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Discovery
EDUCATION

Eyes Open 4

STUDENT'S BOOK



BE CURIOUS



Ben Goldstein & Ceri Jones with Vicki Anderson

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 **Discovery**
EDUCATION

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Starter Unit

Summer holidays

Past simple vs. past continuous

- 1 Talk about the picture with your partner. Why do you think they are on the island?



- 2 Listen to the story. Why were Pete and Maria on the island?

- 3 Complete the text with the correct form of the past simple or past continuous. Then listen again and check.

Last summer, Pete and Maria ¹...*went*... (go) on a cruise holiday in the Caribbean with their parents. One day, the ship ²... (sail) between some islands when it ³... (stop) and the captain said, 'You can all swim now.' Pete and Maria ⁴... (jump) in the water to look at the fish. While they ⁵... (swim), the wind ⁶... (push) them behind the ship. Suddenly, they ⁷... (see) some sharks coming towards them. They ⁸... (swim) as fast as possible to the nearest island. Then the ship ⁹... (begin) to sail away. They ¹⁰... (shout) for help. They could still see their parents, who ¹¹... (relax) on sunbeds on the deck!

Question words

- 4 Pete and Maria were rescued a week later. Complete the questions with the words in the box.

why how when who which where what

- 1 *How*... did you feel when you got to the island?
- 2 ... did you see when you got there?
- 3 ... did you meet on the island?
- 4 ... animals did you see?
- 5 ... did you sleep?
- 6 ... did the helicopter come?
- 7 ... did they take so long to rescue you?

-ed and -ing adjectives, Phrasal verbs

- 5 Choose the correct words to complete the answers to the interview questions in Exercise 4. Then listen and check.

Pete: When we got to the island, we were so ¹*tired* / tiring!

Maria: We looked up and saw the ship ²*setting off* / picking up without us!

Pete: It was crazy! It was so ³*worried* / worrying! Then it started getting dark and we were ⁴*terrified* / terrifying!

Maria: But we were sure they would ⁵*find out* / come back for us soon. So we decided to ⁶*look round* / chill out the island and try to find some food.

Pete: The island wasn't very ⁷*interested* / interesting. There were no people and no animals. We found some fruit to eat. Then we slept under a tree until morning. Soon we were really ⁸*bored* / boring.

Maria: A week later, we saw a helicopter and they came to rescue us. We were so happy. But we still haven't ⁹*found out* / picked up why it took them so long!

Pete: We were so ¹⁰*excited* / exciting about being rescued that we didn't ask our parents how they forgot us!

Your turn

- 6 Ask and answer about a holiday. Use the words in the boxes to help you.

why how
when
who which
where what

interested excited tiring
boring interesting tired
worrying exciting bored
terrifying worried

Where did you go?

I went to Rome. It was really interesting. What about you?

I went to ...

Home life

Energy issues

- 1 Match the verbs (1–6) with the phrases (a–f).
- | | | |
|---------------|---|--|
| 1 reduce | e | a energy to save the planet |
| 2 don't waste | b | b the TV, computers and chargers when not using them |
| 3 don't leave | c | c water – have showers, not baths |
| 4 save | d | d electrical appliances on standby at night |
| 5 turn down | e | e the amount of rubbish you make by using less plastic |
| 6 switch off | f | f heating and air conditioning whenever you can |

Present perfect and past simple

- 2 1.03 Listen to Tina. Who is helping to save the planet?
- 3 1.03 Complete the text with the correct form of the present perfect or past simple. Then listen again and check.
- We ¹ ve reduced (reduce) our electricity bills by 20% this year. Last year we ² ... (spend) £500 but this year it's only £400. We ³ ... (save) lots of energy by turning the heating down when we go to bed. I also ⁴ ... (have) a shower last night instead of a bath so I ⁵ ... (not waste) lots of water! I ⁶ ... (stop) leaving my phone charger on standby too. Now I only switch it on when I'm charging it. Last night my dad ⁷ ... (leave) the TV on but I ⁸ ... (switch) it off! My mum ⁹ ... (buy) some reusable shopping bags, so from now on we will never use plastic ones. I think we are the greenest family in school.

Your turn

- 4 Use the phrases below to talk about your energy use.
- I save ...
 - I switch off ...
 - I don't waste ...
 - I reduce ...
 - I turn down ...
 - I don't leave ...
- I switch off my computer when I'm not using it.

make and do

- 5 Complete the sentences with *make* or *do*.

Eight ways to keep your parents happy!

- ¹ Do your homework every day.
- Don't ² ... a mess of the house, especially your bedroom.
- Say yes when your parents want to ³ ... something interesting with you.
- ⁴ ... nice, polite friends.
- ⁵ ... a phone call to them if you're going to be late home.
- Don't ⁶ ... a noise and wake them up in the middle of the night!
- Say sorry when you ⁷ ... a mistake.
- Always ⁸ ... the right thing!

Present perfect with *still*, *yet*, *already* and *just*

- 6 1.04 Listen to Tina and her mum. What is Tina doing? What has her mum done?
- 7 1.05 Choose the correct words. Then listen again and check.
- Mum: Tina! Have you finished your Maths homework yet / already?

Tina: No Mum, I've got lots of homework today. I haven't started my Maths ²yet / still.

Mum: Really? So what have you done so far?

Tina: I've ³still / just finished Science and now I'm going to start Geography. Then I ⁴already / still have History and French to do. And Maths of course.

Mum: Right. I think you need all afternoon. I've ⁵already / just made a cake. Do you want some?

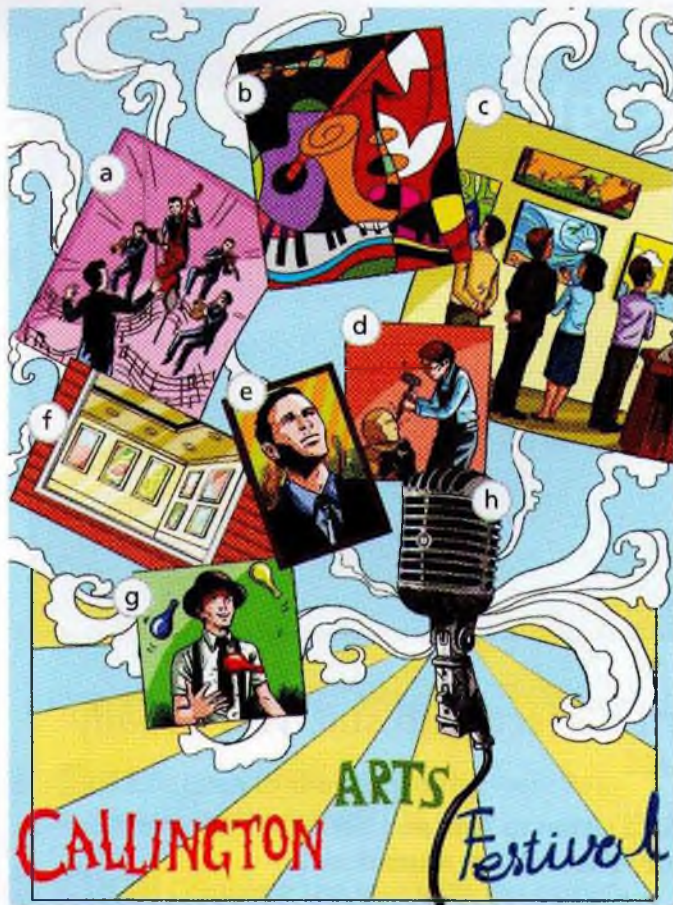
Tina: No thanks. I've ⁶already / yet had some chocolate today.

Your turn

- 8 Ask and answer questions about what you have done today.
- Have you done your homework yet?
- No, I haven't done it yet.
- Have you already had lunch?
- Yes, I have.

Arts and entertainment

Art around us



- 1 Match the pictures (a-h) with the words in the box.

mural portrait orchestra microphone
gallery exhibition sculpture juggler

Word order in questions

- 2 Put the words in order to make questions for a band, All for One.

- playing / are / When / tonight / you / ?
When are you playing tonight?
- meet / you / did / How / all / ?
- songs / writes / the / play / all / Who / you / ?
- concert / When / first / was / your / ?
- other / can / instruments / play / What / you / ?
- do / do / you / your / in / time / What / free / ?
- other / music / like / you / What / do / ?
- going / after / finish / you / are / here / Where / you / ?

Performing

- 3 1.05 Listen to an interview with the band. Where did they meet?
- 4 1.05 Listen again and complete the notes.

Concert starts at ¹ 8 pm .

Met at an arts festival - Simon and Tony were ²

Simon plays the ³ and the piano.

Tony plays the violin and the ⁴

John sings and likes painting ⁵

First concert - two years ago - they've never played in a ⁶ like this.

Free time - John does acting classes - he'd like to act ⁷ too.

Subject/object questions

- 5 Complete the questions.

- 'Hi Simon! Who is your favourite singer ?'
'My favourite singer is Lady Gaga.'
- 'Boys! What ?'
'We have pancakes for breakfast!'
- 'Hey Tony! Who ?'
'My uncle taught me to play!'
- 'Hi there! What ?'
'Lots of things give us ideas for songs - love, life, friends ...'
- 'Hey guys! Who ?'
'We often listen to the Beatles!'
- 'Dudes! What ?'
'We chilled out in the hotel last night!'

Your turn

- 6 Work with a partner. Student A is a member of a band, Student B is a music journalist. Do an interview.

Hi Joseph! So, what instruments can you play?

I can play ...

Exciting lives

Adventure sports and activities

1 Put the letters in order to make adventure sports and activities.

- 1 I love trekking (gniretkk) – I can walk all day in the mountains and not get tired.
- 2 We look forward to winter and snowy weather every year so we can go (nkisig).
- 3 My parents taught me to swim when I was a boy so that I would be safe when we went (isaingl).
- 4 You need very strong arms and no fear of high places if you want to try (bilcgnim).
- 5 We saw all the big five animals when we went on (afairs) in Africa.
- 6 People say the USA has the best (emeht prak) in the world, with the biggest and best rides!
- 7 My first adventure holiday was a (rmumse pamc) in the mountains when I was 14.
- 8 You can meet kids your age from another country if you go on a (locohs ganexhce).

Present perfect with *ever*, *never*, *for* and *since*

2 1.06 Listen to Sam. When did he start travelling?

3 1.06 Choose the correct words to complete Sam's blog post about his travel experiences. Then listen again and check.

Present perfect questions

4 Complete the questions for Sam. Use the present perfect.

- 1 Sam, have you ever been (ever/go) to Antarctica?
- 2 Hey Sam. How long (live) abroad?
- 3 Hi mate. (finish packing/yet)?
- 4 Dear Sam. How long (have) your blog?
- 5 Wow, your trips are amazing! (ever/be) on TV?
- 6 Hi Sam. I'd love to meet you. I live in Honolulu. (visit/ Hawaii/yet)?

Survival essentials

5 Match the words to make survival essentials.

- | | |
|----------------|-----------|
| 1 sun <i>c</i> | a bottle |
| 2 water | b aid kit |
| 3 first | c cream |
| 4 pen- | d knife |
| 5 contact | e bag |
| 6 sleeping | f lenses |

Your turn

6 Imagine you are adventure travellers. Take turns to interview each other.

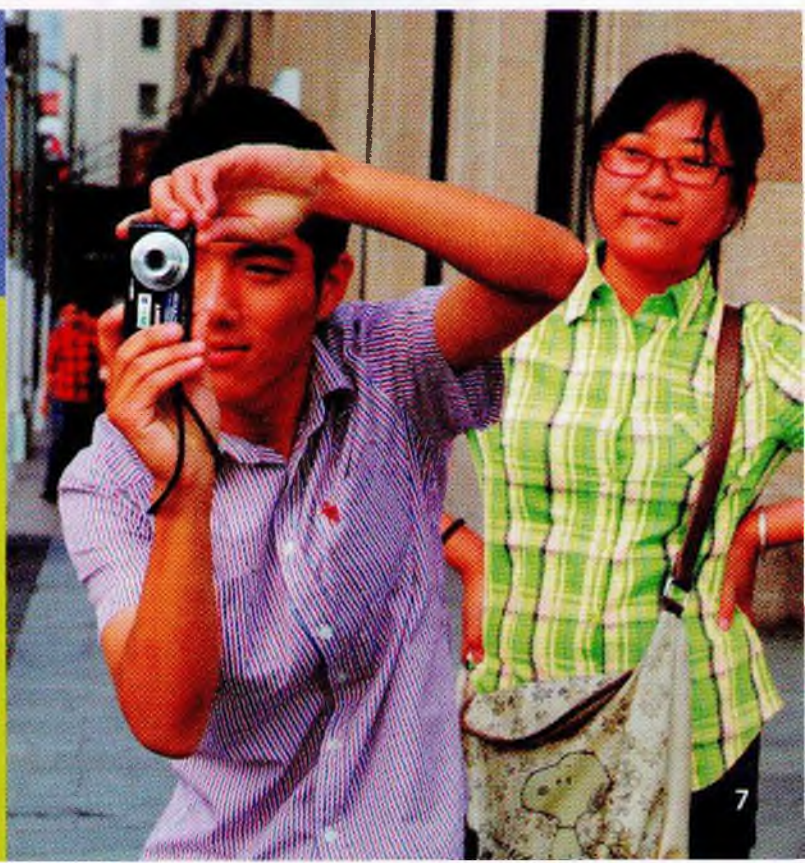
Have you ever been sailing?

Yes, I've been sailing many times.

Where have you been to?

Sam around the world

I was born to travel! I've moved around the world every year ¹**ever** / **since** I was born! My parents took me on lots of trips when I was a child, and I've ²**always** / **never** lost the love of travelling. I started travelling full-time when I left school, and now I've been an adventure traveller ³**for** / **since** ten years. I've been to most of the continents, but I've ⁴**never** / **always** been to Australia. I've wanted to go there ⁵**from** / **for** years. That's my next trip! Have you ⁶**ever** / **never** been there? Follow my blog as I explore the biggest country in the world!





Trends

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In this unit ...



Milan fashion
week p11



Inside the guitar p14



Music and
fashion p16



CLIL Trendsetters p115

Vocabulary

- Clothes
- Words in context
- Adjectives and dependent prepositions
- Compound nouns

Language focus

- used to and would
- Past perfect

Unit aims

I can ...

- talk about the kind of clothes I like to wear.
- understand short online texts about fashions and an article about style icons.
- talk about past habits and experiences.
- understand a radio interview with an actor.
- buy clothes in a shop.
- write a short biography of a famous person.

BE CURIOUS




What can you see in the photo?

Start thinking

- Where is the girl? What is she doing?
- What do you like doing with your friends in your free time?
- How is this different from what your parents like doing?

Vocabulary Clothes


- 1  1.07 Match the phrases in the box with the clothes (a-j) in the pictures. Then listen, check and repeat.

a leather jacket a stripy shirt a silk scarf a cool T-shirt flat shoes tight jeans
a flowery dress a denim skirt a baggy jumper a fitted coat



- 2 Look again at the phrases in Exercise 1. Find words that describe:

- a the material the clothes are made from
- b the pattern on the material
- c the size or shape
- d a personal opinion about the clothes

- 3  1.08 Listen to three people talking about the clothes they are wearing. Find the people in the pictures.

Your turn

- 4 Look again at the phrases in Exercise 1. Change the adjectives to create new phrases to describe clothes you like wearing.

leather jacket – *denim jacket*,
tight jeans – *baggy jeans*

- 5 Ask and answer with your partner.

- 1 Which of the clothes in the pictures and in Exercise 4 do you have in your wardrobe?
- 2 How often do you wear them?
- 3 What kind of clothes do you like wearing? Why?
- 4 Do your parents ever tell you what to wear? When? Are you happy to wear the clothes they suggest?

In my wardrobe, I've got a really baggy jumper. It's horrible!

Me too! My aunt gave it me for my birthday but I never wear it.

 Vocabulary bank • page 107

Reading Short online texts

- 1 Read the introduction to the quiz and look at the photos. Can you answer the questions?

QUIZ

TEENAGE FASHIONS
from the past

How much do you know about teenage fashions? Test yourself with our quick fashion quiz. Look at the photos.

- What order do they come in, from the earliest to the most recent?
- What did the different groups use to call themselves? Can you remember their names?



- 2 Read the text and check your answers.

A Teddy boys and girls first appeared on the streets of Britain in the 1950s. They loved rock and roll music and they used to dress like the American teenagers in rock and roll movies. The boys wore long jackets and tight trousers. They wore their hair long at the front. They would put a lot of gel in it and wear it in a quiff. The girls used to wear wide skirts and high ponytails.

B The hippy fashion started in the late 1960s. It was a very relaxed style and very different from the formal clothes Teds used to wear. Hippies wore loose clothes, with colourful flowery patterns. Men had long hair and beards. Women had long hair too and they used to wear long scarves and Indian jewellery. Sometimes they would paint flowers on their hands and faces.

C The first punks appeared on the streets of London in the late 1970s. They didn't use to spend a lot of money on clothes. Their favourite colour was black. They wore tight trousers with holes and baggy T-shirts with offensive words and expressions on them. They had dyed hair – pink or green or blue – and they used to wear dog collars as necklaces and safety-pins as earrings. They wanted to shock people and break the rules.

D This colourful, creative style started in the early 1980s. New Romantics loved unusual clothes that often looked like costumes from a pirate film and both girls and boys used to wear extravagant make-up. Their fashion was a reaction to the dark side of punk.

FACT! 81% of teens get their ideas for clothes and fashion from friends and classmates and not from magazines or TV.

- 3 Read the text again. Complete the sentences with Teds, Hippies, Punks or New Romantics.

- 1 ... Punks ... didn't like rules.
- 2 ... copied a style from another country.
- 3 The style of both ... and ... developed in reaction to earlier fashions.
- 4 ... and ... wore clothes with lots of colour.
- 5 ... and ... had special hairstyles.
- 6 ... and ... wore tight trousers.
- 7 ... wanted to look like characters they saw in films.
- 8 ... were influenced by nature.

Explore words in context

- 4 Find the words in the text and then look for examples in the photos. Which ones can you see?

quiff ponytail loose clothes
dyed hair dog collar safety-pins
extravagant make-up

Your turn

- 5 Ask and answer with your partner.
- 1 Are any of these fashions still common in your country? If yes, which? Who wears them?
 - 2 What styles are common among young people today? Do you like them? Why/Why not?



Language focus 1

used to and would

- 1 Complete the examples from the text. Then choose the correct words to complete the rules.

used to

- + Both boys and girls ¹... to wear extravagant make-up.
 - They ²... to spend a lot of money on clothes.
 - ? What ³... the different groups ... to call themselves?
- Did you use to be a hippy?**
Yes, I **did**. No, I **didn't**.

would

- + They ⁴... put a lot of gel in it.
 - They ⁵... paint flowers on their hands and faces.
- Would he break the rules?**
Yes, he **would**. No, he **wouldn't**.

- We use *used to* and *would* to talk about single events in the past / past habits.
- We only use *used to / would* with actions. We use *used to / would* with actions, states and feelings (*be, have, live, love, want, care, etc.*).

Grammar reference • page 99

- 2 Complete the text with the correct form of *used to*. Use the verbs in brackets.

When my dad was a student, he ¹... (be) a New Romantic. He and his friends ²... (go) to concerts together all the time. They ³... (like) wearing really extravagant clothes. They ⁴... (dress) as pirates and paint their faces. He ⁵... (have) long, blonde hair, but then he started working in a bank in the city and he ⁶... (not go out) so much. He forgot about all the things he ⁷... (love) doing with his friends. Now he looks completely different!

- 3 1.10 Look at your answers in Exercise 2. Which verbs can you use with *would*? Then listen and check.

Get it right!

To form questions, use *did + use to + infinitive*.

Did you use to have a quiff, Dad? ✓

Did you used to have ...? ✗

- 4 Write questions with *used to*. Add three more questions using your own ideas.

- 1 you / walk to school on your own?
Did you use to walk to school on your own?
- 2 you / do any sports?
- 3 you / wear a uniform?
- 4 your teachers / give you a lot of homework?
- 5 Who / you / play with in the playground?

Your turn

- 5 Think about when you were nine. Ask and answer the questions in Exercise 4 with your partner.

Did you use to walk to school on your own?

Well ... I used to walk to school with my mum, but sometimes I would walk home alone.

- 6 Is your life very different now? Use *used to* and *would* and write sentences to describe the differences between your life now and when you were nine.

When I was nine, I used to spend a lot of time with my parents, now I spend more time with my friends.

When I was 9, I was a happy child.

Learn about fashion shows and being a top model.

- What do you know about Milan?
- Do you know the names of any famous Italian designers?
- Would you like to work as a catwalk model? Why/Why not?




1.1 Milan fashion week

Listening An interview

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

- 1 Do you know anything about the film?
- 2 What do you think is the connection between the film and the two photos?
- 3 How has the world changed in the last 30 years?

2  **Listen to an interview with a young actor, David, who is taking part in a theatre production of the film. Check your answers.**

3  **Listen again and choose the correct options.**

- 1 The film first came out in 1980 / 1985
- 2 In the film, Marty travels from the 1950s to the 1980s / 1980s to the 1950s.
- 3 In the theatre production, Marty travels from 2015 to the 1980s / 1950s.
- 4 The theatre production focuses on life now / in the past.
- 5 David's parents were teenagers in the 1950s / 1980s.
- 6 Teenagers **were** / **weren't** interested in the same things in the 1980s as they are now.
- 7 There **were** / **weren't** any touchscreens in the 1980s.
- 8 The presenter **has** / **hasn't** seen the show.


Your turn

4 **Ask and answer with your partner.**

- 1 Would you like to see the film or the show? Why/Why not?
- 2 Would you like to travel back in time to see your parents when they were teenagers?
- 3 Do you think their lives were very different from yours? If yes, in what way?



Vocabulary Adjectives and dependent prepositions

5  **Choose the correct prepositions to complete the sentences from the interview. Then listen and check.**

- 1 I was really excited about / in working on the show.
- 2 I'm fascinated **about** / **by** that side of the show ...
- 3 ... what teenagers were interested **of** / **in** then ...
- 4 ... teenagers were keen **by** / **on** the same things, like ...
- 5 ... some people have been a little disappointed **by** / **of** the show.
- 6 ... we're really happy **in** / **with** it ...
- 7 ... and proud **of** / **on** all our hard work.
- 8 We aren't afraid **in** / **of** criticism you know!

Your turn

6 **Write five sentences that you think are true for your partner. Use some of the adjectives and prepositions from Exercise 5.**

I think you were disappointed by the result of the football match last night.

7 **Work with a partner. Ask and answer questions to find out if the sentences you wrote in Exercise 6 are correct.**

Were you disappointed by the result of the football match last night?

No, I wasn't! My team won 3-0!

Language focus 2 Past perfect

- 1 Complete the examples from the listening on page 12. Then answer the questions in the box.

had hadn't (x2) seen thought

I **had** always **wanted** to be in a big show.

I ¹ ... really ... about it before.

² ... you ... it before you started on the production?

Yes, I **had seen** it twice. No, I ³ ... **seen** it.

- What do you use the past perfect to talk about?
 - an action that happened before another action
 - an action that happened after another action
- Which tense do you use to talk about the most recent of two past actions?
 - the past simple
 - the past perfect

➔ Grammar reference • page 99

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

- My brother **(told)** / had told me about a new band yesterday. I **didn't** hear / hadn't heard of them before.
- When I got to the party last night, Jo **went** / had gone home, so I **didn't** see / hadn't seen her.
- We went to a great burger bar last weekend. I **wasn't** / **hadn't been** there before. The food **was** / **had been** really good.
- I **arrived** / **'d arrived** late for football last week, the match **started** / **had started** when I got there and the coach **didn't** let me play!

- 3 Work with a partner. Look at the pictures and tell the story using the verbs in the box. Can you use all the verbs?

get on not let wait have want sell out ask say put up their tents see arrive be

The concert last night was absolutely fantastic ...

- 4 Complete the text with the correct form of the past simple or past perfect. Use the verbs in Exercise 3. Then listen and check.

The concert last night ¹ ... absolutely fantastic. We ² ... to see the band for a very long time, so when we ³ ... a poster of the concert two months ago at a bus stop, we were very excited. We ⁴ ... our parents if we could go and they ⁵ ... yes! They ⁶ ... us go to a concert on our own before and we were really excited.

A month later, we ⁷ ... a train to go and buy the tickets. We ⁸ ... at the ticket office the night before with a tent. A lot of other people ⁹ ... on the street before us. The next day we ¹⁰ ... for five hours until at last we ¹¹ ... the tickets in our hands. Five minutes later, all the tickets ¹² ... ! We were so lucky! And the concert was brilliant.

➔ Say it right! • page 96

Your turn

- 5 Make notes about the first time you did or saw something special.

first One Direction concert – never been to a live concert before – totally amazing!

- 6 Work with a partner. Ask and answer these questions about your experience. Add more questions using your own ideas. Were your experiences similar?

- What was your experience and when did you do it?
- Did you know anyone who had had a similar experience before?
- How long had you waited for it to happen?
- Was it as good as you'd expected?
- How did you feel?

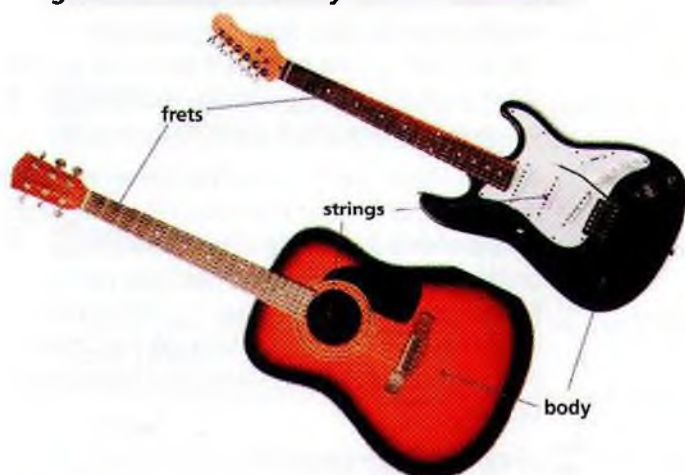
I went to a One Direction concert last summer. My sister had been but I had never ...





Discover Culture

- 1 Work with a partner. Look at the photos. What's the main difference between the two guitars? What do they have in common?



- 2 Work with a partner. Discuss these questions.

- 1 In what kind of places can you see the two different types of guitar?
- 2 What kind of people do you associate with each type of guitar?

Traditional guitar: classical musician ...

Electric guitar: pop star ...

Find out about how guitars are made.

Discovery
EDUCATION

1.2 Inside the guitar

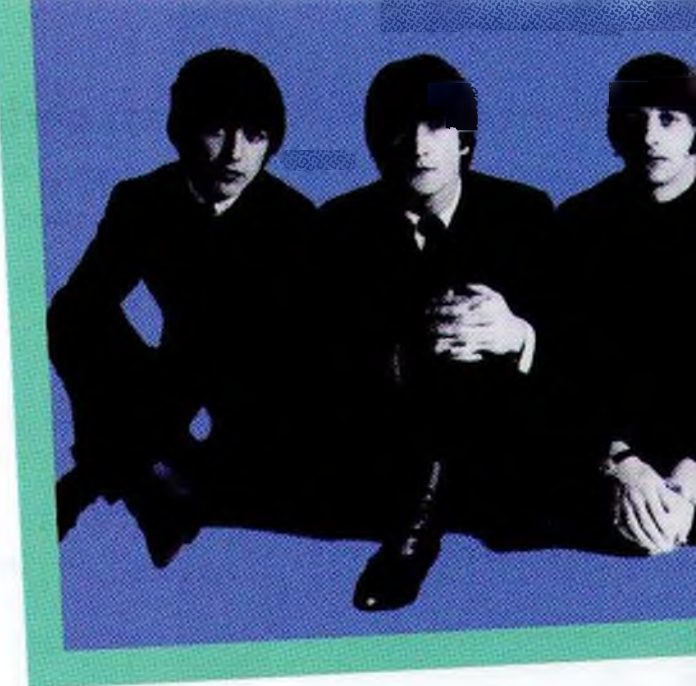
- 3 Watch the video. What is the main focus?

- a The history of both types of guitars
- b How an electric guitar works
- c How an electric guitar is made

- 4 Test your memory. Can you answer the questions?

- 1 Which type of guitar is shown first?
- 2 Where do we first see traditional guitars?
- 3 Which kind of guitar is produced in the factory?
- 4 What part of the guitar is made by machines?
- 5 Which parts are added by hand?
- 6 What do we see in the last shot?

- 5 Watch the video again and check your answers.



- 6 Look at the diagram. Can you explain how an electric guitar works?

They put magnets under the strings. The magnets ...



- 7 Watch the video from 02.10 to 02.37 and check your answers.

Your turn

- 8 Ask and answer with your partner.

- 1 Do you play the guitar or know anyone who plays the guitar? What type of guitar do they play?
- 2 Do you often see people playing the guitar, or other musical instruments, on the street in your town?
- 3 Have you ever learned to play an instrument? If yes, what and why? Do you still play it? If no, which instrument would you like to learn to play? Why?

Retro BRITAIN

There are lots of icons which represent the UK but some only symbolise the Britain of the past ...



THE BEATLES

The 'Fab Four', the most popular guitar band of all time, are known and loved all over the world! They released their first album more than 50 years ago but their songs are still as popular as ever. The band went through a number of style changes over the years from 1959 to 1970, but this image of the young band in their cool suits and short hairstyles is probably the most iconic.

THE RED TELEPHONE BOX

The first telephone box was designed in the 1920s, when very few people had telephones at home. People don't use them anymore, but they still decorate some street corners, especially in tourist areas. You used to put a penny into it to make a call. In the 1930s, domestic phones appeared but they didn't have a keypad like modern phones, in fact they looked something like this. People used to get tired of dialling the numbers!

THE MINI

In 1959, the most famous car in the British motor industry arrived: the Mini! It was a car popular with both the rich and the famous – everybody loved the Mini. Before production stopped in 2000, nearly six million people had bought one! Now there is a new Mini on the streets, but it's not British anymore – it's German! The first Mini cost just £500. The new German Mini can cost as much as £16,000!

THE BLACK CAB

The London cab is the icon that has survived the longest, but, of course, the design has changed a lot! The first cabs, introduced in the 17th century, were pulled by horses. Although traditionally black, they also come in other colours, including gold! Nowadays more and more cabs are being covered all over in advertising. Today, you can also travel in them in other world cities but it will cost you a little more than the original taxi fare of sixpence!



FACT! There used to be 80,000 red telephone boxes in the UK, but there aren't many of them left now.

Reading A magazine article

1 Work with a partner. Look at the photos. What do they show? Do you think all these things are still common or popular in the UK?

2 Read the magazine article and check your answers.

3 Read the article again. What do the four icons have in common?

- a Their appearance has changed a lot over time.
- b They are all icons from the 20th century.
- c They've all survived as icons for at least 50 years.

Explore compound nouns

4 Match words from box A with words from box B to form compound nouns. Then find the compound nouns in the text and check your answers.

guitar band

A guitar style telephone street motor taxi

B box corners band industry fare changes

5 Which words from the list do not combine with the words in bold to form compound nouns?

- 1 guitar: string, bag, music
- 2 style: icon, consultant, model
- 3 telephone: call, number, name
- 4 street: house, art, fashion
- 5 motor: show, vehicle, driver
- 6 taxi: cab, driver, call

➔ Vocabulary bank • page 107

Your turn

6 Ask and answer with your partner.

- 1 What people or objects are icons in your country?
- 2 When did they first become popular?
- 3 Are they still popular nowadays?
- 4 Do you think they are positive symbols of your country and culture? Why/Why not?

I think the most famous pop group is probably ...

On the streets in my country, there are lots of ...

Speaking Buying clothes

Real talk: What music and fashion were your parents into when they were growing up?



- 1** **Watch or listen to the teenagers. Match the sentences (1–6) with the music or people in the box.**

disco the Beatles punk Michael Jackson classical and pop no music

- 1 My parents liked really different things.
- 2 They were more into fashion, especially my mum.
- 3 There are no photos, so I don't really know.
- 4 My grandmother still remembers seeing a famous group.
- 5 They still listen to the music and do the dances!
- 6 They looked the same and wore the same clothes.

- 2** **What music and fashion are you into? Ask and answer with your partner.**

- 3** **1:17 Listen to Olivia and her friend Raquel. What does Olivia buy?**

- 4** **Complete the conversation with the useful language.**

Useful language

How about this top?
You look great!
Where are the changing rooms?
They're my size, too.
Do you think the top suits me?
They don't fit very well.

Olivia: Right, I'm looking for a top for your party, and maybe a pair of jeans.
Raquel: OK. ¹ *How about this top...*? You look good in purple.
Olivia: Yes, it's really pretty. Oh, *these* are nice jeans and ²..., too. This style is in at the moment. What do you think?
Raquel: Mmm. I'm not so sure. Why don't you try them on?
Olivia: OK. Where ³...?
Raquel: Over there on the right. Come on!
Olivia: So, do you think ⁴...?
Raquel: Yes, you ⁵...!
Olivia: Yes, I like it too, and it's half price. I think I'll get it.
Raquel: What about the jeans?
Olivia: They don't suit me, and they don't ⁶... They're a bit tight.
Raquel: Yeah, I see what you mean. What a shame!
Olivia: Never mind, maybe we'll see some in the next shop.
Raquel: You're joking! I think I've had enough!



- 5** **1:17 Listen again and check your answers.**

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

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



You want to buy a new shirt, blouse or top for an end-of-school party. You look good in blue.



You want to buy a new pair of jeans or trousers for the school disco next weekend. You prefer black.

Writing A biography

- 1 Look at the photo and read the biography. Who are they and when were they popular?



- 1 The Swedish group ABBA formed in 1972. Björn and Benny had been in another band, but started their own group and asked their girlfriends, Agnetha and Anni-Frid, to join. The name ABBA came from the initials of their first names. Later on both couples got married.
- 2 ABBA became internationally famous when they won the Eurovision Song Contest in 1974 with *Waterloo*. Over the next eight years they became one of the most successful pop groups ever. They had many hits, including *Dancing Queen* and *SOS*. They had 22 number 1 records around the world. During that time they played pop and disco, and were famous for their glam-rock stage costumes. Although they used to sing in English, they also released two albums in Spanish. After selling millions of records, ABBA finally split up in 1982.
- 3 In the last few years their music has become popular again with the musical (and film) *Mamma Mia!* As a result, ABBA have now sold 380 million records!

- 2 Read the biography again and complete the fact file.

FACT FILE	The name of the group/artist: 1	Famous songs/albums: 5
	Where they were from: 2	Type of music: 6
	When they formed / split up: 3 /	Style of clothes/hair: 7
	When and where they were successful: 4	Record sales: 8
		Personal facts about them: 9
		Unusual facts: 10

- 3 Read the biography again and identify which paragraph the information in Exercise 2 is in.

Useful language

Sequencers and connectors

Use different phrases to show the sequence of events and the connection between pieces of information.

- Although they ..., they also ...
- After selling millions of records ...
- Over the next eight years ...
- As a result, ABBA have now sold ...

- 4 Look at the Useful language box. Find three other similar phrases in the biography in Exercise 1.

- 5 Complete the sentences with the phrases in the box.

as a result over the next after the last few years although

- ABBA were a pop group, they also had disco hits.
- ABBA donated the song *Chiquitita* to UNICEF. It reached number 1 in ten countries and,, made a lot of money for the charity.
- making records in Spanish, ABBA became popular in South America.
- few years, they recorded lots of singles in Spanish.
- In the musical *Mamma Mia!* has been on in the West End of London.

Get writing

PLAN

- 6 Plan a biography about a band or artist from the past.

- Use the headings in Exercise 2 and make notes.
- Think about what to put in each paragraph. Use Exercise 3 to help you.
- Find any information you need on the Internet or speak to older family members.

WRITE

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

CHECK

- 8 Can you say YES to these questions?

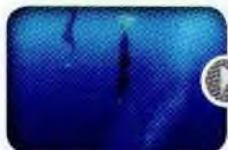
- Have you included all the information from Exercise 2 and at least one unusual fact?
- Have you used phrases to sequence events and show the connection between pieces of information?



A helping hand

Discovery
EDUCATION

In this unit ...



Born to dive p21



A very Indian
wedding p24



Helping a friend p26



CLIL The house of
the future p116

Vocabulary

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

Language focus

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

Unit aims

I can ...

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

BE CURIOUS



What can you see in the photo?
Start thinking

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

Vocabulary Personal qualities



1 **1.18** Match the captions with the photos (a–e). Then listen and repeat the adjectives in **bold**.

- 1 She's very **talented**. Her pictures are really beautiful. And she's **determined** too. She tries again and again until she gets it just right.
- 2 He's great fun, he's so **sociable** he talks happily with everyone, but he's really good with the **shy** kids too – the ones who don't want to talk.
- 3 He's **strict** and he makes everyone in his class work hard, but they love him and are very **motivated**.
- 4 She's **passionate** about dancing. She loves it! And she's very **hard-working** too. She spends all her free time at the dance studio.
- 5 She's very **easy-going**. She never gets angry or **impatient** if I'm late or I haven't practised.

2 Match the sentences below to adjectives in Exercise 1.

- 1 'I don't like meeting new people, I never know what to say.'
- 2 'I absolutely love tennis, I think it's the best sport in the world!'
- 3 'I never let my students speak during the lesson. They have to listen and do what I say!'
- 4 'I really want to win this competition and I'm going to do everything I can to make it happen!'
- 5 'I get up at five o'clock every morning and go swimming for three hours before school.'
- 6 'I really hate it when people are late and they keep me waiting!'

3 Listen to three people talking about a person who helps or teaches them. What adjectives are used to describe them?

- 1 Krista: *never impatient, ...*
- 2 Steff:
- 3 Toni:

Your turn

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

My big sister is very impatient. She always gets angry with me when I'm late.

5 Work with a partner. Discuss your descriptions in Exercise 4. Try to find three similarities between them.

Maria's friend Lucy and my cousin Jenny are similar. They are both ... And they both like ...

A NATURAL BORN CLIMBER

Brooke Raboutou has just turned 12 and, with seven world records, is one of the best rock climbers in the world. One of her coaches explains that she's so good because she has really strong fingers and the incredible flexibility of a child. That helps her a lot and means she can do things older climbers have never dreamed of doing.

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



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

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




FACT! The most difficult climb in the world is a 55-metre climb in a cave in Norway, created in 2013 by 20-year-old Czech climber Adam Ondra.

