did the ironing.
  - While I was going running a few weeks ago, I saw a young girl <u>fall off her bike</u>. I helped her stand up. Thankfully, she wasn't hurt.

    3
  - Last Friday, Viktor's mum was <u>doing some chores</u>. While she was <u>tidying his room</u>, she found his favourite football. It was dirty, so she <u>put the football in the rubbish</u>.
- 5 Choose three collocations that you find difficult to remember. Then use each of the strategies to write a sentence for each collocation. Which strategy works best for you?

Pe	Personal experience					
1						

# A funny sentence 2

## Alliteration 3

- **6** Write a short story, using as many collocations from the wordlist as possible. Make it personal or funny or use alliteration to help you remember the collocations.
- **7** When you find a new collocation, write it down with an example sentence. Use the techniques above. Which works best for you?

### 8.1 VOCABULARY



# Buying and selling





1	a	What can you remember about the vlog?
	C	omplete the summary with the correct form
	of	words or phrases from the Student's Book
	le	sson.

lesson.		
In the vlog Is	obel and M	lax discuss how
		t us to buy more than
		l us we can get a
		will 2m
		something at
	t. It works v	well because nobody
0		1 d
Shops are br music so tha	ightly colo t we often	ured, they play relaxing forget that we have a pend too much.
Sometimes p	people eve	
you make a 7		
		dea to keep the if we get home and
	ninds abou	ut the item, we can take
Max still wan phone! Isobe	ts to make el tells him	a purchase on his to make sure he can and send it back.
b 0 8.01 your answer		r listen again. Check

2	● 8.02	Listen to Anna and Harry and			
	complete the sentences with phrases from				
	their conversation.				

tr	ieir conversatior	1.		
1	Anna went shor	oping in tover really good		
2	She	a	fc	r
	buying three pa	irs of jeans		
3	She didn't	t	ne jeans	
4	The shop was b			the
5	Anna	the		_
	because she ma	ay want to <sub>-</sub>		the
6	If the jeans don		d on her, sl	ne'll
	2	1		

3	Complete the sentences using the correct forms of the verbs in list A
	and nouns in list B. You can use all the words more than once.

1	
	buy cancel find get have make place take try
3	
	a budget a complaint a discount a good offer an order a purchase free delivery into debt (something) back (something) in the sales (something) on
2	I don't think it's a good idea to buy trousers if you don't <a href="mailto:try-them-on">try-them-on</a> first. They might not fit you and then you'd have to <a href="mailto:take-them-back">take them back</a> . When the phone arrived in the post, the screen was broken so I had to use my old phone to They listened to my issue. I always wait to Then you can
	great!  I don't use credit cards because I'm worried I'll
	I know if I had one I'd spend too much.
5	When Ralph goes shopping he always He knows how much he can spend on each item.
õ	When Anna for shoes online she checked to see if she could to her house. Unfortunately it cost an extra €5.
7	Before I on something expensive, like a new phone, I compare prices online to
3	Archie found the laptop cheaper on another website so he on the more expensive website.

### 4 REAL ENGLISH Complete the dialogue with the phrases below.

bit weird Get real! I'll miss out on

Spot	on! What are you getting at?			
Jess	I'm really cross. My new trainers are falling apart and I've only had them for a month.			
Emma	That's a 1 Are you sure they're really that brand?			
Jess	<sup>2</sup> I bought them in that shop in the High Street – in			
	their sale.			
Emma	That's what I mean. Some shops buy fake goods and sell them at a discount in the sale.			
Jess	They wouldn't do that would they?			
Emma	Have you still got the receipt?			
Jess	Yes, it's here. Do you think I should take them back?			
Emma	4And you should ask for a refund. I'll come with you.			
Jess	It's OK, you don't have to.			
Emma	Yes, I do. It's the last day of the sale. If I don't come with you,  5 those final bargains!			

5 **VOCABULARY BOOSTER** Now practise **Shopping** vocabulary on page **111**.

### Read the sentences. Choose the correct alternative.

- 1 I wouldn't have taken the shoes back if they had fitted me better.
  - = I took / didn't take the shoes back because they fitted / didn't fit me.
- 2 If he hadn't left his wallet at home, James would have bought a new mobile.
  - = James **left/didn't leave** his wallet at home so he **bought / didn't buy** a new mobile phone.
- 3 If you had tried the jacket on, you wouldn't have bought it.
  - = You **tried / didn't try** the jacket on and still **bought / didn't buy** it.



- 4 If they hadn't made a complaint to the manager, she wouldn't have got a refund.
  - = They made / didn't make a complaint to the manager, so she got / didn't get a refund.
- 2 Read the comments below from three people who made a mistake when shopping online.

  Tick (✓) the correct sentence (A or B) to complete the statements.

#### 3 Correct the mistake in each sentence.

- 1 If you'd bought those jeans in the sale, they had been much cheaper.
- 2 Maya hadn't got a refund if she hadn't made a complaint.
- **3** If I would have known you were vegetarian, I wouldn't have cooked burgers for supper.
- 4 We wouldn't have been late for the concert if we would have left the house on time.
- 5 Leo would have got into debt if he didn't pay back the money so quickly.
- 6 If I hadn't been in a hurry, I wouldn't leave my bag on the train.

### 4 Match 1–6 to A–F. Then rewrite the sentences as third conditional sentences.

- 1 I didn't take back the shoes because I \_\_\_\_
- 2 She didn't get the job because she \_\_\_\_
- 3 Ed took up a position with a charity because he \_\_\_\_
- 4 We cancelled the order because we \_\_\_
- 5 Anna didn't apply to university because she \_
- 6 They worked such long hours because they \_\_\_\_
- A didn't have enough experience.
- B didn't want to continue studying.
- **C** read some negative reviews about the product.
- **D** wanted to earn as much money as possible.
- E had lost the receipt.
- F wanted to make a difference.

### 5 Complete the sentences so they are true for you.

1	If I hadn't gone to school today,	
2	If I'd had enough money,	
3	If I hadn't met my best friend,	

4 If I'd known that \_\_\_\_\_

## **SHOPPING ONLINE – MISTAKES TO AVOID**



### 1 George

I saw an online advertisement for a new computer game. I really wanted the game so I just bought it, but I didn't check the contact details of the company selling the game. When it didn't arrive, I didn't know how to contact them.

- A If I had checked the company's contact details, I would have known how to contact them.
- B If I hadn't checked the company's contact details, I wouldn't have known how to contact them.

### 2 Mina

I bought a jacket online using my debit card. It never arrived. I tried to get a refund, but the debit card paid the seller from my bank account, so I lost my money and I couldn't get a refund. I wish I'd used a credit card instead.

- A If I hadn't used a debit card, I wouldn't have got a refund.
- B If I had used a credit card, I would have got a refund.

### 3 Kate

I used to use my phone to shop online – in cafés, on the train, in the library. But these places don't always have secure Wi-Fi. One day my phone was hacked – the people who hacked it used my phone to make purchases I didn't know about.

- A If I hadn't shopped somewhere with secure Wi-Fi, my phone would have been hacked.
- B If I had shopped somewhere with secure Wi-Fi, my phone wouldn't have been hacked.

### 8.3 LISTENING

#### 1 Choose the correct alternative.

- 1 You can use online comparison sites to check if you're getting a good deal / reduction.
- 2 As more people shop online, **chain stores / offers** like Zara and H&M find that fewer people are coming into their stores.
- 3 I tried to buy a new rucksack, but they were out of season / stock and would be back in the store next week.
- 4 Some **brands / prices** of perfume are more expensive than others.
- 5 If you buy two items and get the third free, that's a **deal / discount** of around 30% per item.
- 6 I buy winter clothes in April, out of **season / stock**, because they are usually cheaper than in the autumn.
- 7 If there is more competition in the market, **reductions / prices** usually go down.
- 8 I'm going to get a bargain in the sales tomorrow they have some great **offers / brands**.
- 2 Imagine you have a part-time job in a chain store. Think about what you would do in the following situations.
  - 1 A customer brings an item back because there is something wrong with it.
  - 2 A colleague accuses you of being rude to them.
  - 3 A customer asks a lot of questions about a product.
  - 4 A customer is angry and is rude to you.
  - 5 You think you have seen a customer stealing something from the store.
  - 6 A customer asks you to give them a discount.
- 3 **8.03** Listen to the end of a training session for parttime workers in a chain store. Which of the situations in Ex 2 are discussed?
- 4 **38.03** Listen again and answer the questions.
  - 1 Can individual staff members offer a lower price to customers?
  - 2 What can the store sometimes do if someone buys a large number of expensive items?
  - 3 What two things can staff do if someone asks a question about a product?
  - **4** What should staff do if a customer has a problem with something they have bought?
- **MEDIATION** After the training, one of the trainees sends you a message. He is confused because for each problem there is more than one possible action. Write back to him and finish the sentences in your own words.

You're right, it seems a bit co	
question of how big the prob	
customer asks you an easy o	question about a product,
you can 1	But if it's something
more complicated, 2	Another
example: if a customer want	s to return something they've
bought, you 3	But if they become
difficult, 4	<u> </u>
So in general, if it's easy, dea	al with it yourself. If it's
something bigger, 5	Don't worry,
it'll be fine!	

**6** Complete the strategy for dealing with unknown words with the words below.

contrast structure subject (x 2) type

STRATEGY	Deal	ing w	ith	unk	cnown	word	S
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When you come across an unknown word in a listening text, think about the following:

A Use your knowledge of sentence 1\_\_\_\_\_\_\_\_ to work out what 2\_\_\_\_\_\_\_\_ of word it is.

B What is the 3\_\_\_\_\_\_\_ of the sentence or paragraph where the word appears? Use your knowledge and experience of the 4\_\_\_\_\_\_\_ and the world to try and understand the word.

C Is the word there to 5\_\_\_\_\_\_ with a word that appeared earlier? Listen for words like or, although, even

though, despite, but or however that often signal this

- **7** Look at the <u>underlined</u> words in these extracts from the training session. For each word, say ...
  - 1 what class of word it is.
  - 2 which words or idea it contrasts with.
  - A Well, the features and benefits of a product are usually pretty clear, so it's a good idea to start by describing these. On the other hand, the technical information about some of our products can be quite <a href="mailto:baffling">baffling</a> if you aren't familiar with it.
  - B Check the item is in good condition. If it has an obvious <u>flaw</u>, you should offer to exchange it, or give them a refund.
  - C If the customer is calm and polite, try to deal with the problem yourself as professionally as possible. But if they <a href="hassle">hassle</a> you for example, if they're rude or keep asking for a discount call your manager immediately.
- 8 Choose the correct answer: A or B.
  - 1 In this context, baffling means ...
    - A confusing and difficult to understand.
    - B clear and easy to understand.
  - 2 In this context, flaw means ...
    - A an extra feature.
    - B something wrong with it.
  - 3 In this context, hassle means ...
    - A to complain about someone.
    - **B** to make a situation difficult for someone.
- **9** Use some of the techniques in the strategy to work out the meaning of the <u>underlined</u> words in these sentences.
  - 1 If they're very <u>pushy</u> and keep asking you, you should explain that staff can't reduce the price for individual customers.
  - 2 We do <u>keep an eye on</u> the different brands on comparison sites, in order to compare them with our prices, and we sometimes make changes if we think it's a good idea.
  - 3 However, we can sometimes be flexible about the price, especially if they're buying a lot of expensive gear.
  - **4** If they don't have the receipt for the item they are returning, we must <u>double check</u> the item was bought from our shop before offering a refund.
  - 5 People will get into debt if they <u>can't resist</u> buying expensive items.

With another account, Alison said I2\_

'OK, I thought I 1\_

4 8.05 Listen to a voice message Lisa recorded on her phone after the conversation with Alison. Complete the message with the phrases you hear.

one bank, but I don't have an account with them.

get 2% if I keep my money in the account for a year.

Talk about money, savings and the future.

get 3% interest from



- 1 Choose the correct alternative.
  - 1 If I save €10 a month from my **outgoings / pocket money**, I'll be able to buy the trainers I want by April.
  - 2 After I'd paid for the book, I had a **balance / income** of \$40 in my current account.
  - **3** My grandfather only got £5 a week **wages / savings** when he started work.
  - 4 When you have a permanent job, you have a regular monthly income / interest.
  - 5 I had to check my bank account to see if I could **balance** / **afford** to pay for the gym membership.
  - 6 Check which account gives the best **outgoings / interest** before you decide which one to choose.
  - 7 Dan's grandparents opened a **savings / wages** account to help pay his university fees.
  - 8 My parents say, make sure your **outgoings / wages** are less than your **outgoings / wages**.
- 2 Read the information and complete the sentences with words below. There is one word you don't need.

afford balance income interest outgoings pocket money savings wages

## Student saving tips!

Whatever you have to spe				
understand the value of ha	aving a <sup>2</sup>	account.		
See the 3 gr	ow as you put r	money in each month.		
If you manage the 4	you red	ceive each week		
carefully, you can <sup>5</sup>	to buy items you want.			
If you have a part-time job	o, you can put p	oart of your weekly		
6 into the ac	count. Althoug	h rates are not great at		
the moment, our student a	account will pay	y you a higher rate of		
7 than norm	than normal accounts.			

- 3 **3 8.04** Listen to Alison and her cousin Lisa talking about savings plans.
  - 1 What special occasion is Lisa expecting money for?
  - 2 How much interest did the first account offer if you had a bank account with them?
  - **3** What do you get if you keep your money in the second account for a year?
  - **4** How much is Lisa's income each month? Where does it come from?
  - 5 What are her outgoings?
  - 6 How much does Lisa have to put in each month to earn 2% interest?
  - 7 Is Lisa happy about saving her money? Why?

		T can do that – I really want to increase
	savo	avings. So, like I said, I 4 afford to about £10–15 a month. In fact, 5
		r to £10. That's good, because £10 is the
		mum I can put in. Some months, 6
		ve more than that as I have a few outgoings.
		the wages I get from my mum, my pocket
		ey and my birthday money, 7I
	could	have around £150 in my account after one year.
	8	I'll feel happier if I have some savings.'
5	Write	which expressions you used in Ex 4 to talk
		t possibilities, probabilities or certainties.
6	Com	plete the dialogue with the words and
		essions below.
	can	probably could might not sure that
		ikely that won't
	Ben	You should open a savings account. It
		1 help you manage your money a
		bit better.
	Eva	Hmm, I don't know. I only get £5 a week pocket
		money from my mum – it's ² I can
		save much of that.
	Ben	What about the wages from your summer job at
		the supermarket?
	Eva	They said I 3 be able to work there
		this year. They don't have many jobs at the
		moment.
	Ben	You 4find another job.
	Eva	Yes, but it 5 be easy.
	Ben	My dad always employs extra people in the
		summer. I'm 6 he'd give you a job. Do you want me to ask him?
	Eva	Thanks, Ben – that would be great!
	Eva	
7		some sentences about how you could put
		ther a savings plan. Use the phrases for
	poss	ibility and the vocabulary below.

pocket money and other income

• typical outgoings each month

savings account.

- where to put savings bank, etc.
- if I save regularly what I can save for
- what I can afford to buy, or have to ask my parents to buy

I'm sure that I could save some pocket money in a

8 Write five questions about money and savings that you could ask your classmates. Write answers to your questions from someone who is good at saving. Then write answers from someone who has problems with saving.

Do you think you are good at saving? Why? / Why not?