Reading A magazine article

-  Work with a partner. Look at the headline for the article and the photo of Brooke and her mum. Choose two personal qualities to describe each of them.
-  Read the article and check your answers. How does Brooke feel about rock climbing? Why?
- Read the article again and find information about:
 - what makes Brooke a good climber
 - Brooke's family and their connection to climbing
 - Brooke's relationship with her mum
 - what Brooke's mum does
 - why Brooke thinks her mum's good at her job
 - Brooke's thoughts when she's high up on a rock

- Write three sentences about world-class sportspeople using words from Exercise 4.

You need to be very determined if you want to be a successful sportsperson.

 Vocabulary bank • page 108

Your turn

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

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

That's difficult, I think ...

Explore word building

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

noun	adjective
¹ flexibility	flexible
²	passionate
determination	³
⁴	challenging
⁵	successful
happiness	⁶

Language focus 1 Reflexive pronouns and each other

1 Complete the examples from the text.

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

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

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

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

Grammar reference • page 100

3 Match the beginnings and the ends of the sentences.

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

Get it right!

We write reflexive pronouns as one word.

yourself, themselves ✓

your-self, them-selves ✗

But we write *each other* as two words.

each other ✓ *eachother* ✗

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

- A: How's Matias? Did you see *each other* over the weekend?
B: No, he's really busy preparing for the world championship. I never see him!
- A: Did you ever ask why you love climbing so much?
B: No, never, it's just part of me. But I do sometimes ask why I have to get out of bed so early to train every morning!
- A: Did you and your family enjoy at the competition last week?
B: Yes, it was great. My mum and my uncle hadn't seen for ages. It was really nice for them to be able to spend some time together.
- A: Is Philly in school today? We were supposed to be seeing at lunchtime.
B: She isn't here today. She hurt climbing.

Your turn

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

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

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

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

Learn about free diving.


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



Discovery
EDUCATION


2.1 Born to dive

Listening A news report

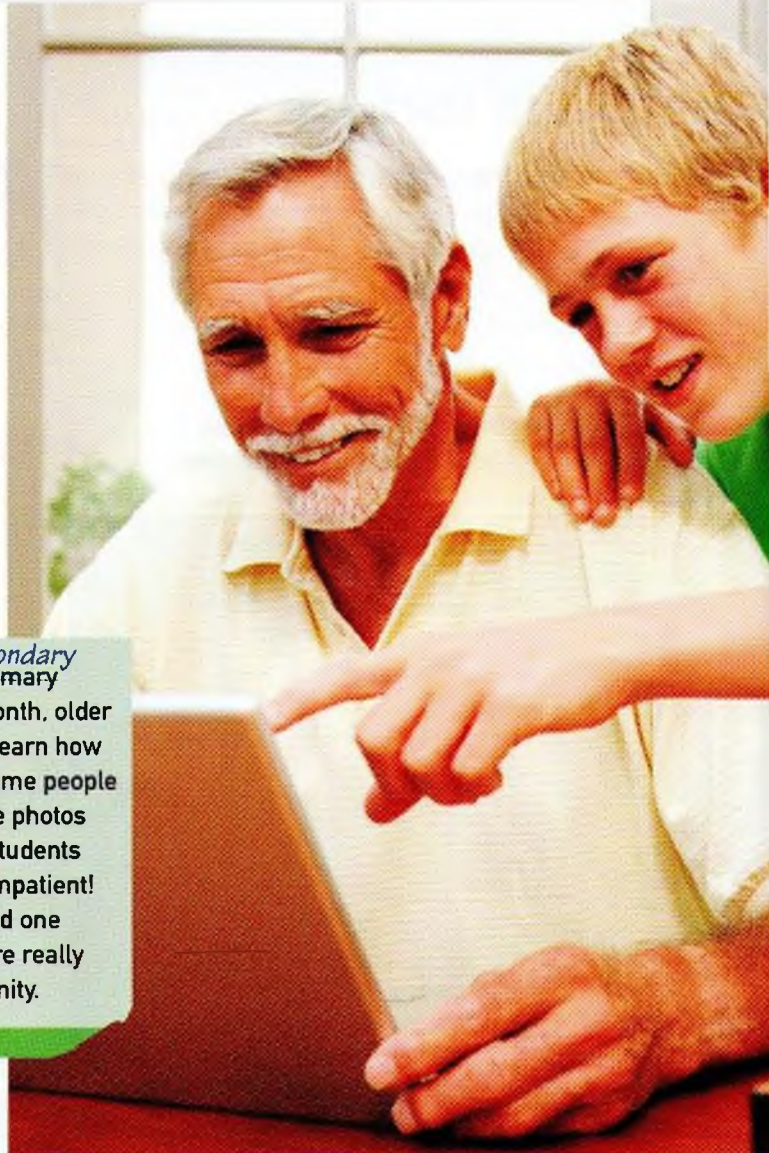
1  Work with a partner. Look at the photo and answer the questions.

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

2  1:22 Listen to a news report and check your answers.

3  1:22 Read the article about the project. Then listen again and find five more mistakes.

A great new project started at a Nottingham ^{secondary} primary school at the beginning of October. Once a month, older people from the community come to the school to learn how to use the Internet and their mobile phones. The same people come every time. So far they've all learned to share photos on their phones and set up a Facebook page. The students are great teachers, but sometimes they're a little impatient! 'Sometimes their explanations are too difficult!' said one of the older people on the course. The teenagers are really enjoying the chance to help people in their community.



Your turn

4 Discuss the questions in groups.

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

Vocabulary Phrasal verbs (learning and socialising)

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

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

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

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

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

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



Language focus 2

Present perfect simple

- 1 Look at the examples from the listening on page 22 and answer the questions.

- I've learned a lot of things since we started.
- We've had five meetings since September.

- 1 Do they refer to a time period that has finished?
- 2 Do they describe a single action or a series of actions?
- 3 Can we use the present perfect simple to say how many?

➔ Grammar reference • page 100

- 2 Write questions using the prompts.

- 1 How many times / log on to the Internet today?
- 2 How many text messages / send on your phone since this morning?
- 3 How many birthday parties / go to in the last month?
- 4 How many text messages / receive today?
- 5 How many English classes / have this week?

- 3  Work with a partner. Ask and answer the questions in Exercise 2.

I've only logged on to the Internet twice today. What about you?

Present perfect continuous

- 4 Complete the examples from the listening on page 22 then choose the correct words to complete the rules.

- You ¹ ... to classes for three weeks.
We ² ... once a week here in the school.
- ? Have you **been checking** your Facebook page every day?
Yes, I **have**. No, I **haven't**.

The examples above, ...

- 1 refer to a time period that **has** / **hasn't** finished.
- 2 talk about a **single action** / **a series of actions**.
- 3 **say** / **don't say** how long or how regularly an action has been happening.
- 4 refer to actions we **expect** / **don't expect** to continue in the future.

➔ Grammar reference • page 100

- 5 Put the sentences in order to make a short text. How many examples of the present perfect continuous can you find?

Recently, I've been teaching myself ...

- a at least an hour every night. I've really been enjoying it
 - b on my phone and I've been practising for
 - c to play the guitar. I haven't been doing it for
 - d tutorials on YouTube! I've been watching them
 - e very long, just a few weeks. I've been using
- ... and I'm learning pretty fast!*

Present perfect simple vs. present perfect continuous

- 6 Write sentences with the present perfect simple and the present perfect continuous.

- 1 I / study / English / for five years
- 2 I / have / two mobile phones / since I was 12
- 3 She / study / every evening / for the exam next week
- 4 He / have / three different teachers this year
- 5 We / take / four exams in the last month
- 6 I / read / a lot since September

➔ Say it right! • page 96

Your turn

- 7 Make notes about something you've been learning to do recently. Then ask and answer the questions in groups.

- How long have you been learning it?
- Why did you start?
- Who has been teaching you?
- How many times have you practised this week?
- What has been the most difficult thing to learn? Why?



Discover Culture

- 1** **Work with a partner. Look at the photos and the words in the box. Describe a wedding you have been to or seen. How was it similar to the weddings in the photos?**

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



Find out about an Indian wedding.

Discovery
EDUCATION

2.2 A very Indian wedding

- 2** **Watch the video. Which of the things in the box in Exercise 1 does it show? Was it similar to the wedding you described?**

- 3** **Work with a partner. Are the sentences true or false? Then watch the video again and check your answers.**

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

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

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

- 5** **Watch the video again and check your answers.**

Your turn

- 6** **Think about another traditional ceremony in your country and answer the questions with a partner.**

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



Reading A blog post

- 1  Work with a partner. Look at the photos of a traditional Chinese wedding. What do you think is happening in each one?
- 2  1.26 Read the blog post. Which of the photos best fits the story? Who is telling the story? The bride? The groom? Someone else?
- 3 Read the blog post again. In which paragraph (1–5) can you find the following information?
 - 1 the food and the party *Paragraph 5*
 - 2 the presents and the decorations
 - 3 the importance of the two families
 - 4 what happens on the morning of the wedding
 - 5 what makes a Chinese wedding different from a Western wedding
 - 6 why red is so important



Explore words in context

- 4 Match the highlighted words in the blog post with the definitions.
 - 1 another nice thing in addition to what you already have
 - 2 things you give someone on a special occasion
 - 3 stop doing something for a short time
 - 4 the time when the day starts
 - 5 one after the other, in order

Your turn

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



A TRADITIONAL CHINESE WEDDING

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



FACT! There are more than 10 million weddings every year in China.

Speaking Showing concern

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



- 1** Watch or listen to the teenagers. What did each person do to help? Choose from the items in the box.

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

- 2** How have you helped a friend through a difficult situation? Ask and answer with your partner.

- 3** Listen to Joe and his friend Micky. What is Micky's problem?



- 4** Complete the conversation with the useful language.

Useful language

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

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

Joe: Hi Micky. ¹ *What's up?* .

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

Joe: Oh! You ² ... thing. What was it about this time?

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

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

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

Joe: Yes, I know ⁵ I hate arguments too. But you used to be good friends.

Micky: Yes, I know. But now he gets angry all the time. I don't know what's wrong with him.

Joe: Maybe there's something worrying him. You could ask him.

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

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

Micky: Yes, I suppose you're right.

Joe: Anyway, how can ⁷ ... ?

Micky: Invite me round to your house after school! That will cheer me up!

- 5** Listen again and check your answers.

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

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

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

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

Situation 1

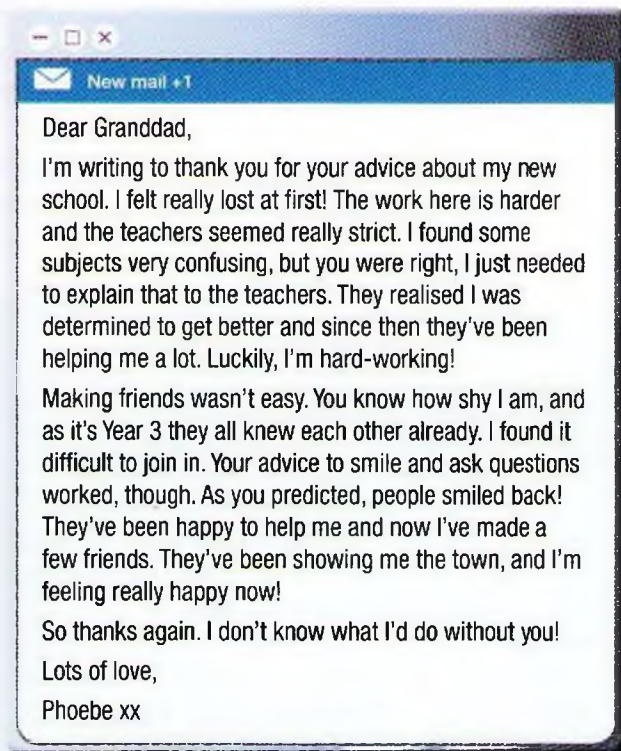
Your sister took your headphones without asking and won't give them back. You think she's lost them. You've just had an argument.

Situation 2

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

Writing A personal email

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



- 2 Read the email again and answer the questions.

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

Useful language

Expressing how we feel

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

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

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

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

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



Get writing

PLAN

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

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

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

WRITE

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

CHECK

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

Vocabulary

1 Complete the descriptions of the clothes.



1 a leather jacket



2 a s_____ scarf



3 f_____ shoes



4 a s_____ dress



5 a c_____ hat



6 b_____ jeans



7 a f_____ skirt



8 a f_____ jacket

2 Complete the text with the words in the box. You can use some of the words more than once.

of by on about with

We were really excited ¹ about entering the online fashion competition. I'm fascinated ² _____ fashion design and I'm really keen ³ _____ the latest British designers. A group of us at school created some designs especially for teenagers. We were really happy ⁴ _____ our work and proud ⁵ _____ our creative designs! So we were a bit disappointed ⁶ _____ the winning entry – it wasn't original at all. Still, we aren't afraid ⁷ _____ hard work and we're ready to try again next year.

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

- | | |
|--|--------------|
| 1 He's good at talking to people. <i>e</i> | a determined |
| 2 He never gets upset or annoyed. | b easy-going |
| 3 She never gives up. | c impatient |
| 4 He's quiet and not very confident. | d shy |
| 5 He gets annoyed easily. | e sociable |
| 6 She's good at art, music and dance. | f talented |

4 Choose the correct words.

LEARN A NEW SKILL TODAY

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

Explore vocabulary

5 Choose the correct words.

- I want to cut my hair really short and have a complete style change / icon!
- My brother works as a taxi cab / driver.
- Have you seen the graffiti on the street corner / art over there?
- Can I call you tonight? What's your telephone call / number?
- I couldn't practise because one of my guitar strings / bands had broken.
- My brother and I went to a motor show / industry last weekend.

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

- You need to have a lot of determined to be an artist. *determination*
- It's not always easy to be a successful.
- A gymnast needs to be very flexibility.
- It's important to be happy in your job.
- I'm motivated by big challenging.
- We are all passion about sports.

Language focus

1 Choose the correct words to complete the conversation.

- Joe: Granddad, where did you ¹ use / used to live when you were little?
- Granddad: We ² wouldn't / didn't use to live in a large town. We ³ used to / would live in the country. I ⁴ used / would go to school by bike.
- Joe: Did you ⁵ use / used to wear a uniform?
- Granddad: Yes, we ⁶ would / did but I ⁷ didn't use to / wouldn't like it very much!
- Joe: ⁸ Did they use to / Would they be very strict at your school in those days?
- Granddad: Oh yes! They ⁹ used / would get very angry if we didn't obey the rules, and we ¹⁰ would / use to have to stay late at school or do extra homework.

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

I had a terrible day yesterday! I ¹ got (get) home at 5 pm and I ² ... (not finish) my dinner when the phone ³ ... (ring). It was Annabel. I ⁴ ... (forget) that we ⁵ ... (arrange) to go to the cinema together! So I ⁶ ... (run) out of the house and ⁷ ... (take) a taxi to the cinema. Five minutes too late! The film ⁸ ... (start) and they ⁹ ... (not let) me in!

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

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

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

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

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

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

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

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

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



Language builder

5 Choose the correct words to complete the text.

New mail +1

Hi Rob!

Guess what? I'm learning to play the piano! We ¹ have an old piano in our house for ages because my dad ² ... play in a rock band when he was younger. In those days, they ³ ... to have any electronic equipment like they do nowadays. Anyway, he ⁴ ... the piano for years, and I ⁵ ... about learning to play until last week when I saw a TV program about teenage musicians who have recorded ⁶ ... and put their video clips on YouTube. Some of them ⁷ ... really famous! So I've been trying to teach ⁸ ... My dad says I ⁹ ... some progress, but my mum says the house ¹⁰ ... be a lot quieter! What's going on with you? Tell me your news! We should write to ¹¹ ... more often!

Cheers!

Lisa

- | | | |
|--------------------------|-------------------|------------------|
| 1 a 've been having | b 'd been having | c 've had |
| 2 a use to | b used to | c used |
| 3 a didn't use | b hadn't used | c didn't used |
| 4 a hadn't been touching | b hadn't touch | c hasn't touched |
| 5 a hadn't thought | b haven't thought | c don't think |
| 6 a myself | b yourself | c themselves |
| 7 a have become | b is becoming | c are become |
| 8 a each other | b myself | c themselves |
| 9 a 's been making | b 've made | c was making |
| 10 a use to | b would | c used to |
| 11 a themselves | b ourselves | c each other |



Speaking

6 Match the sentences.

- Do you think this T-shirt suits me?
 - You look sad. What's up?
 - Are those jeans your size?
 - I'm really upset about it.
 - Where are the changing rooms?
- a I've lost my new headphones.
- b No, they don't fit very well.
- c Over there, on the left.
- d Yes, you look great!
- e You poor thing.



Young achievers

Discovery
EDUCATION

In this unit ...



Insectmobile p33



The young and
the brave p36



Saving up for
something special p38



CLIL A cool
experiment p117

Vocabulary

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

Language focus

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

Unit aims

I can ...

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

BE CURIOUS

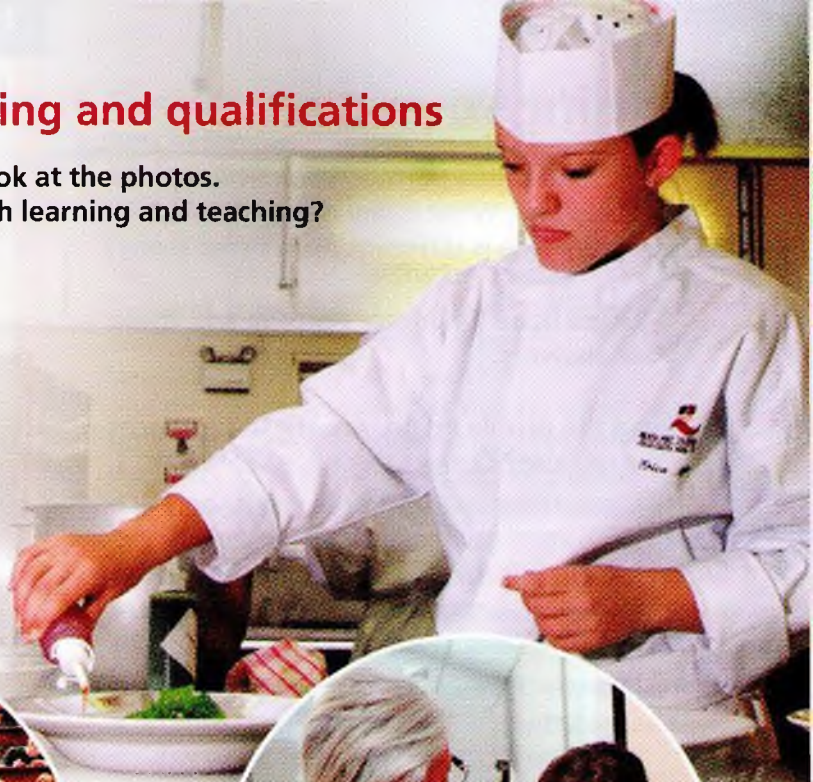
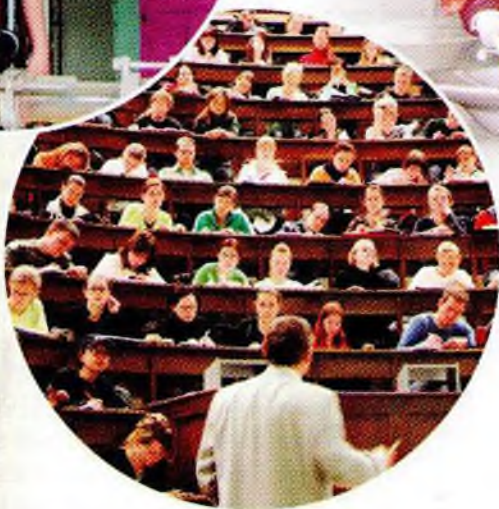


What can you see in the photo?
Start thinking

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

Vocabulary Training and qualifications

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



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

university work application
part-time entrance training career

experience form degree path
course fees exam

*university degree, entrance exam,
university exam ...*

- 3 Which expressions do you associate with ...

- a qualifications?
- b practical training?
- c both?

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

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

Get it right!

Job refers to a specific position or profession.

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

Work refers to the action in general.

It's a really interesting job work.

Your turn



- 5 Make notes about two people you know.

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

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

Vocabulary bank • page 109

Reading A profile

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

Explore expressions with **take**


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

take advice take up take place
take time take exams

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

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

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

 **Vocabulary bank • page 109**

Your turn

- Work with a partner. What do you think of Claudette's career choice? What would be your ideal career? Why?**

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

MEET 13-YEAR-OLD CLAUDETTE MUÑOZ FROM ALASKA!

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

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

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

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

Car design is a male-dominated world and few women choose to become mechanical engineers. Claudette is the only woman interested in her town, but she hopes her story will encourage more girls to take up what she thinks is an ideal career.

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

Language focus 1 *be going to* and present tenses for the future

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

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

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

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

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

 **Grammar reference • page 101**

2 Match the beginnings and the ends of the sentences.

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

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

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

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

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

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

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

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

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

Your turn

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

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

What are your plans for next week?

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

Learn about the insectmobile.

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



Discovery
EDUCATION

3.1 Insectmobile



Listening A discussion

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

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

- 2 1.31 Listen to a discussion on a radio news programme and check your answers.

- 3 1.31 Read this short profile of Madison Nicole Robinson, better known as Madison Nicole. Then listen again and find five more mistakes.

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

Vocabulary Achievements

- 4 1.32 Look at the expressions from the radio programme. Which ones are about a) money, b) fame, c) work and d) helping others? Then listen, check and repeat.

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

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

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

Your turn

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

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

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

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

- 1 Complete the examples from the listening on page 34. Then match the beginnings and the ends of the sentences to complete the rules.

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

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

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

Grammar reference • page 101

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

rain fall over slip score



1 I think the bricks are going to ...

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

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

Future continuous

- 4 Complete the examples from the listening on page 34. Then choose the correct words to complete the rules.

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

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

Grammar reference • page 101

- 5 1.33 Put the underlined words in order to complete the text. Then listen and check.

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

Say it right! • page 96

Your turn

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

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



Discover Culture

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

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

Find out about the Naadam festival horse race.

Discovery
EDUCATION

3.2 The young and the brave

2 **3.2 Watch the video without sound. Put the images you see in order.**

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

3 **3.2 Watch the video with sound. Are the sentences about conventional horse races or the Naadam festival horse race?**

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



4 **3.2 Complete the text with the words in the box. One word is repeated. Then watch the video from 02.02 to 02.28 and check your answers.**

courage balance strength

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

Your turn

5 Ask and answer with your partner.

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

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

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



YOUNG AUSTRALIAN

OF THE YEAR AWARD

UNIT
3



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



Other winners include the swimmer Ian Thorpe. Like many sportspeople, Thorpe started very young. At the age of 14, he became the youngest male ever to represent Australia and his victory in the 1998 Perth World Championships made him the youngest ever individual male World Champion. Thorpe won the Young Australian of the Year award after breaking records and winning gold medals at the Sydney Olympics.

Meanwhile, other prizes have gone to people of great bravery. Trisha Broadbridge became famous in Australia for surviving the 2004 tsunami in Thailand. Her husband sadly died in the tragedy. She set up the Broadbridge Fund, a charity which helped to build the Broadbridge Education Centre on Thailand's Phi Phi island.

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



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



FACT! The 2014 award was given to swimmer Jacqueline Freney, who was born with cerebral palsy. She won eight gold medals at the London Paralympic Games.

Reading A newspaper article

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

- 1 What do you think these people have in common?
- 2 What do you think they have achieved?
- 3 Which person do you think is famous for doing sport? Why? What sport do you think he/she is famous for?

2 **1.36 Read the newspaper article and check your answers.**

3 **Read the article again and answer the questions.**

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

Explore words in context

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

- 1 a small number of candidates for something
- 2 almost
- 3 far away
- 4 someone who has been forced to leave their country
- 5 someone who is in the same situation as you

Your turn

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

6 **Work with a partner and discuss your ideas. Whose is the biggest achievement? Why?**

My cousin won a national athletics competition when he was fifteen!

Speaking Making decisions



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

1 **3.3** Watch or listen to the teenagers. Complete the sentences with what each person is saving up for.

- | | |
|--|--|
| 1 Concert for her | 4 Saving up for in two years, and travel. |
| 2 A guitar. | 5 A with his friend's family. |
| 3 A second-hand if his parents agree. | |

2 Are you saving up for something special? What? Ask and answer with your partner.

3 **1.37** Listen to Bella and Joseph discussing giving money to a charity. What do they decide to do?

4 Complete the conversation with the useful language.

Useful language

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

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

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

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

Joseph: I think a local charity would be better.

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

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

Bella: OK! ⁴ do you suggest?

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

Bella: Yes, that's ⁵, too.

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

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

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

Bella: I think ⁷ to vote in class.

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



5 **1.37** Listen again and check your answers.

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

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

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

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

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

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

Writing An opinion essay

- 1 Look at the title and read the essay. Does the writer agree or disagree?

The school leaving age should be 18. Do you agree?

Whereas my grandparents left school at 14, nowadays the minimum age in many countries is 16, and increasingly, 18. However, I believe it might not be the best idea to make everyone stay at school until they are 18.

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

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

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

- 2 Read the essay again and identify which paragraph each of these points is in.

- a an argument in favour of your opinion
- b the situation now and in the past
- c a personal opinion (two paragraphs)
- d a summary of the arguments
- e another argument to support your opinion

Useful language

Linking phrases

We use linking words and phrases to show contrast:

Whereas my grandparents left school at ...

or to show the order of arguments:

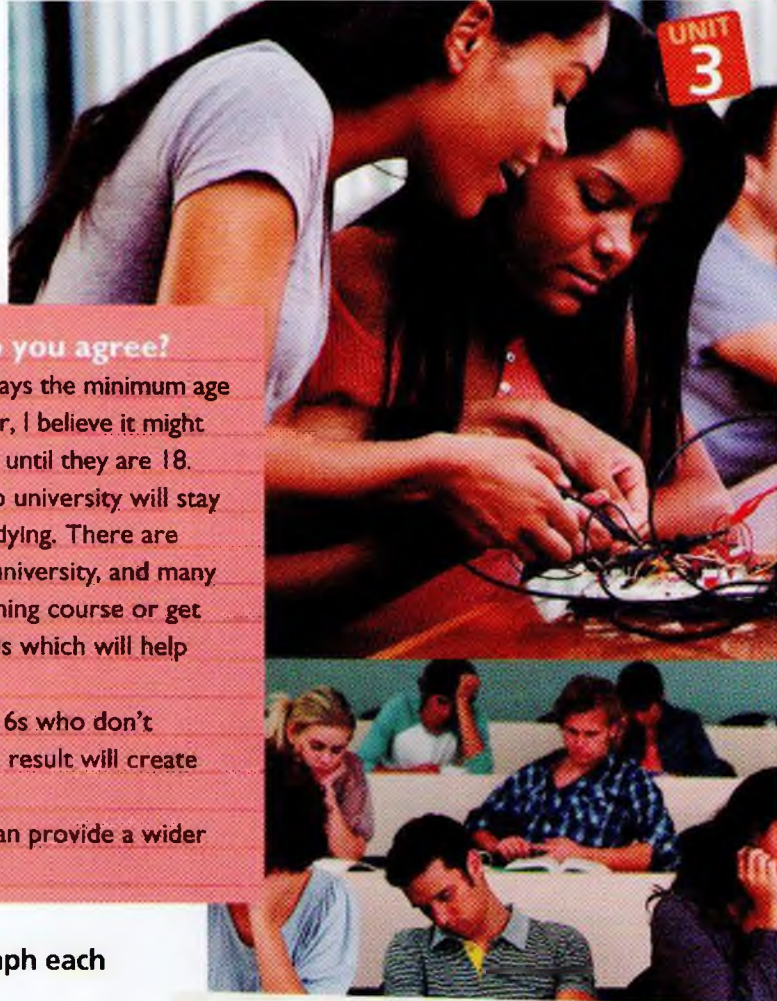
Firstly, although those students who ...

- 3 Look at the Useful language box. Find two other words that show contrast and two other phrases that show the order of arguments in the essay.

- 4 Complete the sentences with the phrases in the box.

however firstly in conclusion in addition whereas
although

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



Get writing

PLAN

- 5 Plan an essay for one of the titles below. Use Exercise 2 to help you decide what to put in each paragraph.

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

All school leavers should do three months work experience.

WRITE

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

CHECK

- 7 Can you say YES to these questions?

- Have you included all the essential information from Exercise 2?
- Have you used linking words and phrases to show contrast and show the order of arguments?



Fabulous food

Discovery
EDUCATION

In this unit ...



Oil from goats? p43



Fruits of the sea p46



Cooking for your family p48



CLIL You are what you eat p118

Vocabulary

- Cooking verbs
- Words in context
- Adjectives describing food
- Prepositional phrases

Language focus

- First conditional with *if*, *when* and *unless*
- Second conditional with *could* and *might*

I can ...

- talk about how to prepare simple dishes.
- understand short online texts and an online article about different foods.
- discuss possible and imaginary situations in the present and future.
- understand a game show where people describe food.
- give instructions on how to make a dish.
- describe a local dish.


BE CURIOUS



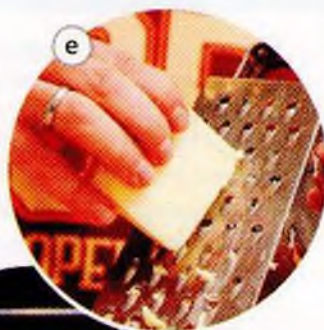
What can you see in the photo?
Start thinking

- What does the picture show and what is it made of?
- Would you like to eat it? Why/Why not?
- Have you ever made any food art?

Vocabulary Cooking verbs

- 1  1.38 Match the verbs in the box with the photos (a-j). Then listen, check and repeat.

roast mix chop slice bake boil grill fry grate spread



- 2 Match the foods in the box with the verbs in Exercise 1 to make instructions.

eggs bread cake cheese pasta
chicken steak onion garlic
tomatoes sauce butter

fry eggs, boil eggs, fry chicken ...

- 3  1.39 Listen to someone explaining how to make a dish. Copy and complete the table below. Would you like to try it? Why/Why not?

ingredients	cooking verbs

Your turn

- 4 Ask and answer with your partner.

- 1 Do you ever do any cooking?
- 2 What can you cook?
- 3 What was the last thing you cooked?

- 5 Choose a simple recipe you know. Explain how to cook it to your partner.

I can make cheese on toast! First, you grate some cheese ...

➔ Vocabulary bank • page 110

DANGEROUS FOODS?

Everyone knows that chopping onions can make you cry. It's because onions release a **toxic** gas when you cut them or fry them. When the gas gets into your eyes, your body produces tears to wash it out. So, next time you chop an onion, do it under a running tap. If you cut the onion under running water, the gas won't get into your eyes!

Did you know that peanuts are poisonous for dogs and can be very dangerous for humans too if you are allergic to them? Even the smallest piece of peanut can cause a very bad reaction. If one day you have an **allergic** reaction to a peanut, you will need to get to a hospital as quickly as you can!

The 'fugu' is the world's most poisonous fish – and it's also one of the most expensive! It's a **delicacy** in Japan, but eating the tiniest drop of the toxins in its **intestines** can kill you! Specially trained fugu chefs learn how to slice the fish very carefully to avoid any contamination. If you are ever in Japan and want to try fugu fish for yourself, you'll have to be very careful! You'll need to make sure you go to a restaurant that has a 'fugu certified' chef unless you want it to be your last supper!



FACT! In the Second World War, doctors used the water in green coconuts to replace blood plasma.

Reading Short online texts

- 1 Work with a partner. Look at the photos. What kind of food can you see in each image? How dangerous do you think they could be? Why?
- 2 1.40 Read the webpage. Order the food from the least dangerous to the most dangerous.
- 3 Read the webpage again. Copy and complete the table.

Food	Possible dangers	Advice
onions	They can make you ¹ when you chop them.	Chop them under ²
peanuts	They are poisonous for ³ and they can cause a bad ⁴ in some humans.	Get to a(n) ⁵ as soon as you can.
fugu fish	They are extremely ⁶	Only eat fugu fish that has been prepared by a(n) ⁷
garlic	It can give you a serious ⁸	Don't let it get in contact with your ⁹

Explore words in context

- 4 Match the highlighted words in the webpage with the definitions.
- 1 long tubes that take food from your stomach
- 2 a food which people think is very special
- 3 having an extreme reaction to specific types of food
- 4 poisonous
- 5 serious

Your turn

- 5 Ask and answer with your partner.
- 1 Are you going to change any of your eating habits after reading the article?
- 2 Would you try fugu fish? Why/Why not?
- 3 Do you know about any other foods that can be dangerous?

Garlic has a lot of positive qualities. Throughout history people have believed that it has powerful medicinal uses. It can also protect you from mosquito bites. I always get mosquito bites in summer, so when I go on holiday this year, I'll make sure I eat lots of garlic! But don't put fresh garlic on the bites! Fresh garlic is very strong and a slice of garlic can give you a **severe** burn if it is in contact with your skin!



Language focus 1 First conditional with *if*, *when* and *unless*

1 Complete the examples from the text. Then match the missing words with the meanings (a–c).

- you are ever in Japan and want to try fugu fish for yourself, you'll have to be very careful!
- You'll need to make sure you go to a restaurant that has a 'fugu certified' chef you want it to be your last supper!
- I go on holiday this year, I'll make sure I eat lots of garlic!

- This introduces a situation in the future that you are sure is going to happen.
- This introduces a situation that is possible in the future, but you're not sure it's going to happen.
- This introduces a situation in the future that means the consequence won't happen.

➡ Grammar reference • page 102

2 Match the beginnings and the ends of the sentences.

- | | |
|--------------------------------|----------------------------------|
| 1 When she finishes her exams, | a he may be really disappointed. |
| 2 If he fails the exam, | b when I get home. |
| 3 My mum won't let me go out | c she'll be so happy! |
| 4 Unless you hurry up, | d I might call you. |
| 5 I'll call you this evening | e unless I finish my homework. |
| 6 If I get home before 10 pm, | f we'll miss the bus! |

Get it right!

Don't use **will** after **if**, **when** or **unless**.

If you ~~will~~ eat too many carrots, your skin will turn a light orange colour! X

3 1.41 Complete the conversation using *if*, *when* and *unless* or the correct form of the verbs in brackets. Then listen and check.

- Julia: Hi Marie! How's the food going? Do you need any help?
- Marie: Yes, please! ¹.... you ².... (finish) preparing these sandwiches, I ³.... (put) the drinks on the table.
- Julia: Anything else?
- Marie: Yes, ⁴.... the guests arrive, they'll need to put their coats somewhere. Do you think you can do that for me?
- Julia: Yes, sure. We ⁵.... (put) them in your room, on the bed, ⁶.... you want me to put them somewhere else?
- Marie: No, on the bed is great! Oh ... and ⁷.... I get my CD player, ⁸.... (you/choose) some CDs and put some music on in the living room?
- Julia: Of course! A great party needs great music!

Your turn

4 Organise a special dinner for your friends. Use sentences with *if*, *when* and *unless*. Decide who will ...

- do the shopping.
- prepare the food.
- prepare the decorations.

If you make the starters, I'll prepare the main course.

When the starters are ready, I'll ...

I'll ... , unless you want to do it!

Learn about Argan oil.

- What can you see in the tree?
- Why do you think it is there?
- What kind of food can you get from a goat?




Discovery
EDUCATION

4.1 Oil from goats?

Vocabulary Adjectives describing food

1  1.42 Match the adjectives in bold with the definitions (a–j). Then listen, check and repeat.


- 1 I can't eat this soup, it's too **salty**!
 - 2 Mmm, these strawberries are **delicious**! I love them!
 - 3 Quick, give me some water, this sauce is really **spicy**! My tongue's on fire!
 - 4 I'm sorry, but I can't eat this. It's totally **disgusting**!
 - 5 Mmm ... did you forget to put salt on the pasta? It tastes very **bland**.
 - 6 Wow, this cake is very **sweet**!
 - 7 I don't like fried mushrooms, they're too **slimy**.
 - 8 Yuk, this coffee hasn't got any sugar in it! It's really **bitter**!
 - 9 Have you tried these apples? They're great, so **crunchy**!
 - 10 I don't really like chocolate or cakes, I prefer **savoury** snacks like nuts and crisps.
- a It has a lot of sugar in it. **sweet**
 - b It has a lot of salt in it.
 - c It tastes hot in your mouth.
 - d It doesn't taste good.
 - e It tastes very good.
 - f It doesn't taste of anything in particular.
 - g It's hard and makes a noise when you eat it.
 - h It's soft and oily and not very nice!
 - i The opposite of sweet.
 - j It's not made with sugar.

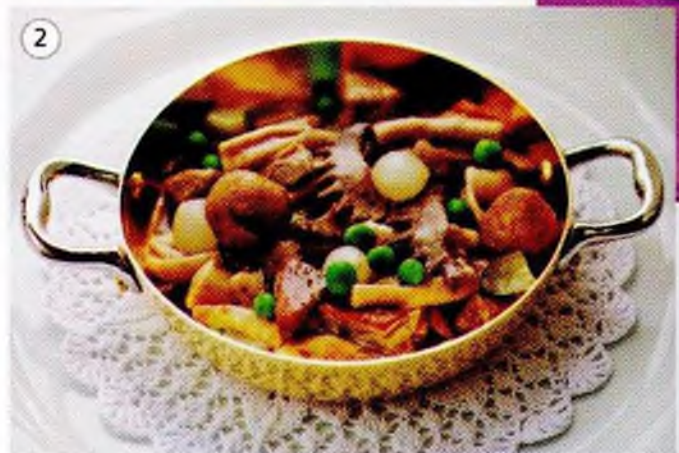
 Vocabulary bank • page 110


2 Which adjectives in Exercise 1 describe a) taste, b) texture (how they feel in your mouth) and c) a good or bad opinion?
taste – salty ...

Listening A game show

3  Work with a partner. Look at the photos. Use adjectives from Exercise 1 to describe each dish.

4  1.43 Listen to a competition where people taste the three mystery dishes in the photos. Which dish is the most popular?