1	What do you think are the most important things for a	1 A recommended B offered C convinced
	successful advertising campaign? Order the verbs in these	2 A appear B attract C create
	tasks by importance.	3 A promoted B claimed C compared
	A launch (the campaign)	4 A attracting B appearing C producing
	B produce (the item)	<b>5</b> A advertise <b>B</b> recommend <b>C</b> appear
	C appeal (to customers)	6 A offered B compared C produced
	D (ask people to) recommend (your product)	7 A advertise B convince C create
	E create (a need)	8 A launched B promoted C recommended
	F appear (in the media)	9 A produce B attract C claim
	G claim (the product solves problems)	3093 UMAS V PSW PPSM PSM PSM PSM S S S S S S S S S S S
	H convince (customers)	1951 (4) 1 1959 (4) 1 1959 (4) 1 1959 (4) 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
	I compare (with other products)	11 A recommended B claimed C appeared
		12 A advertise B offer C appeal
	J attract (customers)	13 A produced B convinced C recommended
	K promote (the product's qualities)	4 Complete the text with the correct form of the verbs from
2	Complete the sentences using the correct form of the	Ex 1. There is one verb you don't need.
	verbs from Ex 1.	The company who <sup>1</sup> this item, 'Product
	1 When the advertisement first on TV,	X', believe they have 2 a need for it among
	everyone was surprised to see a famous footballer	teenagers and young adults. But now they have to
	the product.	3 customers to their online store. They want
	2 It's not easy to the need for a new product.	an advertising campaign which will 4 to their
	You have to people their lives will be better	target audience, and 5 them to buy the item.
	if they buy it.	Our campaign will 6 Product X's qualities.
	3 You can't believe what advertisers their	We won't 7 that it is the best in the market,
	products can do. Using a particular shampoo will not	but we will 8 it with similar products. We will
	make you more attractive or intelligent!	the campaign in one week's time and it will
	4 I'm afraid I can't this microwavable meal. It	on national TV, in cinemas and online.
	tastes awful!	5 Think of an advertisement or marketing campaign for
	5 Advertisers use vivid colours, catchy music and	a company or product that you know. Write a short
	celebrities to customers. People seem to	description of it. Include the following information.
	believe what a famous person says.	1 The company – what it does.
	6 The company the new electric car at the	It produces / It creates
	London Car Show. Thousands of people came to the	2 What the advertisement or campaign is for.
	stand to see it.	The campaign advertises / promotes
		<b>3</b> Who the target audience is.
	7 The Mini advertising campaign the car to	Villo the target addictive is.
	the competition to show it was better.	
	the competition to show it was better.  8 I think that newspaper advertisement	It appeals to / attracts / tries to convince  4 How it communicates.
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		MICRO: STATE OF THE PROPERTY O
1	Match 1–8 to A–H.	A ROBERT TO THE PARTY OF THE PA
	1 His brother advised	Deliver
	2 Zahra asked me if I fancied	
	3 It's my fault. I should have reminded	
	4 When I was very young, my parents made	
	5 I don't know what's wrong with me. I keep	
	6 He spent quite a long time learning	
	7   don't think   can let	
	8 Julia decided	4 Use the correct form of one verb from each of the
	A you to set the alarm.	groups (A and B) below to complete the gaps.
	B me go to bed at 7 p.m.	A advise begin choose convince enjoy
	C to speak French fluently.	hope <del>imagine</del> keep let start want
	<b>D</b> him not to go swimming in the river.	<b>B</b> be believe do earn goup happen
	<b>E</b> you travel to London on the train by yourself.	increase invest make use
	<b>F</b> to become a doctor when she was very young.	Can you imagine being one of the first people to start a
	<b>G</b> seeing the new film.	technology company in the 1990s? It must have been
	<b>H</b> forgetting my keys.	exciting. People had <sup>1</sup> the
2	Choose the correct alternative.	internet, not only to communicate, but to do business in a new kind of way.
	1 A I miss to see / seeing my friends since we moved house.	As more companies <sup>2</sup> more
	B I thought you promised to visit / visiting each other at	of their business online, the value of these 'dot-com'
	weekends?	companies 3
	<b>2</b> A I don't really enjoy <b>to do / doing</b> project work in groups.	This <sup>4</sup> peoplelarge
	B   lagree with you -   prefer to study / study on my own too.	amounts of money in them. These investors
	3 A I've decided to get / me to get a part-time job so I can save	5 a lot of money quickly.
	some money for college.	The value of these companies
	B Good idea. When I got a job my dad advised to save / me to save half the money I earned.	6 – between 1995 and 2000, many rose by 400%. This was known as the 'dot-com
	4 A Can you remind me downloading / to download that new	bubble'. Financial experts 7 investors
	Avengers film?	careful. But people didn't listen – they
	B OK – if you let me watch / to watch it with you!	had 8large amounts of money
	<b>5</b> A I'm trying to contact Anji, but her phone keeps	for years, and didn't 9 that the
	going / to go to voicemail.	value of their investments could go down. They didn't
	B I'm meeting her later – I'll ask to call / her to call you.	think the government would 10 that However, in the early 2000s, the market
	<b>6</b> A I'm going out for a pizza – do you fancy <b>to come / coming</b> ?	fell and people lost a lot of money.
	<b>B</b> Sorry, I can't. Josef has invited to go / me to go bowling this	
	evening.	5 Complete the questions with the verbs in brackets. Then write answers that are true for you. Use the
3	Complete the sentences with the correct form of the verb in	verbs in <b>bold</b> in your answers.
	brackets.	1 Do you <b>enjoy</b> sport in your free time,
	1 I'm not sure you'll convince Fred (buy) a new	or do you <b>prefer</b> something less
	jacket. He doesn't like (spend) money.	active? (play, do)
	2 I can't imagine (live) in another country. I'd miss (see) my friends and family.	
	3 Mina asked me (bring) some salads to the	
	barbecue.	2 What do you <b>keep</b> that you really
	4 At school I never wanted (study) languages, but	want? (forget, remember)
	recently I've learned (speak) Polish.	
	5 Amy has invited me (be) a bridesmaid at	As a child did you have
	her wedding. The dresses are yellow and I'd prefer them	3 As a child, did you <b>hope</b> a well-paid job, or did you <b>imagine</b> to university?
	(be) a different colour.	(get, go)
	6 Do you fancy (travel) by train to Edinburgh?	
	There's a special offer at the moment.  7 My uncle advised me (start) an online savings	
	account, and he offered (start) an online savings	4 What would you <b>miss</b> most if the
	1	and the same of the same for a

8 While I was preparing \_\_\_\_\_ (take) my driving test, my

sister reminded me \_\_\_\_\_ (revise) the rules.

month? (do, stay)

government **told** you \_\_\_\_\_\_ at home for a









- 1 Match the age groups A-D to the photos.
  - A Generation Z / iGeneration (born 2000-present)
  - **B** Generation X (born 1965–1980)
  - Generation Y / Millennials (born 1981-1999)
  - **D** Baby Boomers (born 1945–1964)

### **STRATEGY** Understanding text organisation

You can use the title, the opening paragraph, topic sentences and subheadings to help you understand the structure and organisation of a text. This will help you find specific information and get a better understanding of the whole text.

- 2 Read the strategy above. Then read the title and opening paragraph of the text. Decide which of the following you think the text will be about.
  - A How to market a brand to all four groups.
  - B The features of one of the groups.
  - C The history of generational marketing.
- 3 Read the subheadings and topic sentences for paragraphs B to E. In which paragraphs would you find information about ...
  - what affects how millennials choose to spend their money? \_\_\_\_
  - 2 what millennials want when they shop? \_\_\_\_
  - 3 the typical habits and ideas of millennials? \_\_\_\_
  - 4 the role of technology in millennials' lives? \_\_\_
- 4 **3 8.06** Read the complete text. Check your answers to Ex 2 and 3.
- **5** Read the text again. Are the sentences true (*T*), false (*F*) or not stated (*N*)?
  - 1 There are some similarities between different people in each of the four main age groups. \_\_\_\_
  - 2 Millennials have less money and are less interested in technology than previous generations. \_\_\_\_
  - 3 Customer service is more important to millennials than 'regular customer' programmes. \_\_\_\_
  - 4 Marketers need to remember that millennials are very comfortable using technology for communication.
  - 5 The values associated with a brand are more important than the price for some millennials.
  - 6 Millennials like to decide for themselves what to do or buy and don't pay attention to other opinions. \_\_\_\_

### **GENERATIONAL MARKETING**

### A Introduction

When companies are selling a brand, they sometimes use generational marketing, a way of identifying different target audiences based on their age. There are four main groups: Baby Boomers, Generation X, Generation Y (millennials), and Generation Z (the iGeneration). Not everyone in each group is the same, but they share certain habits and ideas. For example, they are probably similar in the way they like to shop, how they prefer to receive information and communicate, and their values – the things that are important to them. Research in the USA shows that the largest group is millennials.

### **B** What makes a millennial?

Millennials are the generation born between 1981 and 1999, sometimes also described as the 'always connected' generation. They are the group most companies want to sell to. According to the research, they are more likely to own a smartphone and be interested in technology. They are interested in living healthier lives and want to support ethical causes that fit with their values. They also have money, which they often choose to spend differently from previous generations.

#### **C** The shopping experience

Millennials may do as much as 60% of their shopping online, and expect a good experience. They also prefer to communicate online, and companies and brands that offer a high level of customer service are important to them – this service needs to be easy, quick and reliable. According to the research, over 75% of millennials are happy to take part in 'regular customer' programmes and use their mobile devices to do this. However, poor customer service can often make them decide to change to a different brand.

### **D** Instant communication

Millennials have grown up with technology and enjoy using it: 92% have a smartphone and it is part of their everyday lives. They expect communication to be instant, whether it is for shopping, socialising with friends, using streaming services or watching videos online. For marketing companies, it's important to remember that they also use social media, download apps, read online reviews and listen to podcasts.

### E What influences their choices?

Although they may have less money, millennials are often happy to pay more for brands which connect with their values. And they are more likely to care about a brand's position on important issues like the environment and human rights. In fact, according to research, over a third of millennials will pay more for products that support a cause they believe in. They also care what people like them say on social media. Online reviews and recommendations from friends are very important in influencing what they decide to do or buy – from where to go on holiday to the latest video game.

<b>1</b> Wha	t do you remember about how to negotiate? Complete	4 Match the expressions in Ex 3 (1–10) to the stages of
	ips from the Student's Book with the words below.	negotiation (A–D) below.
cor	mpetition concerns convince deal offer	A Starting a negotiation
pol	lite prepare respect respond serious	B Making a request.
How	to negotiate: five essential tips	<ul><li>C Negotiation conditions</li><li>D Accepting and rejecting</li></ul>
	ways <sup>1</sup> for a negotiation so you know	
	hat you want before you begin. This shows the other	STRATEGY Negotiating
	erson that you are 2	When you are negotiating, you can try to agree to
	sten and 3 to what the other person says. ecognise their 4 and deal with them.	something by asking for something in return. The best way
	e <sup>5</sup> and friendly. Remember that a	to do this is by using conditional sentences.
	egotiation isn't a <sup>6</sup> , it's a discussion.	If you can offer me a better price, I'll buy two of them.
	the other person doesn't give you what you want,	5 Read the strategy above. Use the notes to write
be	e prepared to ask for it and <sup>7</sup> them why	conditional sentences.
it'	s a good idea. Perhaps you can 8 them	1
	omething in return.	Offer: I give you a discount,
	egotiating is about getting the right <sup>9</sup> for veryone. Be fair and show <sup>10</sup> to the other	Condition: you buy at least three boxes.
	erson at all times.	
2 (1) 8	07 Listen to a negotiation between two students and	l can
	head teacher.	Request: you be happy to work late,
1 W	hat do the students want to do?	Condition: we paid you extra?
2 W	hat does the head teacher ask for in return for giving	conditions we para god extra.
	ermission?	Would you
	'hy can't they do it this weekend?	3
	Then can they do it?	
	ow much money does the head teacher offer them? ow much money do they ask for, and why?	Condition: you can't help us organise the event,
	o they reach agreement in the end?	Request: you suggest someone who could?
		If you
	OT Listen again and complete the extracts with essions from the phrasebook in the Student's Book.	4
A	costons from the principal state of the stat	Offer: 1 let you read my essay,
Con	nie ¹talking about our plans	Condition: you promise not to copy it.
	for creating a school vegetable garden?	, , ,
Head		l'II
Б	that there is an adult in charge	5
В	use the piece of ground	Condition: you look after it,
Aaro	between the football pitch and the road?	offer: I'm happy to lend you my bike.
Head	The second secon	
	4letting you use that area.	Provided
	When are you thinking of doing the work?	6 Plan a similar negotiation between some students and
С		their head teacher. The students want to organise a
Con		concert in their school to raise money for a local charity.
	need two days to prepare the ground and plant the crops.	They plan to practise in the school on Saturday afternoon and hold a concert in the evening for parents and friends.
Head		The negotiation needs to include
D		the timing of the event.
Con	nie That's fine. 7 give us a	<ul> <li>which parts of the school the students can use.</li> </ul>
	small budget to buy some seeds?	<ul> <li>the staff and volunteers they need.</li> </ul>
Head	d Hmm. We could give you £100.	<ul> <li>some money from the school for drinks and snacks.</li> </ul>
E		7 Now write a script of the negotiation. When you have
Aaro	you could give us £200, 9 giving us a bit more? If	finished, check that you have used
	buy some pots to put plants in. We think it would	phrases for negotiating.
	make the garden look really nice.	conditional sentences.
Head		<ul> <li>the correct spelling and grammar.</li> </ul>



- 1 Look at the photo and read the definition. Think about the questions.
  - 1 What are the benefits of fast fashion for the people who make the clothes, and the people who buy them?
  - 2 What are some possible disadvantages of fast fashion?
- 2 Read the essay quickly. What is the writer's overall opinion?
  - A Fast fashion has some disadvantages, but it also has benefits for people and the environment.
  - **B** Fast fashion has many disadvantages, but it helps to keep companies in business and provides work for many people.
  - C The disadvantages of fast fashion are so serious that there needs to be a big change in the way we produce and buy these clothes.

### 'The benefits of fast fashion are greater than the disadvantages.' Do you agree?

- A It is clear to me that fast fashion is a disaster for our planet and the people who produce it. Why should people in richer countries be able to buy cheap fashionable clothes, when this causes serious problems for the environment and the people who work in the industry?
- B It is well known that the fashion industry causes environmental damage. It produces 10% of the total CO<sub>2</sub> released into the atmosphere. Moreover, it uses huge amounts of water it takes around 20,000 litres to grow enough cotton to make one pair of jeans and one T-shirt. Because these clothes are so cheap, people often throw them away only 1% of clothes are recycled. I believe this is a terrible waste of resources.
- The industry also causes problems for the people who work in it. They often work very long hours for very little money in order to keep prices low. **Not only that**, the clothes are so cheap that people often wear them a few times, then throw them away. This 'throw-away culture' means that customers often don't realise the true cost of the items they are buying.
- **D** It is vital that we change the way we shop. We need to stop buying lots of cheap, badly made clothes and look after the clothes we have. We should also try to persuade chain stores to sell more clothes that are good quality, will last longer, and can be recycled. **As I see it**, if the big brands start doing this, the rest of the fashion industry will follow.

### 3 In which paragraph does the writer...

- 1 give an argument in support of their opinion? \_\_\_
- 2 make a recommendation? \_
- 3 give their opinion and get the reader's attention? \_\_\_\_
- 4 give a second argument in support of their opinion? \_\_\_\_

### STRATEGY Getting your readers' attention

An opinion essay needs a strong opening paragraph that summarises your opinion and addresses the reader directly. To do this, it can ...

- ask a rhetorical question (a question that gives the writer's opinion and does not require an answer).
- include a famous quotation from a film or book.
- make a controversial statement which readers may disagree with.
- **4** Read the strategy above. Which technique(s) does the writer use to get the reader's attention in the opening paragraph.
- 5 Read the essay again.
  - 1 What are the writer's main arguments?
  - 2 What information does she provide to support her arguments?
  - 3 What is her final recommendation?
- 6 Look at the phrases in **bold** in the essay. Which ones ...
  - 1 give the writer's opinion?
  - 2 give someone else's opinion?
  - 3 make an additional point?
  - 4 make a recommendation?
- **7** Which of the phrases in **bold** in the essay mean the same as the phrases below?
  - A 1 strongly recommend that ...
  - B In my opinion, ...
  - C Furthermore, ...
  - D Most people agree that ...
  - E What is more, ...
  - F It seems to me that ...
- 8 Read the essay title.

## 'A slow fashion movement would be a good thing for people and the environment.' Do you agree?

### Think of ideas that support a slow fashion movement.

- · how it could help people who make the clothes.
- the benefits it would bring to the environment.
- how it could change the way some people shop.
- · how it could create a more equal world society.
- **9** Plan your work. Write a paragraph plan for an opinion essay about the slow fashion movement. Include ...
  - an introduction that gets your readers' attention using one of the techniques in the strategy.
  - two main arguments with examples to support your opinion.
  - a final recommendation to finish your essay.
- 10 Write your opinion essay using your paragraph plan.

### 11 CHECK YOUR WORK Did you ...

- use language for writing opinion essays?
- use vocabulary and language from this unit?
- check your spelling and grammar?

#### Grammar

			plete the third con e verbs in brackets		tional se	ntence	s with the cor	rect form
			e verbs iii brackets		(not b	ouy) tho	se headphon	es if you
		_			_ (not re	comme	end) them to r	ne.
	2	If	ne					tion, he
		_				_		
	3						end) the film i	fyou
	4	Yo	u		(n	ot get) t	he discount if	you
					_ (buy) t	hree ite	ms.	
	5	Th	ney		(	keep) to	their budget	if they
			e					
	U		E					2
2	C		plete the sentence		2000			BorC
			an you imagine					i, b or c.
	-		to live					
	2	LV	vas lucky	_	this lo	vely na	ir of shoes ve	sterday
	_		I had to buy them		(1115 10	very pu	ii oi siloes ye.	oterady,
			to find		found		<b>C</b> find	
	3		hat do you want _					all I put
			em here?					
			me to do					
	4		y teacher advised <sub>-</sub>					ersity.
			me to study					
	5		now I'll miss indon.		W	ith my fi	riends when I	move to
		Α	be	В	being		<b>C</b> to be	
	6	Pr	ia invited		them	at the r	estaurant.	
		Α	us joining	В	us join		C us to join	
	7	На	arry decided		a ı	new pho	one because l	nis was
			ree years old.					
			buying					
	8		hen we were young					our
			edroom every even					
		А	us to tidy	В	us tidy		<b>C</b> us tidying	
Vo	OC	ak	oulary					
3	Cd	om	plete the dialogue	S V	vith the v	words b	elow.	
			k debt deliver					rv
								-
	T	А	Did you get a?		/	wnen yc	ou took the sv	/eater
		В	Yes, they gave me	m	v monev	back.		
	2		I like this one. Car		5 250		on?	
			Certainly. The cha					
	3		My brother's just a	- 6				
		В	Is that a good idea	a? I	He might	get into	O	, he's
			not very careful w	ith	money.			
	4		Can I help you?					
		В	Thank you. I'd like	to			an order for th	ie new
			phone please.				.1 1	
	5		Keep the					τ.
	_		Good idea. She m	_				
	6	Α	Can I get free		\	with the	DOOKCase!	