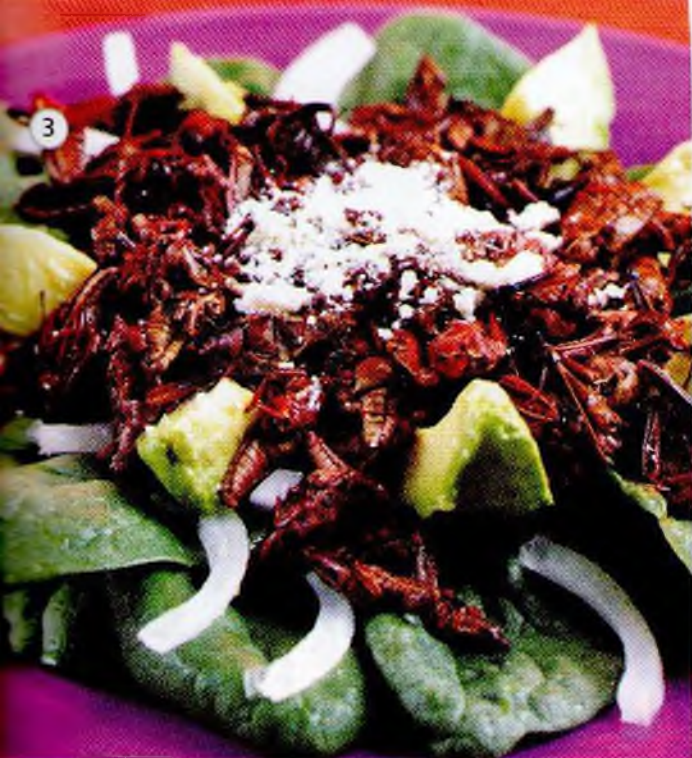
5  1.43 Listen again and copy and complete the notes for each dish.

Main ingredients	Country of origin	Adjectives used to describe the dish
1 ^a jellyfish / onions	^b China / Japan / Vietnam	^c
2 ^d ears / cockscombs	^e France / Italy / Spain	^f
3 ^g chilli peppers / grasshoppers	^h Colombia / Korea / Mexico	ⁱ

Your turn

6 Ask and answer with your partner.

- 1 Would you like to try these dishes? Why/Why not?
- 2 Have you ever eaten an unusual dish or seen someone else eating something strange? What was it? Did it taste good?
- 3 Do you like trying new foods? Why/Why not?
- 4 What's your favourite dish? What does it taste like?



Language focus 2 Second conditional with *could* and *might*

1 Match the beginnings and the ends of the sentences from the listening on page 44.

- | | |
|---------------------------|----------------------------|
| 1 If I saw it on a menu, | a if you had the chance? |
| 2 I wouldn't eat it again | b I might eat it again. |
| 3 Would you eat it again | c if you offered it to me. |
| 4 I could eat that again | d if you paid me! |

2 Look at the examples in Exercise 1 and complete the rules with the words and phrases in the box. There are two that you don't need to use.

could present simple at the end *might*
in the middle *would* past simple *will*

- To form the second conditional, use *if* + for the situation, and *would*, or for a possible consequence.
- To form questions, use (question word) + + subject + verb, e.g.
What would you do if someone offered you a slice of fried snake?
- If* can come at the beginning or of the sentence/question, e.g.
If I paid you, would you try it?
Would you try it if I paid you?

Use the second conditional to talk about situations that are real / imaginary.

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

- I never ate / could never eat snake unless I was / 'd be very hungry!
- You would like / Would you like to taste jellyfish salad if you got / 'd get the chance?
- If I had / 'd have to choose between giving up chocolate or pizza, I gave up / 'd give up chocolate!
- If I was / 'd be a fugu chef, I was / might be a little worried about poisoning my customers!
- Unless I picked / 'd pick them myself, I never ate / 'd never eat wild mushrooms. They could be poisonous!
- If someone offered / would offer you food you didn't like / wouldn't like, what you would say / would you say?

4 Write second conditional questions using the prompts.

- What / do / if / forget / your mum's birthday? *What would you do if you forgot your mum's birthday?*
- What / say / if / a friend ask / you to lend her some money?
- If / you can live / anywhere in the world / where / like / to live?
- If / you win / the lottery / what / do / with the money?
- What advice / you give / your friend / if he / be worried about his exams?
- If / you not need / to study this evening / what / do instead?

➔ Say it right! • page 96

5 Work with a partner. Ask and answer the questions in Exercise 4. Add two more questions using your own ideas.

Your turn

6 Work with a partner. Write two lists of food.

- Food I would never eat no matter what!
- Food I would eat in order to survive on a desert island.

7 Work with another pair. Compare your answers then choose the five most disgusting foods you know of and the five most delicious.

I could never eat jellyfish.
It sounds disgusting!

Me neither – yuk! And what about grasshoppers?



Discover Culture



- 1 Work with a partner. What do you know about Japan? Think about the topics in the box.

geography food people work entertainment cities sport



Find out about fishing in Japan.

Discovery
EDUCATION

4.2 Fruits of the sea

- 2 4.2 Watch the video. Which of the topics in Exercise 1 does it talk about?

- 3 4.2 Watch the video again and choose the best summary.

- 1 People in Japan live a long time because they eat so much fish.
- 2 The sea plays a very important role in the lives and diet of the Japanese people.
- 3 The Japanese eat more fish than any other nation in the world.

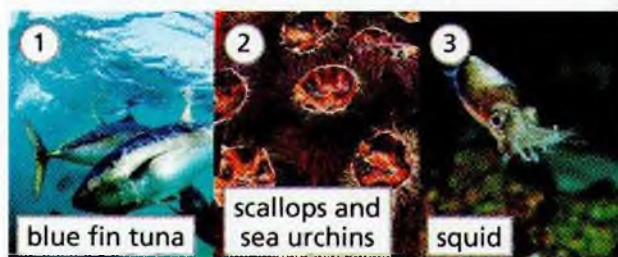
- 4 Test your memory. Which images below did you see in the video? Think of three more images you remember from the video.

- the islands and seas surrounding Japan
- modern skyscrapers and cities
- traffic in the busy cities
- young people having fun
- old people being active
- fishing boats
- tuna, squid and shellfish
- fresh fish in a restaurant

- 5 4.2 Watch the video again. What are the numbers, times and places in the box referring to?

10% over 80 at night
deep water of Northern Japan over 40,000
restaurants and supermarkets

- 6 4.2 Work with a partner. Match the fish to the facts. Then watch the video from 01.12 to 02.02 and check your answers.



- a It's one of the most popular fish in Japan.
- b It's full of protein and vitamins.
- c They live close to the shore.
- d They live further out in deeper water.
- e They like the lights on the boats.

Your turn

- 7 Think about the video. Did you learn anything new about Japan?

- 8 Ask and answer with your partner.

- 1 Is fish or seafood an important part of your diet? Why/Why not?
- 2 What is the most popular food in your country? Do you like it? Why/Why not?

Reading An online article

- 1 Work with a partner. Look at the photos. What kind of food can you see? Where do you think the foods come from?
- 2 1.46 Read the online article about food from different countries and check your answers.
- 3 Read the article again and identify the countries.
 - 1 The most common food in this country is meat. *Mongolia*
 - 2 This country has no coast.
 - 3 They eat rice cooked in a special way in this country.
 - 4 They cook food on hot rocks in this country.
 - 5 This country has a lot of volcanoes.

Explore prepositional phrases

- 4 Choose the correct words. Then check your answers in the article.
 - 1 A country surrounded by / for land, like Mongolia, depends on meat.
 - 2 It is eaten in / on a number of different ways.
 - 3 With our busy modern lifestyles where everyone is always in / on the go, street food is the obvious answer.
 - 4 From Turkish simit bread sellers in / on the streets of Istanbul to Thai noodle carts in Bangkok.

- 5 Complete the questions with the prepositions and underlined phrases in Exercise 4.

- 1 What do busy people in cities eat when they are ?
- 2 Is your country surrounded by sea or ?
- 3 What is the most important ingredient in your country's food? Can you prepare it ?
- 4 In your town, is there food for sale ?

Vocabulary bank • page 110

Your turn

- 6 Work with a partner. Ask and answer the questions in Exercise 5.
- 7 Discuss the questions.

- 1 What are the main influences on food in your country?
- 2 Is traditional food popular in your country or do people prefer food from other countries?
- 3 Where and when do you usually eat street food? What kind do you prefer? Why?

The main ingredients are typical Mediterranean ingredients ...

WHAT INFLUENCES THE FOOD ON YOUR PLATE?

The food we eat is influenced by so many things: our geography, our history, our climate and our lifestyle. So just as a country surrounded by sea, like Japan, is a nation of fish-eaters, a country surrounded by land, like Mongolia (where the nearest coast is 700 kilometres away), depends on meat. Mutton, the meat from sheep, is the most important ingredient in Mongolian food. It is eaten in a number of different ways, roasted, in soup or the most popular of all, in dumplings called buuz.



But we can't always wait five hours for our food. With our busy modern lifestyles where everyone is always on the go, street food is the obvious answer and each country has its traditional street food, from Turkish simit bread sellers on the streets of Istanbul to Thai noodle carts in Bangkok. In Sicily, in southern Italy, traditional street food is a ball of fried rice called an arancino. The centre of the ball is filled with a rich tomato and meat sauce. It is just as delicious as a bowl of pasta or a slice of pizza, but so much easier to eat as you walk down the street. If I had to choose my favourite fast food, this would be it!



But it isn't only the ingredients that change, ways of preparing food can depend on geography too. In New Zealand, a land with more than 60 volcanoes, the Maori use a method called hāngi to prepare food. They use volcanic rock to cook the food underground. They dig a large hole where they make a fire to heat the rocks. The food goes on the rocks, they close the hole and wait for four or five hours for the food to cook. If you walked by a cooking hāngi, you wouldn't even know it was there! You can't even smell the food cooking.

WHAT ABOUT YOUR COUNTRY?

What influences the kind of food people eat where you live?

FACT! 2.5 billion people around the world eat street food every day.

Speaking Giving instructions



Real talk: What would you make if you had to cook for your family for a day?

- 1 4.3 Watch or listen to the teenagers. What food items does each person talk about?

omelette sandwiches salad vegetables eggs rice dish soup cake chicken
steak pizzas berry pie potato salad lasagne pancakes meat pasta

- 2 What would *you* make if you had to cook for your family for a day? Ask and answer with your partner.

- 3 1.47 Listen to Josh talking to his mum on the phone. What is he going to make?



spaghetti bolognese



soup



an omelette

- 4 Complete the conversation with the useful language.

Useful language

You need to stir it ...
Finally, when ...
First of all, chop ...

Next, you ...
The first thing to do is ...
Then, add ...

Mum: Right, Josh. ¹ The first thing to do is get out the ingredients. You'll need an onion, two cloves of garlic, a tin of chopped tomatoes, the packet of mince from the fridge and some tomato puree.

Josh: OK, I'll write down what I have to do.

Mum: Ready? ² ... the onion and the garlic and fry them gently with some oil until they're soft. ³ ... add the mince to the pan. ⁴ ... for a few minutes until it's brown.

Josh: OK. It sounds simple enough. What else?

Mum: ⁵ ... the tin of tomatoes, a tablespoon of tomato puree, some water to cover the meat, and salt and pepper.

Josh: OK. Then what?

Mum: ⁶ ... it boils, turn the heat down low. And that's it! If you put a lid on it and let it cook gently, it will be ready when I get home.

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

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

Dish: Cheesy pasta bake

Ingredients: 140g pasta, 2 onions, 2 carrots, 4 cloves of garlic, tomatoes, grated cheese

Cooking instructions: slice onion and garlic, fry gently; add chopped vegetables; boil pasta for 12 minutes; mix everything in a dish; bake for 20 minutes; serve with cheese on top.



Dish: Vegetable and cheese omelette

Ingredients: 4 eggs, 1 onion, mushrooms, red pepper, grated cheese, 20g butter

Cooking instructions: chop vegetables, fry in butter until soft; mix vegetables and eggs together; put in pan and fry for 2 minutes; add grated cheese on top and cook for 2–3 minutes more.



- 5 1.47 Listen again and check your answers.


Writing Describing a local dish


- 1 Look at the photo and read the description on an Internet forum. What is the dish Lamorna describes and what is it made from?

I live in Cornwall, in south-west England, and we have lots of delicious local food, but our most famous dish is the Cornish pasty! A traditional pasty consists of thick pastry in a D-shape, filled with small pieces of steak, potato, onion and an orange vegetable called swede. Then it's baked in the oven.

Pasties are usually served hot, on their own, and are easy to eat without a knife and fork. Many years ago, Cornish workers used to eat pasties for lunch. Nowadays, tourists eat them on the beach!

You can eat pasties all over Britain, but unless they are made in Cornwall, they can't be called Cornish pasties. Local pasty shops sell pasties with many different fillings, like curried chicken or cheese and onion. So if you want to try a real Cornish pasty, get down to Cornwall!





Lamorna

- 2 Read the description again. In which paragraph does Lamorna talk about these things? Which two things in the list doesn't she mention?

The ingredients.	The history of the dish.
Where the food is from.	How it's cooked.
Who eats it.	When you eat it.
Why people like it.	How easy or difficult it is to cook.
Where you can buy it.	

Useful language

Cooking and eating

When we write about food, we use phrases to describe the ingredients and how it's cooked and eaten.

- *A traditional pasty consists of ...*
- *It's served with salad.*
- *It contains vegetables and meat.*
- *They're fried in olive oil.*

- 3 Look at the Useful language box. Find similar phrases in the text.

- 4 Complete the sentences with the phrases in the box.

bake in filled with consists of made in contain served with

- A traditional Sunday lunch is vegetables and roast potatoes.
- Mix all the ingredients together and then the cake the oven for half an hour.
- Ravioli are pasta squares meat or cheese.
- It's a simple dish which rice and vegetables.
- Only cheese that is actually Cheddar can be called Cheddar cheese.
- I don't eat many sweets – they too much sugar.



Get writing

PLAN

- 5 Choose a local or traditional dish to write about. Use the list in Exercise 2 and make notes.

WRITE

- 6 Write your description for the Internet forum. Use your notes from Exercise 5 and the model text to help you.

CHECK

- 7 Can you say YES to these questions?
- Have you included all the important information from Exercise 2?
 - Have you used phrases to describe different aspects of the dish?

Vocabulary

1 Complete the sentences with the words in the box.

fees course experience
degree form exam job

- I have a university degree in engineering.
- Could you complete this application ..., please?
- I'd like to apply for a training ... in computers.
- You have to take an entrance ... to get into art school.
- Have you had any work ... in this type of job?
- I'm going to get a part-time ... two days a week.
- Excuse me, how much are the course ... ?

2 Choose the correct words to complete the text.

Fraser Doherty started / made his business at the age of 14. He made jam using his grandmother's recipes and sold it to his friends and neighbours and then to supermarkets. As time went on, he developed / started his jams into a widely recognised brand. He has made / become a millions / millionaire and his jams have made / become a fortune for his company Superjam. Fraser also does / supports the community through his charity The Superjam Tea Parties, which organises tea parties for lonely elderly people. In 2007, he made / won the award / idea for Global Student Entrepreneur of the Year. And now he looks likely to break / win more records with his new Superjam Cookbook.



3 Complete the sentences with the words in the box. There are two words you don't need to use.

mix fry slice grate grill roast boil
bake chop spread

- Bake the cake in the oven for 30 minutes.
- ... the tomatoes into very small pieces.
- ... the potatoes in half a litre of water.
- ... the meat in the oven.
- ... the eggs and the milk in a bowl.
- ... the mushrooms in some hot oil.
- ... the tomato sauce over the pizza.
- ... the mushrooms quite thick.

4 Which adjective in each group can not be used to describe the food?



1 crunchy / salty / disgusting



2 sweet / bland / delicious



3 savoury / slimy / crunchy



4 bitter / bland / salty



5 delicious / bitter / slimy



6 crunchy / spicy / sweet



7 slimy / sweet / disgusting



8 salty / bitter / sweet

Explore vocabulary

5 Complete the sentences with the correct form of take and the words in the box.

advice time up exam place

- When are you going to take your exam ?
- I'm not in a hurry - I'm going to ... my ...
- Listen to me! You should ... my ...
- I'm ... a new hobby - cookery!
- When are the job interviews going to ... ?

6 Choose the correct words to complete the text.

Street food is popular in many countries and it is eaten ¹by / in a number of different ways. Fishballs are popular ²on / to the streets of Bangkok. In La Paz, a city surrounded ³in / by mountains, a popular snack is grilled meat with spicy peanut sauce. Everyone has time for some street food, even when they are ⁴in / on the go.

Language focus

1 Complete the conversation with the correct future form of the verbs in brackets.

Abby: What ¹ *are you doing* (you/do) this evening?

Clare: I ² ... (see) a play at the theatre. It ³ ... (start) at 7.30 pm but I ⁴ ... (meet) Julie for dinner at 6 pm. Why don't you come?

Abby: I'd love to, but I ⁵ ... (catch) a plane early tomorrow, so I ⁶ ... (have) an early night.

Clare: A plane? ⁷ ... (you/go) somewhere nice?

Abby: Yes! I ⁸ ... (do) a tour of Italy. It ⁹ ... (start) in Venice and ¹⁰ ... (end) up in Naples.

Clare: Sounds wonderful! Have a good time!

2 Put the words in order to make predictions.

- they / in a few weeks / going / the award winners / announce / to / are *They are going to announce the award winners in a few weeks.*
- watching / the ceremony / everyone / be / on TV / will
- first prize / I'm / Emma / sure / win / will
- going / winning £10,000 / make / to her life / is / to / a huge difference
- anymore / won't / have / she / worry / to / money / about
- might / school / leave / her own restaurant / she / start / and

3 Choose the correct words to complete the text.

When you ¹ *(visit)* 'll visit Australia, you ² *want* / 'll want to try some of our delicious local dishes. Are you a meat eater? If you ³ *like* / 'll like burgers, you ⁴ *love* / 'll love our kangaroo meat burgers. If you ⁵ *'re* / 'll be a vegetarian, you ⁶ *prefer* / 'll prefer our barbecued corn burgers. We're also famous for our beach barbecues. But remember, you ⁷ *get* / 'll get sunburn if you ⁸ *don't* / *won't* wear sun cream and a hat. And you ⁹ *need* / 'll need lots of insect spray unless you ¹⁰ *want* / 'll want to end up as dinner for the mosquitoes!

4 Match the beginnings and the ends of the sentences.

- What would you say *b*
- If you had to give up one kind of food,
- If I lived in Japan,
- I might be healthier
- Would you eat kangaroo meat
- I wouldn't eat crocodile meat
- I could eat sushi every day.
- if a friend offered you some burned fish for dinner?
- if I were a vegetarian.
- if someone cooked it for you?
- unless I was really, really hungry.
- what would it be?

Language builder

5 Choose the correct words to complete the text.

Chef Luisa's Food Blog

When I ¹ *a* younger, I ² ... like cooking at all. I ³ ... cheese on toast all the time! But after I had taught ⁴ ... to make a few easy dishes, I decided to go to cookery school. I ⁵ ... a chef for ten years now and I love it! I ⁶ ... to Tokyo next week to open our new restaurant there. We ⁷ ... another one in Osaka, too, in a couple of years. If I ⁸ ... time, I ⁹ ... in some of my favourite restaurants there and I ¹⁰ ... learn some new ideas. My new cookbook ¹¹ ... out next spring, so I guess I ¹² ... publicity tours for that. What's my favourite dish? Well, if I ¹³ ... choose just one dish, it ¹⁴ ... lobster risotto.



- | | | |
|-----------------------|-----------------|-------------|
| 1 a was | b 'd been | c 've been |
| 2 a didn't used to | b didn't use to | c wouldn't |
| 3 a 'd eat | b use to eat | c 'd eaten |
| 4 a ourselves | b yourself | c myself |
| 5 a 'd been | b 've been | c 'm |
| 6 a flew | b 'll fly | c 'm flying |
| 7 a 're going to open | b open | c 'll open |
| 8 a 'll have | b have | c 'm having |
| 9 a 'll eat | b 've eaten | c eat |
| 10 a can | b might | c would |
| 11 a has come | b is coming | c came |
| 12 a 'll be doing | b 'll be do | c did |
| 13 a had | b could | c would |
| 14 a 's | b 'll be | c 'd be |

Speaking

6 Choose the correct options to complete the conversations.

A: I was *(thinking)* / suggesting of raising money for the cat hospital.

B: ² This is / That's a good idea.

C: ³ Finally / Next, you chop the onion.

D: OK, and then?

C: ⁴ Then / Firstly, you need to fry it a little.

E: ⁵ When / Then it boils, you need to let it cook gently for ten minutes.

F: Right, this is great. Cooking is easy!

G: How ⁶ might / shall we decide then?

H: I think the ⁷ best / first way is to ask our class.



Stuff we like

Discovery
EDUCATION

In this unit ...



Objects for
survival p55



An invention that
changed everything p58



Favourite gadgets p60



CLIL What a
waste! p119

Vocabulary

- Everyday objects
- Words in context
- Modifiers
- Communication phrases and phrasal verbs

Language focus

- The passive: present simple, past simple and *will*
- Relative pronouns and clauses

Unit aims

I can ...

- talk about what objects are used for and why they are useful.
- understand articles about useful and important inventions.
- talk about simple processes.
- understand a radio report about unusual inventions.
- buy a gadget.
- write an online review.

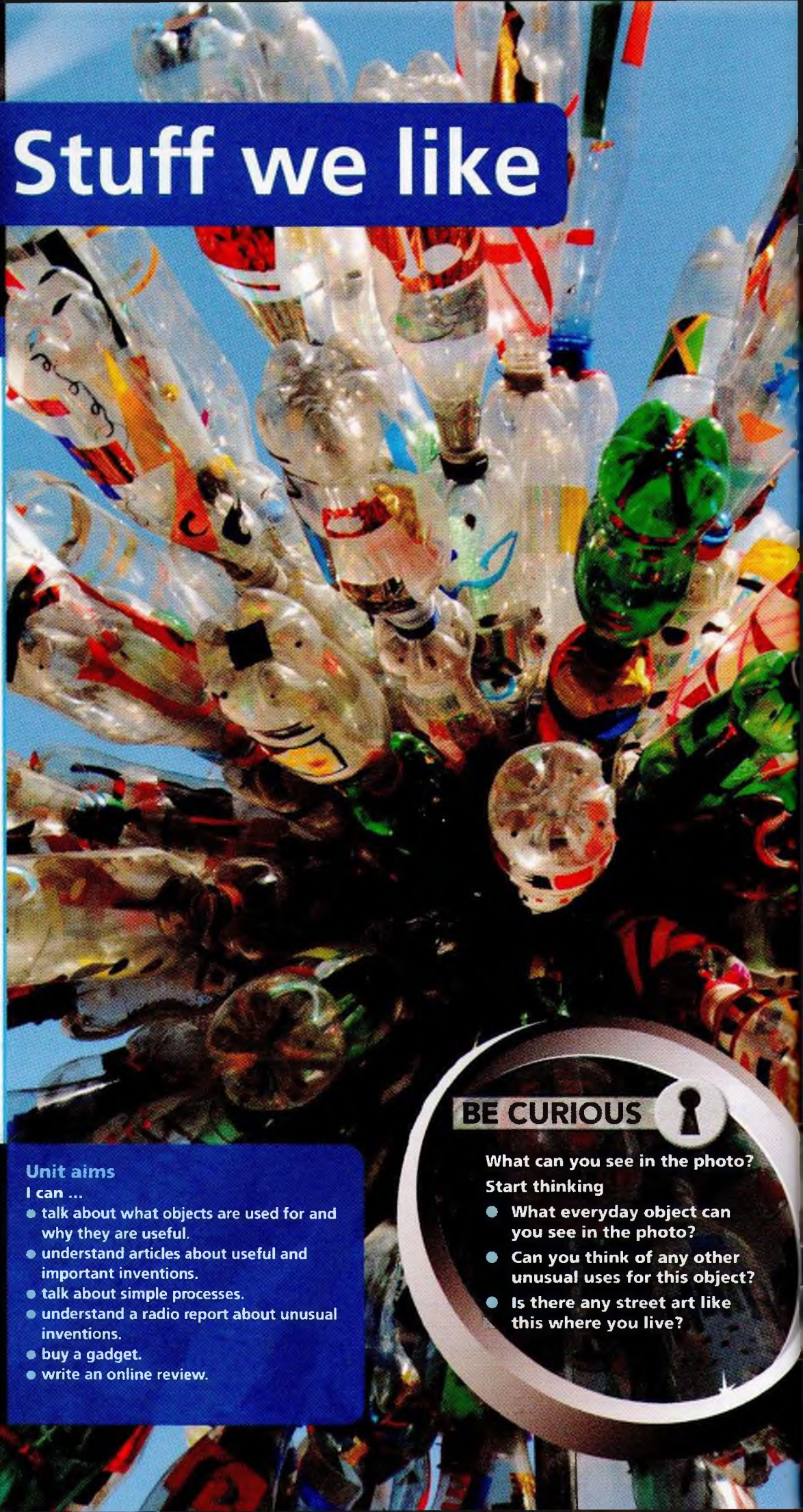
BE CURIOUS




What can you see in the photo?

Start thinking

- What everyday object can you see in the photo?
- Can you think of any other unusual uses for this object?
- Is there any street art like this where you live?




Vocabulary Everyday objects

- 1  **2.01** Match the words in the box with the photos (a-j).
Then listen, check and repeat.

fan light bulb tap switch matches remote control plug candle heater charger



- 2  **Work with a partner.**
Look at the objects again.
Why is each object important
in our everyday lives?

A light bulb is important
because it gives us light so
we can study when it's dark.

- 3  **2.02** Listen to three
people, Jay, Kelly and Huw.
Which objects are the most
useful in their lives?

Your turn

- 4 Look at the examples from the recording.
Which objects are they talking about?
- 1 *Without them we can't work or study when it's dark.*
 - 2 *It gives us clean water.*
 - 3 *I don't think we can live through the winter without one.*
 - 4 *It's much more important than a heater!*
- 5 Use the phrases in italics in Exercise 4 to write
about the three objects in Exercise 1 that are
the most important for you.

➔ Vocabulary bank • page 111

LIGHT IN A BOTTLE!



This is such a simple idea! It's a light bulb that needs no electricity, no plugs, no cables and costs absolutely nothing to **run**. It wasn't invented by a famous scientist, but by a local man in Brazil more than ten years ago. In his hometown at the time, they had problems with electricity and people's homes and small businesses were often **left in the dark**. One day, Alfredo Moser and his friends were talking about how they could create a signal in an emergency. One of them suggested using a bottle to reflect the light from the sun. This made Moser think. Why not use water to make light?




All you need is a clean plastic bottle. Fill it with water from the tap and close it with a black top. The black top attracts the sun. A drop of **bleach**, the kind you use to clean the house, is added to the water to keep it clean. Then a small hole is cut in the roof of the room where you want the light, and the bottle is pushed through the hole. While there's sunlight outside, the light will be carried through the water into the room below. And it's much stronger than the light from a candle!

Moser shared his idea with his neighbours and his light bottles were installed in the local supermarket. Ten years later, an organisation in the Philippines heard about Moser's idea. The MyShelter Foundation helps people in poor areas and **specialises** in building houses using recycled materials. Now there are Moser lamps in more than 140,000 homes throughout the Philippines and the idea has **spread** to a number of other countries, too. In India, the bottles are used in rural schools and to grow food. In Bangladesh, the lights are installed in small businesses. Moser has not made a lot of money from his invention, but his lamps have definitely made life easier for a lot of people!

FACT! 400 million people in India have no access to electricity in their homes.

Reading A news article

- 1 Look at the photo and the headline. What everyday object can you see? Where is it? Why is it there?
- 2  **Z.03** Read the article and check your answers. Who uses this object and why?
- 3 Read the article again and complete the fact sheet.



Explore words in context

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

- 1 extend to a lot of different places
- 2 be without light
- 3 make something work
- 4 simple cleaning liquid
- 5 spend most of your time doing one type of activity

Your turn

- 5 Work in pairs. Can you think of any other uses for plastic bottles or other everyday objects?

My mum grows plants in used plastic bottles on our balcony.

Invention: ¹ a light that works without electricity.

Inventor: ²

Nationality of inventor: ³

Reason for invention: In the inventor's town, they often didn't have ⁴

How the invention works: You fill a plastic bottle with ⁵ ... and close it with ⁶ You put the bottle in a ⁷ ... in the ⁸ ... of the building.

Countries that use it: the Philippines, India and ⁹

Places where people use it: local supermarkets, rural schools and ¹⁰

Language focus 1 The passive: present simple, past simple and will

- 1 Complete the examples from the text. Then match the beginnings and the ends of the sentences to complete the rules.

Present simple

- + A small hole ¹... in the roof.
- Moser lamps **aren't used** in the UK.
- ? How much electricity **is saved** with these lamps?

Past simple

- + Their homes **were** often **left** in the dark.
- It ²... by a famous scientist.
- ? **Was** any special equipment **needed** to make it?

will


- + The light ³... through the water.
- Normal light bulbs **won't be** completely **replaced** by Moser lamps.
- ? **Will** Moser lamps **be used** in the new school?

- | | |
|--|---|
| 1 We use the passive when it | a the verb <i>be</i> + past participle. |
| 2 To form the passive, use | b we use the preposition <i>by</i> . |
| 3 When we want to say who is responsible for an action in the passive, | c isn't important to know who's responsible for the action. |

➔ Grammar reference • page 103

- 2 Complete the second sentence in each pair using a passive form of the verb in bold.

- 1 a Alexander Parkes **invented** plastic in 1862.
b Plastic **was invented** by Alexander Parkes in 1862.
- 2 a Various companies **developed** a number of different types of plastic over the next 70 years.
b A number of different types of plastic over the next 70 years.
- 3 a Drinks companies **didn't introduce** the first commercial plastic bottles until 1937.
b The first commercial plastic bottles until 1937.
- 4 a People in the USA **consume** drinks from 1,500 plastic bottles every second.
b 1,500 drinks in plastic bottles by people in the USA every second.
- 5 a Steel water bottles **will replace** plastic bottles in the next twenty years.
b Plastic bottles by steel water bottles in the next twenty years.
- 6 a In 50 years' time, shops **won't sell** bottled water.
b In 50 years' time, bottled water in shops.

- 3  2.04 Choose the correct form of the verbs in the texts below. Then listen and check.

These running shorts ¹made / are made from coffee beans. Can you believe it? They're not only great to look at, but a special chemical in the coffee means that they also ²protect you / are protected from the sun. What a great recycling idea!



Recycled plastic bottle tops ³used / were used to make this pretty curtain. It ⁴helps / is helped to keep out flies and is really cheap and easy to make. In 1,000 years' time, scientists will ⁵find / be found the remains of billions of plastic bottles. The bottles will ⁶study / be studied and they'll ⁷display / be displayed in museums. But nobody will ⁸understand / be understood what we ⁹used / were used them for!



Your turn

- 4 Think of three objects for each of the categories below.
- Things that were invented in the last 100 years.
 - Things that are used every day in schools and homes.
 - Things that will be invented in the next 20 years.
- 5 Work with a partner. Compare your lists and answer the questions.
- 1 Do you know when they were invented and by whom?
 - 2 Which object in each category do you think is the most important? Why?

I think the Internet was invented in the 1980s.

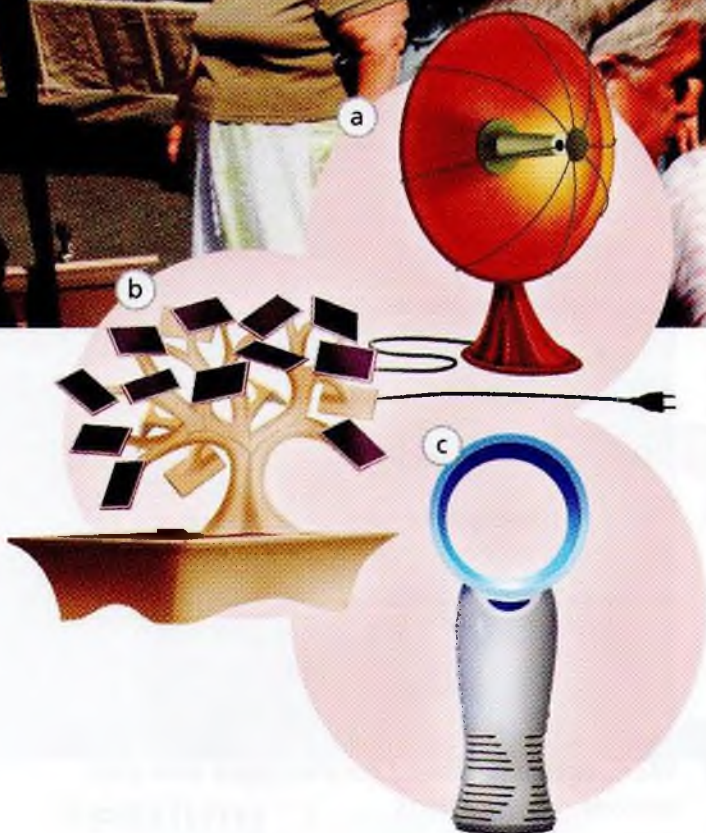
Learn about surviving in the mountains.

- Where do you think the photo was taken?
- Have you ever been on an expedition in the mountains?
- What equipment would you need to survive a night on the side of this mountain?



Discovery
EDUCATION

5.1 Objects for survival



Vocabulary Modifiers

- 4 2.06 Listen to the extracts from the recording and complete them with the modifiers in the box. Then listen, check and repeat.

much too quite extremely kind of
totally ridiculously a bit really

- 1 The heater/light combination: That's quite unusual.
- 2 The heater: That's hot!
- 3 The price of the heater: That was expensive!
- 4 The solar trees: They look stylish.
- 5 The solar trees: They are pretty.
- 6 The price of the chargers: They're expensive.
- 7 The third stall: This stall looks better.
- 8 The fan: It's safe.

- 5 Look at the modifiers again. Do they make the adjectives a) a little stronger or b) a lot stronger?

Your turn

- 6 Think of an object you own and match it to three expressions from Exercise 4. Then work with a partner and explain your choice.

I've got a solar travel charger. It's really useful. It's extremely small and ...

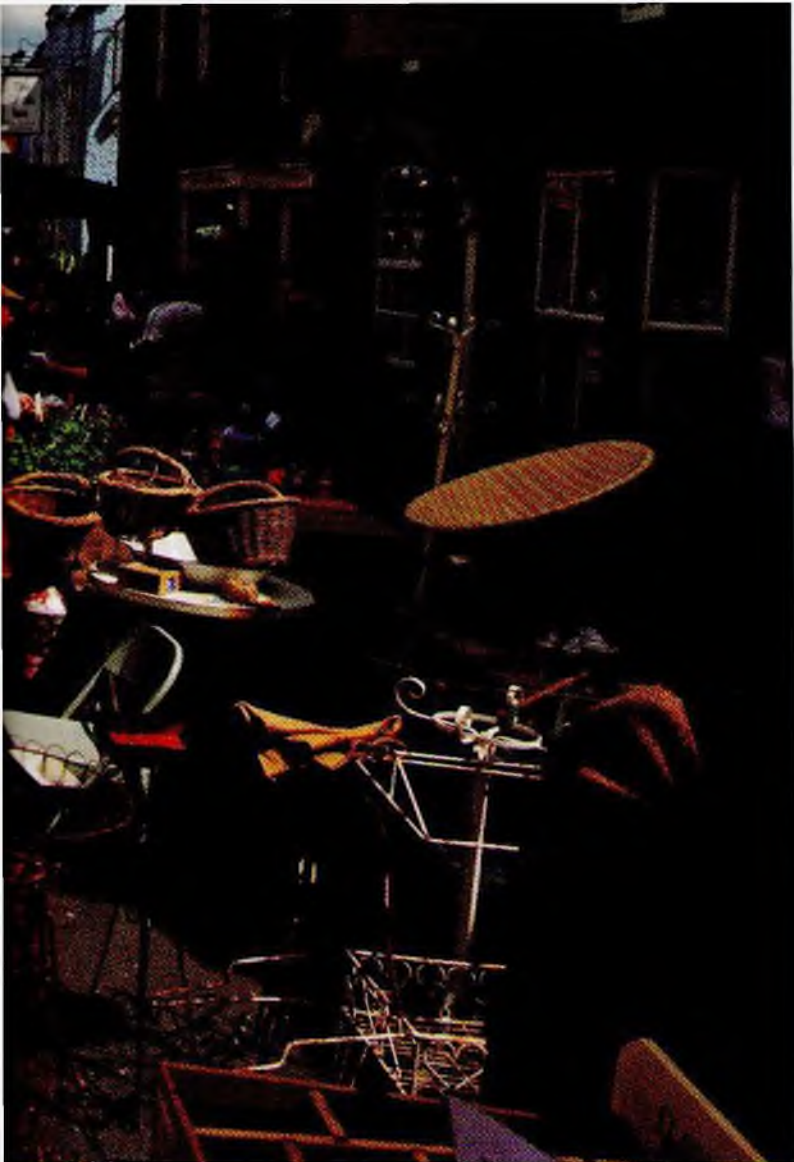
Listening A radio report

- 1 Work with a partner. Look at the objects in the pictures and guess what they are used for. Which do you think is a) the most expensive and b) the cheapest?

- 2 2.05 Listen to a radio reporter talking about the three objects and check your answers.

- 3 2.05 Listen again and match the objects (a–c) with the sentences (1–6).

- 1 These objects have two purposes. a,
- 2 These objects are quite expensive.
- 3 The reporter buys this object.
- 4 This object is unique.
- 5 This object comes in different colours.
- 6 This object is the oldest and the first one to be invented.



Language focus 2 Relative pronouns and clauses

1 Choose the correct words to complete the examples from the listening on page 56. Then answer the questions in the box.

- It's a great market **where** / **who** you can find all kinds of unusual things.
- The heat comes from the light bulb in the middle and it's reflected by this part **whose** / **which** you can see here.
- I need something **that** / **where** I can put on my desk.
- I wonder where the person **that** / **whose** stall it is can be?
- The guy **where** / **who** you can see in the photo is a friend of mine.
- I don't think the guy **that** / **which** I was talking to is going to sell a lot of battery chargers!

Which pronouns refer to ...

- an object (two pronouns)?
- a place?
- a person (two pronouns)?
- a possession?

2 Rewrite the two sentences using one of the relative pronouns in brackets.

- This is the stall. I buy second-hand computer games here. (where/which)
This is the stall where I buy second-hand computer games.
- This is the birthday present. My brother gave it to me. (that/who)
- I really like the woman. We met her at the market. (who/which)
- That's the man. I bought his bike last week. (who/whose)
- Can you remember the name of the boy? We talked to him here last week. (that/whose)
- I really don't think much of the restaurant. We ate there last night. (that/where)

Get it right!

When the relative pronoun is the subject of the verb that follows, we don't need a subject pronoun.

A grey shirt ~~it~~ cost £20.

The man ~~he~~ works on this stall.

3 Write sentences using the prompts and the relative pronouns in brackets.

- This / be / person / I / tell / you about / yesterday (that)
- I / not like / new teacher / just start / teaching Art (who)
- My favourite market stall / be / one / you / can see / on the left (which)
- My aunt / have / a friend / sell / handmade jewellery / in the market (that)
- I / see / that girl / party / we / go / last night (whose)
- Over there / be / shop / my brother / work / at weekends (where)

➔ Say it right! • page 97

Your turn

4 Choose a person, an object and a place. Write definitions of them using **who**, **which**, **where** or **whose**, but don't say what they are!