B Of course. What day would you like it?

- 4 Choose the correct alternative.
  - 1 Teens are the target audience they want to attract / appeal.
  - 2 The advertising campaign is to **produce / promote** a super-fast broadband service.
  - 3 The magazine article **compares** / **claims** five new cars using price and quality.
  - 4 They are trying to **appear / convince** young people that wearing these trainers is cool.
  - 5 The company is **offering / producing** a 25% discount to the first 100 customers for the laptop.
  - 6 The social media site first **appealed** / **appeared** about three months ago.

### **Cumulative review**

5 Complete the text with the correct forms of the verbs below. You must use one verb twice.

	appear be convince follow aunch promote sell
1	realising you have
2	new product or app which will to a mainly teenage target
audience. You want and directly to this Well, if your produc	group. What do you do?
in the 1980s, it mig in teenage magazir	ht have appeared on TV or nes. But today the place to your new idea is on social
media. Young peop their information fr	
who can 8	teens to buy ol'. Many young people want
Successful advertis	
companies to pick t isn't the star with th	heir media stars carefully. It e most followers who might the best person to sell your
	the person whose followers share
Perhaps if more contheir products <sup>12</sup> successfully.	mpanies had followed this advice, more

### **REFLECT** Think about the following questions.

- 1 Which lesson in this unit did you enjoy the most? Why?
- 2 Which of the grammar points did you find most difficult?
- 3 Did you think it was easy or difficult to understand the different age groups, and why they were important to marketing people? Why?
- 4 Which of the shopping situations did you find it most difficult to understand and talk about?

### Reading

### **EXAM STRATEGY**

When you do a matching task, first read the questions carefully and underline the key words. These will help you find the information you are looking for in the text.

1 Read the strategy above. Then <u>underline</u> the key words in question 1 in the exam task in Ex 2. Which words in the texts do these match with?

### A The writer

I started writing professionally about two years ago. Before that, I used to do it as a hobby, writing short stories to entertain my friends and family. I always loved books when I was a child. My parents encouraged me to read widely and I remember spending hours at the library! So I suppose it was natural for me to end up doing this for a job. I think it's important to have a regular routine. I always start the day with a long walk. That helps to get my brain working and I often get ideas for new stories while I'm out. Then I work for about three hours each morning. I do have regular breaks, though - it's hard to concentrate for more than 45 minutes. And I rarely work at weekends, even when I'm in the middle of a great story. It would be easy to work all the time and only focus on my writing, but everyone needs to meet up with friends, so I always do that on a Friday night. I can't remember the last time I took a holiday, though. My job doesn't always pay very well, so it's a luxury I can't afford very often!

### B The singer

I absolutely adore what I do. I loved music when I was young and I've been performing since I was about eight years old. The radio was always on at home, and I loved singing along to all the popular tunes. But I'm sure my mum and dad didn't like it so much! It's hard to believe now, but as a child I wasn't very confident. Then one year, my teacher suggested that I took a part in the school play. At first I didn't want to, but she managed to persuade me. When I was on the stage, I forgot all about feeling nervous. I was amazed by the reaction from the audience, and my parents were so proud. That's the reason I still love singing - making other people happy. It's not always an easy life. You have to keep yourself in good shape physically, and if you're not feeling in a great mood, you can't let that show. Would I recommend it as a career? Definitely. As long as you're aware that there might be weeks at a time when there aren't any jobs to do, so you will need to stay positive. Personally, I can't imagine doing anything else.

### C The vlogger

Nowadays, there are so many people who do what I do - and even more who want to do it! In this industry, it isn't easy to be successful because there's a lot of competition. But if you do manage it, you can make a lot of money. I think that's why it's such an attractive career choice. If you appeal to enough people, your vlogs can get millions of views every day. It's not just the younger generation who make vlogs, there are also lots of successful older vloggers. In the past, most vloggers made their money from the adverts that went with their videos. Today, however, with so many people doing the same thing, you really need to work with a business to make money. For younger vloggers it can be quite scary to go to a meeting at a big company, so I recommend asking an expert to advise you. The key to success, though, is to entertain the people who watch your vlogs. You need to really think about everything you film because the audience are most interested in you, not the brands you're selling.

- 2 Read the questions and match each one to the correct text: A (the writer) B (the singer) or C (the vlogger).
  - 1 Who says that people of different ages do the same job as them?
  - 2 Who says that they used to annoy family members? \_\_\_
  - 3 Who says that it's important to keep in touch with the people that are important to you? \_\_\_\_
  - 4 Who says that it can be a good idea to get help from someone else? \_\_\_\_
  - 5 Who says that they like to do things the same way every day? \_\_\_\_
  - 6 Who says that they don't always have work? \_\_\_

### **Speaking**

### **EXAM STRATEGY**

If you are not sure how to answer a question, or need time to think, don't be silent. Say something like *That's an interesting question*, or *I'm not really sure how to answer that*, then explain why you find it difficult to answer, or give both possible sides of an argument.

- 3 Read the strategy above. Then complete the phrases for giving yourself time to think.
  - 1 That's a difficult question to \_\_\_\_\_\_.2 I'm \_\_\_\_\_ quite sure what to say about that.
  - 3 \_\_\_\_\_ I mean is ... 4 \_\_\_\_\_ me see ...
- 4 Answer the questions below.
  - 1 How important is it to stay fit and healthy? Why?
  - 2 What sort of things do you do to stay healthy?
  - 3 Tell me something about any sports and exercise you do.
  - **4** What advice would you give to someone who wants to take up a new sport?
  - 5 Why do you think some people find it difficult to have a healthy lifestyle?

### Phrasal verbs: separable or inseparable

- 1 Look at the phrasal verbs in **bold** in these sentences. Do you know what they mean? Which are separable? How do you know?
  - 1 Come in and sit down, please.
  - 2 Oh, no! You gave my favourite book away.
  - 3 Can I try these trousers on, please?
  - 4 They can't live on such a small salary.
  - 5 Why did you cross that word out? Is it wrong?

### LANGUAGE FOCUS Phrasal verbs

Phrasal verbs are very common in English. There are different types of phrasal verbs and it's important to understand them so you can use them correctly.

- 1 Is it really a phrasal verb or is it an ordinary verb and a preposition? In phrasal verbs the particle often changes the meaning of the verb.
  Get to work on time. (get = arrive, verb)
  Don't let Andy get to you. (get to = annoy, phrasal verb)
- 2 Can the verb and particle be separated? For example: I picked her up from the station (pick can be separated from the particle up). When the object of the phrasal verb is a pronoun, you must put the pronoun between the verb and the particle.

I picked up her. ✗ I picked up Amanda. ✓

In a sentence like *Could you turn on the lights?* you don't know if *turn on* is separable or inseparable. Use a dictionary to check.

Many phrasal verbs can be either separable or inseparable, depending on meaning.

It's going to rain this morning but it'll clear up this afternoon. (clear up = stop raining, inseparable)

We'd better clear this mess up before Mum gets home. (clear up = to make clean and tidy, separable)

- 2 Read the language focus above. <u>Underline</u> the phrasal verbs in each pair of sentences. Are they separable (S) or inseparable (I)?
  - 1 A Don't bring that up at the weekend. It will upset everybody. \_\_\_\_
    - **B** I was brought up in France so I am bilingual.
  - **2** A If the weather is nice this weekend, we can go out and play in the garden.
    - **B** Put some more wood on the fire or it will go out. \_\_\_\_
  - **3** A We lived on an island on a Scottish lake so we were completely cut off.
    - **B** You've forgotten to cut off the label from your dress. Here, let me help. \_\_\_\_
- 3 Read the sentences in Ex 2 again. What do the phrasal verbs means? Check your answers in a dictionary.

1	Α	
	В	
2	Α	
	В	
3	Α	
	R	

### **VOCABULARY STRATEGY** Ways to learn phrasal verbs

Here are some ways to learn and remember phrasal verbs.

#### Use mind maps

Make mind maps of phrasal verbs with the same verb and different particles. Write example sentences for each one.



The burglar **cleared off** when he heard the police car coming.

We're going to **clear** the attic **out** and sell anything we don't want.

#### Make flashcards

Make flashcards with a missing phrasal verb in a sentence on one side and the answer on the other side.

I hate this rain, but the good thing is they say it's going to c\_\_\_\_\_\_ this afternoon.

Answer: clear up

### Write example sentences

Make up sentences with two or three phrasal verbs in context.

I went to a shoe shop to try on some boots. I was really embarrassed when I took off my shoes because there was a hole in my sock. I put my shoes back on, got up really quickly and ran out of the shop.

- **4** Read the vocabulary strategy above. Then make a mind map with *look* and these particles: *forward to, after, into, up to.* Write example sentences for each particle.
- 5 Make flashcards for the following phrasal verbs.

come across look through make up point out sort out

**6** Write a short paragraph connected with going to the airport using these phrasal verbs. <u>Underline</u> all the phrasal verbs you use.

check in get up look forward to set off take off

### Games and gaming; and feelings adiectives

-	,	
1	PRACTISE	Choose the correct alternative: A, B or C.

1 In some games, if you don't know the answer, you can ask for a \_\_\_\_ to help you.

A clue

**B** cheat

C guess

2 When you play board games like Monopoly, you have to take \_\_\_\_.

A skills

B challenges C turns

3 He lost the match because he didn't follow the \_\_\_ of the game.

A solutions

**B** rules

C skills

4 For some games you need luck to win, but for chess you need a lot of \_\_\_\_.

A skill

B clues

C moves

5 In this game, we've agreed that each player has to \_\_\_ a move in less than two minutes.

A guess

B make

C take

6 Lisa didn't win the game fairly because she \_\_\_\_. I saw her looking at your cards!

A cheated

B gave up

C took part

7 What kind of \_\_\_\_ do you enjoy more: online games or board games that you play at a table?

A entertainment B puzzle C solution

8 When you play a game like football professionally, you spend a lot of time with your \_\_\_\_.

A skill

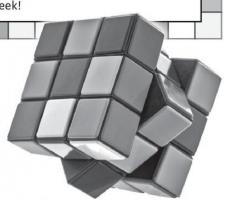
**B** clue

**C** teammates

### 2 Complete the text with the words below.

annoyed challenge competitive delighted give up guess puzzle solution

Г									
ı		Rubi							
	Erno	o Rub	ik, th	e Hu	ngari	an ar	chite	ct and	b
	desi	igner,	inve	nted	it in t	he 19	70s a	nd it	
	has	been	very	рори	ılar e	ver si	nce. l	t is n	ot
	eas	y to fi	nd a	2			to th	e puz	zle
	and	very	few p	eopl	e car	do it	quic	kly. It	is
	a re	al³_		- 10	an	id you	ı defi	nitely	/
	can	′t <sup>4</sup>			_ the	ansv	ver. M	1any	
	peo	ple 5_			b	efore	they	solv	e it.
	It he	elps if	you'	re <sup>6</sup> _			ar	nd rea	ally
	war	it to s	olve	it. My	your	nger s	ister	was	
	7			who	en sh	e fina	lly so	lved	it
	afte	r two	days	. I wa	s rea	lly 8_	10.88		
	bec	ause	she d	id it f	aster	than	me.	It too	k
	me	a wee	ek!						
							- W		



3	Read	the	dialogues	and	comp	lete	the words	

1 A Did you feel bad when the chair you were sitting on broke?

B Yes, I was very e\_\_\_\_\_rr\_\_\_\_d.

**2** A Are these instructions clear?

B No, they're not! I'm really c\_\_\_\_\_\_d.

**3** A Were you surprised to see her?

**B** Yes, I was a \_\_\_\_\_\_d.

**4 A** Do you think they'll offer her the job?

B They might, but I'm not c\_\_\_\_\_ \_\_d she's

the right candidate.

**5** A Were you unhappy when you were alone in the house?

**B** Yes, I was very l\_\_\_\_\_\_y and I missed having my family with me.

**6 A** Were you happy with your exam results?

B No, I wasn't. I was so d\_\_\_\_\_pp\_\_ I didn't do better after working so hard.

**7** A Was Priyanka calm when you saw her?

**B** Yes, she was very r\_\_\_\_\_\_d because she was on holiday.

8 A Are you worried about the conference next week?

**B** Yes, I'm a bit n\_\_\_\_\_ \_\_s because I have to make a speech in front of 100 people.

9 A Did it hurt a lot when you fell and broke your arm?

B Yes, it was very p\_\_\_\_\_l.

**10** A Were you scared when you saw the spider?

B Yes, I was very f\_\_\_\_\_ \_d.

**11 A** Are you interested in history?

B Yes, I'm f\_\_\_ \_\_\_\_d by ancient history especially.

**12** A Do you think Syed is happy at the moment?

B Well, I think so. He was very ch\_\_\_\_\_ him yesterday.

#### 4 **EXTEND** Choose the correct alternative.

1 Scrabble and Monopoly are board games / games consoles.

2 You need a board with black and white squares to play dice / chess.

3 I don't think you can play this video game without a games console / scoreboard.

4 How many dice / pieces are there in a chess set?

5 Can you see the **board game** / **scoreboard** from where you're sitting? Who is winning?

6 Many board games involve throwing pieces / dice, so you can be lucky or unlucky depending on what you throw.

### **5** Complete the sentences with the words below.

anxious astonished dissatisfied doubtful irritated stressed

and are the opposite of relaxed and calm.

2 If you are very surprised about something, you are \_\_\_\_

3 When you're \_\_\_\_\_\_, you aren't very pleased or contented.

4 If you feel \_\_\_\_\_ about something, you aren't certain about it.

6 Do a survey to find out what board and video games your classmates play. Which is the most popular? What do students feel about the games? Write a paragraph with your findings. Use as many words from this page as you can.

### Qualities of a friend and relationships

- 1 PRACTISE Read the pairs of sentences. Choose the correct alternative (A, B or C) that completes both sentences. 1 I'd like to make friends \_\_\_\_ Sarah. Ade gets on well \_\_\_ his brother. B to C with 2 Linda and Gina are into the \_\_\_ things. Maurice and Freddy have the \_\_\_\_ sense of humour. A different B same C similar **3** How should I \_\_\_\_ loyalty to my friends? You should always \_\_\_\_ respect to your colleagues. **B** see C look 4 It cheered \_\_\_ up to see them looking so happy. Please be honest with \_\_\_\_ and say what you really think. B me C my 2 Read the sentences and complete the words.
  - 1 The nurses were very k\_ \_\_d to their patients. They looked after them really well.
  - 2 It's best to tell your parents the t\_\_\_\_\_h about the exam. Don't lie!
  - 3 I'm sure my teachers will give me the s\_\_\_\_ I need to apply to a university abroad. They are always very helpful.
  - 4 Ashok has always taken an i\_\_\_ my studies. He even knows when my exams are!
- 3 Read the letter to an online agony aunt. Then complete it with the phrases below in the correct form.

be keen on fall out get to know keep in touch look up to rely on

	A
Dear Agony	Aunt,
and <sup>2</sup> because we <sup>3</sup> things: sports, film <sup>4</sup> go to the same so	cause I've 1 son. I met him a few years ago him very quickly the same as and video games. We've always even though we don't chool. Jason is a bit older than ally good student, so I've always him. I can't believe that
5	uldn't meet him after school, now r my texts. I thought I could always him to be a good friend.
Yours sincerely,	
Petra	

### 4 Choose the correct alternative.

- 1 Children learn to co-operate for / with each other as soon as they go to nursery school.
- 2 I know I can turn to / up my friends if I have a problem or I'm upset about something.
- 3 I've always been very fond of / with my cousin.
- 4 Arturo doesn't get on to / with his brother.
- 5 Sorry, I can't talk now. I'll catch up for / with you tomorrow at Ben's house.