5 Work with a partner. Read each other your definitions and guess what they're defining.

He's an interesting person who gets involved in a lot of adventures.

Bear Grylls!



Discover Culture

- 1** Work with a partner. Write a definition of the Internet. Use the words in the box to help you.

websites mobile phones social networks
communication WiFi connections

Find out about the invention of the Internet.



Discovery
EDUCATION



5.2 An invention that changed everything

- 2** Ask and answer with your partner.
- 1 What kind of device do you usually use to go on the Internet? (phone, tablet, computer, console ...)
 - 2 Where do you usually go on the Internet? (at home, in your room, on the bus, at school ...)
 - 3 What do you usually use the Internet for? (searching for information, chatting with friends, watching videos ...)
- 3** **5.2** Watch the video. Think of the devices, places and uses you discussed in Exercise 2. How many of these are shown or mentioned in the video?

- 4** Test your memory. Can you put the events in order?

- 1 Computers become smaller and cheaper.
- 2 More and more computers connect with each other and the World Wide Web is formed.
- 3 Scientists begin to use computers for many things. 1
- 4 We use the Internet for everything: work, study and play.
- 5 The computers are big, slow and expensive.
- 6 The first computer network, Arpanet, allows computers to communicate with each other.
- 7 The first email is sent.
- 8 The Internet becomes bigger, faster and more social.

- 5** **5.2** Watch the video again and check your answers to Exercise 4.

Your turn

- 6** In groups, think of another invention that has changed everything. Discuss the questions.
- 1 Why is/was it so important?
 - 2 When was it invented?
 - 3 What exactly did it change / has it changed?
 - 4 Over what period of time?
 - 5 How does it affect your everyday life?



Can you imagine life without Facebook, Twitter or Instagram? You know, those places where you find out all the stuff that your friends do every day?

Amazingly, if you'd been a teen pre-2004, when Facebook started, you wouldn't have known the meaning of 'social networks'. Twenty-five years ago people **kept in touch** by phone. **Texting, Tweeting with Twitter, making a Skype™ video call** and **emailing** didn't exist or weren't widely used. But today things are different and Facebook has become the world's favourite way to keep in touch with colleagues, **catch up** with friends and family or **track down** people you have **lost touch** with. But is its popularity making it uncool?

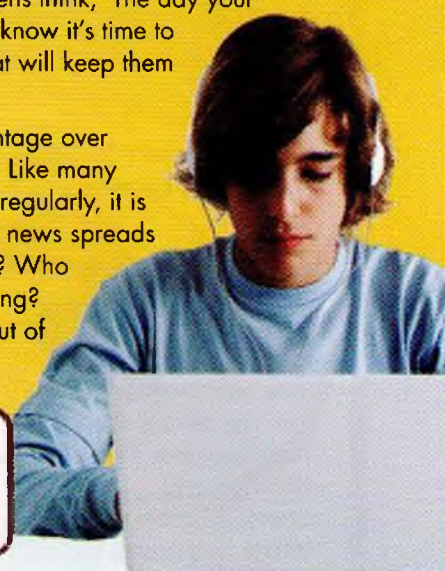
Facebook began life at Harvard University and was initially only open to students. Mark Zuckerberg, who started the platform, wanted Facebook to make the world more open and connected. He hadn't planned on it being a successful company. Interestingly, it is now more

popular with older and professional users than students. So, does that mean it's uncool for teens?

Well, it's true some of the same students who loved it so much at the beginning have now turned to other social networks. And what is the reason that teens are using Facebook less? Parents! Parents see Facebook as a way to keep the family together and to keep an eye on their kids! And of course, they also use it to **chat** with friends and check out what they are doing. But many teens think, 'The day your mum sends you a friend request, you know it's time to leave!' and want a social network that will keep them separate from their family.

Currently, Twitter may have an advantage over Facebook, at least for younger users. Like many social networks, it updates its image regularly, it is more dynamic, posts are shorter and news spreads more quickly there. But for how long? Who knows what the next platform will bring? All the ones we know now may be out of date by the time you read this!


FACT! The number of Facebook users will soon be bigger than the population of China.



Reading An article

1 Work with a partner. Look at the photo and the title of the article. What do you think the article will be about?

- 1 The success of social networks
- 2 How social networks have changed the world
- 3 The changing popularity and identity of social networks

2  **2.09 Read the article and check your answer.**

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


According to the article ...

- 1 the first social network appeared 25 years ago.
- 2 people all around the world use Facebook.
- 3 Facebook was originally for students.
- 4 a lot of teens are happy to have their parents as Facebook friends.
- 5 Twitter is better than Facebook for finding out about news.
- 6 the blogger is sure about what will be the social network of the future.

Explore communication phrases and phrasal verbs

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

- 1 four verbs describing different forms of communication/ expressions using technology
- 2 two expressions meaning to a) maintain contact and b) not maintain contact with people
- 3 two phrasal verbs meaning to a) find a person you have not seen in a long time and b) find out some news about them
- 4 one verb meaning to talk casually or talk on a social network

 **Vocabulary bank • page 111**

Your turn

5 How do you prefer to keep in touch with friends and family? Put these in order of preference. Compare your answers.

- | | |
|----------------------------------|-------------------------------|
| • Telephone call | • Skype™, FaceTime or similar |
| • Social network (e.g. Facebook) | • Texting |
| | • Instant messaging |

I don't like making telephone calls anymore, it's like you're always interrupting somebody when you call.

I agree! And Facebook is more fun too!

Speaking Buying a gadget



Real talk: What's your favourite gadget?

1 **5.3** Watch or listen to the teenagers. What is each person's favourite gadget and why?

2 What's *your* favourite gadget? Ask and answer with your partner.

3 **2.10** Listen to Casey talking to a sales assistant. What does he want to buy?

4 Complete the conversation with the useful language.

Useful language

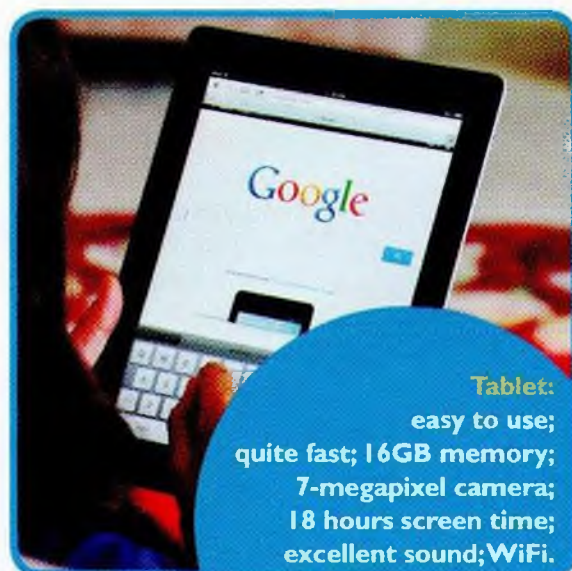
How much memory ... ?
Can you tell me about this ... ?
How long does the battery last?
Has it got a(n) ... ?
Could you show me ... ?
What's (the sound) like?
Is it (easy to use)?

Casey: Excuse me. ¹ *Can you tell me about...* this smartphone?
Assistant: Yes, of course. What would you like to know?
Casey: Well, ² ... does it have?
Assistant: It's only got 4GB of memory, but you can get up to 64GB with a memory card.
Casey: OK. And is it ³ ... ?
Assistant: Yes, very easy. And it's fast, too.
Casey: Oh, right! ⁴ ... front-facing camera?
Assistant: Yes. The camera is 5 megapixels, with an LED flash. Fantastic for selfies!
Casey: ⁵ ... ? For music, I mean.
Assistant: Very good, I think.
Casey: Right. How long ⁶ ... ?
Assistant: About eight hours of talk time.
Casey: Only eight hours? That's not very long!
Assistant: No, perhaps not. But in general it's a good phone for the price.
Casey: Mmm. Could ⁷ ... that one, please?

5 **2.10** Listen again and check your answers.

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

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



Writing An online review

1 Read Kris's review of headphones. Does she think they are good?

¹ **Product** : Magicmusic G42 in-ear headphones.


² : They are available in black and red with long red cables and look really cool!

³ : In general, the sound quality is good, although not always with high notes, and the sound is well-balanced between right and left ear pieces. Another good feature is that the headphone volume is quite loud, which means that you don't need to put your phone or MP3 player on maximum volume.

⁴ : They have an easy-to-use volume control on the cable, which you can use to change the song too. The headphones are comfortable and don't fall out like others I've used. The cables are long enough to put behind your ears, which I prefer.

⁵ : The ear pieces are made of metal, not plastic, so should last longer. The headphones come with a travel case and a cable clip.

⁶ : At £30 these headphones are great value for money, and perfect for me!



2 Read the review again. Match the headings in the box to the text. Is the order of the headings important?

Design Ease of use Overall opinion Performance
Product Extra features

Useful language

Describing a product

When we write a product review, we include phrases for describing a product.

- They are made of metal. • It comes in black or red.
- You can use it to change songs.

3 Look at the Useful language box. Find other phrases in the review that describe the headphones.

4 Complete the sentences with the phrases in the box.

come with available in made of comes in look

- This e-reader two sizes, 7 inch and 8.9 inch.
- The new smartphone models are metallic green, pink or blue, but they quite cheap.
- The outside of this games console is aluminium, and it looks amazing!
- These tablets a colourful travel case.



Get writing

PLAN

5 Choose a product to write an online review of. Use the headings in Exercise 2 and make notes.

WRITE

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

CHECK

7 Can you say YES to these questions?

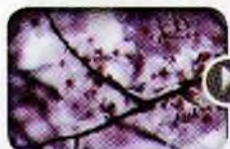
- Have you included all six headings to organise your review?
- Have you used phrases to describe the product?



Celebrate in style

Discovery
EDUCATION

In this unit ...



Let's celebrate p65



Like father, like daughter p68



The worst party ever p70



CLIL Reliving history p120

Vocabulary

- Celebrations
- Verbs and prepositions
- Descriptive adjectives
- Words in context

Language focus

- -ing forms
- Infinitives
- Infinitives vs. -ing forms

Unit aims

I can ...

- talk about a celebration.
- understand magazine articles about special celebrations in different countries.
- use -ing and infinitive forms correctly.
- understand a travel programme about festivals around the world.
- make offers and requests.
- write a description of a celebration.


BE CURIOUS



What can you see in the photo?
Start thinking

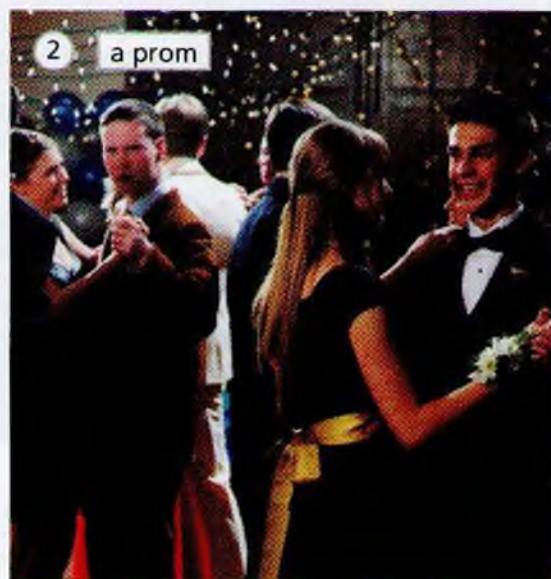
- Where do you think the woman is?
- What do you think the celebration is about? Why?
- Would you like to join in the celebration? Why/Why not?

Vocabulary Celebrations

- 1  **2.11** Look at the activities (a–h) and the photos (1–2). Where would you expect each activity to happen? The carnival, the prom or both? Then listen and repeat.


- a set off fireworks
- b put up decorations
- c make special food
- d dress up for the occasion
- e play music
- f give a present
- g hold a contest
- h have a good time

Photo 1: set off fireworks ...



- 2 Complete the description of the Carnival of Cultures in Berlin with the correct form of phrases from Exercise 1.

A lot of people ¹ *dress up*, usually in the clothes of a particular culture. Before the parade, people ² ... and flags, so the streets are full of beautiful shapes and bright colours. After the parade, when it's dark, the adults ³ ...: everybody loves them, especially the kids, although they are very noisy. People also ⁴ ..., using ingredients from the culture they have chosen to celebrate. They also ⁵ ... from those countries – everybody likes a surprise. People dance and ⁶ ... with instruments typical from that culture. In general, everyone ⁷ ... and celebrates all the different cultures – it's hard not to love this party.

- 3  **2.12** Listen to two people talking about two different kinds of celebrations. Copy and complete the table.

	Celebration	Activities
Juan		
Luana		

Your turn

- 4 Ask and answer with your partner.

- Which festivals do you celebrate at home? What happens?
- Which celebrations do you enjoy most? Why?
- When did you last go to a street festival or formal party? Was it fun? Why/Why not?

We celebrate New Year's Eve.
We have a party and then we set off fireworks in the garden.



Prom OR MORP?

A

For some teens, the most important night of their lives is prom night! Originally an American tradition, more and more teens in the UK now have prom parties to celebrate leaving school.

B

These events usually include making special food, having a DJ or live band, dancing and setting off fireworks. Some schools **work** with others to hold mega prom parties in hotels. Everybody dresses up for the occasion. The boys wear formal evening suits with brightly coloured ties and the girls wear traditional evening dresses and beautiful jewellery. Students can spend weeks **preparing** for the parties and the cost to the school can be enormous. Hiring DJs, organising food and reserving hotels can often cost a fortune.

C

Some teens rent limousines to take them to the party and enjoy acting like film stars **arriving** at the Oscars. In traditional prom parties there is usually a formal meal, speeches and ballroom dancing. It's a bit like a wedding – only everyone is younger.

D *Different themes*

Some parties can have different themes depending on tastes. Students might **agree** on organising a Roman theme, for example, or a 60s theme – students dress up in clothes from this period in time.

E

Then in the USA there are anti-proms called MORPs (that's PROM backwards!). The kids organise it themselves so the party is cheaper and more informal. These teens don't agree with the amount of money spent on the preparations and like to be seen as different. Without any adults to tell them when to stop, the kids party all night and carry on the next day. It can take a long time to **recover** from all the fun.

F

Not everyone **looks** forward to becoming an adult but at proms you can certainly celebrate it in style! Whether you enjoy going to a traditional prom or a morp, it doesn't matter – whatever you do, make sure you have a good time!

Reading A magazine article

- 1 **Work with a partner.** Look at the photos. What kind of celebrations do you think they show?

- 2 **2.13** Read the article. What is the difference between a prom and a morp?

- 3 Read the article again and match the headings (1–6) with the paragraphs (A–F).

- 1 Different themes D
- 2 An alternative approach
- 3 A growing trend
- 4 The choice is yours
- 5 Acting like celebrities
- 6 Complex preparations

- 4 Are these sentences true or false? Correct the false sentences.

- 1 Prom night is still only celebrated in the USA.
- 2 You should dress up in special clothes to go to a conventional prom night.
- 3 Organising prom nights can be very expensive.
- 4 Some parties have special themes.
- 5 Morp parties often finish early.
- 6 The writer thinks that proms are better than morps.



Explore verbs and prepositions

- 5 Look at the highlighted verbs in the article. What prepositions follow them?

recover arrive work prepare agree look

- 6 Complete the sentences with the correct form of the verbs and prepositions in Exercise 5.

- 1 I'm *looking forward to* going on holiday this summer: it will be really fun!
- 2 I always try to my best friend when I have to do a school project.
- 3 My friends can't what film to see on Saturday night.
- 4 It takes me a long time to a party, they're so tiring.
- 5 Everyone was enjoying themselves when we the party.
- 6 Have you the food the party?



Vocabulary bank • page 112

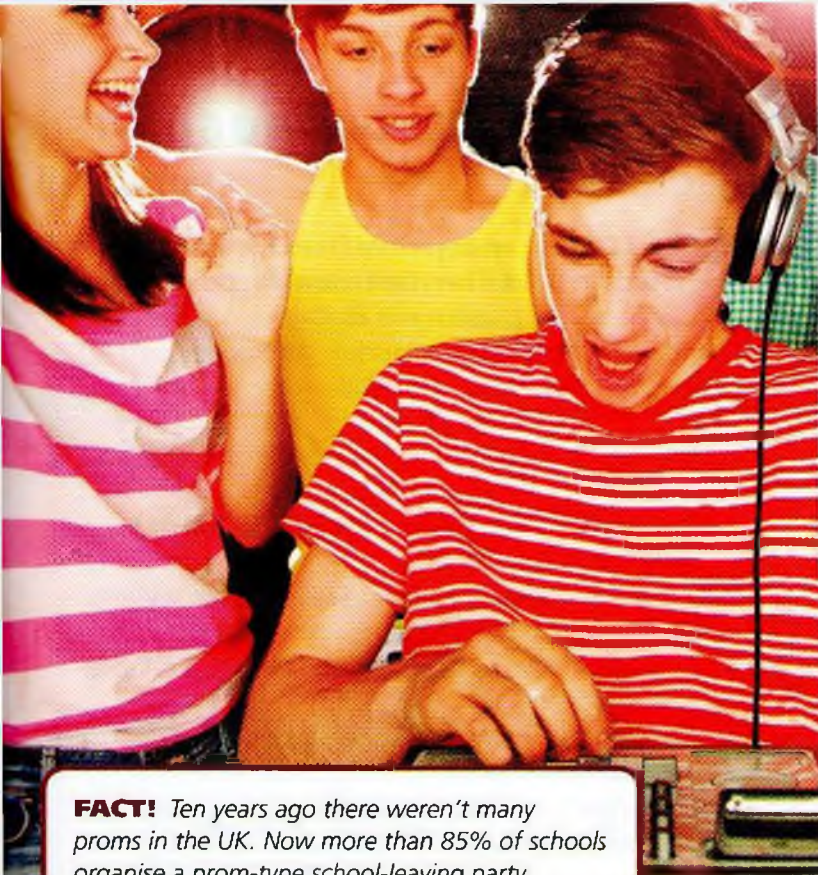
Your turn

- 7 Ask and answer with your partner.

- 1 Would you prefer to go to a prom or a morp? Why?
- 2 Does your school organise a prom night or a school-leaving party? What's it like?
- 3 What events take place? Are you looking forward to going? Why/Why not?

I'd prefer to go to a morp, I don't like dressing up in formal clothes.

Yes. I prefer something more relaxing as well.



FACT! Ten years ago there weren't many proms in the UK. Now more than 85% of schools organise a prom-type school-leaving party.

Language Focus 1 *-ing* forms

1 Complete the examples from the text. Then match the sentences (1–3) to the rules (a–c).

- Teens have prom parties to celebrate school.
- DJs, organising food and reserving hotels can often cost a fortune.
- Students might agree on a Roman theme.

We use *-ing* forms ...

- as nouns.
- after prepositions.
- after certain verbs and expressions (e.g. *like, miss, enjoy, imagine, practise, can't stand, celebrate, be good/bad at*).

 Grammar reference • page 104

2 Complete the sentences using the *-ing* form of the verbs in the box.

have spend meet think finish shop go be

- I enjoy *going* to parties but not late-night ones!
- I'm looking forward to my studies – I want to start work soon.
- a teen is great fun – I don't want to become an adult yet!
- I don't believe in lots of money on a party – you can have a good time in other ways.
- I'm not a big fan of parties, just friends for a chat is great.
- I like for new clothes – it's part of getting ready for a party.
- birthday parties is great until you get really old!
- about the future is something I do a lot.

3 Are the sentences in Exercise 2 true for you? Change them so that they are true.

I enjoy going to parties until late but my parents don't usually let ...

Get it right!

Remember to use the correct preposition after certain verbs and before the *-ing* form.

I dream about finishing school.

I'm thinking about having a party.

4 Complete the sentences so that they are true for you. Use the *-ing* form of the verb.

- I'm very good at *organising parties* but *I don't like tidying up the next morning!*
- I can't stand ...
- I'm really bad at ...
- I really believe ...
- I really enjoy ...
- I can't imagine ...
- I don't mind ...
- I miss ...

Your turn

5 Work in groups. Design your ideal school-leaving party. What type of party will it be? Formal or informal? Make a list of the activities.

I can't imagine having a formal party ... let's make it informal ...

Setting off fireworks would be great!

I'm not sure, I think making special food is more important.

Learn about festivals around the world.


- Do you know any festivals which *celebrate the seasons*?
- What are they and where *are* they held?
- What takes place at the *festivals*?





Discovery
EDUCATION

6.1 Let's celebrate

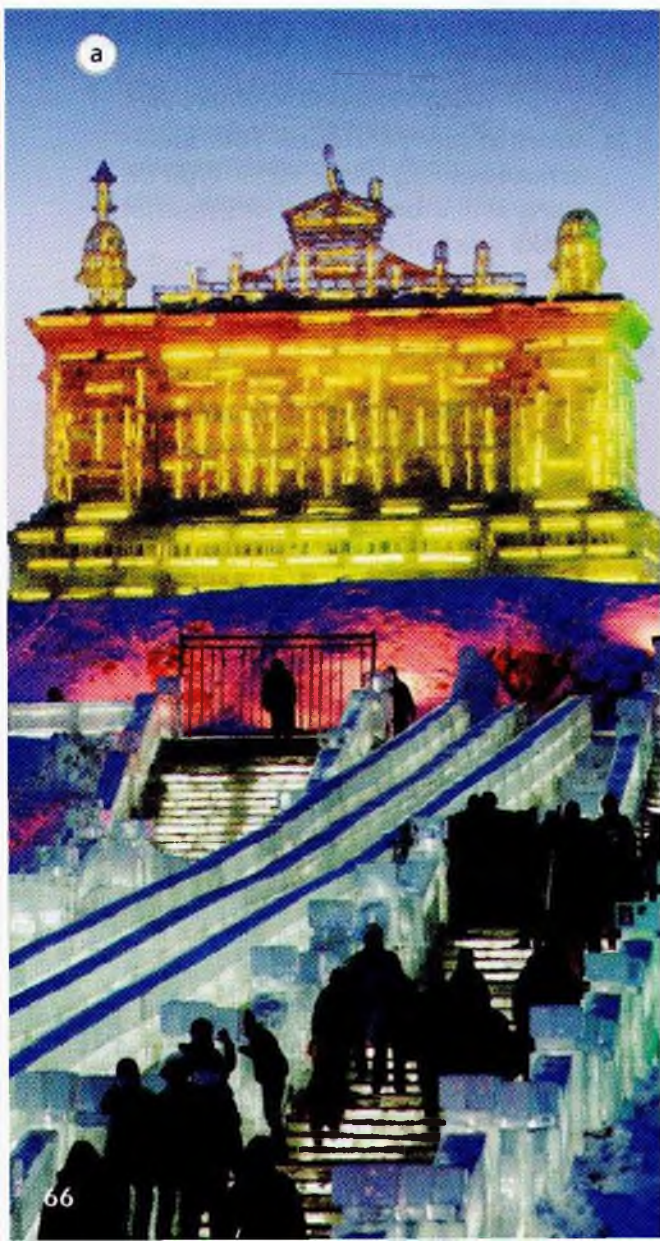
Listening A travel programme

1  Work with a partner. Look at the photos of the festivals. Where do you think they take place? What do you think happens in them?

2  Listen to a travel programme and check your answers.

3  Listen again and match the festivals with the statements (1–8).

- 1 Warm clothes are recommended.
- 2 The place changes completely.
- 3 There's a lot of noise.
- 4 There's a lot of dressing up.
- 5 There's singing and dancing.
- 6 It's better at night.
- 7 It can get a little frightening.
- 8 You can do a sport as well.



Vocabulary Descriptive adjectives

4  Choose an adjective from the box to replace the words in bold. Then listen and check.

stunning impressive colourful atmospheric
peaceful traditional crowded scary

- 1 The street parties are great but they certainly aren't quiet or calm.
- 2 I love the festivities, but the streets get so full of people, I find it a bit stressful.
- 3 It's really special with a **great feeling** in the stadium with all the fans cheering.
- 4 The costumes are so **beautiful and bright** – all those greens, reds and oranges!
- 5 They look **very attractive** – their costumes and make-up are amazing.
- 6 The festival is very old. People follow customs and behaviour that haven't changed for a long time.
- 7 I was really shocked, I didn't think a children's festival would be so **frightening**.
- 8 The party was great. I thought the organisation was very well done.

Your turn

5 Think of a festival or an event. Make notes about what happens. What adjectives describe it?

People dress up for the occasion and the costumes are stunning.

6 Work in groups. Persuade the group to go to the event you've chosen. Then agree on which festival or event to go to.

Come to our Fiesta Mayor – there are human castles, dancing and live music ... it's really impressive!

 Vocabulary bank • page 112



Language focus 2

Infinitives

- 1 Complete the examples from the listening on page 66. Then match the sentences (1–4) to the rules (a–b).

to watch to see to feel to come

- 1 It's best it in the dark.
- 2 Go ice-swimming if you really want the cold.
- 3 If you decide and see the festival for yourself, bring warm clothes.
- 4 It's great them doing that.

We use infinitives ...

- a after adjectives.
- b after certain verbs (e.g. *decide, want, expect, would like, offer, hope, choose*).

➡ Grammar reference • page 104

- 2 Complete the sentences using the infinitive form of the verbs in the box.

to do to have to hold to speak **to dress up** to see
to raise to go

- 1 I've decided **to dress up** for the occasion.
- 2 I'd like to Tony's party this weekend. Do you want to come?
- 3 This year, I want something different for my birthday, like going ice-swimming.
- 4 I hoped some fireworks on New Year's Eve, but there weren't any.
- 5 It's difficult a good time at a party if you don't know anyone.
- 6 It was easy money for our morp party, we washed people's cars for £5 each!
- 7 The organisers want a contest to find the best costume.
- 8 It was scary in front of all the people at the wedding.

Infinitives vs. -ing forms

- 3 2.16 Choose the correct form of the verbs to complete the blog post. Then listen and check.

Every year the Animé and Gaming Convention is held over two days in London. There are so many things to do there, it's easy ¹to get / getting confused by everything. So, ²to read / reading the programme carefully is a good idea. First of all, if you just want ³to go / going to the after-convention party, there's an option of ⁴to buy / buying that ticket separately. Meanwhile, there are classes to help you draw Manga cartoons like a professional, and there's a cinema where you can expect ⁵to see / seeing the latest Manga films. If you enjoy ⁶to game / gaming, there are 200 games available. ⁷To dress up / Dressing up on stage is also possible in the Cosplay part of the convention. You can prepare for this by ⁸to look / looking at the convention's website, where you can see all that's on offer. Finally, you can choose ⁹to go / going to concerts of different types of bands – alternative, metal, J-pop. There's something for everyone, but don't leave home without ¹⁰to book / booking your place – tickets are limited!



➡ Say it right! • page 97

Your turn

- 4 Ask and answer with your partner.

- 1 Which parts of the Animé and Gaming Convention would you like to go to? Why?
- 2 Which parts would you not be so interested in? Why not?

I'd like to go to the gaming part but not the Cosplay part because I don't like dressing up – it's embarrassing!

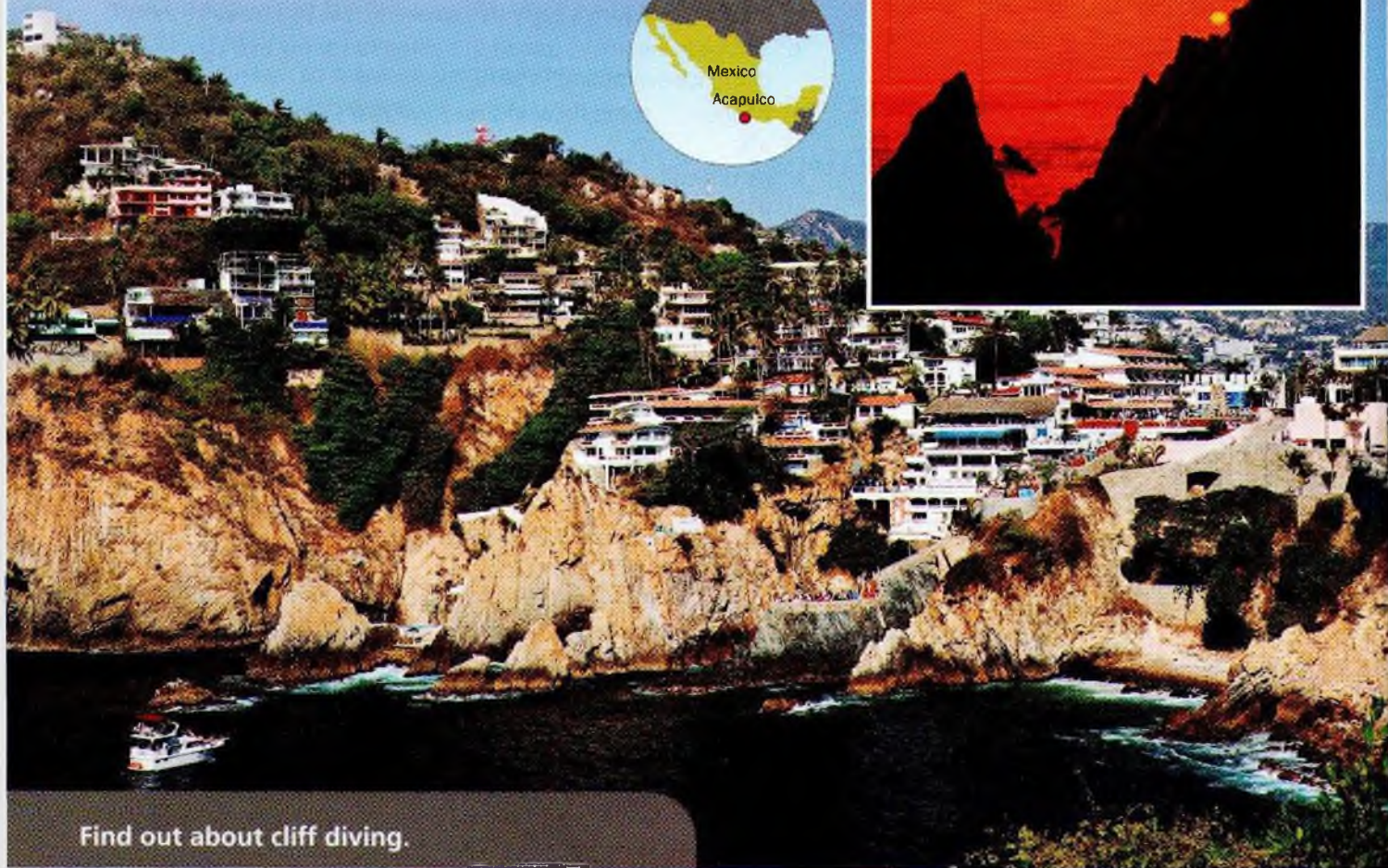
I disagree, I think dressing up is fun!





Discover Culture

- 1 Work with a partner. Look at the photos. Where were they taken? What sport do they show?



Find out about cliff diving.

Discovery
EDUCATION

6.2 Like father, like daughter

- 2 **6.2** Watch the video and check your answers to Exercise 1. What is the video about?

- a The history of cliff diving
- b The dangers of cliff diving
- c A changing family tradition

- 3 **6.2** Are these sentences true or false? Correct the false sentences. Then watch the video again and check your answers.

We see ...

- 1 a man climbing up steps to the top of a cliff.
- 2 José Luis giving instructions to his daughter.
- 3 Iris's parents visiting her school.
- 4 Iris embracing her mother before a dive.
- 5 lots of tourists watching Iris dive.

- 4 **6.2** Watch the video again and complete the sentences.

- 1 Acapulco is famous for its *beaches and boating*.
- 2 The divers now dive from heights of up to ...
- 3 Cliff diving has been a men-only sport for ...
- 4 Iris's mother says that the most important thing is her ...
- 5 When she stands on the cliff before a dive, Iris feels ...
- 6 Iris's record-breaking dive was from ...

Your turn

- 5 Ask and answer with your partner.

- 1 Would you like to try cliff diving? Why/Why not?
- 2 In what ways are you like your mother or father?

I definitely wouldn't want to try cliff diving, I think it looks too dangerous.

I'm more like my father than my mother because ...

Reading An article

1 Work with a partner. Look at the photos. Explore words in context

How old are the people? What are they doing? What do you think they are celebrating?

2 2:19 Read the article and check your answers.

3 Read the article again and choose the correct options.

- Coming-of-age day in Korea has / doesn't have a serious side.
- Foreign people can only watch / watch and take part in the ceremony.
- At one point in the ceremony, parents and children do **similar** / **different** actions.
- The festival is both serious and fun / basically serious.
- These days, young people can / can't choose between modern and traditional gifts.
- The traditional festival is losing popularity / as popular as ever.

4 Look at the highlighted words in the article and match them with the definitions.

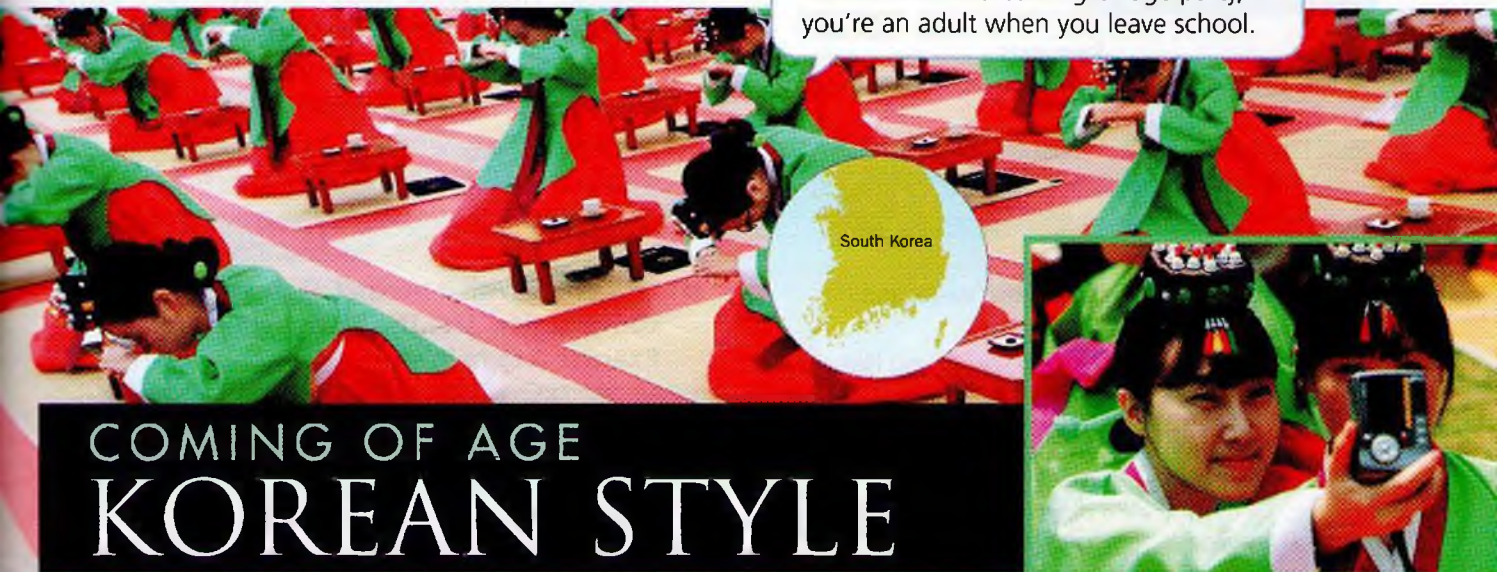
- | | |
|---------------------------------|--------------------------|
| 1 popular | 5 worries |
| 2 start to know | 6 not like anything else |
| 3 photos | 7 promise |
| 4 lower your head in a greeting | 8 represent |

Your turn

5 Ask and answer with your partner.

- What coming-of-age festivals exist in your country?
- Are they similar or different to the Korean festival?
- How many people take part in them?
- Are they losing or gaining popularity?
- At what age are young people considered adults where you live?
- What can you do when you're an adult?

We don't have a coming-of-age party, you're an adult when you leave school.



COMING OF AGE KOREAN STYLE

DO YOU KNOW WHY THE THIRD MONDAY OF MAY IS SO SPECIAL IN KOREA?

It is because you can only celebrate this day once in your life. It is Korea's coming-of-age day: something traditionally celebrated by both young men and women in the same year that they turn twenty years old. After this serious and special day, these ex-teenagers will be adult members of society. In the ceremony, they **become aware of** the importance of being an adult and leading the future of Korea.

SO, WHAT DO YOU HAVE TO DO IF YOU WANT TO TAKE PART IN THIS FESTIVAL?

You have to wear traditional Korean clothes, known as hanbok. These are colourful and beautiful. The young people sit in special seats in large groups – it's so impressive that it's turned into a real tourist attraction in Korea, while some foreign students actually take part in the celebration themselves. During the ceremony, the children **bow** to their parents out of respect. In turn, the parents also bow to their children to recognise their children's **pledge** to be responsible adults. Sadly, many of these customs are now seen as quite old-fashioned and are often not passed on to the next generation.

IS THERE A FUN PART?

For sure! You can take lots of great **snap**s and, of course, there are the gifts you receive on your special day. For girls, the most popular presents these days include jewellery, bags, perfume or cosmetics, while for boys, watches, electric shavers or aftershave are all **well-liked**. However, some girls still prefer the three traditional presents – perfume, flowers and a kiss. The perfume **signifies** 'Please remember me', the flowers represent happiness and beauty, and the kiss, love.

AND WHAT ABOUT THE FUTURE?

Well, there are **fears** that the traditional coming-of-age day festival is being lost in Korea. Many young people now decide to organise more modern versions of the ceremony instead. To some young Koreans, twenty might seem a little old to become an adult! That's a shame because it's a totally **unique** festival.

FACT! Coming-of-age celebrations don't exist in many countries. In most of the Western world you are considered an adult on your 18th birthday.

Speaking Offers and requests



Real talk: What's the worst party you've ever been to?

- 1 1:30 Watch or listen to the teenagers. Why was the party so bad? Choose each person's reason from the list (a-f).

- a The person wore the wrong kind of clothes.
- b The party didn't happen because everything went wrong.
- c There was a problem with the music.
- d They got the day of the party wrong.
- e There were unexpected visitors to the party.
- f Something made a mess at a family occasion.

- 2 What's the worst party *you've* ever been to? Ask and answer with your partner.

- 3 2:20 Listen to Helen and her friend Andy. What does she have to do?

- 4 Complete the conversation with the useful language.

Useful language

Offers

I'll help you if you like.

Shall I lend you ... ?

Can I help you ... ?

Requests

Could you (ask your mum to) ... ?

Would you come to ... ?

Could I borrow your ... ?

Helen: It's my birthday party next week and I haven't done anything yet!
 Andy: Don't worry! ¹ *I'll help you* if you like. What needs doing?
 Helen: Well, I haven't organised the music yet.
 Andy: ² ... my MP3 player and speakers?
 Helen: I'll use my MP3 player but ³ ... your speakers? They're bigger than mine.
 Andy: No problem. What about food? ⁴ ... make a list for the supermarket?
 Helen: Sure, but I need to decide what to get first!
 Andy: What about snacks and pizza?
 Helen: That's a good idea. ⁵ ... your mum to make that home-made pizza? It's so good!
 Andy: OK.
 Helen: Great! So, ⁶ ... to the supermarket and help me buy some things?
 Andy: Sure. Everything's organised now. I told you not to worry!

- 5 2:20 Listen again and check your answers.

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

- 7 Decide if each sentence is an offer or a request. Then work with a partner. Take turns to make offers and requests and respond.

- 1 Shall I lend you my camera? *offer*
- 2 Could you make a birthday cake?
- 3 I'll chop the vegetables if you like.
- 4 Can I help you with the decorations?
- 5 Would you organise the music?

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

Situation 1

You are organising a picnic in the country with your friends. You need help! You need to think about: food; drinks; music; games; transport.



Situation 2

You are organising a five-a-side football tournament at your school. You need help! You need to think about: organising athletes/teams; drinks; food at the end; prizes.



Writing A description

- 1 Read Isabella's description of a celebration. What was it celebrating and who was it for?

A great family party!

My grandparents were born on exactly the same day, and last July they were 70, so we had a party with family, friends and neighbours. It was in their garden, because their house is too small, so we hired a big tent in case of rain. We did everything ourselves: my mum made the food, and my cousins and I put up the decorations. Getting everything ready took days!

The day of the party was sunny. First, we had lunch – the food was so delicious! After lunch, we watched a film my aunt had made with photos and video of my grandparents' lives. Then my little brother played Happy Birthday on his guitar. He was so nervous, although he'd practised for weeks! My grandparents loved it, so he played it again, and we all sang.

Later everyone danced to 60s pop music. The party was amazing! I wanted to dance all night but I was too tired.



- 2 Read the description again and answer the questions.

- 1 Why was there a celebration?
- 2 Where was it?
- 3 How did they prepare for the party?
- 4 What happened at the party?
- 5 Did everyone have a good time?

Useful language

so or too + adjective

To emphasise an adjective, use so + adjective.

The party was so fantastic!

To say there is more than needed or wanted, use too + adjective.

The food was too expensive.

- 3 Look at the Useful language box. Find two examples of so + adjective and two of too + adjective in Isabella's description.
- 4 Complete the sentences using so or too and an adjective from the box.

expensive crowded exciting slow incredible cheap

- 1 Guilherme had the party in his house, but a lot of people came so it was *too crowded*.
- 2 The prom was! We hired a limousine and felt like film stars.
- 3 We couldn't dance because the music was
- 4 I had dinner there. The food was delicious and!
- 5 The festival was We're going again next year.
- 6 We think proms are We're going to organise a MORP instead.



Get writing

PLAN

- 5 Plan a description of a celebration. Make notes on the questions in Exercise 2 and think about adjectives to describe the party.

WRITE

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

CHECK

- 7 Can you say YES to these questions?

- Have you included answers to all the questions in Exercise 2?
- Have you used adjectives with so or too in your description?

Vocabulary

1 Match the objects with their functions.
There are three words you don't need to use.

remote control tap charger switch fan
heater light bulb plug matches

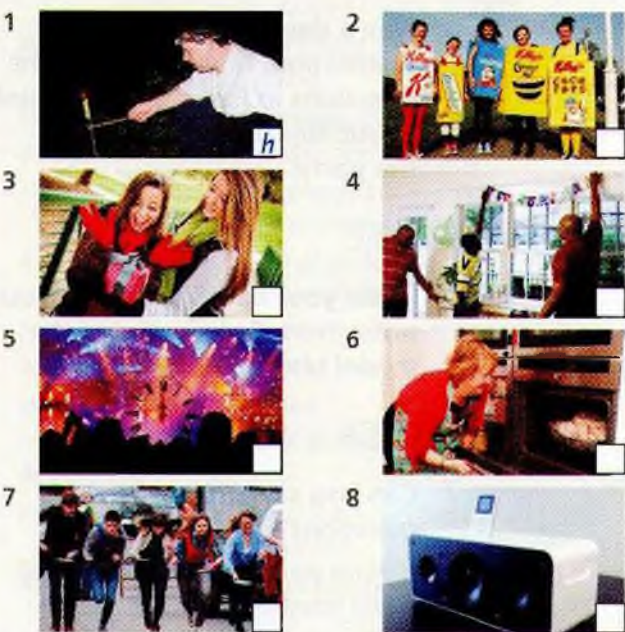
We use this to ...

- 1 recharge our phones. *charger*
- 2 make a room brighter.
- 3 switch on the TV.
- 4 turn on the water.
- 5 turn on a light.
- 6 make a room hotter.

2 Complete the sentences with modifiers.

- 1 This solar heater turns itself on and off automatically – it's *quite* unusual.
- 2 This mouse costs €200 – that's *really* expensive!
- 3 My mum has a new travel DVD player for the car – it's *very* useful.
- 4 That fan doesn't work very well – it's *kind of* old-fashioned.
- 5 The heater isn't working – the classroom is *much* colder.
- 6 I can't do this exercise – it's *totally* impossible!

3 Match the photos (1-8) with the activities (a-h).



- | | |
|-----------------------------|----------------------|
| a dress up for the occasion | e make special food |
| b give a present | f play music |
| c have a good time | g put up decorations |
| d hold a contest | h set off fireworks |

4 Choose the correct words.

- 1 We've had these customs for a really long time – they're very *traditional* / atmospheric.
- 2 There are so many people in the street – it's really *traditional* / crowded.
- 3 The Halloween masks were horrible – they were really *impressive* / scary.
- 4 The costumes were so *colourful* / peaceful – purple, green, red and bright yellow.
- 5 The meal was really *crowded* / impressive – there were dozens of different dishes on the table.
- 6 They were setting off fireworks for 30 minutes – they were really *scary* / stunning.
- 7 At midnight, we lit candles and everyone was silent for three minutes – it was very *colourful* / peaceful.

Explore vocabulary

5 Complete the text with the words in the box.

email texting Skype™ Tweeting
track keep lose

I use social media a lot because I don't want to ¹ *lose* touch with my friends. It's great that I can ² ... in touch with people who live far away and we can see each other when we make a ³ ... video call. I like ⁴ ... with Twitter because it's easy and fast to send short messages to a lot of people at once. Our teachers get angry if they see us ⁵ ... with our phones in class, so we always keep our phones in our bags, of course! If I want to send a longer message about something more serious, I generally ⁶ Some people use Facebook to ⁷ ... down their old friends, but I've never done that.

6 Choose the correct words to complete the text.

I always look forward ¹ *to* / of Thanksgiving. It's my favourite holiday celebration. We usually spend several days preparing ² *for* / to it. I usually work ³ *with* / for my mum in the kitchen, making lots of cakes and bread. Our relatives join us for the meal. We agree ⁴ *on* / *with* who is going to prepare which dishes several days in advance. There's always plenty of food! Our guests arrive ⁵ *on* / *at* our house bringing pies and roast meat and all kind of vegetables. It takes several days to recover ⁶ *from* / *of* all the excitement and the food!



Language focus

- 1 Complete the text using the correct passive form of the verbs in brackets.

Record recycling competition

Vinyl records ¹ *were developed* (develop) in the early 19th century, but in the 1960s they ² ... (replace) by audio cassette tapes, later by CDs and most recently by digital services. Now, there are millions of old vinyl records that ³ ... (not use) anymore. Thousands of them ⁴ ... (throw) away every year. There are many ways that plastic ⁵ ... (recycle), but what about vinyl records? A prize of £1,000 ⁶ ... (award) to the most creative and original concept for reusing old records and the winner ⁷ ... (give) the opportunity to put his or her recycling plan into action.



- 2 Join the sentences using a relative pronoun and a relative clause.

- That is the woman. She sold us her old car.
That is the woman who sold us her old car.
- This is the shop. I bought my clock here.
- My dad has a friend. He collects old radios.
- Is this the machine? It is used to play old records.
- That is the film. I told you about it.
- Where is the boy? I borrowed his book.

- 3 Complete the text using the -ing form of the verbs in the box.

become play do have put sing
make study

I'm in a rock band with three of my friends. We enjoy ¹ *making* music together. I'm not good at ² ..., but I really love ³ ... the guitar. We're looking forward to ⁴ ... our music online quite soon and we dream about ⁵ ... famous one day! Of course, ⁶ ... and ⁷ ... homework are important. But I believe in ⁸ ... fun, too!

- 4 Choose the correct words to complete the text.

Themed birthday parties

Would you like **to have** / **having** a themed birthday party? Are you worried about ² **to organise** / **organising** your birthday or New Year's Eve party? If you really want ³ **to make** / **making** your party a success, why not visit our website and choose from our wide selection of costumes and masks? It's easy ⁴ **to find** / **finding** a theme that everyone can enjoy. There's something for everybody. ⁵ **To dress up** / **Dressing up** is fun for people of all ages. Many people choose ⁶ **to design** / **designing** their own costumes by using our unique app design tool. Don't plan your party without ⁷ **to visit** / **visiting** our website first!



Language builder

- 5 Choose the correct words to complete the conversation.

Janis: What ¹ *a* for New Year's Eve? Would you like ² ... to see the fireworks on the South Bank with me and my parents? It's a huge celebration ³ ... takes place on the banks of the River Thames every year. We ⁴ ... to it last year and it was great!

Lisa: That's a good idea! What time ⁵ ... ?

Janis: It ⁶ ... at 8 pm and the fireworks ⁷ ... off at midnight. It ⁸ ... free, but now you can't see them ⁹ ... you buy tickets in advance.

Lisa: That's OK, but I'm worried about ¹⁰ ... home.

Janis: Don't worry. It'll be easy ¹¹ ... home – I'm sure the buses and underground will ¹² ... all night. And if not, we can get a taxi!

Lisa: Fantastic!

- | | | | |
|-------------------|------------------|-------------------|-----------------|
| 1 a are you doing | b will you do | c would you do | d do you do |
| 2 a go | b going | c to go | d we go |
| 3 a which it | b which | c where | d what it |
| 4 a 've been | b 'd been | c went | d was been |
| 5 a it starts | b is it starting | c will it start | d does it start |
| 6 a 'll start | b starts | c 's starting | d 's started |
| 7 a will be set | b will set | c will be setting | d were set |
| 8 a would be | b was been | c used was | d used to be |
| 9 a if | b when | c although | d unless |
| 10 a get | b to get | c getting | d we'll get |
| 11 a to get | b getting | c get | d we get |
| 12 a have run | b running | c be running | d be run |



Speaking

- 6 Match the sentences.

- How much memory does it have?
 - Could you come with me to the supermarket?
 - Is it easy to use?
 - I need to organise the music.
 - How long does the battery last?
- a About nine hours of talk time.
b It's got 32GB of memory.
c Shall I lend you my speakers?
d Sure! We'll buy some snacks and drinks.
e Yes, very easy. And it's fast, too.



Discovery
EDUCATION

In this unit ...



Mission,
possible? p77



A lost civilisation p80



Describing
mistakes p82



CLIL Lions in
danger p121

Vocabulary

- Story elements
- Prepositions and adverbs of movement
- Linking phrases
- Words in context

Language focus

- Third conditional
- *must have, can't have, might/may/could have*

Unit aims

I can ...

- talk about a story I've enjoyed.
- understand a plot summary and an article about an unusual place to live.
- talk about imaginary situations in the past and give possible explanations for past events.
- understand a podcast about a local legend.
- use appropriate phrases to get more information.
- write a story.

Weird and wonderful



BE CURIOUS



What can you see in the photo?

Start thinking

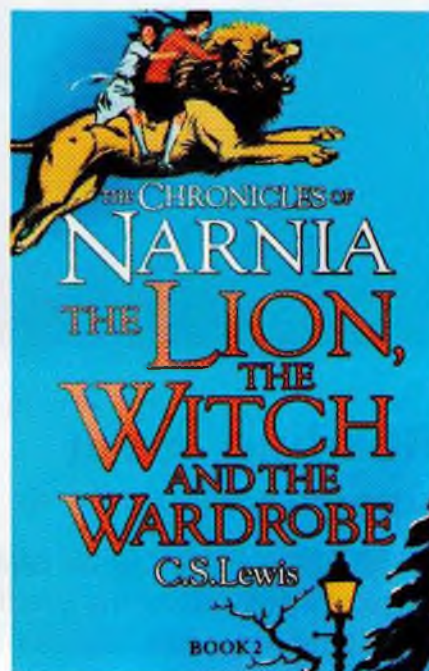
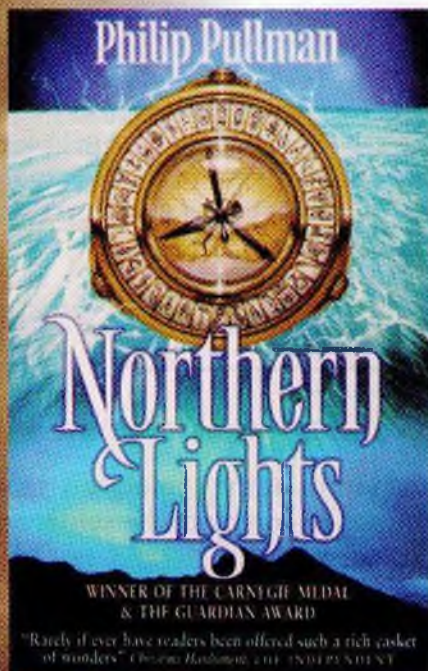
- What kind of story does this picture come from?
- Why is the knight wearing armour?
- Do you enjoy stories about characters like these?

Vocabulary Story elements

- 1  2.21 Match the story elements in the box with the definitions (1–8). Then listen, check and repeat.

action main character(s) suspense villain mystery plot setting hero


- | | |
|--|---|
| 1 the things that happen in a story <i>plot</i> | 5 a bad person |
| 2 the most important person or people in a story | 6 something strange or unknown that you can't explain |
| 3 a person who is brave and good | 7 exciting things that happen in a story, e.g. a battle, escaping from an enemy |
| 4 a feeling of excitement when you are waiting for something to happen | 8 the place where the story happens |




- 2 Identify the story elements in the description below.
action – fighting against the White Witch's army

The **Lion**, the Witch and the **Wardrobe**

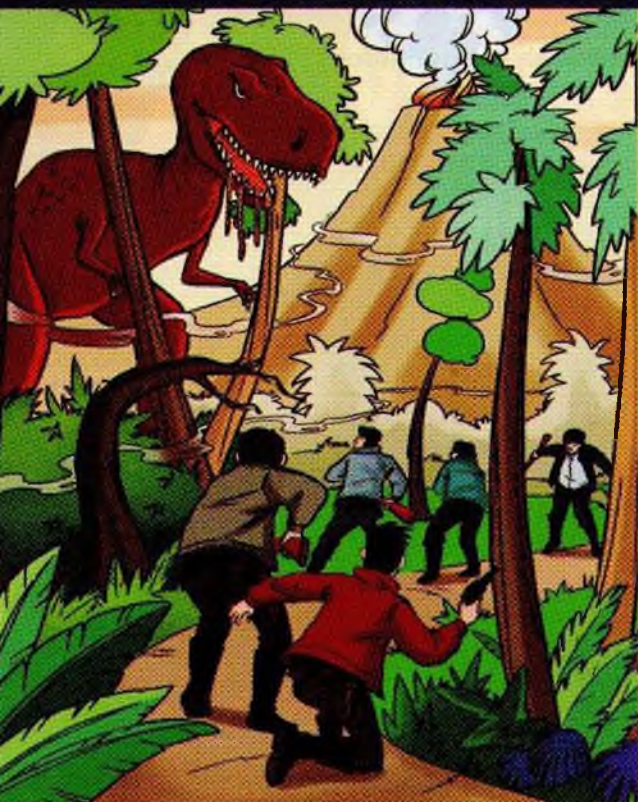
Most of the story takes place in a fantasy world which four children enter by climbing through the back of a wardrobe. This enchanted land is ruled by the evil White Witch. She keeps the land in permanent winter. But the real king, Aslan, an enormous lion, is trying to win back his kingdom. The four children fight bravely alongside Aslan and his army to defeat the White Witch. But it isn't an easy task. The White Witch tries to trick Aslan and almost kills him, but he is strong, and by some incredible magic, he comes back to life.

- 3  2.22 Listen to two people talking about a film they've seen recently. Which four story elements do they talk about?

Your turn

- 4 Think of a book you've read or a film you've seen recently. Make notes on some of the story elements from Exercise 1.
- 5 Work with a partner. Discuss your book or film. Tell your partner why you enjoyed it.
-  Vocabulary bank • page 113

A Sound of Thunder BY RAY BRADBURY



A *Sound of Thunder* is a classic science-fiction story. Written in the 1950s, it's set in an imagined future world where people can travel in time. A tour company specialises in taking hunters back in time for an incredible hunting experience: finding and killing a Tyrannosaurus Rex. The main character, Eckels, is one of the hunters who signs up for the trip.

Before they set off, the guide explains the rules. They must not touch anything, and they must not **step off** the special path that **floats above** the ground because any damage to anything in the past could have a terrible effect on the future.

The guides plan to see a Tyrannosaurus Rex at a particular point in time, just minutes before a tree falls on it and kills it. When the hunters first see the incredible creature **approaching** them **through** the ancient forest, they are amazed. Eckels panics, **turns around** and steps off the path. The main guide is extremely angry and sends Eckels back to the time machine. The dinosaur hears the noise and **turns towards** the hunters. They are terrified, but they manage to shoot at, and kill, the monster. They **run back** to the time machine, but, when they get back to their own time, things are not quite as they were.

FACT! Ray Bradbury's stories and novels have sold more than eight million copies all around the world.

Reading A plot summary

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

- 1 What do you think happens in the story?
- 2 Who are the main characters?
- 3 Do you think it has a happy ending?

2 **Read the plot summary and check your answers. What do you think happens at the end of the story? Why?**

3 **Read the summary again. Put the events in the order they happened.**

- a The dinosaur appeared.
- b The hunters killed the dinosaur.
- c The dinosaur noticed the hunters.
- d Eckels stepped off the path.
- e Eckels saw the dinosaur.
- f The hunters escaped in the time machine.
- g Eckels killed the butterfly.

Explore prepositions and adverbs of movement

4 Look at the highlighted words in the summary. Use the correct form of the phrases to complete the sentences below.

- 1 He turned towards me and whispered, 'What's the answer?'
- 2 She ... me slowly ... the crowded room.
- 3 The balloon was ... so high ... my head that I couldn't catch it.
- 4 I forgot my bag and had to ... to the house to get it.
- 5 I ... the train onto the platform where my friend was waiting.
- 6 When I shouted his name, he ... and saw me.

5 Think about the route you took to school today. Use the prepositions and adverbs to describe your journey.

I walked through the park and up the hill above the station.

Vocabulary bank • page 113

Your turn

6 Work with a partner. Imagine that the story is being made into a film. Think about the questions below.

- 1 Who would you choose to play the parts of the main characters (Eckels and the guide)?
- 2 What locations could be used for the setting in the past?
- 3 What would the poster look like?

I think Robert Pattinson would be perfect as Eckels.

Oh no! I think ...

When Eckels stepped off the path, he killed a butterfly, and the butterfly's death had a small effect on time. The present they return to is no longer the same safe world they left behind. It has become a cold and cruel place. Eckels watches in amazement as the guide takes out his gun and points it at him. If Eckels had stayed on the path, he wouldn't have killed the butterfly. If he hadn't killed the butterfly, things wouldn't have changed. If he hadn't stepped off the path, would the guide have pointed the gun at him? The story ends with a sudden sound of thunder.

Language focus 1 Third conditional

- 1 Complete the examples from the text. Then choose the correct words to complete the rules.

Imaginary situation	Possible consequence
(If + past perfect)	(would have + past participle)
If Eckels ¹ ... on the path,	he ² ... the butterfly.
If he ³ ... the butterfly,	things ⁴ ...
If he ⁵ ... off the path,	⁶ ... the guide ... the gun at him?

- We use the third conditional to talk about imaginary situations in the **present / past**.
- We often use the third conditional to talk about things we **regret doing / want to do**.

➔ Grammar reference • page 105

- 2 Choose a verb phrase from the box to complete the sentences below.

hadn't been wouldn't have been
had changed would have changed had talked
would you have said

- If he hadn't stepped off the path, the guide wouldn't have been angry with him.
- If the guide ... so angry, he wouldn't have pointed the gun at him.
- Nothing ... if Eckels had stayed at home.
- If nothing ..., the story would have been very boring!
- ... anything to the guide if you had been in Eckels' position?
- If Eckels ... to the guide, do you think he wouldn't have been so angry?

- 3 Read the situations and write third conditional sentences using the prompts in brackets.

- Last night, I wanted to stay at home and watch TV, but a friend called and invited me to the cinema.
(If / my friend / not call, I / stay / at home / watch TV)
If my friend hadn't called, I'd have stayed at home and watched TV.
- When we got to the cinema, the film was sold out, so we decided to go for a burger.
(If / the film / not be / sold out, we / not go for a burger)
- I didn't have any money, so I decided to go to the bank.
(If / I / have / some money, I / not go / to the bank)
- On the way to the bank, we saw a man selling lottery tickets.
(We / not see / the man / if / we / not go / to the bank)
- My friend bought a ticket, so I bought one too.
(I / not buy / a ticket / if / my friend / not buy one too)
- My ticket was a winning ticket and I won a million pounds!
(If / my friend / not call / to ask me to go to the cinema, I / not win / a million pounds!)

➔ Say it right! • page 97

Your turn


- Think about three things you did yesterday. Write a short sentence for each one.
Yesterday, I went to school.
- Work with a partner. Talk about how your day could have been different.

If I hadn't gone to school yesterday, I'd have gone to the beach.

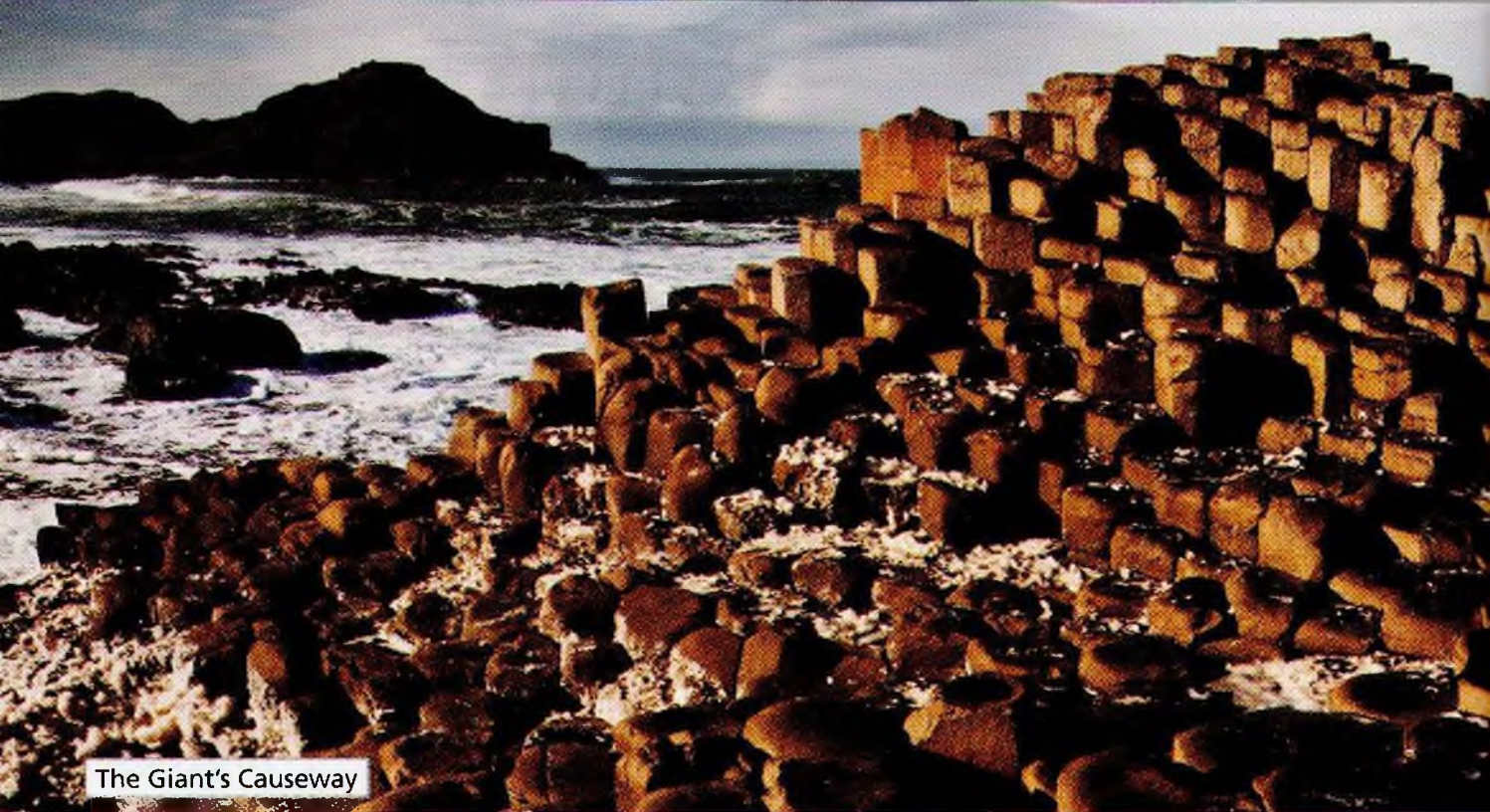
I wouldn't have done the Maths test, ...

Learn about an invention to stop motion sickness.

- Would you like to go into space? Why/Why not?
- If you could travel easily and cheaply in space, where would you like to go? Why?
- Would it be comfortable to travel in space? Why/Why not?

 **Discovery**
EDUCATION

7.1 Mission, possible?



The Giant's Causeway

Listening A podcast

1 Work with a partner. Look at the photo. What can you see? Do you think this was made by a giant, by humans or by nature? Why?

2 Listen to the podcast. Are these sentences true or false?

- 1 The causeway is artificial.
- 2 The podcast gives three different explanations for the causeway.
- 3 The presenter prefers the second theory.

3 Listen again and choose the correct options.

- 1 The Giant's Causeway is in Northern Ireland / Scotland.
- 2 The tallest columns are over 12 / 20 metres high.
- 3 Local legends say there was once an Irish giant called Finn McCool / Benandonner.
- 4 This giant wanted to walk / swim 70 miles across the sea to Scotland.
- 5 Finn wanted / didn't want to fight Benandonner.
- 6 Finn had a baby son / dressed up like a baby boy.
- 7 Benandonner thought that the baby was dangerous / Finn was enormous.
- 8 Scientists say the columns were formed 16 / 60 million years ago.

Vocabulary Linking phrases

4 Complete the sentences from the podcast with the phrases in the box. Then listen and check.

rather than in fact as a result of of course
then again according to in order to so that

- 1 This can't have formed naturally! But, *then again*, humans can't have built it either. It's just too big!
- 2 local legends, long, long ago, giants lived in the Celtic lands of Ireland and Scotland.
- 3 Finn didn't like water, so, they say that swim across, he ...
- 4 ... may have built an enormous causeway he could walk across the sea.
- 5, 70 miles away, on the west coast of Scotland, similar steps lead out of the sea and back to land.
- 6 trick Benandonner, she dressed Finn up as a baby.
- 7 But,, there is another explanation.
- 8 Scientists say that the causeway exists a series of violent volcanic eruptions.

Vocabulary bank • page 113

Your turn

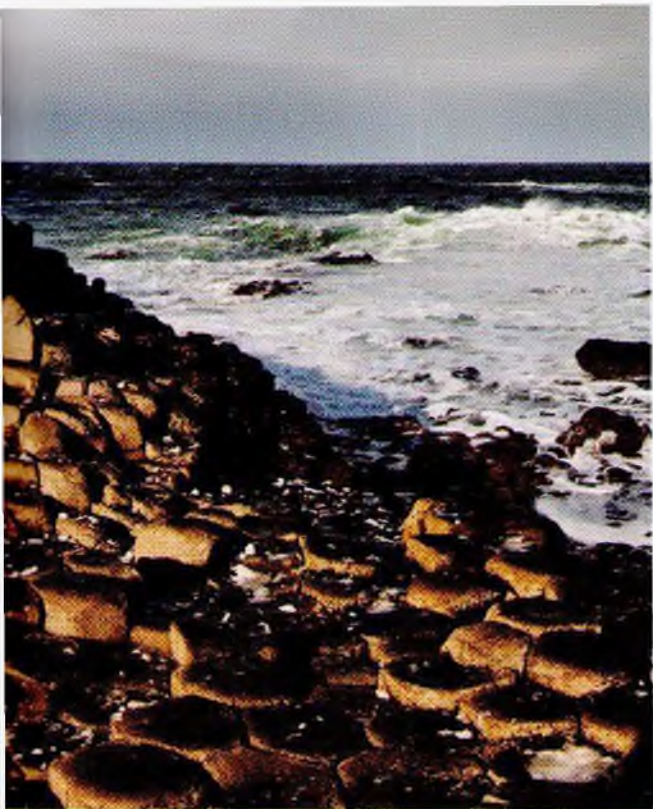
5 Make a list of all the legends you know. They could be from your country or anywhere in the world.

the kraken – a giant sea creature

6 Choose one of the legends from Exercise 5 and write a short text. Use linking phrases from Exercise 4.

According to legend, the kraken lived off the coast of Norway. It attacked ships in order to take them to the bottom of the sea.





Language focus 2 *must have, can't have, might/may/could have*

- 1 Complete the examples from the listening on page 78.

could a giant have may have
can't have **might have** must have

- It's easy to believe that a giant might have built them.
- Humans built it either. It's just too big!
- built this causeway?
- He built the enormous causeway so that he could walk across the sea.
- The local people say it been a giant!

- 2 Look again at the examples in Exercise 1 and answer the questions.

- What verb form follows the phrases in the box?
a infinitive b past participle
- Are the examples talking about the past or the present?
- Match the modals (i–iii) with the meanings (a–c).
i *must have* a I think this explanation is impossible.
ii *can't have* b I think this is the only explanation.
iii *might/may/could have* c I think this explanation is possible, but not the only one.

- 3 Match the beginnings and the ends of the sentences.

- What was that noise?
i It might have been the branch of a tree,
ii It can't have been the cat,
iii It must have been the neighbours' kids,
a it's Halloween and they're out trick or treating!
b because she's sitting here with me!
c it's windy and there's a tree outside the window.
- Where's John? He said he'd be here at eight!
i He must have got stuck in traffic,
ii He may have gone to the supermarket,
iii He can't have got lost,
a I asked him to get some milk for the morning.
b the roads are really busy tonight.
c he's been to our house a million times!

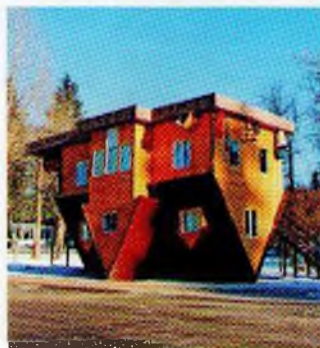
Get it right!

We don't use **can** with **have + past participle**. We only use **may, might or could**.

It could have been a giant. ✓ It ~~can have been~~ a giant. X

Your turn

- 4 Look at the photos. Write sentences with **must have, can't have** and **might/may/could have**.
He must have jumped out of a plane.



- 5 Work with a partner. Compare your sentences. Which are a) the most probable and b) the silliest?

I think he must have jumped out of a plane.

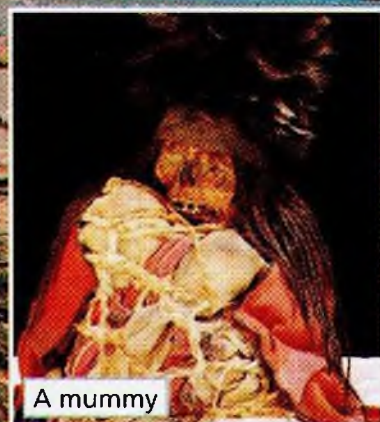


Discover Culture

- 1 Work with a partner. Look at the photos. How do you think they are linked?



A llama



A mummy



Archaeologists



Ilo Valley

Find out about the Chiribaya of Peru.

Discovery
EDUCATION

7.2 A lost civilisation

- 2 Watch the video and check your answers to Exercise 1. What do the objects they found tell us about the Chiribaya? How were llamas important?

- 3 Before you watch the video again, put these sections in the correct order. Then watch and check your answers.

- archaeologists take objects out of graves
- objects in an exhibition
- the importance of llamas
- what the archaeologists found
- what the valley looked like when the Chiribaya lived there
- where the discoveries were made

- 4 Watch the video again and complete the sentences.

- About years ago, workers from a nearby town were digging in the sand here when they found bones. Human bones.
- When they lived here, in the Ilo Valley, between 900 and AD, everything would have looked very different.
- At that time, there may have been as many as people living here.
- Pots like these might have been used for food, or to carry
- Archaeologists have found gold artefacts in some of the graves, suggesting that their owners were very and people.
- Some of the hats that archaeologists have found have beautiful feathers. The feathers of

Your turn


- 5 Ask and answer with your partner.


- Have you ever visited an archaeological site or an exhibition of ancient artefacts? If yes, where was it? What do you remember about it?
- If you could travel back in time to visit an ancient civilisation, which civilisation would you like to visit? Why?

- 6 Imagine you could visit one of the civilisations you talked about in Exercise 5. How would life have been different? Think about these things:

- their homes
- their clothes
- their food
- the work they did

Reading A magazine article

1  Work with a partner. Look at the photos. Who do you think lived in these houses? How long ago did they live there? Why did they build their houses in this way?

2  2.28 Read the magazine article and check your answers.

3 Read the article again. Find a factual mistake in each sentence below.

- 1 The Mesa Verde National Park is in Mexico.
- 2 The Pueblo people lived there for nearly 700 years.
- 3 The word pueblo means build.
- 4 The Balcony House is made up of 10 rooms.
- 5 The only door is at the end of a tunnel.
- 6 The Pueblo people used ladders and ropes because they enjoyed climbing.

Explore words in context

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

- 1 a complicated system of paths where you can easily get lost
- 2 a deep valley with very steep rock sides
- 3 a place where someone lives – a home
- 4 people who move to live in a new country or continent
- 5 the line that separates two countries or states

Your turn

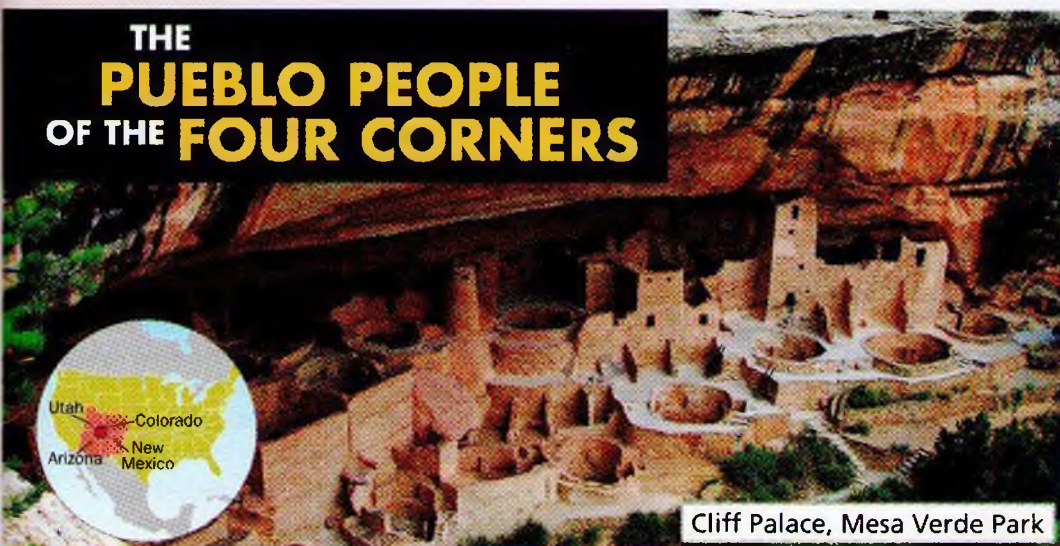
5 Imagine you lived in one of the cliff dwellings 1,000 years ago. What would your everyday life have been like?

There wouldn't have been any electricity.

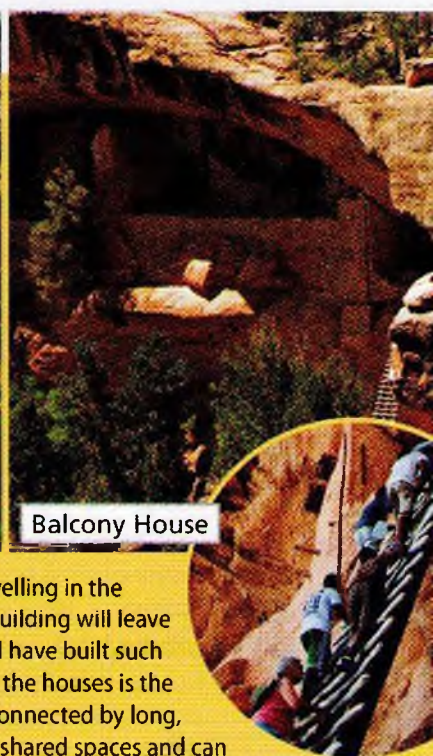
6 Work with a partner. Compare your ideas in Exercise 5. Would there have been any advantages to life as one of the Pueblo people?

I think it might have been fun to climb in and out of the houses every day!

THE PUEBLO PEOPLE OF THE FOUR CORNERS



Cliff Palace, Mesa Verde Park



Balcony House

Mesa Verde National Park covers more than 80 square miles of the Four Corners region of the United States, where the **borders** of Utah, Colorado, Arizona and New Mexico meet. It was once the home of the Pueblo people, a Native American civilisation famous for its amazing **cliff dwellings**. The best examples of these incredible homes can be seen in the walls of the park's spectacular **canyons**.