### **5 EXTEND** Read the sentences and complete the words.

- 1 I have lots of acq\_ \_es, but I only have three close friends.
- \_n is the average time in which children grow up, become adults and have children of their own (usually considered to be about 30 years).
- 3 Tobei\_\_ \_l t\_\_ \_s, you have to be two boys or two girls who look the same, not a boy and a girl.
- 4 The opposite of an extrovert or a very sociable person is
- 5 If you are an only child, it means you don't have any s\_\_\_\_\_gs.

### 6 Complete the text with the words below in the correct form.

ancestor belong dependable descendant extended family extrovert generous good listener sociable

One of my 1	(my
great-great grandmother)	
	_ woman who gave her
3	_ (her children and grandchildrer
her house and most of her	money while she was still alive.
She had three children and	nine grandchildren, and she had
a large 4	with many cousins and
	all got something and she kept
	self. She then spent the rest of
her life travelling. She was	
	ople and who said she didn't
0	In just one place. She was
very 7	_ in just one place. She was , always ready for a
very <sup>7</sup> party People said she was	, always ready for a
very 7 party. People said she was	, always ready for a
party. People said she was	a and
party. People said she was * they could always go to her	a and
party. People said she was they could always go to her with their problems. They	a and
party. People said she was they could always go to her with their problems. They	a and
party. People said she was they could always go to he with their problems. They also said she was very	and - if she
party. People said she was they could always go to her with their problems. They also said she was very said she was going to do so	and a land a lan
party. People said she was	and a

7 Find out about one of your ancestors or someone in your extended family. Write a paragraph about them using as many words from this page as you can.

### Going online and flexible learning

#### convenient portable reliable remote 1 PRACTISE Match 1-6 to A-F. time-saving wearable wireless 1 Cooking in a microwave is more energy \_\_\_\_ 2 Portable chargers are very \_\_\_\_ 1 My brother is really keen on \_\_\_ 3 We need a more powerful car \_\_\_ like fitness trackers and smart watches. He keeps them on all day. 4 We've got a smart TV that has lots of \_\_\_\_ 2 It's much more \_\_\_\_\_\_ to have a sat nav on my phone than to carry a map everywhere. I never get lost now! 5 This video game is not suitable \_\_\_\_ 3 The \_\_\_\_\_ printer isn't working. You need to 6 Virtual lessons became normal \_\_\_ connect to it with a cable if you want to print anything. A with a bigger engine to go on long journeys. \_ device from his office to 4 My dad can use a \_\_\_\_\_\_ B when children couldn't go to school. control the temperature of the air conditioning at home. C handy when you're travelling. 5 This phone is always breaking. It just isn't \_ D interactive features. 6 I've just bought a \_\_\_\_\_ photo printer that I can **E** efficient than using an oven. carry with me everywhere I go. It's brilliant. F for children under the age of 12. 7 We've got lots of \_\_\_ devices in the house, like a robot that vacuums the carpets and one that cuts the grass in 2 Complete the sentences with the correct form of the garden. It means we spend less time on housework. the verb below. **5 EXTEND** Match questions 1–6 to answers A–F. analyse blog browse contact follow google stream troll 1 Why are they live streaming their wedding? \_\_\_\_ 2 The internet isn't working. Are you watching that film offline? \_\_\_\_ 1 Maryam decided not to \_\_\_ about her **3** Why do people use hashtags on social media? \_\_\_\_ family because her husband and children didn't **4** Why do you use instant messaging instead of email? \_\_\_\_ 2 They live \_\_\_\_\_ their wedding for **5** Has anything you've posted gone viral? \_\_\_\_ **6** What are your favourite emojis? \_\_\_\_ friends and family who couldn't be there. 3 They \_\_\_\_\_ the results of the tests A Yes, I posted a cute video of my cat and thousands of people liked and discovered that most students couldn't it and shared it. finish them. **B** Because it's a good way to get more people to see your posts. the author and discovered that C Heart eyes and the monkeys – I use them all the time. They're she was still alive. so cute! **5** | \_\_\_\_\_ that artist on Instagram. D Yes, I downloaded it this morning. He's brilliant. E Because it's real-time communication. I don't have to wait for a him by email or text, he'll 6 If you \_\_\_\_ message to arrive. get back to you straight away. **F** Because lots of their friends can't be there in person. 7 Because they don't see their victims, people who \_\_\_\_\_ others often don't realise 6 Complete the sentences with the words below. how hurtful and mean it can be. access web browser password retweet scanner 8 I love \_\_\_\_\_ on the internet, but it stick touchscreen webcam wastes a lot of time. 1 Have you got a \_\_\_\_\_\_? I need to email a copy of my 3 Read the sentences and complete the words. passport to my college. 1 Xavier c\_\_\_\_\_\_d and p\_\_\_\_\_ 2 When you're Skyping or Zooming, people can't see you if you don't it from someone else's website. He didn't write have a \_\_\_\_\_ on your laptop. this himself. **3** You can put your photos on a memory \_\_\_\_\_\_, just in case 2 Don't forget to d\_\_\_\_ \_\_\_\_e the photos something happens to your computer. you've uploaded from your phone. You don't 4 You need to use the keyboard on this device. It hasn't got a need to keep them. \_\_\_\_\_, so you can't use your fingers on the screen. \_d Jim to let him 5 You can't install the software if you haven't got \_\_\_\_\_ know what time we're meeting. the internet. 4 Rita always p\_\_\_\_\_s photos of meals she 6 When you make a new account, you need to create a strong has in restaurants. She has a blog about food. \_\_\_\_\_ with letters and numbers. This is a really old photo! You should 7 Safari was the \_\_\_\_\_ I used to use, but I use Firefox now. u\_\_\_\_\_e your profile more often. 8 You shouldn't \_\_\_\_\_ twitter posts. It's best only to tweet I'm going to get a Twitter account so I can your own messages. t\_\_\_\_\_t about my travels.

4 Complete the sentences with the adjectives below.

7 Imagine you are going to continue all your school lessons from

home. Make a list of ten things you would need to make it work well.

106 Vocabulary Booster

### **Exercise and sport**

1	P	RACTISE	Choose	the o	correct p	hrasalv	verb: A, B or C.
	1	We're p	laying car	ds. D	o you wa	nt to _	_?
		A carr	y on	В	join in	C	sign up
	2		is going to		0.77		
		_					warm up
	3		_ of colleg				
							caught up
	4		swimm			7	
			y on				and the second second
	5						in the holidays.
	_		hup				carry on
	6		ou for				
	-		ed in				
	1		na in th	-			
	0				37 S		works out
	8		with G				drop out
	٥		ays be				drop out
	9						warm up
	10		own. Let n				warmap
	10		e up		-		sign un
•	_						
2			sentences				
	1		and clapp				tched the
	2		yed well bu				
	3	The r_			e can s	how pla	s match. ayers a yellow
		or red o	card if they	brea	k they rul	es.	, ,
	4	Specta	itors are no	ot allo	owed on	the foo	tball
			h du				
	5						rs in the
	_						a bad fall.
							ming pools.
							e any goals?
	8		our best p e net from				t the ball
	9		l improve				
	,		n mo			ili SkillS	ii you
	10					ing the	tournament
		becaus	se we have	n't b	een d		d
		in any	games this	seas	son.		
3	Co	mplete	the sente	nces	with the	words	below.
	10	coach	course	court	race	rules	track
							icult to play on
	T		w goır se it isn't fla				
	2						of the game
	_		referee.	· all l			_ or the game
	3			r		_ you c	an use to train
		for the	run when	it's ra	aining or s	snowing	5.
	4						ut he makes us
		train re	eally hard.				
							this season.
	6	They h	ave a big h	ouse	with a po	ol and	a tennis

- 4 EXTEND Choose the correct answer: A, B or C.
  - 1 Which of these can you wear?
    - B a fitness centre C a fitness tracker A a cross trainer
  - 2 When someone kicks the ball into the goal, what does the goalkeeper try to do?
    - A dribble the ball B pass the ball C save the ball
  - 3 What can you do to build muscle and become stronger in the gym?
    - A lift weights B wear a tracksuit C stretch
  - 4 What goes faster when you exercise hard?
    - A your strength B your heartbeat C your cross trainer
  - 5 What's the opposite of defeat?
    - A stretch **B** weights **C** victory
  - 6 What do you do when you want another player to get the ball?
    - A dribble it **B** pass it C save it
  - 7 What do you need to do exercises on the floor?
    - A a yoga mat B a cross trainer C a fitness centre
- 5 Complete the text with the words below. Answer the question in the title of the text.

active	en	ergy	equ	ipment
heartbe	eat	strei	ngth	stretching

## How much physical activity should teenagers do to keep fit and healthy?

0	: aerobic exercise which makes
their 1	go faster, and
2	training exercise which makes the
muscles and bon	es stronger. You don't need any special
3	to keep fit. If you play a game of
football with your	friends and you get hot, that means
you're using 4	and getting fitter.
Go for a walk, tak yoga mat out and	te the dog out, run for the bus, get your. I do some 5
All these will help	. Just make sure you do at least one
hour of physical a	activity every day. This could be a
twenty-minute fas	st walk to school, half an hour playing
basketball with yo	our friends, and then ten minutes cycling
or skateboarding.	. All these activities should make you
breathe faster and	d feel warmer. So, keep off the sofa,
get up from your	chair, leave your laptop alone and get

6 Do a survey to find out what your friends and family do to keep fit. Which is the most popular game, fitness regime or sport?

Name	Sport or game	Fitness regime	How many times per week?
Daniel	Football	stretching	three times

### Sense and food

**1 PRACTISE** Complete the table with the adjectives below. Some can go in under more than one heading.

bitter blurred deafening delicious pale rotten rough smooth sour spicy sticky sweaty sweet tasty vivid

sight	smell	taste	touch	hearing

_	-	in proce the semiconoco men the fords hem Ex 2.	
	1	The noise from those road works is so loud. I can anything, it's	't hear
	2	This meat smells horrible. I think it's	
	3	My hands are very hot and I need them but first I need to wash them.	to dry
	4	My skin is quite red and because of cold and the wind.	fthe
	5	This lemonade is really I think it not more sugar.	eeds
	6	I don't like coffee without milk. It's too	
	7	I don't like that blue, it's too dark. I want to paint room blue, like the sky.	the

8 We bought a bright orange and yellow sofa because we

\_\_ colours in our living room.

2 Complete the sentences with the words from Ex 1

3 Do the food quiz. Complete the words.

What do you call the substances that you add to food to make it last longer or look better?  as  What do you call a meal cooked over a fire, often in the garden?	iz
often in the garden?	100
a be	
What do you call small pieces of meat or vegetables cooked on a stick? a kb	2
What do you call minced beef rolled into balls and cooked in a pan, often eaten with pasta?  ms	
What do you call the different food items used in a recipe to make a dish?	
How do you describe food that is really good for you?	
What do you call an amount of food that's big enough for one person? a pn	3)

4 Complete the text with the words below.

beef crops delicious diet farming healthy laboratory



It is possible that in the futur	re, <sup>1</sup> will only
involve growing 2	like wheat, rice, vegetables
	nimals at all. Instead of getting
our meat from cows, sheep a	and chickens, for example, we
will eat meat that is grown ir	n a <sup>3</sup> by scientists
We know that they can alrea	dy create something that is
very similar to 4	_ from animal cells, but it
is still too expensive to prod	uce in large quantities. But
soon this could become a re	ality. A lab-grown steak will
taste as 5 as th	e one you get from a cow, but
it will be much better for the	environment (and for the
cow!). And as a result, there	will be more room on farms
to grow 6food	like fruit and vegetables and
everybody could have a bett	er <sup>7</sup>

**5 EXTEND** Complete the sentences with the words in brackets.

1 The best chips are \_\_\_\_\_\_ twice in oil until they

	are really	on the	outside and creamy and	
	soft inside. They shou	ld never	be	
	(crispy, fried, greasy)			
2	You can	vegetab	les in water,	
	them over boiling water	er or	them in the over	٦.
	(boil, roast, steam)			
3	We pick	_tomato	es and cucumbers from	
	the garden,	ther	m thinly and put them in a	1
			ome herbs and add them t	
	the salad with some o	olive oil.		
	(chop, ripe, slice)			
4	I've just	some bi	iscuits. Have one now whi	le
			and just out of the	
			, after a day or two	,
	they become			
	(baked, chewy, crunch	ny, fresh)		
5	This sauce is a bit		To give it a bit more	
			in some	
	spices and a bit more	salt?		
	(flavour, stir, tasteless	)		

**6** Do a short project. Find out how most people cook the food they normally eat, e.g. meat, chicken, fish, pasta, rice, potatoes, etc. Write a short report and prepare to give a presentation to the class.

3

## Travel and holidays; and describing places

- 1 PRACTISE Choose the correct alternative.
  - 1 Come on the train but remember, you don't need to book a single / return journey because I'll drive you home.
  - 2 Are you going abroad / outside this summer or are you staying in your country?
  - 3 We didn't **see / watch** the sights when we went to Amsterdam because we were only there for a day.
  - 4 We were so excited! We were finally going to set off / up on our journey around the Greek islands.
  - 5 We decided to sleep / stay at a beach resort on our last weekend in Thailand.
  - **6** We stayed in a **crowded** / **charming** little hotel with lovely rooms, each one decorated in a different way.
  - 7 You could see the whole city and the mountains from our hotel room. The view was breathtaking / lively.
  - 8 The market was incredibly **crowded** / **dull**. There were people everywhere and it was difficult to get from one side to the other.
- 2 Read the blog post and complete the words.

We went ¹b	_p	g arour	าด
South America last year			
sleeping bags with us	everywhere	e we went. It was	
different from anywher	e we'd eve	r been before. We	
thought it was <sup>2</sup> extra_		y.	
Every time we arrived a	at a new		
<sup>3</sup> d		n, the first thin	ng
we did was look for so	mewhere t	o stay. We didn't bo	ok
any 4acc		n befor	е
leaving and we never r	made a		
<sup>5</sup> r			
We <sup>6</sup> ex			
<sup>7</sup>  I people a	and asked	them to suggest	
where we could stay. I			
experience the local 8c	)	e because	9
so many people offere	d us a roor	n in their house.	
Sometimes we were p	aying gues	ts, sometimes just	
guests. Other times, w			
It was an 9u		tte	
experience, which I will	II remembe	r for the rest of my lif	fe.



6 VOCABULARY BOUSTE
Complete the dialogues with the words below.
dangerous depressing disappointing dull lively mysterious peaceful well organised
<ul><li>A Did you see the film Lisa recommended?</li><li>B Yes, I did. It wasn't much fun.</li><li>A I know. It was I felt sad after I'd</li></ul>
watched it.  B Yes, me too! But I also thought it could have been a bit more interesting. It was quite, wasn't it?
<ul> <li>A What did you think of the city?</li> <li>B We loved it. It's so full of people and music and dancing in the street.</li> <li>A Yes, but didn't you think it was a bit ?</li> </ul>
<ul><li>A Yes, but didn't you think it was a bit?</li><li>B Not at all. I felt completely safe!</li><li>3 A Have you been to Stonehenge?</li></ul>
<b>B</b> Yes, I have. I thought it was really  It's thousands of years old and nobody really knows how it was built. There was such a atmosphere, with no tourists around.
<ul> <li>A Did you enjoy the museum tour?</li> <li>B No, I didn't. I was really looking forward to it, but it was so It was very disorganised.</li> <li>A Oh, no! When we went it, it was really Our guide had thought of everything.</li> </ul>
EXTEND Choose the correct alternative.
1 The crew / currency of flight 435 would like to welcome you on board our flight to Amsterdam today.
2 Flights to the USA, Canada and Brazil usually leave from <b>Gate / Terminal</b> 3.
3 We waited in arrivals / departures for three hours before our flight was called.
4 We might miss our <b>connection</b> / <b>gate</b> because our flight has been delayed.
5 You need to be at the boarding crew / gate at least 20 minutes before your flight departs.
6 Airport security / terminal might be annoying and take a long time, but it is there to keep passengers safe when they travel.
Match the words below to their opposite meanings.
actoniching filthy hideous messy

astonishing filthy hideous messy run-down spacious 1 tidy\_ 2 small, cramped and crowded \_\_\_ 3 not surprising \_\_\_

4 beautiful \_\_\_\_

5 new and well maintained \_

6 spotless\_

6 Write about a holiday you've been on or invent one. Prepare to give a presentation to the class. The class can guess if it's true or made up. Use photos and make notes about ...

your destination.

· who you went with.

how you got there.

· what is was like.

· the experiences you had there.

### Social issues and jobs

1 PRACTISE Complete the text with the words below.

assistance charity crisis donations fundraising issues poverty relief unemployment volunteering

If you'd like to work for	a <sup>1</sup>
like the Red Cross, Sav	ve the Children or Marie Curie,
you should start by 2_	
	n't get paid, but you'll get an idea
of what the work invol	
of clothes, books and	other items are made by
people, and the charit	ies sell them in their shops.
	nake from this helps provide
emergency <sup>4</sup>	, especially
during a <sup>5</sup>	like an
earthquake or flood. Y	ou could also get involved
in <sup>6</sup>	, when you work to
	rities. The aim is to try to solve
problems like <sup>7</sup>	when
people haven't got end	ough money to survive and
	when they can't get jobs.
These are very serious	S <sup>9</sup>
that everybody should	think about. Any
10	that you can give, either
by giving your time or	by making a donation, could
make a big difference	to someone living in difficult

### 2 Choose the correct alternative.

- 1 Terry has started a campaign / chore to stop traffic in the city centre. He's asking everyone to support him.
- 2 Some young people in our town have started a duty / movement to clean our beaches after school. I'm going to join them.
- 3 I'm so happy I'm a gardener! I could never work indoors / outdoors.

- 4 Nestor has to work long **hours / times** because so many of his colleagues are on holiday at the moment.
- 5 I've carried out all my **apprenticeships** / **duties** today and done everything I have to do, so I'm going home now.
- 6 I'm looking for a job where I can develop **chores** / **skills** and get a better paid job in the future.
- 7 My cousin decided not to go to university. He's going to do an apprenticeship / a degree to become an electrician.
- 8 We've done all our **chores** / **movements** today, including all the washing, the ironing and vacuuming the carpets.

}	E	Read the sentences and complete the words.
	1	Try to be gs and share what you've
		got with others who have less than you.
	2	They're looking for an ed
		sales assistant who has been in the business for at least
		five years.
	3	This isn't a fl-te job. It's only two days
		a week.
	4	In the summer holidays, we do sl
		jobs like fruit picking.
	5	Yuka is only going to be in the UK for six months, so she's
	-	looking for a ty job.
	6	All the waiters in our restaurant are td
		for several weeks before they start working with customers.
		noose the correct alternative: A, B or C.
	1	My grandfather is very old and quite confused. We need to
		look after his and make sure he's OK.
		A charity B community C welfare
	2	The charity provided in the form of tents and sleeping
		bags for all those who had lost their homes.
		A service B funds C shelter
	3	I enjoyed when I was a teenager because I come from
		a big family and I like spending time with young children.
		A babysitting B working C training
	4	A good way to raise for charity is to do a sponsored run
		or swim and get all your friends and family to give money.  A funds  B aid  C welfare
	_	
	5	Peter is planning to apply for in a bank while he's still at university. He wants to see if it's the right sort of job for
		him in future.
		A an experience B an internship C a seasonal job
	6	When Anya was caught stealing from a shop, she didn't go
	Ů	to prison, but she had to do in her local park, keeping
		it clean and tidy.
		A charity work B a part-time job C community service
	7	The European Union gives the most to help poorer
		countries in the world.
		A aid B shelter C experience
	8	I hope lots of people will me when I do the
		Paris Marathon. I want to raise lots of money for an
		environmental charity.
		A look after B train C sponsor

5 What kind of jobs do you think benefit society the most? Why? Make a list of five jobs that make life better for others. Explain why. Discuss with friends and family, and come up with a final list. Write a short report about your choices and prepare to give a presentation to the class.

### **Shopping and advertising**

1 PRACTISE Complete the blog posts about shopping with the phrases below. There are two phrases that you do not need.

cancel your order find a better offer free delivery get a discount get a refund have a budget in the sales keep your receipt make a complaint take them back

Comments	
Before you go shopping, make sure you go shopping and then more. Don't get into debt!	you keep to it. Don't spend
It's simple, really. I always buy clothe	es pay full price for anything.
Before you buy anything online or in the and see if you can 3Sometimes the same thing will be a lo	•
I never buy anything online if I have t me. I only buy things if I can get <sup>4</sup>	o pay for it to be posted to
When I shop in a market I always try  5 I just ask buy the item for a bit less. They can	the sales assistant if I can
Before I buy shoes, I check if I can <sup>6</sup> _ to the shop for a refund in case I cha make mistakes.	
I always make sure I can <sup>7</sup> I buy clothes in the sales in case they them. Some shops only offer to send	y don't fit or I don't like
	if the product

2 Read the text about promoting a new product. Choose the correct alternative.

time, you'll get your money back or a new one.

you've bought is badly made or in any way broken. Most of the

Let's imagine you've come up with an idea for a new business. You want to <sup>1</sup>appeal / produce healthy and nutritious frozen meals. Once you've <sup>2</sup>claimed / created your frozen meals, tested them and made sure people like them, how are you going to get people to buy them?

There are many ways to <sup>3</sup>attract / promote a new product once you've <sup>4</sup>appeared / launched it. What you need to do is make sure you 5appeal / convince to the customers you had in mind when you created the product. For example, it won't work if your product looks really old-fashioned and you are hoping to 6attract / claim young professionals. You need to make sure it looks right!

Then you need to think about all the different ways you can advertise your meals. One of the best ways is word of mouth, when a customer <sup>7</sup>compares / recommends your product to their friends and family. If you know someone who 8claims / launches a product is fantastic, you are more likely to be <sup>9</sup>appealed / convinced to try it.

Social media plays a big part in this and any advertisements for your product should 10 appear / attract online where more people will see them.

And finally, you need lots of luck!

3	EXTEND	Read the sentences and complete the
	words	

- 1 If you want to buy everything in the same shop, from clothes to kitchen products, you should go to a d\_\_\_\_t store.
- 2 Most supermarkets these days have selfs\_\_\_\_\_e ch\_\_\_\_ where customers can put their items through and pay for them on their own.
- 3 We have a great c\_\_\_\_\_ near our house where you can buy fresh fruit and vegetables and really good cheese.
- 4 I have a v\_\_\_\_\_ \_r that gives me a 10% discount when I spend more than £20 at the chemist's.
- \_\_d-h\_\_\_\_d shops are really good for the environment because people re-use clothes and other items instead of throwing them away.
- 6 Unfortunately, our company didn't make a p\_\_\_\_\_t this year. We made a loss.
- 7 They are the m\_\_\_\_\_t l\_\_\_\_er for mobile phones. More people buy them than any others.
- 8 Thet\_\_ \_\_ t au\_\_\_ this show is children under the age of 12. My six-year-old cousin loves it.
- **9** The company has decided to launch a new advertising c\_\_\_\_\_gn online and on TV to promote their new games.
- 10 We put a lot of p\_\_\_\_\_ure on our parents to update our TV. We have a fantastic new one now.
- 11 My new laptop is awful. It keeps shutting down and I can't play any games on it. I'm not a s d cu er.
- 12 Have you heard the sl\_\_\_\_\_n for that new shampoo? It's really annoying because I can't stop singing it.
- 4 Do a short project. Write a questionnaire about shopping habits. Interview 3–5 people and make notes of their answers. Write a short report that you could present to the class. Use the ideas below or use your own ideas to write your questions.
  - Online or in town?
  - Department stores or small independent shops?
  - Corner shop or large supermarket?
  - · Second-hand shops?
  - Charity shops?

Unit 1 Telling a story p.16	
Telling a story p.16	
After all this, I learned U1 Glob	al skills
After that experience, I U1 Glob	al skills
As soon as, / Suddenly, U1 Glob	al skills
I was (nearly) (years old) U1 Glob	al skills
I wasing at the time. U1 Glob	al skills
I'll never forget the day / U1 Glob time when	al skills
It was the end / the U1 Glob beginning of	al skills
Next, / After that, / U1 Glob Then	al skills
	al skills
There were of us U1 Glob in the room / house / classroom, etc.	al skills
Unit 2	
Giving advice p.26	
In this situation, I would U2 Glob recommend	al skills
It's a good idea to U2 Glob	al skills
The student would U2 Glob appreciate it if	al skills
do is	al skills
You should / shouldn't U2 Glob	al skills
Signposting p.30	
Introducing the subject	
In this talk, U2 Spea	aking
I'd like to start by U2 Spea	aking
First of all, U2 Spea	aking
Moving on	
Turning to U2 Spea	aking
We've looked at so let's U2 Speamove on to	aking
Giving an example	
For example, U2 Spea	aking
	aking
For instance, U2 Spea	
For instance, U2 Spea Ordering	
	aking
Ordering	
Ordering Firstly, U2 Spea	aking
Ordering Firstly, U2 Special Secondly, U2 Special Spec	aking
Ordering  Firstly, U2 Spea Secondly, U2 Spea Finally, U2 Spea	aking aking
Ordering  Firstly,  Secondly,  Finally,  U2 Spear  U2 Spear  U2 Spear  Summarising	aking aking aking
Ordering  Firstly, U2 Spea Secondly, U2 Spea Finally, U2 Spea Summarising In conclusion, U2 Spea	aking aking aking
Ordering  Firstly,  Secondly,  Finally,  U2 Spear	aking aking aking
Ordering  Firstly,  Secondly,  U2 Special Spec	aking aking aking aking aking
Ordering  Firstly,  Secondly,  Finally,  U2 Spea  Summarising  In conclusion,  U2 Spea  U2 Spea  Linking words p.31  Giving a reason	aking aking aking aking aking

Adding information	
also	U2 Writing
and	U2 Writing
as well as	U2 Writing
Contrasting	
although	U2 Writing
but	U2 Writing
however	U2 Writing
Giving an example	
for example	U2 Writing
for instance	U2 Writing
Unit 3	
Describing photos p.42	
Describing what you see	
This photo shows	U3 Speaking
In this photo, we can see	U3 Speaking
This is a photo of	U3 Speaking
There is / There are	U3 Speaking
In the background / In the foreground	U3 Speaking
In the centre of the photo, we can see	U3 Speaking
On the left / right, we can see	U3 Speaking
Making guesses about the	e photo
It could / might be because	U3 Speaking
It can't be because	U3 Speaking
It looks like / as if (they are +ing).	U3 Speaking
It must be because	U3 Speaking
Perhaps / Maybe	U3 Speaking
They are probably	U3 Speaking
They look (happy).	U3 Speaking
They might be because	U3 Speaking
You can tell (they're happy) because	U3 Speaking
Unit 4	
Being sensitive and supp	ortive p.52
Empathising	
I'm really sorry that	U4 Global skil
I guess you must be feeling	U4 Global skil
I know how much	U4 Global skil
I know that you did your best.	U4 Global skil
Staying positive	

It's just something you have to go through and learn from.	U4 Global skills
I'm sure you'll come out of this stronger.	U4 Global skills
It's important to	U4 Global skills
Encouraging others to un	derstand
It isn't fair to	U4 Global skills
Put yourselves in his / her shoes.	U4 Global skills
How would you feel if?	U4 Global skills
Comparing and contrasti	ng photos p.56
Talking about similarities	s
Both photos are similar in that	U4 Speaking
Each photo also shows	U4 Speaking
Neither nor shows	U4 Speaking
Photo A shows and so does Photo B.	U4 Speaking
The main thing both photos have in common is	U4 Speaking
Talking about differences	s
In comparison to/ Compared to	U4 Speaking
is (slightly / quite a lot / much) more than	U4 Speaking
The most obvious difference between and is	U4 Speaking
Unlike photo A, photo B	U4 Speaking
While (the people in photo B look), I think	U4 Speaking
Giving your opinion	
As I see it,	U4 Speaking
From my point of view,	U4 Speaking
In my experience	U4 Speaking
For and against essay p.5	57
Presenting an argument	
Everyone agrees	U4 Writing
In addition,	U4 Writing
It is true that	U4 Writing
It can be argued that	U4 Writing
It is hard to deny that	U4 Writing
Most people would agree	U4 Writing
Presenting an opposing a	argument
Another problem with	U4 Writing
Having said that,	U4 Writing
Having said that, However,	U4 Writing U4 Writing
	ACCOUNT OF THE PARTY.

112 Functions bank

Unit 5	
Expressing opinions p.68	
Asking for opinions	
What do you think of / about	U5 Speaking
What's your opinion of?	U5 Speaking
Where do you stand on?	U5 Speaking
Giving opinions	
As far as I'm concerned,	U5 Speaking
From my point of view	U5 Speaking
I reckon	U5 Speaking
To be honest	U5 Speaking
Responding to opinions	
I agree up to a point, but	U5 Speaking
I completely agree.	U5 Speaking
I'm not convinced that	U5 Speaking
What do you mean by?	U5 Speaking
Why do you think that?	U5 Speaking
Unit 6	
Asking for information p.	.82
Asking for general inform	nation
Could you tell me about?	U6 Speaking
I'd like to find out a bit more about	U6 Speaking
I'm interested in	U6 Speaking
Asking for specific information	
Can you tell us if?	U6 Speaking
Is / Are included in the price?	U6 Speaking
Is it possible to?	U6 Speaking
What / Which would you recommend?	U6 Speaking
Clarifying something	
Could you be more specific, please?	U6 Speaking
Could you repeat that, please?	U6 Speaking
What do you mean?	U6 Speaking
Asking for advice	
Do you think we should?	U6 Speaking
What should we?	U6 Speaking
Responding to an answer	
That's a shame.	U6 Speaking
That's really useful.	U6 Speaking
That sounds great.	U6 Speaking
Starting and finishing a b	log post
Starting a post	
Have you ever been to /	U6 Writing
heard of ?	

There's something for	U6 Writing
everyone in	
Welcome to my	U6 Writing
Would you like to know about?	U6 Writing
Finishing a post	
If you'd like to, why not?	U6 Writing
It would be great to hear what you think.	U6 Writing
Thanks for reading! See you soon.	U6 Writing
Why not come and visit?	U6 Writing
Unit 7	
Making decisions p.94	
Making suggestions	
How about?	U7 Speaking
Maybe we could	U7 Speaking
Shall we?	U7 Speaking
Why don't we?	U7 Speaking
Giving opinions and reas	ons
I don't think that would be as good because	U7 Speaking
I think could be a good option because	U7 Speaking
The good / bad thing about is that	U7 Speaking
Involving your partner	
Do you think that's a good idea?	U7 Speaking
Do you have any ideas about?	U7 Speaking
What do you think / reckon?	U7 Speaking
Which do you think is best?	U7 Speaking
Contrast words p.95	
Although	U7 Writing
Although Despite	U7 Writing U7 Writing
	The state of the s
Despite Even though However,	U7 Writing U7 Writing U7 Writing
Despite Even though However, In spite of	U7 Writing U7 Writing
Despite Even though However,	U7 Writing U7 Writing U7 Writing
Despite Even though However, In spite of	U7 Writing U7 Writing U7 Writing U7 Writing
Despite Even though However, In spite of Unit 8 Talking about possibility	U7 Writing U7 Writing U7 Writing U7 Writing
Despite Even though However, In spite of Unit 8 Talking about possibility probability p.104	U7 Writing U7 Writing U7 Writing U7 Writing
Despite Even though However, In spite of Unit 8 Talking about possibility probability p.104 Possibilities	U7 Writing U7 Writing U7 Writing U7 Writing Writing
Despite Even though However, In spite of Unit 8 Talking about possibility probability p.104 Possibilities I can / I could	U7 Writing U7 Writing U7 Writing U7 Writing and
Despite Even though However, In spite of Unit 8  Talking about possibility probability p.104  Possibilities I can / I could I might be able to	U7 Writing U7 Writing U7 Writing U7 Writing U7 Writing  and U8 Global skills U8 Global skills
Despite Even though However, In spite of Unit 8 Talking about possibility probability p.104 Possibilities I can / I could I might be able to It's possible that	U7 Writing U7 Writing U7 Writing U7 Writing U7 Writing  and U8 Global skills U8 Global skills

It's (un)likely that	U8 Global skills			
Certainties				
I'm certain that	U8 Global skills			
I'm sure that	U8 Global skills			
Negotiating p.108				
Starting the negotiation				
Can we begin by talking about?	U8 Speaking			
We'd like to discuss	U8 Speaking			
Making a request				
Do you think you could?				
It would be great if we could	U8 Speaking			
Would we be able to?	U8 Speaking			
Would you consider?	U8 Speaking			
Negotiating conditions				
If you could, we would agree to	U8 Speaking			
We can accept that $\dots$ , we would be happy to $\dots$	U8 Speaking			
Accepting and rejecting				
I'm afraid that's out of the question.	U8 Speaking			
I think we can accept that.	U8 Speaking			
I would have no objection to that.	U8 Speaking			
We can't go along with that.	U8 Speaking			
Writing an opinion essay	p.109			
Giving your opinion				
As I see it,	U8 Writing			
I believe,	U8 Writing			
	U8 Writing U8 Writing			
I believe, In my opinion, It is clear to me that				
In my opinion,	U8 Writing			
In my opinion, It is clear to me that	U8 Writing U8 Writing U8 Writing			
In my opinion, It is clear to me that It seems to me that	U8 Writing U8 Writing U8 Writing			
In my opinion, It is clear to me that It seems to me that Giving someone else's op	U8 Writing U8 Writing U8 Writing			
In my opinion, It is clear to me that It seems to me that  Giving someone else's op It is often said that It is believed that	U8 Writing U8 Writing U8 Writing Pinion U8 Writing U8 Writing			
In my opinion, It is clear to me that It seems to me that  Giving someone else's op It is often said that	U8 Writing U8 Writing U8 Writing Pinion U8 Writing			
In my opinion, It is clear to me that It seems to me that Giving someone else's op It is often said that It is believed that Most people agree that Some people even think	U8 Writing U8 Writing U8 Writing Dinion U8 Writing U8 Writing U8 Writing U8 Writing			
In my opinion, It is clear to me that It seems to me that Giving someone else's op It is often said that It is believed that Most people agree that Some people even think that Making an additional	U8 Writing U8 Writing U8 Writing Dinion U8 Writing U8 Writing U8 Writing U8 Writing			
In my opinion, It is clear to me that It seems to me that Giving someone else's op It is often said that It is believed that Most people agree that Some people even think that Making an additional point	U8 Writing U8 Writing U8 Writing Dinion U8 Writing U8 Writing U8 Writing U8 Writing U8 Writing			
In my opinion, It is clear to me that It seems to me that Giving someone else's op It is often said that It is believed that Most people agree that Some people even think that Making an additional point Furthermore,	U8 Writing U8 Writing U8 Writing Dinion U8 Writing U8 Writing U8 Writing U8 Writing U8 Writing U8 Writing			
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In my opinion, It is clear to me that It seems to me that Giving someone else's op It is often said that It is believed that Most people agree that Some people even think that Making an additional point Furthermore, In addition, Moreover,	U8 Writing			
In my opinion, It is clear to me that It seems to me that Giving someone else's op It is often said that It is believed that Most people agree that Some people even think that Making an additional point Furthermore, In addition, Moreover, What's more	U8 Writing			
In my opinion, It is clear to me that It seems to me that Giving someone else's op It is often said that It is believed that Most people agree that Some people even think that Making an additional point Furthermore, In addition, Moreover, What's more Making recommendation I strongly recommend	U8 Writing			

# A letter or email of complaint

In a letter or email of complaint you write to a company, organisation or individual to complain about goods, services or a situation.