The Four Corners is a landscape of extremes – hot and dry in summer, covered in snow in winter. It isn't an easy place to live, but the Pueblo people made their home here and farmed the land for over 700 years, from 600 to 1300 AD. They built complicated 'villages' (their name comes from the Spanish word for village, *pueblo*) where hundreds of people shared the protection of their strong stone walls. Early European **settlers** in North America were amazed by their building ability.

The Cliff Palace is the largest Pueblo cliff dwelling in the park. It's best seen from above, where the building will leave you thinking about how these people could have built such complex houses. The most interesting of all the houses is the Balcony House. It is made up of 40 rooms, connected by long, narrow tunnels and built around a series of shared spaces and can only be visited with a guide. You have to be ready to climb – the only door into the house is at the top of a ten-metre high wooden ladder! When the Pueblo people lived here, they would have entered their homes by climbing ladders and ropes up the steep cliff wall. Once inside, they would have pulled the ladder into the house in order to protect themselves from enemies.

Exploring the **maze** of tunnels and rooms, you really start to understand what life must have been like for the Pueblo people so long ago. As you stand at the edge of the cliff, looking down into the canyon below and listening to the silence of nature, it's easy to imagine that you have travelled back in time.

FACT! The Pueblo people's houses in Charco Canyon were the tallest buildings in the USA until the 19th century.

Speaking Getting more information

Real talk: What's the biggest mistake you've ever made?



- 1 Watch or listen to the teenagers. Order the mistakes they talk about.

a not getting a place	c not sleeping	e losing football matches
b not going on a holiday	d lots that I've learned from	f not saying sorry
- 2 What's the biggest mistake you've ever made? Ask and answer with your partner.

- 3 Listen to Dana and her friend Nicola. What mistake did Dana make?

- 4 Complete the conversation with the useful language.

Useful language

Did your mum know?
 Did she say anything?
 That was lucky!
 Oh no! So then what happened?
 Really – why was that?

Nicola: That's a nice watch. Is it new?
 Dana: No, it used to be my mum's. In fact, it nearly got me into trouble once.
 Nicola: Really – ¹ why was that ?
 Dana: Well, when I was about six, I borrowed it from her room. Then I went in the garden to play, with the watch in my pocket.
 Nicola: Did your ² ... ?
 Dana: No. Anyway, I was playing in the garden when I lost it. I looked everywhere but I couldn't find it.
 Nicola: Oh no! So ³ ... ?
 Dana: Nothing! I just hoped Mum wouldn't notice.
 Nicola: Did she ⁴ ... ?
 Dana: No, but a few weeks later the dog was digging up some flowers and he found the watch!
 Nicola: ⁵ ... ! Was the watch okay?
 Dana: Yes. I just cleaned it and put it back. She still doesn't know what happened.
 Nicola: Wow! If the dog hadn't been naughty, you wouldn't have found it!



- 5 Listen again and check your answers.
- 6 Work with a partner. Practise the conversation in Exercise 4.
- 7 Work with a partner. Take turns to say the sentences below and respond with a phrase from Exercise 4.
 - 1 Last year, I took my sister's MP3 player without asking.
 - 2 I fell out of the boat into the river.
 - 3 My dad got really angry with me.
 - 4 Anyway, I found it under the sofa a week later.
 - 5 I looked everywhere, but I didn't find them.
 - 6 Then I realised that it wasn't in my bag.
- 8 Work with a partner. Plan your own conversation. Use the ideas below and Exercise 4 to help you.

Situation 1

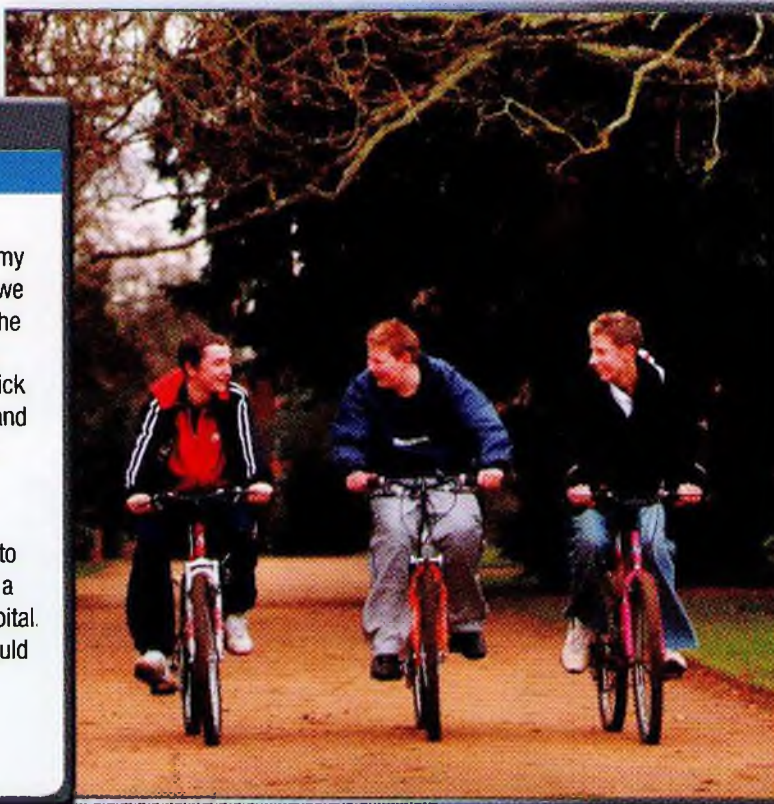
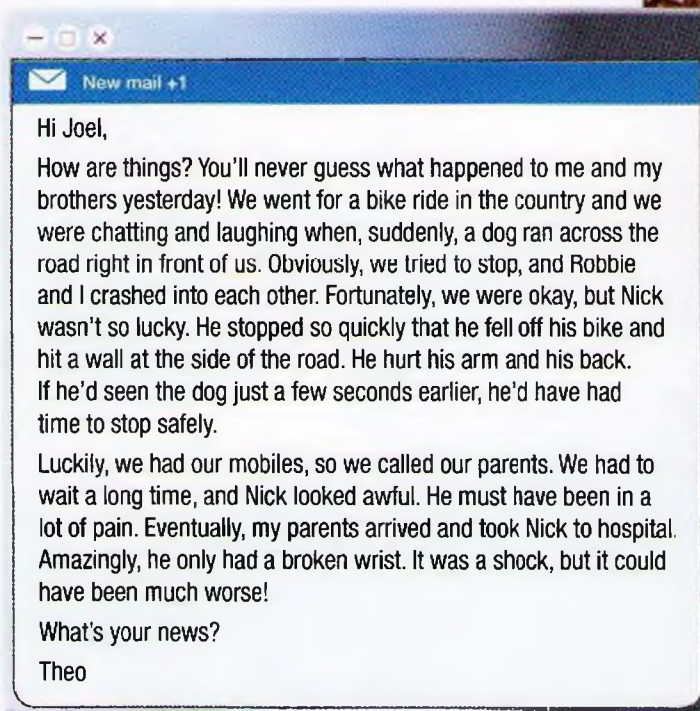
You borrowed someone's MP3 player. It fell out of your bag and you lost it. You are saving money to buy them another one.

Situation 2

You went on a school trip. You were playing around and dropped your phone in a pond. It doesn't work now and your parents are angry.

Writing Telling a story

1 Read Theo's email. What happened to Nick?



2 Read the email again and answer the questions.

- | | |
|--------------------------|-----------------------------|
| 1 Where were they? | 4 What did they do? |
| 2 Who was there? | 5 What happened in the end? |
| 3 What happened to them? | |

Useful language

Adverbs

We use adverbs in stories to link ideas together and to make a story more dramatic and interesting.

- ... *when, suddenly, a dog ran across the road.*
- *We called my parents immediately.*
- *Eventually, they arrived.*

3 Look at the Useful language box. Find four other adverbs like this in the email.

4 Match the beginnings and the ends of the sentences and join them with an adverb from the box.

fortunately eventually obviously luckily amazingly

- | | |
|---|---------------------------------|
| 1 They walked for a long time but | a upset. |
| 2 We saw the wild cats but | b he didn't hurt himself. |
| 3 James crashed his quad bike into a tree but | c they arrived at the campsite. |
| 4 She was crying and | d we won £1,000! |
| 5 We'd never bought a lottery ticket before but | e they didn't see us. |

Get writing

PLAN

- 5 Plan a story about an event in your life (or invent one). Make notes on the questions in Exercise 2.

WRITE

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

CHECK

- 7 Can you say YES to these questions?

- Have you explained what happened clearly using the questions in Exercise 2?
- Have you used adverbs to make the story more interesting?



Discovery
EDUCATION

In this unit ...



On the run p87



Future directions p90



The biggest lie you've
been told p92



CLIL True or false? p122

Vocabulary

- Crimes
- Words in context
- Reporting verbs
- Verb expressions

Language Focus

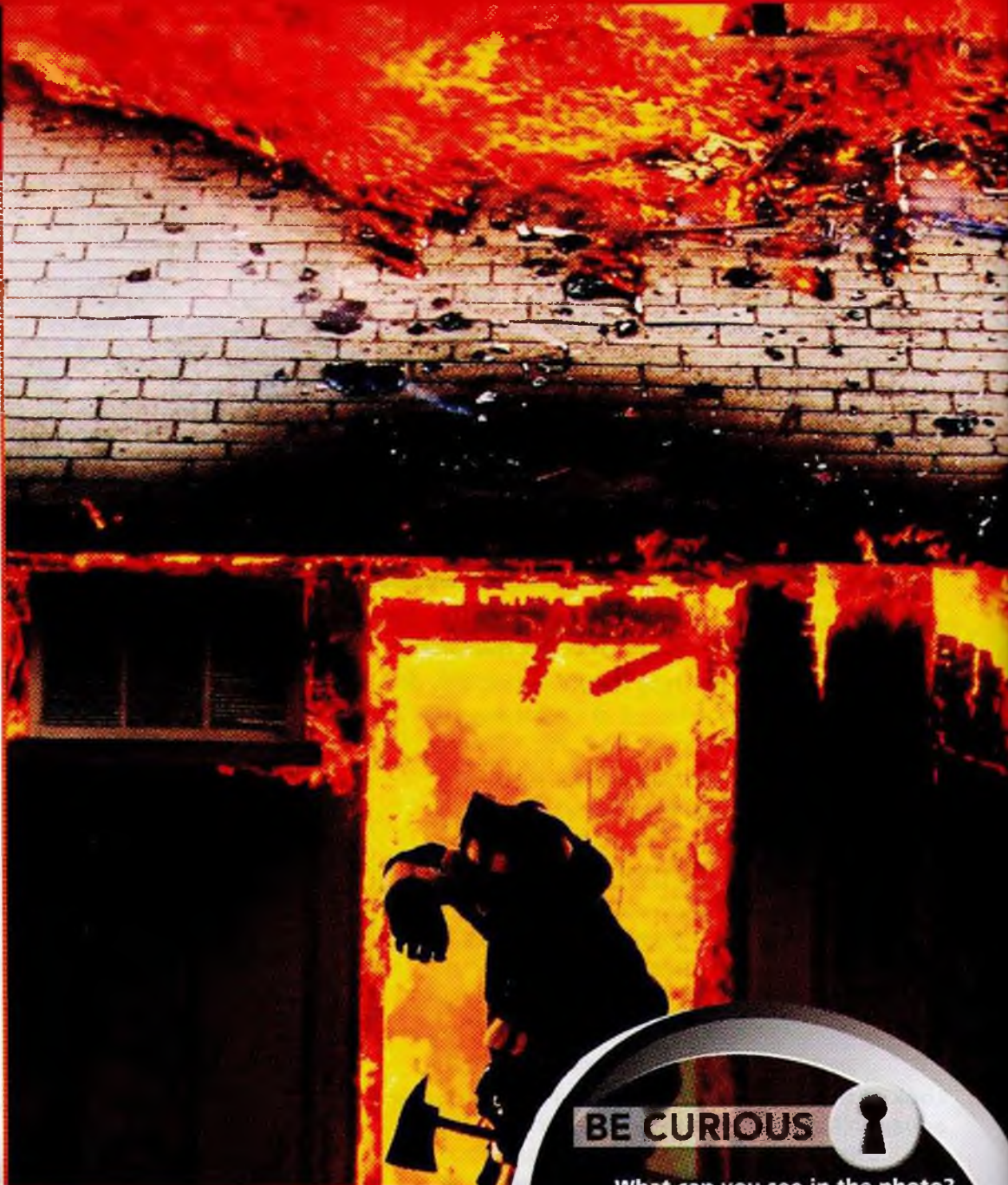
- Reported statements
- Reported questions
- Indirect questions

Unit aims

I can ...

- talk about crimes and how serious they are.
- understand news stories about crimes and an article about unusual laws.
- report what people have said and ask for information politely.
- understand a news podcast about young heroes.
- ask questions to clarify and use appropriate phrases to confirm or deny information.
- write an online article.

Right or wrong?



BE CURIOUS




What can you see in the photo?

Start thinking

- What do you think was the cause of the fire?
- If it was a crime, why would someone commit it?
- What problems could the firefighters and police have?

Vocabulary Crimes

- 1  2.30 Match the words in the box with the photos (a-h). Then listen, check and repeat.


mugging kidnapping pickpocketing illegal downloading
arson vandalism shoplifting robbery



- 2 Which of the crimes are related to
a) property, b) a person or c) both?
shoplifting - property

- 3 Match the beginnings and the ends
of the sentences.

- 1 The men committed the robbery during the daytime,
 - 2 They were sent to prison for vandalism
 - 3 He only got a fine for shoplifting
 - 4 They suspect him of illegal downloading
 - 5 The police arrested her for arson
- a because he only stole one thing and it was his first offence.
 - b they stole two computers and no one heard or saw a thing!
 - c but they haven't found any pirated films or music on his computer yet.
 - d after they saw her start the fire on a security camera.
 - e after they painted graffiti at the bus station and broke windows in the shopping centre.

- 4  2.31 Listen to a short radio report about common crimes around the world. Which five crimes are mentioned? What do the two people say about them?

The first crime is illegal downloading. It's the top crime at the moment.

Your turn

- 5 Look again at the crimes. Which do you think are a) very serious, b) quite serious and c) less serious? Make notes.

- 6 Discuss the questions in groups.

- 1 Do you agree or disagree about the crimes? Compare your notes.
- 2 Which of the crimes on the list are common where you live? Do you live in a safe or a dangerous environment?

Vandalism is very common here, there is a lot of graffiti ...

The imperfect crime

a

Sometimes crimes don't go as planned. Here are three stories about unsuccessful attempts to break the law!

b



c



A thief in Toronto announced his plan to rob a bank on Facebook. He then changed his name on the social media site to his **idol** – the bank robber Robert Metcalf. Then, to make sure all his friends knew about the robbery, he posted photos of himself holding some hundred-dollar bills. Of course, the police didn't take long to catch him. When asked about his need to **advertise** the crime, he told the truth and said to reporters that he couldn't believe his bad luck. He said that he was surprised that the police had looked at his Facebook page!

In Germany, a man was found guilty of **forgery** when he walked into a shop and bought some cigarettes. He paid for the cigarettes with a €30 note, although this note doesn't exist. The shopkeeper didn't notice at first – he told journalists that the **fake** was very poor quality. 'I was distracted. I gave €20 in change to the man. Later I realised my mistake!' The police eventually arrested the criminal. He said that somebody had given him the illegal note as a joke, but police found hundreds of fake notes at his home and arrested him for **fraud**. The local police inspector said that she had never seen such a stupid crime.


Reading News stories



Explore words in context

1 Look at the photos (a–c) and match them with the captions (1–3).

- 1 An enormous bag of cash
- 2 Euros which you've never seen before!
- 3 Be careful if you find cash in the street!

2  2.32 Read the news stories and match them with the photos. What is surprising about all three stories?

3 Read the stories again and choose the correct options.

- 1 The bank robber made a mistake because he told reporters / his friends about the crime.
- 2 He told people about the crime **before** / before and after it happened.
- 3 It was silly to use a €30 note because they aren't real / often used.
- 4 The shopkeeper discovered the fraud **immediately** / after the event.
- 5 The Scottish police officer was **honest** / dishonest.
- 6 Mr Tarrant had forgotten about / returned for the money.

4 Look at the highlighted words in the stories and match them with the definitions.

- 1 be in control of or responsible for something
- 2 record information on paper or on a computer
- 3 something that looks real and is used to trick people
- 4 two words for the crime of producing false documents
- 5 announce something
- 6 somebody that you admire a lot

Your turn

5 Read the three stories again. What lesson can we learn from each one? Make notes.

In the first story, the lesson is that social media can cause you problems. People tell everybody everything ...

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

I think the lesson in the third story is that you can't trust a police officer.

I don't agree, I think it's more about honesty, you ...

In Edinburgh, Scotland, Ian Tarrant was walking down the street one day and suddenly found £75 on the pavement. He took it to his local police station. The police officer said that he would **register** it. A few days later, Mr Tarrant went back to the police station to ask about the money. He thought that if nobody had collected the money, he could keep it. But the police officer **in charge** said he had forgotten all about it. More **importantly**, the money had gone missing. In the end, the police had to return the money to Mr Tarrant. If he hadn't gone back to the police station, the police officer would have kept the £75!

FACT! CCTV cameras often help prevent crime. There are over 5 million CCTV cameras in the UK, 1 for every 14 people.

Language focus 1 Reported statements

1 Look at the sentences below. Can you find them as reported speech in the text?

- 'I can't believe my bad luck.'
- 'I'm surprised that the police looked at my Facebook page!'
- 'The fake is very poor quality.'
- 'Somebody gave me the illegal note as a joke.'
- 'I've never seen such a stupid crime.'
- 'I'll register it.'

2 Look at the sentences in Exercise 1 and the examples of reported speech in the text again. Then complete the rules.

When we report a conversation, ...

- the present simple changes to the **future / past simple**.
- the past simple changes to the **present perfect / past perfect**.
- the present perfect changes to the **past perfect / past simple**.
- will* changes to *would* and *can* changes to *can't / could*.

➡ Grammar reference • page 106

3 Read a police officer's response to the news stories in the text. Choose the correct form of the verbs in the reported version in the box.

'Most people are honest. If they find money in the street, they'll give it to us. In fact, last year there were fewer crimes in the UK. If there are dishonest people in the police force, they will lose their jobs. But the general public can continue to help the police to fight crime.'

The police officer told reporters that most people ¹were / had been honest. He said that if they ²have found / found money in the street, they ³would / will give it to the police. He told us that in fact last year there ⁴have been / had been fewer crimes in the UK. The police also said that if there ⁵are / were dishonest people in the police force, they ⁶would / will lose their jobs. He finished by saying that the general public ⁷could / would continue to help the police fight crime.

Get it right!

Tell must be followed by a direct object but *say* isn't.

'I'm sorry.' → *She told me she was sorry.*

'I'm sorry.' → *She said she was sorry.*

4 Complete the reported statements made by criminals.

- 'I'm guilty of committing the crime.'
He told us
- 'I stole the money.'
She said
- 'I've never been in trouble before.'
He told them
- 'I will never do it again.'
He said
- 'I can't understand why I did such a terrible thing.'
She said
- 'I didn't steal from the old lady.'
She told the police

Your turn

5 Write true and false reported statements. Use the sentence prompts to help you. Add three more sentences using your own ideas.

I said that *I would do all my English homework this week.*

My best friend told me that ...

My teacher told us that ...

Yesterday, my mum/dad said that ...

6 Work with a partner. Can they guess which of your sentences are true and which are false?

The first one's false – you'd never say that!

You're right!

Learn about Jamie Harris from Tennessee.

- What crimes do you think he committed?
- Do you think the police caught him?
- If so, what was his punishment?



Discovery
EDUCATION

8.1 On the run



Vocabulary Reporting verbs

- 1 2.33 Match the verbs (1–8) with the definitions (a–h). Then listen and repeat the reporting verbs.

- | | |
|------------|--|
| 1 admit | a to say that you are not happy with something |
| 2 promise | b to make a choice about what you want to do |
| 3 suggest | c to have the same opinion as other people |
| 4 explain | d to say in a strong way that something is true or should happen |
| 5 complain | e to say something is true when you don't want to |
| 6 insist | f to say something more about something |
| 7 decide | g to say that you will definitely do something |
| 8 agree | h to offer a plan or an idea |

- 2 Choose the correct verb to complete the sentences below.

- My mum **complained** / **promised** that she would buy me a new bike.
- He **admitted** / **complained** that it was his fault.
- He **insisted** / **suggested** that he was innocent.
- She **suggested** / **explained** that we went out for dinner.
- They **decided** / **admitted** that they would stay at home.
- We **complained** / **agreed** that this was the best decision.
- They **promised** / **complained** that the fine was too high.
- She **decided** / **explained** that the robbery had been carefully planned.

- 3 Report things that you have said to other people. Can you use all eight verbs?

I complained that I had too much homework.

Vocabulary bank • page 114

Listening A news report

- 4 Work with a partner. Look at the police sketches for two crimes. What do you think happened in each?

- 5 2.34 Listen to a news podcast. What do the two stories have in common?

- 6 2.34 Work with a partner. Listen again and look at the words. Which words belong to which story? Try to reconstruct the stories.

scared millionaire evidence bravery robber kidnapper fine reward

- 7 2.31 Complete the sentences with the past simple form of reporting verbs from Exercise 1. Which story do they come from? Then listen again and check.

- Ralph ... that he'd been a little scared.
- He ... that the man in the library was the robber.
- The police ... that James would receive a reward.
- The businesswoman ... that she and James met to thank him in person.
- The police ... that it was a very detailed description.

Your turn

- 8 Work with a partner. Which of the teenagers was braver? What would you have done in these situations?

I think the first because the boy was very brave, he might have died!

I agree. I don't know what I would have done in that situation ...

Language focus 2

Reported questions

- 1** Complete the examples from the listening on page 88.

Direct questions	Reported questions
Were you scared?	I also ¹ ... him if he'd been scared.
How did you catch the robber?	I asked him how he ² ... the robber.
Why is James's evidence so important?	I asked the police why James's evidence ³ ... so important.

- 2** Look at the direct and reported questions in Exercise 1 again and complete the rules.

- In reported Yes/No questions, we use *if / when*.
- The word order is **the same / different** in direct and reported questions.
- The tense **changes / doesn't change** in reported questions.
- Reported questions **have / don't have** question marks.

 Grammar reference • page 106

- 3** Look at the police officer's questions. Put the words in order to complete the reported questions.

- 'What time did you leave home?' (home / had / what / she / time / left)
He asked her what time she had left home.
- 'Were you alone?' (been / if / she / alone / had)
He asked her
- 'Do you have a criminal record?' (record / if / had / she / criminal / a)
He asked her
- 'Did anybody see you?' (her / seen / had / anybody / if)
He asked her
- 'Why didn't you call the police immediately?' (hadn't / she / called / immediately / why / the police)
He asked her

Indirect questions

- 4** Complete the examples from the listening on page 88.

Direct questions	Indirect questions
What did you discover there?	¹ ... you tell us what you discovered there?
Give us more details about the crime, James.	James, I was ² ... you could give us more details about the crime.

- 5** Look at the direct and indirect questions in Exercise 4 again and complete the rules.

In indirect questions, ...

- we use / don't use the auxiliary verbs *do* or *did*.
- we use / don't use *if* in Yes/No questions.
- we use the word order of a **statement / question**.

We use indirect questions in order to ...

- check we've understood.
- be polite.

 Grammar reference • page 106

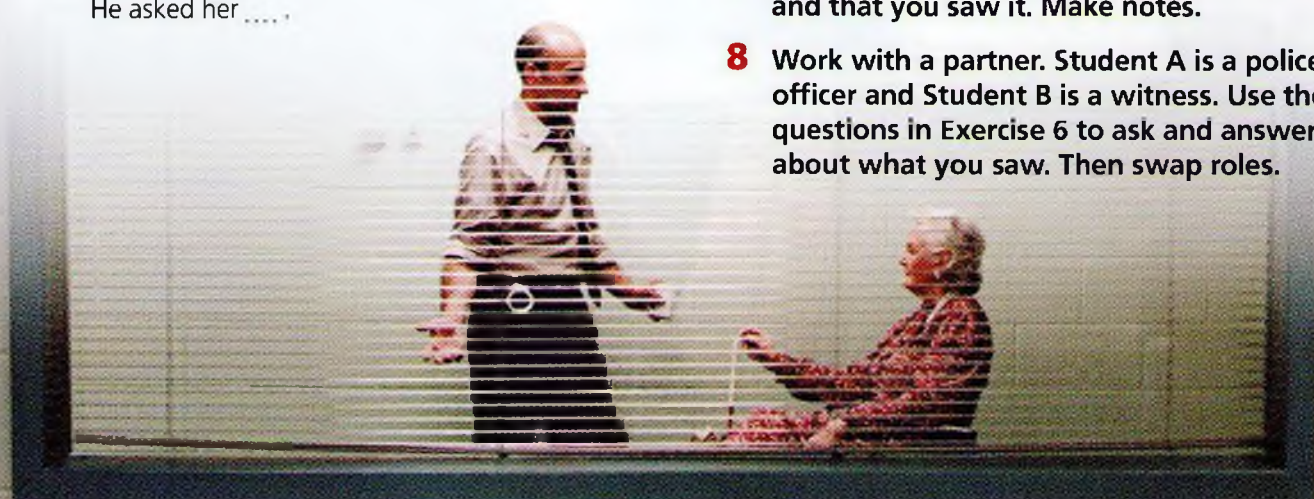
- 6** Write indirect questions for the witness of a robbery. Add two more questions using your own ideas.

- What's your name?
Could you tell me what your name is?
- How old are you?
- What happened?
- When did the robbery take place?
- Did you do anything to try to stop the robbers?
- When did the police arrive?
- Were you frightened?
- Did anybody else see the incident?

 Say it right! • page 97

Your turn

- Imagine a crime has taken place in your area and that you saw it. Make notes.
- Work with a partner. Student A is a police officer and Student B is a witness. Use the questions in Exercise 6 to ask and answer about what you saw. Then swap roles.





Discover Culture

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

- 1 Are there many women police officers in your country? Why/Why not?
- 2 Why do you think more men do this kind of work?

Find out about a Chinese police officer.



Discovery
EDUCATION



8.2 Future directions

2 **What kinds of problems do you think a female police officer in China might face? Watch the video and check your ideas.**

3 **Test your memory. Which activities did you see Jolene, the police officer, doing in the video?**

- a shopping in a supermarket
- b practising martial arts
- c interviewing a suspect
- d washing clothes by hand
- e walking in the hills
- f putting a suspect into a car
- g holding down a fellow police officer
- h running after a suspect

4 **Watch the video again and check your answers.**

5 **Choose the correct words. Then watch the video from 00.48 to 01.05 and check your answers.**

'I may be a woman on the outside, I may appear to be very ¹careful / gentle, but I'm a lot ²tougher / harder than I look. I'm just as capable as my male ³colleagues / companions, and I've got the ⁴strength / guts to face down hardened ⁵suspects / criminals.'

6 **Change the underlined words so the sentences are true about Jolene's life.**

- 1 All of the other officers Jolene works with are women.
- 2 Her department made thousands of arrests last year.
- 3 Jolene's mum is very angry with her.
- 4 She never worries about the future.

Your turn

7 **Ask and answer with your partner.**

- 1 Why do you think the video is called Future directions?
- 2 Would you like to try Jolene's job? Why/Why not?
- 3 Which jobs do you think women do better than men? Why?

I think it's called Future directions because ...

I definitely wouldn't want to try Jolene's job because ...



Speaking Clarifying



Real talk: What's the biggest lie you've ever been told?

- 1 8.3 Watch or listen to the teenagers. Match the person or people to the lie.

everyone big brother classmate (x2) ex-best friend granny

- | | | |
|-------------------------|------------------------------|---------------------------------|
| a Tomorrow's a holiday. | c This is a delicious fruit. | e Vegetables do amazing things. |
| b My granny is ill. | d The theme is the ocean. | f My cousin is a famous actor. |

- 2 What's the biggest lie *you've* ever been told? Ask and answer with your partner.

- 3 2.38 Listen to a journalist interviewing a footballer. Which thing that she asks about is true?



- 4 Complete the conversation with the useful language.

Useful language

Questions

Is that right?
Is it true that ... ?
Would you like to comment on ... ?

Answers

These rumours are completely false.
They're totally untrue.
You must be joking!
Yes, absolutely!

- 5 Listen again and check your answers.

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

- 7 Work with a partner. Take turns to ask and answer questions about the rumours below.

- You're leaving this school.
- Your parents have won the lottery.
- Your sister is a film actress.
- You get a lot of pocket money.
- Your brother drives a sports car.

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

Actor

- You earned \$1m for your last film.
- You had a good relationship with the actor in the film. You always wanted to work with him/her.
- You really liked the director and you would work with him/her again.
- You live in New York and you are happy. You'd like to live in England in the future.

Journalist

- You have heard stories that he/she earned \$6m for his/her last film.
- You watched the film and you think that he/she had a good relationship with his/her co-star.
- You have heard rumours that he/she didn't like the director of the film.
- You read that he/she has bought a new house in Los Angeles with 10 bedrooms and 12 bathrooms.

Journalist: Thanks for this interview, Luke. I've got lots of questions. Now, you're only 19, you have a 5-year contract, and people say you earn over £75,000 a week.

Footballer: You ¹ *must be joking*! My salary is a lot less because I'm still very young.

Journalist: OK, but ² ... you've bought a Ferrari?

Footballer: Yes, ³ ...! That *is* true! It was my dream to buy a Ferrari.

Journalist: I've also heard you don't have a good relationship with your manager. ⁴ ...?

Footballer: Look, these rumours ⁵ ... I respect the boss, honest!

Journalist: OK! Would you ⁶ ... all the stories about you moving to Spain?

Footballer: Yes. They're ⁷ ... I'm happy here and enjoying my football. But one day I'd love to play in Spain or Italy. Why not?

Writing An online article

- 1 Read the online article. Is the situation with illegal downloading getting better or worse?

ILLEGAL MUSIC DOWNLOADS

Do you break the law? If you send songs you find online to your friends' mobile phones, then the answer is yes. Nowadays, illegal downloading is said to be the most common global crime, with an estimated 30 billion songs downloaded since 1999.

In that time, music sales have fallen by more than half. In fact, in the USA last year only about one third of online music was actually paid for, with just under 95 million illegal downloads. The music companies insist that this has caused serious problems, not just for musicians and songwriters but for many other industry workers. One study has shown that approximately 70,000 jobs and well over \$2.5 billion have been lost.

However, industry experts admit that online piracy is actually falling. Reports suggest that because of the popularity of subscription streaming websites, and file-sharing sites closing down, it has gone down by up to 75%.



- 2 Read the article again and make notes about why illegal downloading is ...

1 so worrying. 2 a bad thing. 3 falling.

Useful language

Describing amounts

We can use different phrases to show more or less of a number.

- *well under a billion dollars* • *just over a million*

We also use different words to guess numbers.

- *an estimated 70 billion songs* • *about one third*
- *approximately 70,000 jobs*

- 3 Look at the Useful language box. Find five other similar words and phrases in the article.

- 4 Complete the sentences with the phrases in the box.

just over approximately well over just under
more than estimated

- 1 One study found that ... 80 per cent of digital content consumed in Spain was illegal. (83%)
- 2 In a survey in Norway ... three quarters of Internet users said they would pay to see films online legally. (76%)
- 3 There are an ... 146 million visits every day to just 43 of the world's digital piracy sites, experts think. (146)
- 4 The most popular pirated film in 2013 was *The Hobbit: An Unexpected Journey*, with ... 8 million downloads! (8 million +)
- 5 Piracy of movies and TV shows in Japan has reduced by ... half because of legal streaming sites. (49–51%)
- 6 In my class ... a quarter of students think illegal downloading is bad because it affects the film industry. (24%)



Get writing

PLAN

- 5 Plan an online article about film piracy.

- Ask your classmates about their opinions.
- Organise your notes using the questions in Exercise 2. Use the facts and figures in Exercise 4 to help you.
- Find additional information on the Internet.

WRITE

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

CHECK

- 7 Can you say YES to these questions?

- Have you included statistics to show how big the problem is?
- Have you used phrases to give approximate numbers and percentages?

Vocabulary

- 1 Match the underlined parts of the story (1-6) with the story elements in the box. There are two words you don't need to use.**

plot action hero suspense
main characters setting mystery villain

- The story is about an alien spaceship that comes to Earth from Mars. *plot*
- It lands near a small village in England.
- A scientist lives there with his wife and daughter.
- The scientist is very brave and tries to save his family, and the world.
- No one knows why the aliens have come to Earth.
- There is a big battle between the humans and the aliens.

- 2 Choose the correct words to complete the sentences.**

- According to / As a result of legend, there was a princess who lived in a tower long ago.
- In order to / Rather than save her, the prince had to climb to the top of the tower, but it was very high.
- The princess tried to make a rope from her hair so that / in fact he could climb up.
- Of course, / Then again, her hair never grew long enough to reach the ground.
- Rather than / In order to wait any longer, the prince sent a large bird to fly to the princess and carry her away.
- It can't have been easy to fly on a bird, but, then again, / in order to love can make anything possible.

- 3 Match the sentences (1-6) with the crimes (a-f).**

- | | |
|--|-----------------------|
| 1 Someone in the crowd stole his wallet, which was in his trousers. <i>b</i> | a arson |
| 2 He was walking home when a man attacked him and stole his phone. | b pickpocketing |
| 3 Someone set fire to the building. | c mugging |
| 4 A group of men broke into the bank and stole millions. | d illegal downloading |
| 5 They smashed windows and painted graffiti in the railway station. | e robbery |
| 6 They obtained music files from the Internet without paying for them. | f vandalism |

- 4 Match the sentences (1-8) with the reporting verbs in the box.**

suggest complain decide admit
explain insist ~~promise~~ agree

- 'I'll write every day.' *promise*
- 'This soup is too salty!'
- 'Yes, I broke the window.'
- 'My clock isn't working and that's why I missed the train.'
- 'That's it! I'm going to apply for the job.'
- 'Shall we go home now?'
- 'Yes, that's a very good idea.'
- 'You really have to come to dinner tonight!'

Explore vocabulary

- 5 Choose the correct words to complete the text.**

The two boys slowly walked ¹ towards / back the castle. The path was steep and narrow. They heard a sudden sound and turned ² towards / around to look behind them, but everywhere was dark. The moon shone ³ through / around the clouds in the midnight sky. A bat flew ⁴ above / through their heads. 'Wouldn't it be better if we went ⁵ back / off home?' said Rick. 'Don't be silly!' said Jack. They stepped ⁶ off / above the path and went towards the secret entrance at the bottom of the castle wall ...

- 6 Complete the text with the verb expressions in the box.**

take care came into existence
see the point date back go ahead

Visitors to art museums around the world should remember that many galleries don't let visitors take photos. These rules ¹ ... to a time when people used flash photography, which could damage the art. The rules ² ... to protect the art as well as to prevent images being sold illegally. But nowadays, with digital cameras and phones everywhere, museums are taking a more relaxed approach. 'I don't really ³ ... anymore - everyone has a camera, so you can't do much about it,' said one visitor. 'As long as people ⁴ ... not to touch the paintings, I think it's OK,' said another visitor. 'I don't mind if people ⁵ ... and take pictures of the art, but I can't stand it when they just take pictures of themselves in front of the art - it's so annoying!'



Language focus

1 Write third conditional sentences.

- I didn't buy a lottery ticket. I didn't win a prize.
If I'd bought a lottery ticket, I'd have won a prize.
- You didn't study. You failed the test.
- I didn't answer the phone. I wasn't at home.
- He was late for school. He missed the bus.
- Tim didn't go to the party. He had a cold.

2 Make sentences about the pictures.

- 1 *Joe must have forgotten his umbrella.*



- 1 Joe / must / forget / umbrella 2 Sally / could / win / lottery



- 3 Julie / may / be sick / yesterday 4 Simon / can't / study / very hard



- 5 Sue / must / pass / driving test 6 Tom / might / crash / bike

3 Complete the reported statements.

- 'I'll answer your questions.'
He told them *he'd answer their questions*.
- 'There's been a robbery.' He told them
- 'The robbers took all the money.' He said
- 'I'll go and call the police.' He told them
- 'I can describe one of the robbers.' He said

4 Put the words in order to make reported or indirect questions.

- 'Where are you from?'
She / him / he / from / was / asked / where
- 'Did you see anything?'
asked / They / anything / seen / had / I / if / me
- 'What is your address?'
us / you / what / is / address / your / Could / tell
- 'Was there any noise?'
asked / if / He / been / any noise / there / had
- 'Where is the safe?'
where / know / you / is / the safe / Do

Language builder

5 Choose the correct words to complete the text.

New mail +1

Hi Julian,

I had some bad luck yesterday. My phone ¹ *d* stolen! I was just stepping off the bus when a man pushed past me. He ² ... have taken it from my bag. The police said that several people ³ ... reported stolen phones recently. They asked me ⁴ ... describe the man, but I couldn't remember. I'm so annoyed! If I ⁵ ... my bag more carefully, it wouldn't have been so easy to steal!

Anyway – some good news! My favourite band ⁶ ... on Saturday – do you want to come? Do you know how long ⁷ ... since we last saw each other? Three months! This band is really good. I've seen them twice before. ⁸ ... tickets is no problem because I know the girl ⁹ ... in the ticket office. If you ¹⁰ ... me tonight, I'll tell you more about it!

See you soon,
Teresa

- | | | | |
|--------------------|---------------|------------------|-----------------|
| 1 a has | b had | c is | d was |
| 2 a must | b had | c can't | d may to |
| 3 a is | b had | c could | d are |
| 4 a could I | b I could | c if could I | d if I could |
| 5 a 'd closed | b 'd close | c 'd have closed | d 'll close |
| 6 a plays | b will play | c is playing | d has played |
| 7 a it's been | b has it been | c it was | d was it |
| 8 a To get | b Getting | c We can get | d We'd get |
| 9 a that she works | b that works | c she works | d she's working |
| 10 a call | b 'll call | c 's calling | d 're calling |

Speaking

6 Choose the correct words to complete the conversations.

A: This isn't my bracelet actually. It's my mum's.
B: Does she ¹know / happen you've got it?

C: Is it ²true / real that you're moving to Italy?
D: Those rumours are completely ³joking / false.

E: I lost my smartphone but someone found it.
F: That was ⁴fortune / lucky!

G: I borrowed my sister's bike without telling her.
H: Oh no! Did she say ⁵tell / anything?



Unit 1 Sentence stress in the past perfect

1 Listen and repeat.

- 1 We hadn't been to a concert before.
- 2 I'd forgotten about his birthday.

2 Listen and mark the stresses in the sentences.

- 1 The show had sold out really quickly.
- 2 We'd wanted to go to that restaurant for ages.
- 3 What? He hadn't seen that film? Ever?
- 4 Lots of other people had arrived before us.
- 5 I hadn't expected to see him there. What a surprise!