Example task: A letter of complaint about a late flight.

#### **Get ideas**

· List as many ideas as you can for making a complaint about goods, services and a situation.

Goods	Services	Situation
New watch has stopped working	Internet is very slow	Cycling is dangerous in the city

• Think about who you should write to and what you would like them to do to solve the problem.

#### Plan

- Choose the best idea from your notes. It should be something you can write a lot about.
- Think about the sort of language you need to use. You need to be serious and explain the situation clearly.

### Write

For a letter, put your address and the date in the top right-hand corner. Put the name and address of the person you are writing to in the top left-hand corner.

In an email, you don't need to include this.

If you don't know the name of the person you're writing to, use *Dear Sir or Madam* or *Dear Sir / Madam*. If you do know their name, use their title (*Mr*, *Mrs*, *Ms*, etc.) and family name (*Dear Ms Smith*, etc.).

In the first paragraph say what you're complaining about.

In the second and third paragraphs give more information about your complaint. Make sure you explain it clearly and in detail.

In the last paragraph describe how the problem has affected you. Say clearly what you would like to happen (a new product, an improvement in the situation, your money back, etc.).

Use this phrase to bring your letter / email to an end.

If you started with *Dear Sir or Madam*, end with *Yours faithfully*. If you used *Dear Mr / Mrs / Miss / Ms* + family name, end with *Yours sincerely*.

If you're writing an email instead of a letter, print your name instead of signing.

56 Old Tree Lane, Oxford 3 September, 2022

Complaints Department, PilotAir, London

Dear Sir / Madam

I am writing to complain about my family's experience on PilotAir flight \_PTA234 from London to Madrid on 23 August this year.

When we arrived at the airport we found that the flight was going to be late. I understand that sometimes problems happen, but in this case the wait was over six hours. At no time did a PilotAir member of staff explain to us what was happening or how long we would have to wait. In addition, we received no food or drink despite being promised them.

When the flight finally took off, we found that there was also no food or drink on the plane and that one of the toilets was not working. This meant that the journey, especially with two small children, was extremely uncomfortable. To add to this, at no time did any of your staff apologise — in fact, they were not helpful and disappeared for most of the flight. We finally landed in Madrid at nearly midnight and found that our car hire office was closed. As a result, we had to take a taxi and return to the airport the next day to collect our car.

You will appreciate that this experience meant our holiday got off to a very bad start. I completed your online complaint form two weeks ago, but I have heard nothing. In the light of the poor service we experienced, I would like to receive back from you the money we paid for the flight.

I look forward to hearing from you.

Yours faithfully,

Christina Peterson

### Tips for writing a letter or email of complaint

- · The letter or email should be formal.
- Be polite but clear you don't want to be rude, but you do want a fast response.
- · Use the correct opening and closing expressions.
- Use full forms (I am), not short forms (I'm).
- Use formal structures, expressions and linkers, and avoid friendly, familiar language.

## An opinion essay

In an opinion essay you say what you think about a statement or subject, giving reasons for your views.

Example task: 'Computer games are a waste of time.' Write an essay giving your opinion.

### Get ideas

- Think about the statement or topic. What do you already know?
- Decide what your own opinion is. Remember, there is no 'right' or 'wrong' answer!
- Think of as many arguments as you can to support your opinion.
- Choose your **two** or **three** best ideas. They should be things you can write a lot about.

#### Plan

• Organise your ideas into paragraphs. Use a new paragraph for each main opinion or argument. For example:

### Paragraph 1

• Introduction to the topic – you can start with expressions such as Some / Many people like / dislike ...

### Paragraph 2

• Your main opinion, with facts and examples to support it – you can start with expressions such as In my opinion / I believe ...

#### Paragraph 3 and 4

• Other opinions, with facts and examples to support them - you can use expressions such as Also / In addition to ... and It seems to me / I believe that ...

### Paragraph 5

Summary of your opinion – you can start with expressions such as In conclusion, / To end, ...

#### Write

Introduce the main idea of the essay in the first paragraph.

Use linkers to connect ideas.

Use a variety of expressions for giving your opinions.

State your view and then give more details of your argument in paragraphs two, three and four.

Give examples or reasons to support your ideas.

Mention opposite arguments if you like, but don't spend long on them - you need to put your own arguments forward.

Summarise your own opinion in the final paragraph and end with a final thought on the subject.

Some people dislike computer games because they do not think they are educational or useful. However, playing computer games is a very popular hobby around the world. Can something so popular really have no purpose?

In my opinion, playing any game teaches us many useful skills. Computer games are no different. For example, we learn how to think quickly and how to solve problems.

:Also: we(help other people when we play in teams.) Computer games are often seen as individual activities, but in fact many people play online and make friends with other players all over the world. In family life, computer games have replaced board games and children often play with their parents.

It seems to me that playing computer games can be very relaxing - not all games are violent, and some are beautifully designed and very intelligent. When you play a game, you do not think about anything else, so it is a very effective way to reduce stress. Everyone needs a way to relax and computer games are just as effective as listening to music or reading. It has been shown that some people find it difficult to stop playing computer: games; but for most people the benefits are more than the disadvantages.

In conclusion, libelieve that playing computer games can be a valuable and entertaining hobby, especially as part of a variety of free time activities. I strongly disagree that playing computer games is 'a waste of time'. I have the opposite view - it makes life richer.

### Tips for writing an opinion essay

- Use the correct language. An essay like this should be formal.
- Keep to the subject. Discuss the subject in the question do not introduce new subjects!
- Use a variety of opinion expressions, not just I think, e.g. it seems to me that . . . ; it is clear to me that . . .
- End with a clear conclusion summarising your views.

## A biography

In a biography you write about someone's life. For example, you might include details of their personality, work and achievements, or why they are special.

Example task: Write a biography of a famous person you admire.

#### **Get ideas**

- Think of three or four key topics you want to talk about.
   For example: personality, work and achievements, why this person is special.
- Draw a mind map of ideas for the person. For example:
- Draw a mind map for their personality, too.



#### Plan

- · Choose the best ideas from your notes.
- Organise your ideas into paragraphs. Always include a clear beginning and end. For example:

#### Paragraph 1

• A short summary of why the person is important – you can use an expression such as He/She is best known / famous for ...

#### Paragraph 2

• Background information – basic details about when and where the person was born.

#### Paragraph 3

• Early life and start of career – say how he/she started to become famous.

### Paragraph 4

• More details about their later work and any other achievements

#### Paragraph 5

• Why you think they are interesting – you can use expressions such as What I admire most ... and He/She is a (really) good ...

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MAN	86	ш	ш	2

A famous person that I admire is the swimmer, Joanna Zima. She is best known for being one the world's top swimmers and she has also done a lot of other good work.

Joanna was born on 5 February 1992 in Warsaw. In 2003, she represented her school at a national swimming event. Soon after that; she started swimming for a local club.

Use linkers of time.

Use interesting adjectives.

Use adverbs to add interest.

Make comparisons.

Give examples and add details.

End by giving an interesting opinion on the person.

Use modifiers.

Joanna became famous when she started swimming for Poland in 2009.

A talented sportswoman, she very quickly became one of the country's most successful swimmers and was famous for being calm after winning races.

She would always talk to the other swimmers and behave very well. Like most other world-class swimmers, her dream was to take part in the Olympics. After working hard every year, she eventually achieved this in London in 2012. She finished in first place and won gold... but she remained calm!

Even though she's extremely busy as a swimmer, Joanna finds time to help people in need of things, such as food and money. She has done important work to let people know about diseases in poorer countries.

Joanna is continuing to swim at a top level and doing charity work. What I admire most about her is that she's still interested in helping other people even though she's so successful. She is a really good role model for young people.

### Tips for writing a biography

- Structure your paragraphs in a sensible way.
- Use the **present simple** for descriptions, the **present continuous** for events or situations happening now, and the **past simple** for events in the past.
- Use a range of vocabulary, including different adjectives, adverbs, and verbs (not just be, have and like).
- Use linkers of time to show the order of events or actions.
- · Only give information that you think the reader will find interesting. Don't try to describe every detail.

## A formal email of enquiry

In a formal email of enquiry, you write to a person in an official role (for example, an employee at a company) to request information.

Example task: Read the newspaper advertisement and write a formal email of enquiry to Ms Nowak.

#### **Get ideas**

- Read the advertisement carefully and make notes about the information given.
- Make notes about three things you would like more information about. For example: qualifications, experience or skills needed. Write the questions you could ask.
- Think of reasons why you would be asking these questions.

### Are you looking for a great experience this summer?

If yes, then we may have the opportunity for you!

The youth centre needs volunteers to organise activities every Monday to Friday during the summer months.

Please send an email to Ms Nowak for more information.

#### Plan

- Put your ideas in order and think about how you will begin your email.
- Organise your ideas into paragraphs. For example:

#### Opening

• Dear ... Mr / Mrs / Ms + last name if you know the person's name. Dear Sir / Madam if you don't know the person's name.

### Paragraph 1

• Explain why you are writing – you can use expressions such as I am writing / I would be grateful ...

#### Paragraphs 2-4

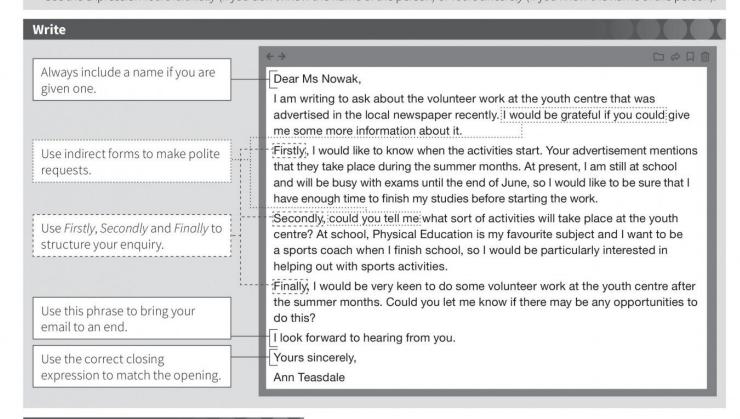
• Ask your questions and explain why you are asking them – you can use expressions such as I would like to know / could you tell me ... and I want to be / I would like to be ...

#### Paragraph 5

• Ask for a reply – you can use an expression such as I look forward to hearing from you.

#### Sign of

• Use the expression Yours faithfully (if you don't know the name of the person) or Yours sincerely (if you know the name of the person).



### Tips for writing a formal email of enquiry

- · Organise your ideas into paragraphs.
- · Use indirect polite forms and formal language.
- Sign off in the correct way.

## A description of a person

In a description of a person you write about yourself or a person you know. For example, you might include details of a person's appearance, personality or interests.

Example task: Write a description of a person you enjoy spending time with. Why do you like being with this person?

#### **Get ideas**

- Think of three or four key topics you want to talk about. For example: appearance, personality, interests, why this person is special.
- Draw a mind map of ideas for each topic. For example:
- Draw a mind map for their personality, too.



#### Plan

- Choose the best ideas from your notes.
- Organise your ideas into a paragraph plan. Always include a clear beginning and end. For example:

#### Paragraph 1

• Introduction – basic details. You can explain their relationship to you, their age and where they live.

#### Paragraph 2

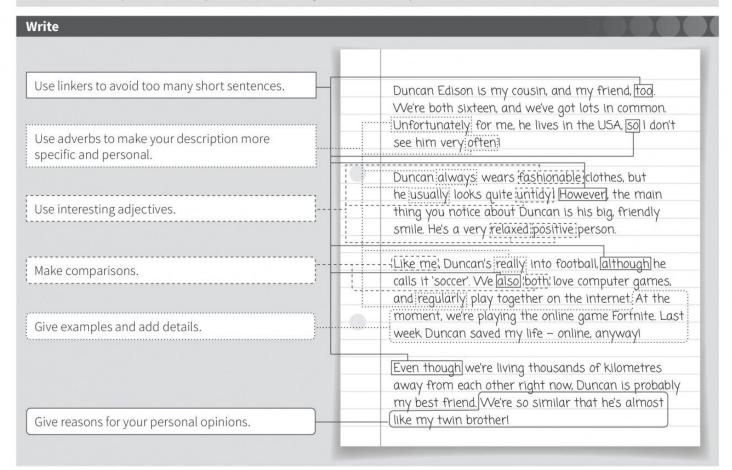
• Appearance and personality – add a personal opinion, you can use an expression such as the main thing you notice ...

#### Paragraph 3

• Interests and lifestyle – add a shared recent experience, you can use an expression such as At the moment, ...

### Paragraph 4

• Summarise the person – add a personal comment, you can use an expression such as We're so similar / different ...



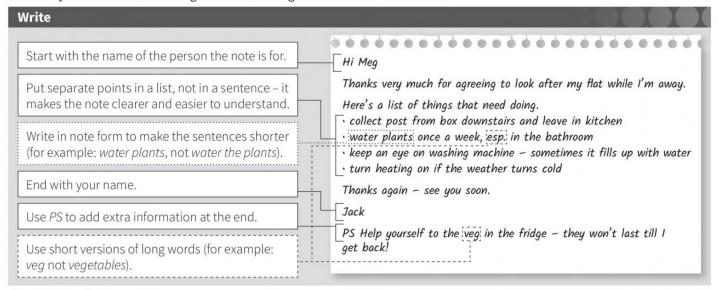
### Tips for writing a description of a person

- The description should be informal because it is about a person you know.
- Use the **present simple** for descriptions, the **present continuous** for events or situations happening now, and the **past simple** for memories.
- Use a range of vocabulary, including different adjectives, adverbs, and verbs (not just be, have and like).
- Only give information that you think the reader will find interesting. Don't try to describe every detail.

## **Notes / Invitations / Announcements**

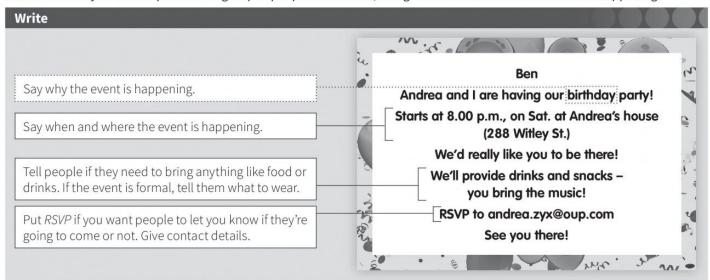
#### A note

In a note you write a short message to someone to give them some information.



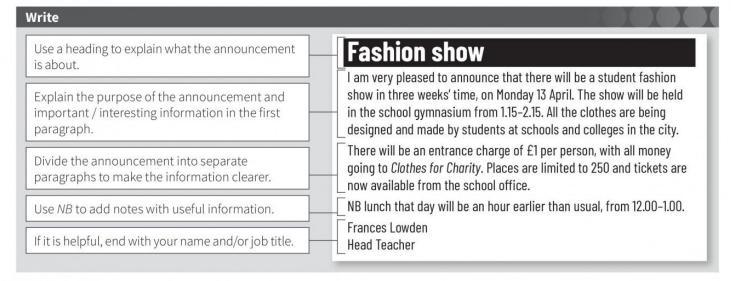
#### An invitation

In an invitation you invite a person or a group of people to an event, and give details of where and when it is happening.



#### An announcement

In an announcement you write a short message to a group of people about an event or a situation. Announcements are often formal or official.



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? = in the Oxford 3000 wordlist All page numbers refer to the Student's Book

### Introduction

### Climate change and school p.4

degree (n) /dɪˈqri:/ oprimary (adj) /'praɪməri/ progress (v) /'praugres/ qualification (n) /kwplifi'kei[n/ secondary (adj) /tek'nplədzi/ technology (n) /tek'nplədzi/ assignment (n) /əˈsaɪnmənt/ canteen (n) /kæn'ti:n/ essay (n) /'esei/ fail (v) /feil/ grade (n) /greid/ pass (v) /pa:s/ revise (v) /ri'vaiz/ term (n) /t3:m/

### Time flies! p.5

an only child (n) /əʊnli 't[aɪld/ 1 be born /bi 'bo:n/

@ celebrate a wedding /selibreit ə 'wedin æniva:səri/ anniversary

childhood (n) /'t[aɪldhʊd/ early twenties /3:li 'twentiz/ 1 elderly /'eldəli/ 1 got married /get 'mærid/ 1 grow up /grav 'np/ 1 late thirties /leɪt'θɜ:tiz/ middle-aged (adj) /mɪdl 'eɪdʒd/ /mrd 'sevntiz/ /'relətɪv/

1 mid-seventies relative (n) 3 start a family /sta:təˈfæməli/ teenager (n) /'ti:neɪdʒə(r)/ twin (n) /twin/

### If I was eighteen ... p.6

**1** get a job /get ə 'dzpb/ @ apply to university /əplar tu ə ju:nr'v3:səti **6** be independent /bi ɪndɪ'pendənt/ 1 go abroad /gəʊə'brɔ:d/ 1 leave home /li:v 'həʊm/ 1 pass your driving test /pa:s jə 'draɪvɪŋ 'test/

1 pass your final exams /pa:s jə faɪnl ɪg'zæmz/

1 pay bills /pei 'bilz/ 1 rent a flat /rent a 'flæt/

start my own business /sta:t mai əun 'biznəs/ get a credit card /get ə 'kredit ka:d/

1 open a bank account /əʊpən ə 'bæŋk əkaʊnt/

1 run a marathon /rʌn ə 'mɛrə θan/ take up a new hobby /teɪk ʌp ə nju: 'hobi/

### Helping p.7

O dust the shelves /dʌst ðə 'selvz/ fold the clothes /fəʊld ðə 'kləʊðz/ lay the table /lei ðə 'teibl/

load the washing machine /ləʊd ðə ˈwɒ[ɪŋ mə[i:n/ make the bed /meik ðə bed/ put away clothes /put əwei 'kləuðz/ **3** sweep the floor /swi:p ðə 'flo:(r)/ take out the rubbish /teik aut ða 'rʌbi[/ tidy your bedroom /taɪdi jə 'bedru:m/ • wash the dishes /wpʃ ðə ˈdɪʃɪz/ water the plants /wo:tə ðə 'pla:nts/ O clean the cooker /kli:n ðə 'kʊkə(r)/

clear the table /kliə ðə 'teibl/ decorate a cake /dekəreit ə 'keik/ do the housework /du: ðə 'haʊswɜ:k/

O dry the dishes

empty the washing machine /empti ðə ˈwɒʃɪŋ məʃi:n/ /aɪən jə ˈkləʊðz/

/drai ðə 'di[iz/

iron your clothes

### Unit 1

### Real English p.9

chill (v) /tsil/ Here we go! /hɪə wi ˈgəʊ/ nope /naup/

(i) just for the fun of it /dzʌst fə ðə ˈfʌn əv ɪt/

munch (v) /mʌnt[/

### Games and gaming p.9 and p.112

/a:sk fə 'klu:z/ ask for clues challenge (n) /'t[ælɪndʒ/ cheat (v) /tsi:t/ competitive (adj) /kəm'petətiv/ ntertainment (n) /entə'teɪnmənt/ follow the rules /foləu ðə 'ru:lz/

**3** give up /giv'np/

guess (v) /ges/ make a move

/meik ə 'mu:v/ puzzle (n) /'pnzl/

skill (n) /skil/ solution (n) /səˈlu:[n/ strategy (n) /'strætədzi/ take part /teik 'pa:t/ take turns /teik 'ta:nz/ teammate (n) /'ti:mmeɪt/

6 board game (n) /'bo:d geim/ chess (n) /t[es/

dice (n) /dais/ games console (n)

/'geɪmz konsəʊl/ **1** go climbing /qəʊ 'klaɪmɪŋ/ go swimming /gəʊˈswɪmɪŋ/

120 Wordlist **6** go to an exhibition /gəʊ tu ən eksɪ'bɪʃn/ leisure centre (n) /'lezə sentə(r)/

10 look around museums /lok ə raund mju'zi:əmz/

piece (n) /pi:s/

1 play computer games /plei kəm'pju:tə geimz/

scoreboard (n) /'skɔ:bɔ:d/

see a spectacular show /si: ə spek tækjələ 'səu/

solitary walk /splatri 'wo:k/

### I've heard that one before! p.11

 achieve success /ət[i:v sək'ses/ bad place /bæd 'pleis/ **1** difficult start /dɪfɪkəlt 'sta:rt/ nd the argument /end ði 'a:gjumənt/ finish badly /fɪnɪʃ 'bædli/ 1 get better /get 'betə(r)/ **1** improve quickly /ım.pru:v kwikli/ 1 meet the challenge /mi:t ðə 't[ælɪndʒ/ perfect lifestyle /ps:fikt 'laifstail/

#### Online safety p.12

cyberbullying (n) /'sarbəbulirn/ friendship scam (n) /'frend[ip skæm/ hacking (n) /hækɪŋ/ identity theft (n) /aɪˈdentəti θeft/ phishing (n) /ˈfɪ[ɪŋ/ piracy (n) /'parrəsi/ virus attack (n) /'vairəs ətæk/

#### Feelings adjectives p.13 and p.113

amazed (adj) /ə'meɪzd/ annoyed (adj) /bicn'e/ cheerful (adj) /'t[rəfl/ confused (adi) /kən'fju:zd/ convinced (adj) /kən'vɪnst/ delighted (adj) /dr'lartid/ disappointed (adj) /drsə'porntid/ embarrassed (adj) /im'bærəst/ fascinated (adj) /'fæsineitid/ frightened (adj) /'fraitnd/ lonely (adj) /ˈləʊnli/ nervous (adj) /'ns:vəs/ painful (adj) /'peinfl/ relaxed (adj) /rɪˈlækst/ anxious (adj) /ˈæŋkʃəs/ astonished (adj) /əˈstɒnɪʃt/ dissatisfied (adj) /dis'sætisfaid/ doubtful (adj) /'dautfl/ irritated (adi) /'iriteitid/ stressed (adj) /strest/

## Unit 2

### Real English p.23

Come off it! (phr v) /knm bf it/ fall out (phr v) /fo:l'aut/ 1 get you /'ar get ju:/

make fun of sb /meik 'fnn əv snmbədi/ You can say that again /ju: kən seɪ 'ðæt əgen/

### Qualities of a friend p.23 and p.114

**6** be honest /bi 'pnist/

the into the same things /bi Intə ðə seim 'θiŋz/

be kind /bi 'kaɪnd/ cheer sb up (phr v) /t[iə sʌmbədi 'ʌp/ get on well (phr v) /get on 'wel/

give support /giv sə'po:t/

have the same sense of /hæv ðə seim sens əv humour 'hju:mə(r)/

 make friends /meik 'frendz/ show loyalty /jəʊ'lɔɪəlti/ Show respect /ʃəʊ rɪ'spekt/

take an interest /teik ən 'intrest/ tell the truth /tel ðə 'tru:θ/

acquaintance (n) /ə'kweintəns/ close friends /klaus 'frendz/ dependable (adj) /dr'pendabl/ extrovert (n) /'ekstrəv3:t/

generous (adj) /'dzenərəs/ good listener /god 'lɪsənə(r)/ introvert (n) /'intrava:t/ sociable (adj) /ˈsəʊʃəbl/

#### A friend in need p.25

do a part-time job /du: ə pa:t taım 'dzpb/ do sb a favour /du: snmbədi ə 'feɪvə(r)/ @ earn money /3:n 'mʌni/ learn a lesson /la:n ə 'lesn/

make a difference /meik ə 'difrəns/ O put your mind to /pot je 'marnd tu:/

#### The inclusive classroom p.26

ashamed (adj) /əˈʃeɪmd/ awkward (adj) /'ɔ:kwəd/ 6 bothered (adi) /beðad/ jealous (adj) /'dzeləs/ pleased (adj) /pli:zd/ proud (adj) /pravd/ stressed (adj) /strest/ upset (adj) /np'set/

#### Relationships p.27 and p.115

be fond of /bi 'fond əv/ 1 be keen on /bi 'ki:n pn/ catch up with (phr v) /kæt['np wið/ co-operate with /kəʊˈɒpəreɪt wɪð/

fall out with (phr v) /fɔ:l 'aʊt wɪð/ 1 get to know /get tə 'nəʊ/ have lots in common /hæv lots in 'komen/ 1 keep in touch /ki:p in 'tat[/ look out for (phr v) /lok 'aut fa(r)/ look up to (phr v) /lok'np tu:/ rely on (phr v) /rɪ'laɪ pn/ turn to (phr v) /'t3:n tu:/ ancestor (n) /'ænsestə(r)/ 1 belong (v) /bɪˈlɒŋ/ cousin (n) /knzn/ descendant (n) /dɪ'sendənt/ divorced (adi) /dr'vo:st/ extended family (n) /ɪkˌstendɪd 'fæməli/ family (n) /ˈfæməli/ generation (n) /dzenə'reɪ[n/ identical twins (n) /aɪˌdentɪkl'twɪnz/ nephew (n) /'nefju:/ niece (n) /ni:s/ only child (n) /əʊnli 't[aɪld/ parent (n) /'pearant/ relative (n) /'relətiv/ sibling (n) /'siblin/ step-parent (n) /'step pearant/

### The science of friendship. p.29

 gene (n)
 /dzi:n/

 hormone (n)
 /'ho:məʊn/

 immune system (n)
 /ɪˈmju:n sɪstəm/

/twin/

### Unit 3

twin (n)

#### Real English p.35

 ③ check sth out (phr v) far-fetched
 /ˌtʃek sʌmθɪŋ ˈaot/ /fɑ: ˈfetʃt/

 ③ have a ring of truth to it
 /ˌhæv ə ˌrɪŋ əʌ ˈtru:θ tu ɪt/ /si: sʌmθɪŋ ˈkʌmɪŋ/ /ˈspot sʌmθɪŋ/

 ④ spot sth
 /ˈspot sʌmθɪŋ/

#### Going online p.35 and p.116

analyse (v) /ˈænəlaɪz/ 1 blog (n) /blog/ browse (v) /brauz/ contact (v) /'kontækt/ copy and paste /kppi ən 'peɪst/ delete (v) /dɪ'li:t/ follow (v) /ˈfɒləʊ/ google (v) /gu:gl/ message (n) /'mesidz/ nost (v) /paust/ 3 stream (v) /stri:m/

troll (v) /traul/ tweet (n/v) /twi:t/ update (v) /np'dert/ chat (v) /t[æt/ connect (v) /kə'nekt/ emoji (n) /ɪˈməʊdʒi/ go viral /gəʊ 'vaɪrəl/ hashtag (n) /'hæ[tæg/ instant messaging (n) /Instant mesidzin/ live stream (n) /'laɪv stri:m/ message (n) /'mesidz/ offline (adj) /of'lain/ online (adj) /pn'lain/ profile (n) /'prəʊfaɪl/ retweet (v) /ri:'twi:t/ social networking (n) /səʊʃl 'netws:kɪŋ/ surf (v) /s3:f/ technology (n) /tek'nplədzi/ web browser (n) /'web brauzə(r)/

### Real or fake? How to find out! p.37

build up (phr v) / 'bɪld ʌp/
fact-checking website / 'fækt tʃekɪŋ websaɪt/
five-star rating / faɪv stɑ: 'reɪtɪŋ/
influencer (n) / 'ɪnfluənsə(r)/
review checker (n) / rɪ'vju: tʃekə(r)/

### Flexible learning p.39 and p.117

touchscreen (n)

webcam (n)

advanced (adj) /əd'va:nst/ convenient (adj) /kən'vi:niənt/ @ efficient (adj) /I'fI[nt/ handy (adj) /'hændi/ interactive (adj) /intər'æktiv/ portable (adj) /'po:təbl/ powerful (adj) /'pauəfl/ reliable (adj) /rɪ'laɪəbl/ smart (adj) /sma:t/ 😯 suitable (adj) /'su:təbl/ time-saving (adj) /'taim seivin/ virtual (adj) /'va:tʃuəl/ wearable (adj) /'weərəbl/ wireless (adj) /'warələs/ create a password /krieɪtə'pa:sw3:d/ have access to /hæv 'ækses tu:/ memory stick (n) /'meməri stɪk/ remote (adj) /rɪˈməʊt/ • scan a document /skæn ə 'dokjumənt/ scanner (n) /'skænə(r)/ software (n) /'spftwea(r)/

/'tʌtʃskri:n/

/'webkæm/

### The robots are coming! p.41

computer hardware (n) /kəm.pju:tə 'ha:dweə(r)/ computer network (n) /kəm.pju:tə 'netw3:k/ computer program (n) /kəm.pju:tə 'prəugræm/ computer science (n) /kəm.pju:tə 'sarəns/ computer terminal (n) /kəm'pjutə ts:mɪnl/ human behaviour /hju:mən bɪ'heɪvjə(r)/ human being (n) /hju:mən 'bi:ɪŋ/ 1 human brain /hju:mən 'breɪn/ 1 human emotions /hju:mən ɪˈməʊ[nz/ human features /hju:mən 'fi:t[əz/

### Unit 4

### Real English p.49

a good vibe /ə god 'vaɪb/ • Hang in there! /hæŋ 'ɪn ðeə(r)/ 1 can't get enough of it. /aɪ ka:nt get ə'nʌf əv ɪt/ 1 know what you're saying. /aɪ nəʊ wɒt jə 'seɪɪŋ/ 1 You know what? /jə nəʊ'wɒt/

### Exercise p.49 and p.118

carry on (phr v) /kæri 'pn/ catch up (phr v) /kæt['np/ drop out (phr v) /drop aut/ give up (phr v) /qrv'vp/ oin in (phr v) /dzɔɪn 'ɪn/ Reep up with (phr v) /ki:pɪŋ 'ʌp wɪð/ take up (phr v) /teik 'np/ sign up (phr v) /sain'np/ warm up (phr v) /wɔ:m 'xp/ work out (phr v) /ws:k 'aut/ cross trainer (n) /'krps treinə(r)/ fitness centre (n) /'fɪtnəs sentə(r)/ fitness tracker (n) /'fɪtnəs trækə(r)/ heartbeat (n) /'ha:tbi:t/ 1 lifting weights /liftin 'weits/ personal trainer (n) /ps:sənl 'treɪnə(r)/ strength training equipment (n) /ˈstreŋkθ treɪnɪŋ ɪkwɪpmənt/

stretch (v)

/stret[/ yoga mat (n) /'jəuqə mæt/

#### Sport p.53 and p.119

coach (n) /kəʊt[/ competitor (n) /kəm'petɪtə(r)/ course (n) /ko:s/ court (n) /kɔ:t/

defeat (v) /dɪ'fi:t/ dive (v) /daiv/

opponent (n) /ə'pəʊnənt/ pitch (n) /pit[/ race (n) /reis/ referee (n) /refə'ri:/ score (n) /sko:(r)/ 3 shoot (v) /[u:t/ spectator (n) /spek'teɪtə(r)/ track (n) /træk/ train (v) /trein/ athletics (n) /æθ'letiks/ 🛈 basketball (n) /'ba:skitbo:l/ dribble (v) /'dribl/ goalkeeper (n) /'gəʊlki:pə(r)/ /'helmɪt/ helmet (n) hiking (n) /'haɪkɪŋ/ hockey (n) /ˈhɒki/ Rick (v) /kik/ pass (v) /pa:s/ push-up (n) /'pu[ \p/ rock climbing (n) /'rok klaimin/ rugby (n) /'rʌgbi/ 3 save (v) /seiv/ skiing (n) /'ski:ɪŋ/ sports watch (n) /'spo:ts wot[/ tracksuit (n) /'træksu:t/