3 Listen, check and repeat.

4 Practise saying the sentences in Exercise 2 with the correct stress.

Unit 2 Stress and intonation in questions with *How long*?

1 Listen and repeat.

- 1 How **long** have you been **playing** the guitar?
- 2 How **long** has she been **teaching** at the school?

2 Listen to the questions. Where are the main stresses (↗)?

- 1 How long have you been reading that book?
- 2 How long has she been living in this street?
- 3 How long has he been working in that shop?
- 4 How long has it been raining?
- 5 How long have they been learning French?

3 Listen, check and repeat.

4 Practise saying the questions in Exercise 2 with the correct stress and intonation.

Unit 3 Contracted forms in the future continuous

1 Listen and repeat.

- 1 In 20 years' time, we'll be doing everything via our smartphones.
- 2 By the end of the next century, we won't be driving cars that use petrol.

2 Listen and identify the contracted forms in the sentences.

- 1 I will still be studying in 10 years' time.
- 2 She will be making a lot of money by the time she's 21.
- 3 There will be people living on the moon in 100 years' time.
- 4 Very soon, we will be talking to our computers and we will not be using keyboards.
- 5 He will not be doing voluntary work because he will not have time.
- 6 You will not be learning English anymore, you will be learning Chinese.

3 Listen, check and repeat.

4 Practise saying the sentences in Exercise 2 with the contracted forms.

Unit 4 Stress and intonation in second conditional questions

1 Listen and repeat.

- 1 What would you do if you were **miles** away from home and had **no** money to get a bus?
- 2 If someone gave you **jellyfish** at a **dinner** party, what would you **say**?

2 Listen to the questions. Where are the main stresses (↗)?

- 1 What would you do if you forgot your mum's birthday?
- 2 What would you say if a friend asked you to lend her some money?
- 3 If you could live anywhere in the world, where would you like to live?
- 4 If you won the lottery, what would you do with the money?
- 5 What advice would you give to your friend if he was worried about his exams?
- 6 If you didn't need to study this evening, what would you do instead?

3 Listen, check and repeat.

4 Practise saying the questions in Exercise 2 with the correct stress and intonation.

Unit 5 Intonation in relative clauses

1 2.07 Listen and repeat.

- 1 This is the **person** that I was **telling** you about.
- 2 My **aunt** has a friend who sells **jewellery** in the market.

2 2.08 Listen and mark the rising (↗) and falling (↘) intonation on the stressed words.

- 1 Who's the **person** that you were **talking** to?
- 2 Here are the **tickets** which I **got** for you.
- 3 That's the **man** who **gave** me a **lift**.
- 4 That's the **hotel** where we **stayed** last **year**.
- 5 Here is the **charger** that you **lent** me the other **day**.
- 6 That's the **guy** whose **stall** I **work** on at **weekends**.

3 2.08 Listen, check and repeat.

4 Practise saying the sentences in Exercise 2 with the correct intonation.

Unit 6 to and too

1 2.17 Listen and repeat.

If you decide to come and see the festival for yourself, remember to bring warm clothes, its just too cold otherwise!

2 2.18 Listen to the sentences. How are to and too pronounced?

- 1 You need to drink more water.
- 2 It's easy to walk from here.
- 3 I love the beach but sometimes it's too hot.
- 4 I'm too tired to go out now.
- 5 The best time to visit is in the summer.
- 6 Proms are too traditional for me, I'd prefer a morp.

3 2.18 Listen, check and repeat.

4 Practise saying the sentences in Exercise 2 with the correct pronunciation of to and too.

Unit 7 Contracted forms in third conditionals

1 2.24 Listen and repeat.

- 1 If he'd stayed on the path, he wouldn't have killed the butterfly.
- 2 If he hadn't killed the butterfly, things wouldn't have changed.
- 3 If he hadn't stepped off the path, would the guide have pointed the gun at him?

2 2.25 Listen and identify the contracted forms in the sentences.

- 1 If my friend had not called, I would have stayed at home and watched TV.
- 2 If the film had not been sold out, we would not have gone for a burger.
- 3 If I had had some money, I would not have gone to the bank.
- 4 We would not have seen the man if we had not gone to the bank.
- 5 I would not have bought a ticket if my friend had not bought one too.
- 6 If my friend had not called to ask me to go to the cinema, I would not have won a million pounds!

3 2.25 Listen, check and repeat.

4 Practise saying the sentences in Exercise 2 with the contracted forms.

Unit 8 Intonation in indirect questions

1 2.35 Listen and repeat.

- 1 Could you tell me your **views** on that, please?
- 2 Can I ask you what the **time** is, please?

2 2.36 Listen and mark the rising (↗) and falling (↘) intonation on the stressed words.

- 1 Could you tell me about your **family**, please?
- 2 Can you tell me how **old** you are, please?
- 3 Could I ask if you **drive** a **car**, please?
- 4 Can I ask you to **repeat** that, please?
- 5 Do you know where the **toilets** are, please?

3 2.36 Listen, check and repeat.

4 Practise saying the questions in Exercise 2 with the correct intonation.



Grammar reference

Starter Unit

Past simple vs. past continuous

- We use the past simple to talk about completed events and actions in the past.
Daniel visited Italy two years ago.
- We use the past continuous to talk about actions in progress at a certain time in the past.
At eight o'clock, I was waiting for the train.
- We also use the past continuous with *when* and *while* to describe the situation when something happened.
When we arrived, Granddad was sleeping on the sofa.
While we were getting ready to go out, it started raining.

Present perfect and past simple

- We use the past simple to talk about actions and experiences that happened in a time period that has finished.
In 2009, my little sister was born.
- We use the present perfect to talk about experiences and facts in the past that happened in a time period that isn't finished.
She's bought a lot of new clothes this year.
- We also use the present perfect when the exact time of a past action is not mentioned or important.
You've left the light on in your room.

Present perfect with *still*, *yet*, *already* and *just*

- We use *still* with negative verbs to express that something we expected has not happened, but imagine it will happen in the future. We put *still* directly after the subject.
David still hasn't texted me about this weekend.
- We use *yet* with negative verbs to emphasise that something we expected has not happened. We put *yet* after the complete verb phrase.
Lauren hasn't asked her parents about the party yet.
- We also use *yet* in questions to ask about things we don't think have happened.
Have you bought tickets for the football match yet?
- We use *already* to explain that something happened before we expected or to emphasise it has happened. We usually put *already* between *have/has* and the past participle.
Hurry up! James and Lily have already arrived.
- We use *just* with the present perfect to talk about very recent events and actions. We put *just* between *have/has* and the past participle.
I've just heard that you won the race. Well done!

Word order in questions

- We form most questions with (question word) + auxiliary verb + subject + main verb phrase.
How long do they spend online every day?
Are you going to the concert with friends tomorrow?
- When we form questions with *be* in the present and past simple, we use (question word) + *be* + subject.
Where were you yesterday?
Are you worried about something?

Subject/object questions

- We don't use an auxiliary verb when the question word is the subject.
Who gave you that pen? ('Karl gave me it.')
What makes you happy? ('Spending time with my friends makes me happy.')
- We use an auxiliary verb when the question word is not the subject.
What did you do at the weekend? ('We went shopping and for a pizza.')
Who do you want to win the football match? ('I want Liverpool to win.')

Present perfect with *ever*, *never*, *for* and *since*

- We often use *ever* in present perfect questions when the exact time isn't important. We put *ever* directly after the subject.
Has she ever helped you with your homework?
- We often use *never* to say 'not at any time'. We put *never* between *have/has* and the past participle.
He's never been to New York.
- We use *for* and *since* with the present perfect to say how long something has been true. We use *for* with periods of time, and *since* with a reference to a specific time.
She's lived here for seven years.
He's worked here since 2007.

Present perfect questions

- To form questions in the present perfect, we use (question word) + *have/has* + subject + past participle.
Has John asked you about borrowing your sleeping bag?
Why have you brought sandwiches?
Have they arrived yet?
Have you ever been to Australia?
How long has she lived in Brazil?

Grammar reference

Unit 1

used to and would

+	I/You/He/She/It/We/You/They	used to	wear jeans.
-	I/You/He/She/It/We/You/They	would	wear jeans.
-	I/You/He/She/It/We/You/They	didn't use to	wear jeans.
-	I/You/He/She/It/We/You/They	wouldn't	wear jeans.
?	Did I/you/he/she/it/we/you/they	use to	wear jeans?
+	Yes, I/you/he/she/it/we/you/they	did.	
-	No, I/you/he/she/it/we/you/they	didn't.	

- used to emphasises that past habits and states are now finished.
They used to go swimming on Tuesdays.
- We use would to describe past habits, but not states.
When I was a baby, my parents would take me for a walk every afternoon.
You used to have a ponytail. You would have a ponytail.
- We do not use used to or would to talk about things that only happened once, or to say how many times something happened.
Last year, I went to France. Last year, I used to go to France.
Yesterday, I called him three times. Yesterday, I would call him three times.
- We put question words at the beginning of the question.
What games would you play when you were younger?

1 Write sentences about Chloe's grandmother using used to and didn't use to.

Chloe's grandmother was a punk, but her life is different now. In the 1970s, she ...

~~wore tight trousers.~~ had pink hair.
shocked people. broke the rules.

Now, she...

~~wears long dresses.~~ likes gardening.
bakes cakes. follows the rules.

She used to wear tight trousers.
She didn't use to wear long dresses.

2 Rewrite the sentences in Exercise 1 with would. If would is not possible, write x.

She would wear tight trousers.

Past perfect

+	I/You/He/She/It/We/You/They	had	expected it.
-	I/You/He/She/It/We/You/They	hadn't	expected it.
?	Had I/you/he/she/it/we/you/they		expected it?
+	Yes, I/you/he/she/it/we/you/they	had.	
-	No, I/you/he/she/it/we/you/they	hadn't.	

- We form the past perfect with *had* + past participle.
I'd seen the film before, so I was bored.
- We use the past perfect when we are talking about the past, but want to go back to an earlier time.
Jack didn't want to come with us because he'd been there last year.
- We do not use the past perfect simply because something happened a long time ago. We use it with other past tenses to make the order things happened clear.
Ashley didn't get the email because I had typed Ash_55, not Ash-55.
- We put question words at the beginning of the question.
How far had you walked before you realised you were lost?

3 Complete the sentences with the past perfect form of the verbs in the box.

go ~~not tell~~ not win not meet
miss not remember

- I didn't know. You hadn't told me.
- My aunt wasn't at home. She ... out.
- He didn't have a present for me. He ... my birthday.
- I met Ann for the first time last week. I ... her before.
- It was the first game we won. We ... a game before.
- Judit arrived late. She ... the 7 o'clock train.

4 Write past perfect questions with the prompts. Answer them using the information in brackets.

- he / receive / your email? (X)
Had he received your email? No, he hadn't.
- you / save / some money? (✓)
- she / bring / her skateboard? (X)
- Where / had / they / be? (shopping)
- you / hear / of that book? (X)
- What / had / the dog / eat? (my shoes!)

Grammar reference

Unit 2

Reflexive pronouns and each other

Subject pronoun	Object pronoun	Reflexive pronoun
I	me	myself
you	you	yourself/yourselfs
he	him	himself
she	her	herself
it	it	itself
we	us	ourselves
they	them	themselves

- We use reflexive pronouns when the subject and the object of a verb are the same.
I sing to myself when I'm alone. ~~I sing to me when I'm alone.~~
- Some of the most common verbs we use with reflexive pronouns are *enjoy*, *hurt*, *teach* and *introduce*.
They didn't really enjoy themselves at the concert.
- When we use some verbs with reflexive pronouns, they have a different meaning.
Help yourself to sandwiches! (Take what you want or need.)
He found himself in a difficult situation. (He didn't intend to be in a difficult situation, but he was.)
- We use *each other* when each of the two (or more) subjects do the verb to the other subject(s).
José and Rosa sent each other Valentine's cards. (José sent Rosa a Valentine's card, and Rosa sent José a Valentine's card.)

1 Complete the sentences with reflexive pronouns or each other.

- Thank you. I really enjoyed myself yesterday.
- They email every day.
- Our cat hurt when it jumped off the roof.
- Emily and Ryan said goodbye to
- She introduced, and asked me for my name.
- Sometimes you talk to, but don't realise.

Present perfect simple

- We can use the present perfect simple to say how many times we've done something or how much we have completed of something before, and including, now.
You've looked at those jeans twice. Why don't you buy them?
Ashley's read all the books in the series.
- We often use time expressions such as *since*, *recently*, *this week/month*, *in the last year* and *today* as these include past and present time.
I haven't watched TV much recently.
- We often use the present perfect simple to say how many times we have done something.
I've been to New York three times.

2 Complete the sentences with the present perfect simple form of the verbs in brackets.

- You ve forgotten (forget) your password twice this week.
- Julio (be) late for school a few times recently.
- We (study) any algebra this year.
- How many of the biscuits (you/have)?
- Sorry, I (see) her today.
- We (watch) the first and second series, but not the new one yet.

Present perfect continuous

I/We/You/They	have	been having lessons for two years.
He/She/It	has	been having lessons for two years.
I/We/You/They	haven't	been having lessons for two years.
He/She/It	hasn't	been having lessons for two years.
Have	I/we/you/they	been having lessons?
Has	he/she/it	been having lessons?
Yes, I/we/you/they	have.	Yes, he/she/it has.
No, I/we/you/they	haven't.	No, he/she/it hasn't.

- We use the present perfect continuous to talk about a series of actions that started in the past, is still in progress and we expect to continue.
Daniel and Jake have been emailing me about it.
- We often use the present perfect continuous to say how long we have been doing something.
I've been going to piano lessons for nine years.
- We don't use continuous tenses like the present perfect continuous with state verbs.
Emily's liked him since she met him. Emily's been liking him since she met him.
- We put question words at the beginning of the question.
Where have you been downloading the music from?

3 Write present perfect continuous questions and answers with the prompts.

- How long / you / be / sing in the choir?
I / sing in the choir / couple of months.
How long have you been singing in the choir?
I've been singing in the choir for a couple of months.
- Where / you / go / for French lessons?
I / go / a language school near the library.
- you / watch / his video blogs?
Yes / I / watch / them / since the beginning.
- Who / teach / her?
A family friend / teach / her.
- How long / they / see / each other?
They / see / each other / about two months.

Grammar reference

Unit 3

be going to and present tenses for the future

I	'm		
He/She/It	's		
We/You/They	're		
I	'm not		help him.
He/She/It	isn't	going to	
We/You/They	aren't		
Am	I		
Is	he/she/it		help him?
Are	we/you/they		

- We use **be going to** to talk about future actions we intend to do.
I'm not going to go out this weekend.
- We use the present continuous to talk about future arrangements when they have a fixed date.
My cousin and his girlfriend are getting married in July.
- We use the present simple to talk about scheduled future events including timetables and calendars.
The train leaves at 7 o'clock on Saturday. Don't be late!

1 Choose the correct options to complete the conversation.

Kayla:	It's your birthday next week. ¹ <u>Are you doing</u> / Do you do anything special?
James:	Yes, a few of us ² go / are going to the cinema.
Kayla:	What ³ you are going / are you going to see?
James:	Probably <i>A Good Day</i> – it ⁴ 's starting / starts at 9 o'clock, but we ⁵ 're meeting / meet at 7.30. We still haven't decided what ⁶ we're going to / are we going to do until the film starts. Would you like to come with us?

Predictions with **be going to**, **will** and **may/might**

- We make predictions with **be going to** when we feel we have evidence for our prediction.
I saw the weather forecast this morning. It's going to rain this weekend.
- We make predictions with **will/won't** when we feel sure about a future action or event. We often use **will/won't** with expressions like *I think*, *I'm sure* and *I expect*.
I don't think I'll win, but I expect I'll finish in the top ten.

- We use **may (not)** or **might (not)** to show that we feel less sure, but think a future action or event is probable.
I might not go to university, so I may get a job with my dad.
- We use the infinitive without **to** with **will** and **may/might**.
He might come. He might to come.

2 Match the sentences.

- I'm sure your parents *c*
- I feel really ill after that burger.
- They might need some volunteers at the Christmas market.
- It's only my opinion, but
- We may go to visit my uncle this weekend.
- The doctor said that the problem
 - I can ask my dad. He knows the organiser.
 - My mum was talking about it last night.
 - will understand it was an accident.
 - is going to get worse before it gets better.
 - Quick! I'm going to be sick.
 - I think it'll be great fun.

Future continuous

I/You/He/She/It/We/You/They	will	be celebrating.
I/You/He/She/It/We/You/They	won't	be celebrating.
Will	I/you/he/she/it/we/you/they	be celebrating?
Yes,	I/you/he/she/it/we/you/they	will.
No,	I/you/he/she/it/we/you/they	won't.

- We use the future continuous to talk about actions we believe will be in progress at a future time.
In five years, I'll be living in London and working as an engineer.
By 2025, everyone will be wearing smart watches.
- We put question words at the beginning of the question.
What will you be doing in ten years' time?
When will computers be cooking dinner for us?

3 Complete the predictions with the future continuous form of the verbs in brackets.

- We *'ll be using* (use) digital money on our smartphones, not real money.
- We (not use) passwords to go on websites.
- Cars (drive) themselves automatically.
- Nobody (eat) fast food.
- People (not watch) reality TV shows.
- (we/upload) information directly from our brains to computers?

Grammar reference

Unit 4

First conditional with *if*, *when* and *unless*

Situation	Consequence
(<i>if</i> + present simple)	(<i>will/won't/may/might</i> + infinitive)
+ If you make lunch,	I'll cook dinner.
- If you don't make lunch,	I won't cook dinner.
Consequence	Situation
(<i>will/won't/may/might</i> + infinitive)	(<i>if</i> + present simple)
+ I'll cook dinner	if you make lunch.
- I won't cook dinner	if you don't make lunch.

- We use the first conditional to talk about possible situations in the present or future and say what we think the consequences will be.
- We use *if* + present simple (affirmative or negative) to describe the possible action or event.
If I eat cheese, I won't be able to sleep.
- When we are certain the future event will happen, we use *when*, not *if*.
When we get home, I'll look for information on the website.
- We can use *unless* to say *except if*. We usually use a positive verb after *unless*.
If Dad isn't busy at work, he'll be home at 6.30.
Unless Dad is busy at work, he'll be home at 6.30.
- We use *will* (not) when we are sure of the consequence.
You'll learn lots of good English expressions if you watch films and TV series.
- We use *may/might* (not) to show we are less sure about the consequence.
If we go out for dinner, I may have steak or I might have fish. I don't know!
- When we use *if*, *when* or *unless* to start the sentence, we use a comma between the two parts.
When I finish my homework, I'll help Olivia with hers.

1 Complete the sentences with the correct form of the verbs in brackets.

- I might cook pasta tonight if you *want*. (want).
- He's not sure, but he (ask) Hannah if she wants to go.
- I won't enter the competition unless you (promise) to help me.
- When I go on the website, I (check) the time of the concert.
- Unless we start work now, we (not finish) before 6 o'clock.

Second conditional with *could* and *might*

Imaginary situation	Possible consequence
(<i>if</i> + past simple)	(<i>would/might/could</i> + infinitive)
+ If I knew him,	I would/might/could ask him.
- If I didn't know him,	I wouldn't / might not / couldn't ask him.
Possible consequence	Imaginary situation
(<i>would/might/could</i> + infinitive)	(<i>if</i> + past simple)
+ I would/might/could ask him	if I knew him.
- I wouldn't / might not / couldn't ask him	if I didn't know him.

- We use the second conditional to talk about imaginary situations and the possible consequences.
- We use *if* + past simple (affirmative or negative) to describe the imaginary situation.
I wouldn't say no if you wanted to borrow my blue shoes.
- We can use *was* or *were* in the *if* part of the sentence with *I*, *he/she* and *it*.
If it wasn't/weren't so spicy, I'd be able to finish it.
- We can use *unless* to say *except if*. We usually use a positive verb after *unless*.
I wouldn't eat jellyfish unless you tried it first.
- We use *would* (not) when we are sure of the imaginary consequence.
Michael would get better grades if he didn't spend all his time playing computer games.
- We use *might* (not) to show we are less sure about the imaginary consequence.
If I had more free time, I might take up the guitar.
- We use *could* (not) to express a possible imaginary consequence.
If it was Saturday, we could go out for pizza.
- We can form questions about the imaginary results of imaginary situations with *if* + past simple, (question word) + *would/could* (not) + subject + infinitive. We don't usually form questions with *might*.
If I broke your mobile, would you be angry with me?
How long would they need to get here if we called them now?

2 Correct the error in each sentence.

- If we ~~wouldn't~~ go to the party, Laura would be disappointed. *didn't*
- If she asked me to be a volunteer, I might to say yes.
- He'll make a fortune if he started selling his paintings.
- If you cook steak, I wouldn't eat it.
- Could you walk to school if you would move house?

Grammar reference

Unit 5

The passive: present simple, past simple and will

- We use the passive when we don't know or are not interested in who does an action.
 - To form the passive, we use the appropriate form of *be* + past participle.
Millions of emails are sent every day.
(present simple – *am/is/are*)
Ethan wasn't invited to the party.
(past simple – *was/were*)
The fridge will be repaired tomorrow.
(will + *be*)
- We use the present simple passive to talk about facts in the present.
In the USA, 2.5 million plastic bottles are thrown away every hour.
- We use the past simple passive to talk about facts in the past.
Last year, all the lights at school were fitted with more efficient LED light bulbs.
- We use *will* with the passive to talk about future facts and actions we believe will happen in the future.
Exam results will be emailed to students next week.
- We use *by* with the passive to show who was responsible for an action.
The book was written by an expert in recycling.
- To form questions, we use the appropriate form of *be* + past participle. We put *Wh-* question words before *be*.
Was the light bulb really invented by Edison?
Where is the most coffee drunk in the world?
- To form short answers to Yes/No passive questions, we use the appropriate form of *be*:
Is much electricity saved with these light bulbs?
Yes, it is. / No, it isn't.
Was it invented by a famous scientist?
Yes, it was. / No, it wasn't.
- To form short answers to Yes/No future passive questions, we use *will/won't*:
Will the bottle tops be recycled?
Yes, they will. / No, they won't.

1 Complete the text. Use the present simple or past simple passive form of the verbs in brackets.

The first crisps ¹ *were created* (create) in 1853 by a restaurant chef in New York state. However, crisps ² ... (not sold) in bags for over 50 years, until the crisp bag ³ ... (develop) by businesswoman Laura Scudder. Flavoured crisps ⁴ ... (not invented) until the 1950s. While a plain crisp contains only potatoes, oil and salt, a flavoured crisp ⁵ ... (make) with over 30 ingredients! In the UK, six billion bags of crisps ⁶ ... (eat) each year. In the USA, crisps ⁷ ... (not call) crisps, in fact, but 'potato chips' are also very popular there. 680 million kilograms ⁸ ... (enjoy) each year around the world!

2 Complete the future predictions with the passive. Use the verbs in the box and *will (not)*.

do elect not wear build not fly

- 1 In 2017, all farm work *will be done* by robots.
- 2 In 2019, glasses ... because people will have high resolution bionic eyes.
- 3 In 2020, the first 10km high skyscraper
- 4 In 2025, aeroplanes ... by pilots, computers will fly them.
- 5 In 2030, the first world government

Relative pronouns and clauses

- We use relative clauses to make clear the person, place or thing we are talking about.
My aunt has a friend that makes lovely candles.
- We use relative pronouns at the beginning of relative clauses. We do *not* repeat the subject pronoun.
We know a lot of people who live in the village.
~~*We know a lot of people who they live in the village.*~~
- We use *who* or *that* to talk about people.
The man who/that lives next door to us spends every day in the garden.
- We use *where* to talk about places.
That's the office where my mum works.
- We use *which* or *that* to talk about things.
I really don't like films which/that have sad endings.
- We use *whose* to talk about possessions.
Do you remember the name of the guy whose phone charger I borrowed last week?

3 Complete the sentences with relative pronouns.

- 1 That's the guy *who* works in the café in King Street.
- 2 I know a girl ... dad sells old books.
- 3 She wants something ... she can use to keep her photos in.
- 4 William really liked the present ... we gave him.
- 5 They went to the park ... the tennis courts are.
- 6 The man and woman ... are eating ice creams know my parents.

4 Correct the error in each sentence.

- 1 This is the place ~~which~~ I bought my blue shirt.
where
- 2 The woman whose wearing a blue top is my aunt.
- 3 I first saw it on a blog what I follow.
- 4 The invention that it changed the world was the wheel.
- 5 I called the brother of the guy who mobile I found.
- 6 One thing which she told me it was very interesting.

Grammar reference

Unit 6

-ing forms

- For most -ing forms, we simply add -ing to the infinitive.
finish – finishing try – trying
consider – considering
- We need to make spelling changes to some verbs.
live – living write – writing
lie – lying die – dying
chat – chatting plan – planning
- We use the -ing form as a noun, and to make noun phrases.
Swimming is great exercise.
My favourite hobby is dancing.
Being the oldest child can be difficult sometimes.
She thinks having a school prom is a terrible idea.
- We use the -ing form after certain verbs and certain expressions.
She suggested buying the phone with the 13 megapixel camera.
I don't mind helping you put up the decorations.
- Some common verbs and expressions which need an -ing form include *be good/bad at, can't stand, celebrate, don't mind, enjoy, hate, imagine, like, love, miss, practise, recommend* and *suggest*.
- Some verbs can have an object before the -ing form.
We miss you telling us jokes in class.
They don't like him singing in the shower.
- We also use the -ing form after prepositions.
My dad's not very good at cooking, but he tries very hard.
She spends a lot of money on going to concerts.

1 Complete the sentences with the -ing form of the verbs in the box.

shop worry be see wait

- Being* the youngest child is great.
- ... isn't much fun when you don't have any money.
- ... my sister win the race was amazing.
- It's difficult sometimes, but ... doesn't help.
- ... to get the results is terrible.

2 Complete the sentences with the -ing form of the verbs in brackets.

- When I was younger, I loved *riding* (ride) my bike.
- My dad suggested ... (get) the train, not the bus.
- I can imagine our band ... (play) in a stadium one day.
- Our teacher recommended ... (watch) the film after we finished the book.
- She can't stand ... (dress up).

3 Complete the sentences with the verbs in the box in the -ing form after the preposition.

see remember sell go buy

- I thought we'd agreed on *going* to the concert.
- Your grandma is really looking forward to ... you at Christmas.
- Conner's really bad at ... to set the alarm clock.
- My brother spends a lot of money on ... vinyl records.
- Juan was talking about ... his guitar last week.

Infinitives

- We usually use the infinitive with *to* after adjectives.
You were lucky to get tickets for the match.
I'm very pleased to meet you!
- We use the infinitive with *to* after certain verbs.
Kaitlyn offered to lend me her camera.
We've decided to watch a film this evening.
- Some common verbs which need an infinitive with *to* include *agree, ask, choose, decide, expect, hope, learn, offer, promise, seem, teach, wait, want* and *would like*.
- Some verbs usually need an object before the infinitive with *to*.
My dad taught me to ride a bike.
I didn't invite Nathan to come with us.
- Some verbs can have an object before the infinitive with *to*.
They asked us to turn the music down.
She'd like everyone to get here for 8 o'clock.

4 Complete the sentences with the infinitive form of the verbs in brackets.

- It's great *to see* (see) you again.
- I was really surprised ... (win) first prize!
- We're sorry ... (hear) you're not feeling well.
- I'll be ready ... (go) out in 10 minutes.
- It's going to be difficult ... (finish) the project this weekend.

5 Complete the sentences with the infinitive form of the verbs in the box.

study go make spend get

- My parents have promised *to get* me a new laptop for my birthday.
- She's been learning ... jewellery.
- My brother's chosen ... to university in Rome.
- I'm planning ... a year travelling the world when I leave school.
- We agreed ... together, so when are you free?

Grammar reference

Unit 7

Third conditional

Imaginary past situation	Imaginary past consequence
(if + past perfect)	(would have + past participle)
+ If I had seen your email,	I would have called you.
- If I hadn't seen your email,	I wouldn't have called you.
Imaginary past consequence	Imaginary past situation
(would have + past participle)	(if + past perfect)
+ I would have called you	if I had seen your email.
- I wouldn't have called you	if I hadn't seen your email.

- We use the third conditional to talk about imaginary situations in the past and the imaginary past consequences.
- We use *if* + past perfect (affirmative or negative) to describe the imaginary past situation.
The story would have been better if the hero hadn't guessed that Martha was a witch.
- We use *would (not) + have* + past participle when we are sure of the imaginary past consequence.
We would have seen my brother's new car if he'd been at home.
- We often use the third conditional to talk about things we regret doing.
If I hadn't posted the photo on Facebook, my parents wouldn't have found out.
- We can form questions about the imaginary past results of imaginary past situations with *if* + past perfect, (question word) + *would (not) + subject + have* + past participle.
If you'd known the battery was so bad, would you have bought the same mobile?
What would you have done differently if you'd been there?

1 Complete each sentence with the correct form of a pair of verbs from the box.

not be + take not go + not recommend
miss + not check forget + call
catch + not arrive have + study

- If he *hadn't forgotten* his phone, he *'d have called*.
- Lucas cold if he a coat with him.
- They the concert if Abby the time online.
- If I the bus at 12 o'clock, I late.
- She to see the film if I it.
- If I more time, I more.

must have, can't have, might/may/could have

- We often use *must have, can't have, might/may/could have* + past participle to explain why something has happened, or suggest what we think has happened.
My parents can't have forgotten my birthday, so they must have planned a surprise.
He may have asked Angelo, or he might have asked Paulo. He can't remember!
- We use *must have* when we feel our explanation is certainly correct.
She isn't answering my texts. She must have gone to bed.
- We use *can't have* to reject explanations for what has happened.
She can't have told him. She doesn't know.
- We use *might/may/could have* when we feel our explanation is possibly correct.
I might have left it on the bus. I don't remember putting it back in my bag.
They may have gone to the pool. It's very hot today.
Ben could have decided not to come. Or perhaps his train is late.
- We can also use *could have* to suggest possible explanations for why something has happened.
You could have downloaded a file with a virus, so we'll check that first.
- We form Yes/No questions with *could* + subject + *have* + past participle.
Could aliens have visited our planet without us knowing?
- We form Wh- questions with question word + *must/can't/might/may/could* + *have* + past participle.
Why might she have kidnapped him? I thought it was Tyrion! Let's watch another episode!
Where could Mum have hidden my trainers?

2 Choose the correct options.

- She may have / can't have gone out. I can hear music playing in her room.
- Sorry, I might have / must have left my phone on silent by mistake. I'll change it now.
- They can't have / must have seen Tom. He's on holiday in Cyprus this week.
- He can't have / might have decided to stay at home. Ian said he wasn't feeling well.
- I must have / may have found all the information we need, but you need to check to be sure.

3 Write sentences with the prompts.

- Erin / must / get lost
Erin must have got lost.
- I / could / leave them at home
- She / can't / hear
- They / may / go home
- Someone / might / lose it

Grammar reference

Unit 8

Reported statements

- When we report somebody's words, we often have to change the verb forms.

Direct speech	Reported speech
Present simple 'I want a new bike.'	Past simple She said (that) she wanted a new bike.
Present perfect 'They' ve never told anyone.'	Past perfect He said (that) they had never told anyone.
Past simple 'They spent the night in a police cell.'	Past perfect You told me (that) they had spent the night in a police cell.
will 'They' ll give us a book to read.'	would You told us (that) they would give us a book to read.
can 'I can help him.'	could She said (that) she could help him.

- We often have to change other words too, such as pronouns and time references.
*'I'll show **you** the false passports **tomorrow**.'*
*He said **he'd** show **me** the false passports **the next day**.*
*'You **didn't** see **me** **last weekend**.'*
*She told **us** that we **hadn't** seen **her** **the weekend before**.*
- We don't need to change the verb forms if the situation is still true at the time of reporting, or is imaginary.
*'My name is **Sophia**.'*
*She said that her name is **Sophia**.*
*'If I committed a crime, I **wouldn't** talk about it online.'*
*He said that if he committed a crime, he **wouldn't** talk about it online.*

1 Rewrite the reported statements as direct speech.

- He told us that he was very sorry. 'I am very sorry.'
- The police said they'd caught the criminals. 'We'
- Evan and Abby told me they could help me look after my cousin. 'We'
- I said that I would call him after 5 o'clock. 'I'
- We told her that he loved listening to music. 'He'

Reported questions

- When we report questions, we usually make the same changes to the verb forms, pronouns and time references as when we report statements.

- When we report questions with a question word, we don't add an auxiliary verb and the word order is the same as in affirmative sentences.
He asked me what I'd done at the weekend. He asked me what ~~had I done~~ at the weekend.
- When we report Yes/No questions, we use *if*.
'Did you tell the truth?'
They asked him if he'd told the truth.
- We don't use a question mark in reported questions.
'Where did you go after school?'
My parents asked me where I'd been after school.

2 Rewrite the questions as reported questions.

- 'Do you know anybody at this party?' They asked me if I knew anybody at the party.
- 'How long will you be in Italy for Simon?' She
- 'Joe, how much money did they steal?' He
- 'Can you tell me your password?' Dad
- 'What do you want for your birthday?' They

Indirect questions

Direct Wh-question	Indirect question	
Where is the bank?	Can/Could you tell me	where the bank is?
	Can/Could I ask you	
	I was wondering	where the bank is.
Direct Yes/No question	Indirect question	
Do you know this man?	Can/Could you tell me if	you know this man?
	Can/Could I ask you if	
	I was wondering if	you know this man.

- Indirect questions feel softer and more polite than direct questions. In the first part of indirect questions, we use fixed phrases such as *Can/Could you tell me ... ?*, *Do you know ... ?* and *I was wondering ...*.
- When we form indirect questions with a question word, we don't add an auxiliary verb and the word order is the same as in affirmative sentences.
I was wondering where the kidnappers hid. ~~I was wondering where did the kidnappers hide~~.
- To form indirect Yes/No questions, we use *if*.
Can I ask you if you think she was brave?

3 Correct the error in each sentence.

- I was wondering ~~do~~ you have this shirt in a medium. *if*
- Can you tell us where is the market?
- Excuse me, do you know what time it starts the film?
- I was wondering that you could help me.
- Can I ask you how long did you wait there?



Jog your memory!

- 1 Cover the words. How many words under each heading can you remember?

Clothes

Adjectives and dependent prepositions



Clothes (page 9)

a baggy jumper	a leather jacket
a cool T-shirt	a silk scarf
a denim skirt	a stripy shirt
a fitted coat	flat shoes
a flowery dress	tight jeans

- 1 Look at the words in the box. Look at the questions and write sentences.

- 1 What clothes do you like wearing?
- 2 What are your favourite items of clothing?
- 3 What sorts of clothes don't you like wearing?

- 2 Compare your sentences with a partner.

Adjectives and dependent prepositions (page 12)

afraid of	happy with
disappointed by	interested in
excited about	keen on
fascinated by	proud of

- 1 Look at the words in the box. Write true and false sentences for you using the adjectives and prepositions.

I'm fascinated by time travel.

- 2 Work with a partner. Say your sentences and guess which are true and which are false.



Explore compound nouns (page 15)

guitar	style	band	corners
motor	taxi	box	fare
street	telephone	changes	industry

- 1 Look at the words in the boxes. Match them to make compound nouns.

- 2 How many other compound nouns can you remember with the words in the first box? Look back at page 15 and check your answers.

- 3 Use a dictionary to find other compound nouns with the words in the first box.



Study tip

Use a dictionary to expand your vocabulary and check your spelling.

telephone book (n)
a big book with a list
of telephone numbers
for ...



Vocabulary Bank



Jog your memory!

- 1 Cover the words. How many words under each heading can you remember?

Personal qualities

Phrasal verbs (learning and socialising)

Personal qualities (page 19)

determined	passionate about
easy-going	shy
hard-working	sociable
impatient	strict
motivated	talented

- 1 Look at the words in the box. Write sentences about your friends and family.

My sister is a very determined person but she can be very impatient too.

- 2 Work with a partner. Talk about people you know.

Phrasal verbs (learning and socialising) (page 22)

bring	give	set
count	look	sign
get	pass	

on on with together up up to

- 1 Turn to page 22. Look at the phrasal verbs for one minute.
- 2 Can you remember them all? Match the words in the boxes to make phrasal verbs.



Explore word building (page 20)

challenge	challenging
determination	determined
flexibility	flexible
happiness	happy
passion	passionate
success	successful

- 1 Look at the words in the box. Which column is nouns and which column is adjectives? Check the meaning of any words you can't remember in a dictionary.

- 2 Look at the words below. Use a dictionary to find the noun or adjective form for each word.

1 respect (n) 2 trust (n) 3 difficult (adj)

- 3 Write sentences that are true for you using nouns and adjectives from Exercise 1.

My Maths homework is usually very challenging.

trust (n)
We were wrong to trust him.



Study tip

Use a dictionary to check the different forms a word has. It will help you to use them correctly.



Vocabulary Bank



Jog your memory!

- 1 Cover the words. How many words under each heading can you remember?

Training and qualifications
Achievements



Training and qualifications (page 31)

application form
career path
entrance exam / fees
part-time course
training course
university course / degree / exam / fees
work experience

- 1 Look at the words in the box. Choose a word. Don't tell your partner. Describe the word. Can your partner guess what it is?

You need to complete one of these to get a job.

Achievements (page 34)

become
break
develop
do
make
start
support
win

a business
a fortune
a millionaire
a project
awards
records
the community
voluntary work

- 1 Look at the words in the boxes. Match them to make collocations.
- 2 Look back at page 34 and check your answers.



Explore expressions with *take* (page 32)

take advice
take exams
take place
take time
take up

- 1 Look at the words in the box. Write an example sentence for three of the expressions.

You should take your time when you do your homework or you'll make a mistake.

- 2 Look at the words below. Choose the correct word to make three more expressions with *take*.

pleasure in to seriously

- 1 I take my homework very – I spend two hours each night doing it.
- 2 I don't like James – I think he takes hurting people.
- 3 Alice has taken high school really well – she absolutely loves it.



Study tip

Use your dictionary to find examples of other common collocations and expressions.

take something
seriously.
Harry takes his job very
seriously.



Vocabulary Bank



Log your memory!

- 1 Cover the words. How many words under each heading can you remember?

Cooking verbs

Adjectives describing food

Cooking verbs (page 41)

bake
boil
chop
fry
grate
grill

mix
roast
slice
spread

bread
butter
cake
cheese
chicken
eggs

garlic
onion
pasta
sauce
steak
tomatoes

- 1 Look at the words in the boxes. Write sentences about food you like or don't like to eat and cook using words from each box.