/net/

### Keep moving! p.55

victory (n)

warm-up (n)

net (n)

be addicted to /bi ə'dıktıd tə/ be obsessed with /bi əb'sest wɪð/ learn from /'la:n frəm/ listen to /'lisn tə/ 1 protect sb from /prə'tekt sʌmbədi frəm/

/'vɪktəri/

/'wo:m xp/

3 spend money on /spend 'mnni pn/ 3 suffer from /'sʌfə frəm/ talk about /'to:k əbaʊt/

### Unit 5

### Real English p.61

fire away (phr v) /faɪərəˈweɪ/ gross (adj) /graus/

Thaven't got a clue. /aɪ hævnt got ə 'klu:/ **3** seeing is believing /si:ɪŋ ɪz bɪ'li:vɪŋ/ • What are you up to? /wpt ə 'ju: xp tu:/

### Senses p.61 and p.120

😯 bitter (adj)	/ˈbɪtə(r)/
blurred (adj)	/bls:d/
deafening (adj)	/'defnɪŋ/
• pale (adj)	/peɪl/
rotten (adj)	/rptn/
rough (adj)	/rnf/
salty (adj)	/ˈsɔːlti/
3 smooth (adj)	/smu:ð/
sour (adj)	/'saʊə(r)/
3 spicy (adj)	/ˈspaɪsi/
3 sticky (adj)	/ˈstɪki/
sweaty (adj)	/'sweti/
3 sweet (adj)	/swi:t/
tasty (adj)	/'teɪsti/
vivid (adj)	/'vivid/
chewy (adj)	/ˈtʃuːi/
crispy (adj)	/ˈkrɪspi/
crunchy (adj)	/ˈkrʌntʃi/
flavour (n)	/ˈfleɪvə(r)/
fresh (adj)	/freʃ/
greasy (adj)	/ˈgri:si/
13 healthy (adj)	/'helθi/
1 hot (adj)	/hpt/
mild (adj)	/maɪld/
minty (adj)	/ˈmɪnti/
ripe (adj)	/raɪp/
tasteless (adj)	/'teɪstləs/
unhealthy (adj)	/ʌnˈhelθi/

### Living forever! p.63

expect (v)	/ɪkˈspekt/
intend (v)	/ɪnˈtend/
Predict (v)	/prɪˈdɪkt/
f promise (v)	/ˈprpmɪs/

### Overcoming obstacles p.64

overcoming oppractes by	• •
accept (v)	/əkˈsept/
3 ask (v)	/a:sk/
avoid (v)	\bɪcv'e\
deal with (phr v)	/ˈdiːl wɪð/
face (v)	/feɪs/
focus (v)	/ˈfəʊkəs/
nget over (phr v)	/get 'əʊvə(r)/
nget you down (phr v)	/get ju: 'daʊn/
ngo through (phr v)	/gəʊˈθruː/
listen (v)	/'lɪsn/
1 put yourself down (phr v)	/pʊt jəˌself ˈdaʊn
share (v)	/ʃeə(r)/
take (v)	/teɪk/

/ˌtraɪˈaʊt/

### Food p.65 and p.121

P	
additive (n)	/ˈædətɪv/
barbecue (n)	/'ba:bɪkju:/
1 beef (n)	/bi:f/
crops (n)	/krpps/
delicious (adj)	/dɪˈlɪʃəs/
diet (n)	/'daɪət/
farming (n)	/'fa:mɪŋ/
1 healthy food	/ˌhelθi ˈfuːd/
ingredient (n)	/ɪnˈgri:diənt/
kebab (n)	/kɪˈbæb/
laboratory (n)	/ləˈbɒrətri/
meatball (n)	/'mi:tbɔ:l/
nutritious (adj)	/njuˈtrɪʃəs/
portion (n)	/'pɔ:ʃn/
red meat (n)	/red 'mi:t/
3 bake (v)	/beɪk/
<b>❸</b> boil (v)	/lɪcd/
chop (v)	/tʃpp/
<b>1</b> fry (v)	/fraɪ/
roast (v)	/rəʊst/
3 slice (v)	/slars/
steam (v)	/sti:m/
stir (v)	/sta:(r)/

### Sugar, the new tobacco? p.67

addiction (n)	/əˈdɪk∫n/
calorie (n)	/ˈkæləri/
chemical (n)	/ˈkemɪkl/
desire (n)	/dɪˈzaɪə(r)/
epidemic (n)	/epi'demik/
explosion (n)	/ɪkˈsnləɪɪzn/

# Unit 6

## Real English p.75

1 chances are	/ˌtʃa:nsɪz 'a:(r)/
don't get me wrong	/dəʊnt get mi 'rɒŋ/
going on about (phr v)	/ˈgəʊɪŋ ˈɒn əbaʊt/
1 Is it just me?	/ız ıt ˌdʒʌst ˈmiː/
nice one	/'naɪs wʌn/

### Travel and holidays p.75 and p.122

arrive at a destination	/əˌraɪv ət ə destɪˈneɪʃn/
<b>3</b> book a single/return ticket	/bʊk ə ˈsɪŋgl tɪkɪt/ /bʊk ə rɪˈtɜ:r tɪkɪt/
book accommodation	/ˌbʊk əˌkɒməˈdeɪʃn/
new experience the local culture	/ıkˌspɪəriəns ðə ˌləʊkl ˈkʌltʃə(r)/
explore the area	/ɪkˌsplɔ: ðəˈeəriə/
3 go abroad	/ˈgəʊ əˈbrɔːd/
go backpacking	/gəʊˈbækpækɪŋ/

try out (phr v)

make a reservation	/meɪk ə rezə'veɪʃn/
meet local people	/ˌmi:t ləʊkl ˈpi:pl/
3 see the sights	/si: ðəˈsaɪts/
3 set off on a journey	/set_pf pn ə 'dʒɜ:ni/
3 stay at a resort	/steɪ ət ə rɪˈzɔ:t/
3 adventure holiday (n)	/əd'ventʃə hɒlədeɪ/
3 arrivals (n)	/əˈraɪvlz/
campsite (n)	/ˈkæmpsaɪt/
G city break (n)	/ˈsɪti breɪk/
coach (n)	/kəʊtʃ/
connection (n)	/kəˈnekʃn/
G crew (n)	/kru:/
currency (n)	/ˈkʌrənsi/
departures (n)	/dɪˈpaːtʃəz/
ferry (n)	/ˈferi/
3 gate (n)	/geɪt/
1 long queue	/lɒŋˈkjuː/
luggage (n)	/ˈlʌgɪdʒ/
f port (n)	/po:t/
3 security (n)	/sɪˈkjʊərəti/
terminal (n)	/ˈtɜ:mɪnl/

### Helping hands p.77

theck sth out (phr v)	/ˌtʃek sʌmθɪŋ ˈaʊt/
look back (phr v)	/ˌlʊkˈbæk/
pick up (phr v)	/pɪkˈʌp/
😯 set up (phr v)	/set 'np/
turn out (phr v)	/ˌtɜ:n ˈaʊt/
turn up (phr v)	/t3:n '^p/

### Cultural awareness p.78

attitude (n)	/ˈætɪtju:d/
<b>1</b> behaviour (n)	/bɪˈheɪvjə(r)/
😯 belief (n)	/bɪˈliːf/
ceremony (n)	/ˈserəməni/
custom (n)	/ˈkʌstəm/
gesture (n)	/'dʒestʃə(r)/
1 law (n)	/lo:/
respect (n)	/rɪˈspekt/
sacred (adj)	/ˈseɪkrɪd/

### Describing places p.79 and p.123

/'breθteɪkɪŋ/
/ˈtʃa:mɪŋ/
/'kraʊdɪd/
/dɪˈpresɪŋ/
/ˌdɪsəˈpɔɪntɪŋ/
/dʌl/
/ıkˈstrɔ:dnri/
/mɪˈstɪəriəs/
/əʊvəˈpraɪst/
/ˈpi:sfl/

		L 17
	well-organised (adj)	/wel 'ɔ:gənaɪzd/
	astonishing (adj)	/əˈstɒnɪʃɪŋ/
0	clean (adj)	/kli:n/
0	dangerous (adj)	/'deɪndʒərəs/
0	dirty (adj)	/'d3:ti/
	filthy (adj)	/ˈfɪlθi/
	foggy (adj)	/'fogi/
	hideous (adj)	/'hɪdiəs/
0	historic (adj)	/hɪˈstɒrɪk/
0	lively (adj)	/ˈlaɪvli/
	messy (adj)	/'mesi/
0	modern (adj)	/'mpdn/
	polluted (adj)	/pəˈlu:tɪd/
	run-down (adj)	/ˌrʌn ˈdaʊn/
	spacious (adj)	/ˈspeɪʃəs/
	spectacular (adj)	/spek'tækjələ(r)/
	spotless (adj)	/'spotləs/
	sunny (adj)	/'sʌni/
	unforgettable (adj)	/ˌʌnfəˈgetəbl/
	well-maintained (adj)	/wel mein'teind/
	windy (adj)	/ˈwɪndi/

# Unit 7

### Real English p.87

assistance (n)

<b>1</b> be up for sth	/biˈʌp fə sʌmθɪŋ/
😯 do your bit	/ˌdu: jə ˈbɪt/
a legend (n)	/əˈledʒənd/
lend a hand	/lend ə 'hænd/
<b>②</b> You bet!	/ju: 'bet/

/əˈsɪstəns/

### Social issues p.87 and p.124

campaign (n)	/kæm'peɪn/
charity (n)	/'t∫ærəti/
crisis (n)	/ˈkraɪsɪs/
donation (n)	/dəʊˈneɪʃn/
fundraising (n)	/'fʌndreɪzɪŋ/
3 issue (n)	/'ɪʃu:/
movement (n)	/'mu:vmənt/
opoverty (n)	/ˈpɒvəti/
relief (n)	/rɪˈliːf/
unemployment (n)	/ˌʌnɪmˈplɔɪmənt/
volunteer (n/v)	/vplənˈtɪə(r)/
<b>3</b> be generous	/bi 'dʒenərəs/
do community service	/ˌdu: kəˌmju:nəti ˈsɜ:vɪs/
<b>3</b> give aid	/gɪv'eɪd/
3 shelter (v)	/ˈʃeltə(r)/
raise funds for charity	/reɪz fʌndz fə ˈtʃærəti/
3 sponsor (v)	/'sppnsə(r)/
work in a charity shop	/wɜːk ɪn ə ˈtʃærəti ʃɒp/

### Be the change p.89

6 bring about change @ encounter problems

@ get help

(B) launch a campaign

1 make the most

overcome the difficulties

/brin ə baut 't[eidʒ/

/ɪnˌkaʊntə 'probləmz/

/get 'help/

/lo:nt[ a kæm'pein/

/meik ða 'maust/

/əʊvəkʌm ðə 'dɪfɪkəltiz/

### Planning a communications campaign p.90

availability (n) goals (n) input (n)

mission (n)

statistics (n)

target audience (n)

Jobs p.91 and p.125

carry out duties

develop skills do an apprenticeship

do chores **3** get time off

@ get work experience have a part-time job

1 learn the trade

make an application

sign a contract

take up a position

work indoors

 work long hours babysitting (n)

O clear the table

1 do the cooking empty the dishwasher

@ experienced (adj) full-time (adj)

internship **1** iron the clothes

1 lay the table

load the dishwasher

1 make the bed seasonal job

take out the rubbish

temporary (adj)

trained (adj) untrained (adj) /əverlə'brləti/

/ˈgəʊlz/ /'input/

/mɪ[n/

/stə'tɪstɪks/

/ta:qɪt 'ɔ:diəns/

/kæri aut 'dju:tiz/ /divelap 'skilz/

/du: ən əˈprentɪ[ɪp/

/du: 't[o:z/

/get tarm 'pf/ /get 'ws:k ɪkspɪəriəns/

/hæv ə pa:t taım 'dzpb/

/ls:n ðə 'treɪd/

/meik ən æpli'kei[n/

/saɪn ə 'kontrækt/

/teik vb ə bəzilu/

/ws:k In'do:z/

/ws:k lpg 'avəz/

/berbisitin/

/kliə ðə 'teibl/

/du: ðə ˈkʊkɪŋ/

/empti ðə 'dı[wɒ[ə(r)/

/ık'spıəriənst/

/fol 'taim/

/'ints:n[ip/

/aɪən ðə ˈkləʊðz/

/leɪ ðə 'teɪbl/

/ləʊd ðə 'dɪʃwɒʃə(r)/

/meɪk ðə 'bed/

/'si:zənl dʒpb/

/teik aut da 'rnbis/

/'temprəri/

/treind/

/n'treind/

## **Unit 8**

### Real English p.101

Get real!

miss out on (phr v)

Spot on! weird (adj)

What are you getting at?

/get 'rɪəl/

/mɪs ˈaʊt ɒn/

/sppt bn/ /wɪəd/

/wpt ə ju: 'getɪŋ æt/

/faind a god 'pfa(r)/

/get ə 'dıskaunt/

/qet\_fri: dɪ'lɪvəri/

/get sʌmθɪŋ ɪn ðə 'seɪlz/

/pleis ən 'ɔ:də(r)/ /kænsl ən

/get ə 'ri:fʌnd/

/get intə 'det/

/hæv ə 'bʌdʒɪt/

/ki:p ðə rɪ'si:t/

/meik ə 'pa:t[əs/

\(r)\Gb:c'

/'bok[pp/

/'kɔ:nə ʃɒp/

/'kʌstəmə(r)/

/'debit ka:d/

/'ma:kit/

/'nju:zeɪdʒənts/

/'spp əsistənt/

/'spin senta(r)/

/'su:pəma:kɪt/

/sekand hænd [pp/

/self's3:vist[ekaut/

/di'pa:tmənt sto:(r)/

/ɪksˌtʃeɪndʒ ən 'aɪtəm/

/meik ə kəm'pleint/

/teik snmθin 'bæk/

/trai sambin 'bn/

/kæ[iə 't[ekaʊt/

### Shopping p.101 and p.126

find a good offer

**1** get a discount get a refund

get free delivery

get into debt

**1** get sth in the sales

have a budget • keep the receipt

make a complaint

make a purchase

📵 place / cancel an order

take sth back

try sth on

bookshop (n)

cashier checkout (n)

corner shop (n)

customer (n)

debit card (n)

department store (n)

exchange (an item) (v)

market (n)

newsagent's (n)

second-hand shop (n)

self-service checkout (n)

3 shop assistant (n)

shopping centre (n)

supermarket (n)

voucher (n)

Smart shopping p.103

B brand (n)

chain (n) coupon (n)

deals (n)

discount (n)

offer (n)

price (n)

reduction (n)

season (n)

stock (n)

/brænd/

/'vaut[ə(r)/

/t[eɪn/

/'ku:ppn/

/di:lz/

/'diskaunt/

/'pfə(r)/

/prais/ /rɪˈdʌkʃn/

/'si:zn/

/stpk/

126 Wordlist

### Make a savings plan p.104

3 afford (v) /ə'fɔ:d/ 3 balance (n) /'bæləns/ 1 income (n) /'inknm/ 1 interest (n) /'intrest/ outgoings (n) /ˈaʊtgəʊɪŋz/ O pocket money (n) /'pokɪt mʌni/ 3 savings (n) /'seivinz/ • wages (n) /'weɪdʒɪz/

### Advertising p.105 and p.127

advertise (v) /ˈædvətaɪz/ 3 appeal (n) /əˈpiːl/ 3 appear (v) /ə'pɪə(r)/ attract (v) /əˈtrækt/ claim (v) /kleɪm/ compare (v) /kəm'peə(r)/ convince (v) /kən'vɪns/ G create (v) /kri'eɪt/ launch (v) /lɔ:nt[/ offer (n) /'pfə(r)/ f produce (v) /'prodju:s/ f promote (v) /prəˈməʊt/ recommend (v) /ˌrekəˈmend/ campaign (n) /kæm'peɪn/ loss (n)

 ③ loss (n)
 /los/

 ⑤ market leader (n)
 /ˌmɑ:kɪt ˈli:də(r)/

 ⑥ pressure (n)
 /ˈpreʃə(r)/

 ⑥ profit (n)
 /ˈprofɪt/

Tecommendation (n)/rekamen'der[n/satisfied customer/sætisfaid 'kʌstəmə(r)/

slogan (n) /ˈsləʊgən/
13 target audience (n) /ˌtɑ:gɪt ˈɔ:diəns/

Wordlist 127



Great Clarendon Street, Oxford, 0x2 6DP, United Kingdom

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ISBN: 978 0 19 406324 1 CLASSROOM PRESENTATION TOOL
First published in 2021

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Illustrations by: Joanna Kerr, Peter Bull

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Additional material (Exam skills and How to learn vocabulary) written by: Helen Wendholt and Madeleine Williamson.

The publisher would also like to thank the following reviewers for their helpful comments: Zeynep Atmaca, Iva Landsmannová, Gabriella Madai, Steffie Pragt, Eduardo Entzana Valdez, Ondrej Zincak