My mum bakes wonderful cakes - I love them!
I don't like chopping onions - they make me cry!

- 2 Compare your list with your partner. Talk about your favourite food.

Adjectives describing food (page 44)

bitter
bland
crunchy
delicious
disgusting

salty
savoury
slimy
spicy
sweet

- 1 Look at the words in the box. Write sentences that are true for you using the words.

I love spicy Indian food - it's delicious.

- 2 Turn to page 44 and check that the meaning of your sentences is correct.

- 3 Compare your sentences with a partner.



Explore prepositional phrases (page 47)

different ways the go the streets surrounded

- 1 Look at the words in the box. Write the words in the correct column.

by	in	on

- 2 Add these words to the correct column.

10 minutes danger fire New Zealand walk
5 o'clock depends influenced the menu your country

- 3 Look at the text on page 47. How many of the prepositional phrases can you find there? Check the others in a dictionary.

on the streets
time



Study tip

Write prepositional phrases in your notebook with the preposition in a different colour. It will help you to remember them.



Vocabulary Bank

UNIT
5



Jog your memory!

- 1 Cover the words. How many words under each heading can you remember?

Everyday objects
Modifiers



Everyday objects (page 53)

candle	matches
charger	plug
fan	remote control
heater	switch
light bulb	tap

- 1 Look at the words in the box. Which objects ...

- need electricity?
- need batteries?
- give light?
- do you have in your house?
- do you use every day?

Modifiers (page 56)

a bit	much too	ridiculously
extremely	quite	totally
kind of	really	

better	safe
expensive / cheap	stylish
hot / cold	unusual
kind / unkind	wrong

- 1 Look at the words in the boxes. Write sentences about you. Use a modifier and an adjective in each sentence.
It's always ridiculously hot in our classroom.
- 2 Work with a partner. Do you agree or disagree?
I don't agree. I think it's quite cold in our classroom in the winter.



Explore communication phrases and phrasal verbs (page 59)

catch up
chat
keep in touch
lose touch
track down

emailing
making a Skype™ video call
texting
Tweeting with Twitter

- 1 Look at the words in the boxes. Write sentences about how you communicate with your friends and family.
I keep in touch with my grandparents by texting them.

- 2 Look at the text on page 59. Can you find the verb that completes both collocations below?
.... the family together
.... an eye on someone
- 3 Use a dictionary to check the meanings of these phrasal verbs with **keep**.
keep up with keep in with

When I made new friends, I lost touch with my friends from primary school.



Study tip

Write sentences that relate to your own life to help you remember words and phrases.



Vocabulary Bank



Log your memory!

- 1 Cover the words. How many words under each heading can you remember?

Celebrations

Descriptive adjectives

Celebrations (page 63)

dress up for the occasion
give a present
have a good time
hold a contest
make special food
play music
put up decorations
set off fireworks

- 1 Look at the words in the box. Work with a partner and talk about the celebrations below. Do you celebrate these events? Which activities in the box do you usually do at each celebration?

birthday New Year end-of-school party
Harvest festival

- 2 Can you add two other activities to the list?

Descriptive adjectives (page 66)

atmospheric	peaceful
colourful	scary
crowded	stunning
impressive	traditional

- 1 Look at the words in the box. Choose a word. Don't tell your partner. Describe the word. Can your partner guess what it is?
This means old or can be used to talk about old customs.



Explore verbs and prepositions (page 64)

agree
arrive
look
prepare
recover
work

at
for
forward to
from
on
with

- 2 Look back at page 64 and check your answers.
- 3 Which verbs can be used with a different preposition? Write example sentences.
My dad works for a big company.

- 1 Look at the words in the boxes. Match them to make verb phrases.



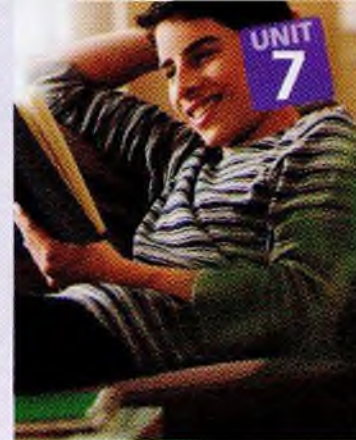
Study tip

Write sentences with the same verb and different prepositions to help you remember the different uses.

*I always work with my best friend when we have to do a project.
My mum works for a company...*



Vocabulary Bank



UNIT
7



Jog your memory!

- 1 Cover the words. How many words under each heading can you remember?

Story elements
Linking phrases

Story elements (page 75)

action	plot
hero	setting
main character(s)	suspense
mystery	villain

- 1 Look at the words in the box. Which words describe ...
 - people in a story?
 - where the story takes place and what happens?
 - the type of story it is?
- 2 Talk to your partner. Can you make a list of famous heroes and villains from books or films? Why were they so good or bad?

Linking phrases (page 78)

according to	of course
as a result of	rather than
in fact	so that
in order to	then again

- 1 Look at the words in the box. Write sentences about your list of heroes and villains using the linking phrases.

Batman wore a black suit in order to disguise who he was.

Darth Vader was in fact good when he was younger – he wasn't always a villain.
- 2 Work with a partner. Read your sentence but don't say who the hero or villain is. Your partner guesses the person.



Explore prepositions and adverbs of movement (page 76)

approach	above
float	around
run	back
step	off
turn	through
turn	towards

- 1 Turn to page 76. Look at the prepositions and adverbs of movement in the text for one minute.
- 2 Can you remember them all? Match the words in the boxes.

- 3 Choose the correct prepositions and adverbs to complete the story. Write the new prepositions and adverbs of movement in your notebook.

The woman ran ¹out of / up the shop and ²along / away the road, chasing the villain in the black mask. She followed him ³back / over the railway bridge and then ⁴out of / across a deep river. As she chased him ⁵across / up the hill, a police helicopter flew into sight. The masked villain ran ⁶away / over from the helicopter but straight ⁷along / back to the woman who was waiting in the path. She was able to hold him until the police arrived. What a hero!



Study tip

Write simple sentences and draw diagrams in your notebook to help you remember prepositions and adverbs of movement.

He walked out of the house.





Jog your memory!

- 1 Cover the words. How many words under each heading can you remember?

Crimes

Reporting verbs



Crimes (page 85)

arson	pickpocketing
illegal downloading	robbery
kidnapping	shoplifting
mugging	vandalism

- 1 Look at the words in the box. Choose a word. Don't tell your partner. Describe the word. Can your partner guess what it is?

This is when a person takes another person and asks for money to give them back.

Reporting verbs (page 88)

admit	decide	promise
agree	explain	suggest
complain	insist	

- 1 Turn to page 88. Look at the definitions again.
- 2 Can you remember them all? Give examples about you using the verbs.

I suggested that my friend and I did our homework together tonight.

I promised that I'd take my little sister to the cinema.



Explore verb expressions (page 91)

come into existence	run out of
date back to	see the point
go ahead	take care

- 1 Look at the verb expressions in the box. Check the meaning of any that you don't remember on page 91.
- 2 Write a sentence to show the meaning of each expression in your notebook.
- 3 Work with a partner. Say your sentence but don't say the expression. Can your partner guess what it is?



Study tip

When you write new vocabulary in your notebook, always mark the stressed syllables clearly.

complain
promise
existence



Social Science The history of jeans

1 **Work with a partner. Look at the photo and the fact. Answer the questions.**

- 1 Why do you think jeans are so popular?
- 2 How many pairs of jeans do you own?
- 3 In your family, who wears jeans and who doesn't? When do they wear them?

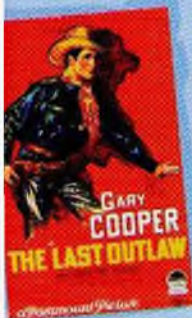
2 **Read the study notes about jeans in the 20th century. Which fact(s) do you find most surprising?**

1900 Jeans were the ideal clothes for low-paid cowboys and miners in the American West, where conditions were hard. Jeans were cheaper and lasted longer than other trousers. This was important for poor, hard-working men.



1920s

Hollywood films turned cowboys into heroes. Hollywood gave life in the American West a more attractive image. Middle-class Americans wanted to copy what they saw in the films.



1950s Film stars such as

Marlon Brando and James Dean wore jeans on screen and set the fashion for teenagers. Teenagers wanted to show they were different from their parents and they used jeans to do this. Jeans turned into such a strong

symbol of rebellion that some schools, cinemas and restaurants banned them.



1960s Hippies wore jeans to show they were the same as the working classes and also to break racial barriers. Hippies wanted all people to be equal.

1970s Better transport routes between countries meant that jeans were manufactured cheaply and prices fell. More people could afford to buy them

and jeans became an everyday item of clothing all around the world.



THE AVERAGE AMERICAN OWNS SEVEN PAIRS OF JEANS.



3 **Read the text again and answer the questions.**

- 1 Why were jeans the perfect clothes for difficult working conditions?
- 2 How did Hollywood first help to make jeans popular?
- 3 Why did teenagers copy the style of film stars?
- 4 What did hippies hope to achieve by wearing jeans?
- 5 What happened to the price of jeans when international transport became easier?

4 **1.49 Listen to a teacher and a group of students. What factors influenced who wore jeans?**

5 **1.49 Work with a partner. Do you remember what they said about each of the following areas? Listen again and check your answers.**

- The economy
- The film industry
- The roles of men and women
- Class
- The environment

Your turn

6 **Work with a partner. Choose an item which you think reflects the 20th century and use it to help you talk about social changes. Use the areas in Exercise 5 to help you.**



Learn about young trendsetters.



- What do companies want to know about the two trendsetters, Saeko and Yuko?
- What new product are the girls trying out?
- What do they like about the new product?



Discovery
EDUCATION

1.4 Trendsetters

Technology The changing classroom




- 1  Work with a partner. Make a list of all the technology you use during a school day, from when you wake up to when you go to bed.
- 2  Read the information about flipped classrooms. How many of the things on your list from Exercise 1 are mentioned? Can you add anything to your list?

WHAT IS A FLIPPED CLASSROOM?


In flipped classrooms the students learn on their own at home by watching videos online. These may be videos made by the teacher or the teacher may recommend videos which already exist online and are available to anyone, such as those on online learning websites, like the famous Khan Academy. Later, students do their homework in the classroom, where other students and the teacher can help with any problems. In class, teachers are available to lead classroom debates or explain anything the students did not understand.

Positive things teachers and students say about flipped classrooms:

- Students study at their own speed.
- Teachers have more time to help students one-to-one and give feedback.
- Teachers can use podcasts, chat rooms and apps to make the online lessons more interesting.
- As many teenagers now have their own mobile devices, students can watch the videos anywhere. This has given teenagers the freedom to organise their time in a new way.

- 3  Read the information again and discuss the questions with a partner.
 - 1 Do you think you would learn more easily in a flipped classroom?
 - 2 Can you think of any disadvantages about learning in a flipped classroom?
- 4  Listen to a student's presentation about online learning videos. Why does she use the videos?
- 5  Listen again and complete the fact file.

THE Khan Academy

Started by: Sal Khan 

Who it helps: students from ¹ ... with their studies

Languages it's available in: translated into ² ...

Subjects available: wide range of school subjects, including Maths, History of Art, Physics

Users: school students, home-schooled students, teachers and ³ ...

What it offers: free online ⁴ ... videos and it's a ⁵ ... virtual classroom

Your turn

- 6 Work with a partner. Describe your ideal classroom. What kind of technology would you use? When would you use it and what for?

Learn about a modern house of the future.

- Cleopatra can do the work of several different people. Which people?
- What does Cleopatra tell the boy to do at bedtime?
- How much does Cleopatra cost?



Discovery
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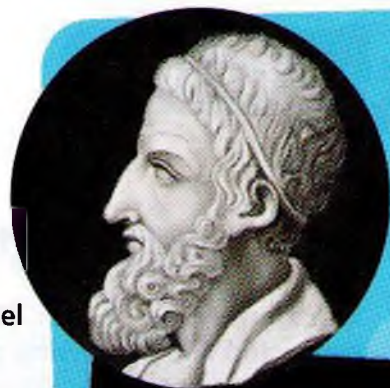
2.4 The house of the future



Natural Science The Archimedes' Principle

1 Work with a partner. When you are swimming in a pool, do you feel lighter, heavier or the same as when you are walking on the ground? Can you explain why?

2 Read about Archimedes. What was he trying to find out?



$$FB = mfg$$

ARCHIMEDES

Archimedes was a Greek mathematician and inventor from the 3rd century BC. He lived in Syracuse and was both friend and relative of King Hiero II, the ruler of Syracuse.

KING HIERO'S PROBLEM

The king thought that his new crown was not made out of solid gold. He thought it had probably been made out of silver then covered in gold. The king asked Archimedes to find out but told him he couldn't damage the crown.



ARCHIMEDES' PROBLEM

Archimedes knew that to see if the crown was pure gold he could not just weigh the crown. He had to know both the volume and the weight of the crown. A crown made of solid gold would have the same volume as pure gold of the same weight. His problem was how to calculate the volume of an irregularly shaped object.



ARCHIMEDES' SOLUTION

He realised that if he could measure the amount of water the crown displaced, he'd be able to calculate its volume. He put the crown in water. Then he put pure gold of the same weight in water and measured the amount of water that was spilled by each object.



THE RESULTS

The crown and the pure gold displaced different amounts of water. Archimedes now knew the weight of both objects and the volume of both objects.

THE CONCLUSION

Although the crown and the quantity of pure gold weighed the same they did not have the same volume and therefore could not be the same material. The king's crown was not made of solid gold.

Archimedes was in fact investigating the density of the material the crown was made of and comparing it to the density of solid gold. Density is calculated by dividing the weight of an object by its volume.

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

- 1 The king was not sure exactly what his crown was made out of.
- 2 Archimedes calculated the crown's volume by measuring the amount of water it displaced.
- 3 The crown and the pure gold displaced equal amounts of water.
- 4 The crown was made of pure gold.
- 5 Density is calculated by adding the object's weight and volume.

Your turn

4 Work in pairs. What do you know about what these scientists studied and their achievements?

Charles Darwin Marie Curie Galileo Galilei
Albert Einstein Isaac Newton

Learn about global warming.


- How old is Eric Gustavsson?
- What will be different about each box?
- What does Eric think his experiment shows?




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3.4 A cool experiment

Technology Vertical farming

- 1  Work with a partner. Look at the problems connected with a growing global population and discuss possible solutions.

more houses means fewer green spaces
more people need more food
a bigger population produces more pollution

- 2  Read the information about vertical farming. What is the main difference between vertical farming and traditional farming?

VERTICAL FARMING: the up-and-coming solution

When it is difficult to find space to build more houses and offices, we automatically build upwards; we build skyscrapers. Now, some farmers are farming upwards too.

What is vertical farming?

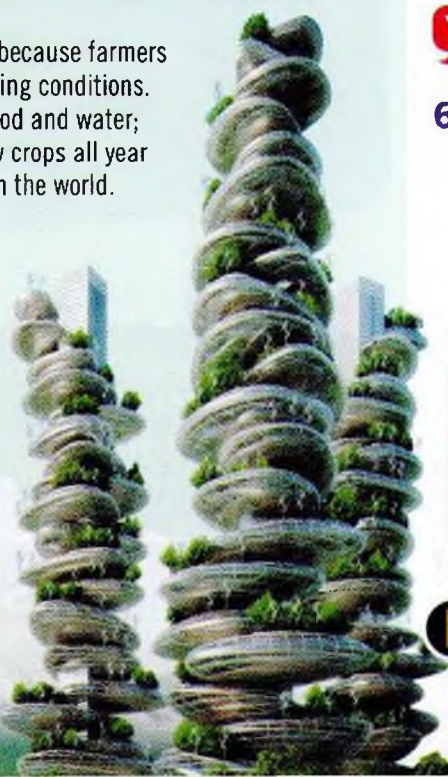
Vertical farms save space by growing **plants** inside buildings on specially designed racks. Each **rack** can hold many **plants** and this increases the amount of food produced.

The technology that makes it possible

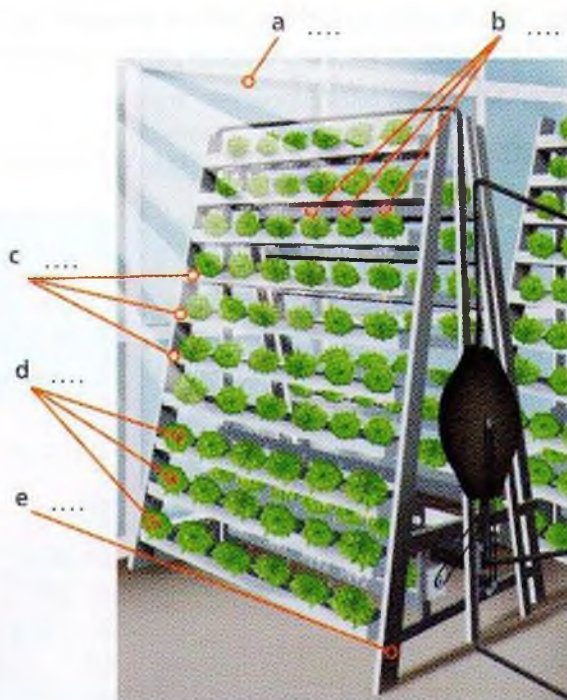
Hydroponics is a system where special **water** is given to the plants; water which contains everything the plant needs to grow. In traditional farming, plants grow in the ground but in vertical farms plants grow in **pots** and are only fed with special water. Some farmers have racks attached to elevators. Because the elevators are always moving, the plants are always moving too. In this way the plants receive lots of **sunlight** and grow better.


The benefits

Vertical farming works well because farmers have full control of the growing conditions. They control temperature, food and water; so vertical farmers can grow crops all year long and almost anywhere in the world. Furthermore, vegetables grown in the city do not have to be transported as far to reach the shops. This means the food is delivered fresher and with less transport, so there is less pollution.



- 3 Complete the diagram of a vertical farm with the words in bold from the text.



- 4  1.54 Listen to a radio interview with a vertical farmer. His farm helps in two important ways – what are they?

- 5  1.54 Listen again and answer the questions.

- 1 What would have happened to the factory if Dan hadn't started his vertical farm?
- 2 What is important about where his factory is?
- 3 Where does he sell his fruit and vegetables?

Your turn

- 6 Work with a partner. Many people in the world don't have enough food. Discuss with a partner how vertical farming could help to solve this problem.

Learn about how we can eat healthily.

- Why do factories change food?
- What should we check when we buy food?
- What makes fruit tasty?



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4.4 You are what you eat



Technology Passive houses

1 Work with a partner and answer the questions.

- 1 How do you keep your house warm in the winter?
- 2 Do you use air conditioning in the summer?
- 3 Is your house south or north facing? What difference does this make?

2 Read the article about passive houses. Are they designed for hot climates, cold climates or both?

Passive homes are special houses which use the sun's heat to heat the building and fresh air to cool it.

Passive houses usually have very large windows. In fact, in cooler climates whole walls can be made of glass so that lots of sunlight shines into the house and warms it. The windows must be very good quality so that cold air does not enter the house through the windows and warm air does not escape.

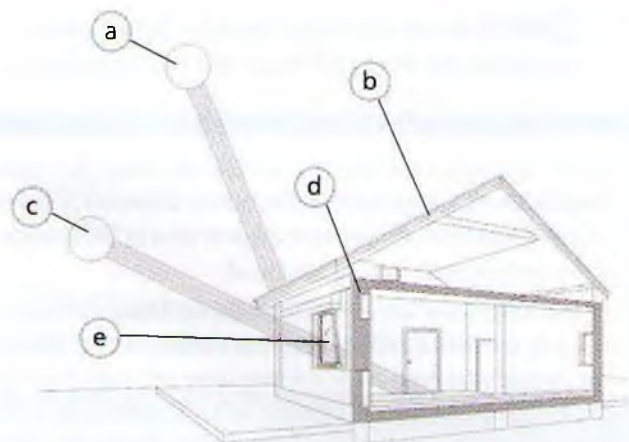
Architects have to design the houses so the air heated by the sun during the day stays inside the house and keeps it warm at night. They are built with thick walls to stop the heat escaping. The direction the building faces is also important. The large windows are usually south facing so that the sunlight can enter all the way into the house and make the house warm.

Houses in climates with hot summers normally have low roofs to stop the strong, summer sun shining directly into the house and making it too hot. This is possible because in the summer the sun is much higher in the sky than in the winter. In the winter the sun is low in the sky, so the low roofs and porches do not prevent the sun from shining into the house. Thick walls work in the opposite way in hot climates and stop the outside heat from entering into the house.



3 Complete the diagram of a passive house with the words in the box.

winter sun summer sun low roof
thick walls good quality windows



4 Listen to two friends talking about their holidays. Which house sounds more comfortable to stay in?

5 Listen again and copy and complete the table.

	Passive house	Grandmother's house
Heating	¹	central heating
Temperature	always warm	²
Windows	³	small
Light	⁴ and	dark
Furniture	little	⁵

Your turn

6 Work with a partner. What changes could you make in your own home or school to make it more environmentally friendly?

Learn about what we throw away.



- What is e-waste?
- Where does e-waste normally get dumped?
- Name some good ways to reduce e-waste.



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5.4 What a waste!

History 4th July celebration, USA

- 1  **Work with a partner. Look at the timeline for early US history. Which events have you heard of? What do you know about other events in early US history?**
- 2  **Read the travel guide. What event do Americans celebrate on 4th July? How do they celebrate it?**

- 1492 Christopher Columbus reached America but thought it was India.
- 1607 The first English settlers founded the first British colony, called Virginia.
- 1620 The Pilgrims left England on a ship called the Mayflower and arrived in Massachusetts.

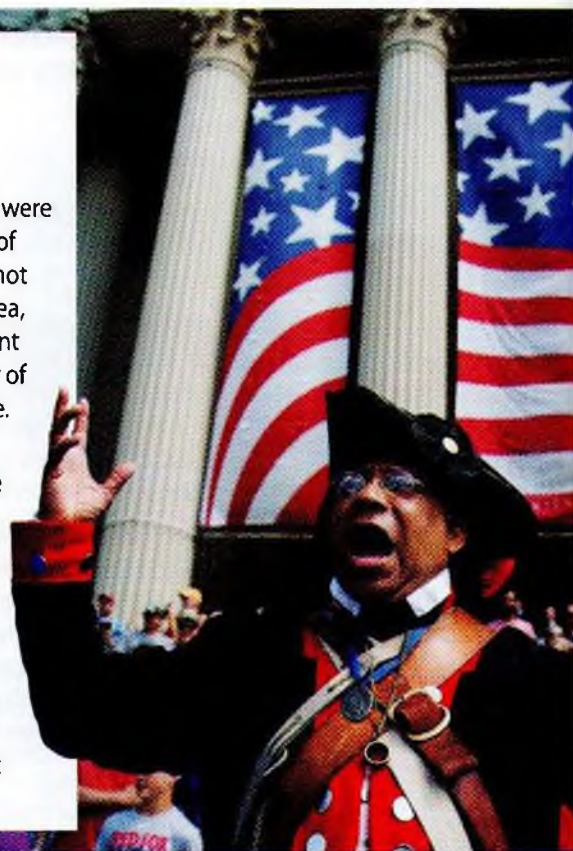
On 4th July many Americans gather in parks across the country to listen to the Declaration of Independence read out by actors in typical 18th century clothes. These re-enactments take them back in time to 1776, when the Declaration of Independence was first read out loud.

Before 1776, there were 13 British colonies along the east coast of America. They were ruled by the British and paid taxes to the British king, George III. Although many of the people who lived in the colonies were originally from Great Britain, they did not like being controlled by the British. In 1773, when a new tax was introduced on tea, there was a protest in Boston, known as the Boston Tea Party. This important event led to a war between the Colonies and Great Britain, known as the American War of Independence, and eventually to the signing of the Declaration of Independence.

In July 1776, leaders from all 13 colonies met to agree on the Declaration of Independence and create the United States of America. Copies were made of the Declaration and sent to every colony where they were read out loud to the people. This is what is acted out on 4th July.

However, the British Parliament did not accept this. It was not until 1783, after more fighting, that the British accepted the independence of the colonies.

The re-enactments help Americans to remember that 4th July is about living in a country which believes, 'All men are created equal'. They remember why the Declaration states that everyone has the right to, 'life, liberty and the pursuit of happiness'. These words, written down in 1776, form some of the basic ideas that American society was built on.



3 Read the travel guide again and answer the questions.

- 1 In what year was the Declaration of Independence first read aloud?
- 2 Which country did the colonies want to claim independence from?
- 3 When did the American War of Independence end?
- 4 What rights should people still be able to enjoy today?

Your turn

4 Work with a partner and answer the questions.

- 1 Have you ever been to a re-enactment event in your country?
- 2 Do you think it is a good way of learning about a country's history? Why/Why not?
- 3 What events from your own country's history do you think could be re-enacted to help people learn about them?

Learn about remembering our history.

- ◆ As well as the American Revolution, what other events do American re-enactors act out?
- ◆ The clothes and weapons the re-enactors use are designed in a special way. Why?
- ◆ Do women re-enactors play the role of soldiers in re-enactment battles today?



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6.4 Reliving history



Biology Extinction

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

- 1 What is the bee doing?
- 2 How is the bee helping the plant reproduce?



- 2 **Read the article about the honeybee. Why are they dying?**

Honeybees are essential to life on the planet. **Pollination** occurs when pollen is carried from one plant to another, and honeybees are the world's most important **pollinators**. If bees die out, many plants will not get pollinated and that would mean many changes for humans too. Honeybees are in danger of **extinction**, so scientists are trying to find out what is causing so many to die.

One of the main problems for bees is that they do not have enough food. As more land is used for farming, roads and houses, there are fewer natural spaces for flowers to grow. Also, bees sleep all through the winter, and because of global warming many plants have already finished flowering by the time the bees come out of **hibernation**. The bees die because they have less food but the plants also die as they depend on bees to pollinate them.

Disease is another killer for bees. Over the last 20 years, bee populations have been attacked by tiny eight-legged animals called Varroa **mites**. Bees often live in wooden boxes called hives; one **hive** can contain thousands of bees. If varroa mites get into a hive, all the bees may die.

Chemicals used to stop insects damaging farmers' crops are killing bees too. Farms today are often very big, so these chemicals are used over very large areas and the bees cannot escape. In some parts of the world where farmers use lots of chemicals, there are no bees left and the farmers have to pollinate their plants by hand. The future for the honeybee really doesn't look bright.



- 3 **Match the highlighted words in the article with the definitions.**

- 1 very small spider-like animals
- 2 the process of a specific animal species stopping existing because they have all died
- 3 a special box where bees live
- 4 the process of moving pollen from one plant to another so that the plants can make seeds
- 5 a period of time when animals sleep in winter
- 6 an insect which moves pollen between plants

- 4 **Listen to Lisa telling her father about bees. What does Lisa want her father to do?**

- 5 **Listen again to the conversation. Copy and complete the bee fact file.**


FACT FILE

How long a queen bee can live: ¹

How many eggs a queen bee can lay in a day: ²

Where bees live: ³

How much honey they make: ⁴



Your turn

- 6 **Work with a partner. Design a poster to inform people about the risk of extinction to bees. Include suggestions about what we might be able to do to help protect them.**

Learn about looking after lions in Kenya.

- How many African lions are there today?
- What are the two reasons the lions are in danger?
- How many cows do the locals receive if a lion kills one of their cows?



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7.4 Lions in danger

ICT Copyright

1 Work with a partner and answer the questions.

- 1 How often do you listen to music or watch films online?
- 2 Do you think CDs, DVDs, books and video games are expensive? Why/Why not?

2 Read the facts about copyright. Does copyright mean that a piece of work can never be copied?

- Copyright is the right of creators and owners of a piece of work to control how that work is used and shared. Music, photos, films, novels, artwork and software are all examples of material that is protected by copyright. It is against the law to copy or distribute anything that is protected under copyright law without the permission of the creator or owner.

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

- 1 The aim of copyright law is to stop people copying work without the correct permission.
- 2 Only work with the copyright symbol © is protected by the copyright law.
- 3 It is legal to make a copy of a CD or video game and give it to a friend as long as they do not give you any money.
- 4 Someone who makes copies of CDs on their computer may have their computer taken away if they get caught.
- 5 A person who wants to make a comment about a film or a book is allowed to copy a small piece of the film or the book.

Your turn

4 Work with a partner and answer the questions.

- 1 Have you ever seen someone recording a film in the cinema? What would you do if you did?
- 2 How do you think copying and selling CDs affects a band/group?
- 3 What would happen if you copied information from the Internet for your homework? Would you get into trouble with your teacher?



- Copyright is automatic in most countries. In countries such as Spain, the UK and the USA work does not have to be registered to be protected by copyright. © is the international symbol for copyright, but a piece of work without this symbol may still be protected under the copyright law.
- Copyright does not last forever. But laws are different in different countries and for different types of material. For example, in the UK the copyright on a book ends 70 years after the author dies, but for radio broadcasts copyright ends 50 years after the programme was first broadcast. In Australia the copyright on films and recordings runs out after 70 years. Copyright law prevents people from making, giving or selling copies.
- If a piece of work is created by an employee, the copyright normally belongs to the company not the employee. People caught breaking copyright law often have to pay a large amount of money to the owner of the work. They may also lose any equipment they used to make the copies. In very serious cases people who break copyright law can even spend time in prison. In a famous case in the USA, artist Shepard Fairey was fined \$25,000 after he designed a poster using an image from a photo that was not his.
- 'Fair use' allows small sections of a piece of work to be used without the permission of the owner. People who want to give a professional opinion on a piece of work often use the fair use rule.



Learn about how we get information.

- Who can be an expert today according to the video presenter?
- Who does the presenter say are experts in manipulating images?
- How can we, the people who receive the information, control the messages we receive?



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8.4 True or false?



Project 1

A presentation



Stephen Sutton

'An inspiration'

Stephen believed that living a long time was less important than doing something exceptional with the time you have.



Life

Born in 1994 in the UK
Excellent student and sportsman
Diagnosed with cancer aged 15
Died aged 19



Achievements

Started blog and #thumbsupforstephen fundraising campaign for Teenage Cancer Trust
Raised almost £5 million for charity
Awarded MBE by Queen Elizabeth II

My young achiever is Stephen Sutton. He was called an inspiration by many people who knew him. Here you can see the way he thought about life. He suffered from cancer for four years but never felt sorry for himself. He dedicated his life to raising money for teenage cancer sufferers. He was born in England in 1994. He was a healthy, active schoolboy ... He ...

Look

1 Look at the presentation about Stephen Sutton. Answer the questions.

- 1 Did Stephen have a normal life?
- 2 Why was he called an inspiration?

2 Work with a partner. Based on the presentation in Exercise 1, tick the sentences which describe how to give a good presentation.

- 1 You should put everything you are going to say on the presentation slides or cards.
- 2 You need about 20 slides for a good presentation.
- 3 An image on each slide makes the presentation interesting.
- 4 The slides should only contain key words or short notes.
- 5 Three to five slides are enough for this topic.
- 6 You need to write the details about the key words or notes on paper, ready to say them to your audience.
- 7 You can do a presentation using PowerPoint or cards that you print or write on.
- 8 You should read everything from the slides.
- 9 Give the audience a general idea about the person, then give some biographical details, then talk about their achievements.
- 10 The slides should be attractive, without much text but with images to interest and educate the audience.

Prepare

3 Work in pairs. Choose a famous young person who you admire. It could be a sportsperson, entertainer, writer, etc. or someone brave like Stephen. Use the Internet to research this person. Find out about their background and their main achievements and make notes on these points. You should also include pictures of and, if possible, quotations by this person.

4 Prepare your presentation using a software programme like Microsoft PowerPoint or big pieces of card to hold up or stick to the board. Use your notes and pictures from Exercise 3 and the advice from Exercise 2.

Present

5 Give your presentation to the class. Remember, you should say most of the information. You only need pictures and main points on the slides. When every pair has finished, have a class vote on which of the young achievers is the most impressive.



Project 2

An advertisement

The all-new
Strolleradio




Keep your baby entertained and educated!

With the Strolleradio, your baby will never be bored again!

- ★ Easy to attach to stroller or cot ★
- ★ Music, chat or news channels ★
- ★ Low to high volume settings ★
- ★ Choice of colours ★
- ★ Can be used inside and outside ★
- ★ Optional umbrella available ★

Available only at: _____

Crazy Baby Stores, nationwide



Look

1 Look at the advertisement above and answer the questions.

- 1 What is the product name?
- 2 What does the product do?
- 3 Do you think this is a real product? Why/Why not?

2 Read the advertisement again and answer the questions.

- 1 How are the benefits of the product described?
- 2 How many features are there?
- 3 How are the features described?
- 4 What other information is included?

Prepare

3 Work with a partner. Advertise an invention.

- Search online for an invention that never became popular.
- Find a picture or photo, or draw your own picture.
- Think of a name for the invention.
- Write two sentences describing its benefits.
- Write 6–8 features in notes, in a list.
- Invent the name of a shop where it can be bought, and a logo for your product.

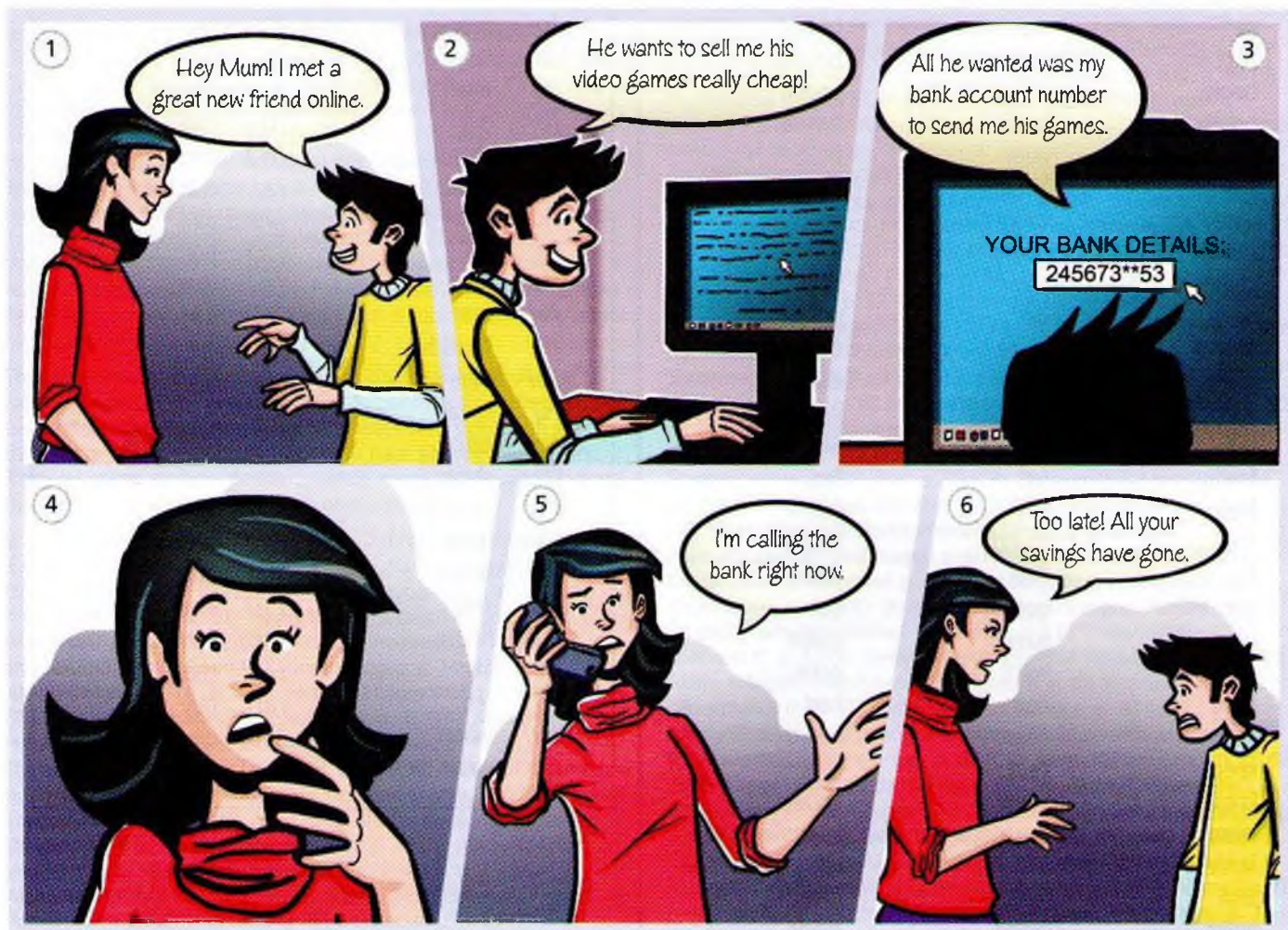
Present

4 Display your advertisements around the classroom. Read your classmates' advertisements. Make a list of the top three inventions you would like to have.



Project 3

A comic strip



Look

1 Read the comic strip above. Choose the correct words.

- 1 The crime illustrated in the comic strip is online theft / piracy.
- 2 The warning is simple / difficult to understand.
- 3 This comic strip will / won't teach young people about preventing online crime.

2 Choose *do* or *don't* to complete the sentences about writing a comic strip. Compare your answers with a partner.

- 1 Do / Don't include more than six boxes.
- 2 Do / Don't keep the pictures simple.
- 3 Do / Don't try to make some of the pictures funny.
- 4 Do / Don't include lots of text.

Prepare

3 Work with a partner. Think of a crime that might affect you.

- Plan a comic strip to warn young people about this crime.
- Draw six boxes and a rough sketch of the pictures.
- Add the dialogue.
- Make it funny if you can!
- Show it to another pair to see if they understand the warning.
- Draw it again neatly on A3 paper.

Present

4 Display your comic strip in your classroom. Ask your class to read it. Ask them if they understand the warning. Then discuss with the class how to prevent the crimes happening to you.

Irregular verbs

infinitive

past simple

past participle

be	was/were	been
become	became	become
begin	began	begun
break	broke	broken
build	built	built
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
do	did	done
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
find	found	found
fly	flew	flown
get	got	got
give	gave	given
go	went	gone
have	had	had
hear	heard	heard
keep	kept	kept
know	knew	known
learn	learnt/learned	learnt/learned
leave	left	left
lose	lost	lost
make	made	made
meet	met	met
pay	paid	paid
put	put	put
read	read	read
run	ran	run
say	said	said
see	saw	seen
send	sent	sent
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
wear	wore	worn
win	won	won
write	wrote	written

Phonemic symbols

consonants

/p/	pencil
/b/	bag
/t/	town
/d/	day
/tʃ/	cheese
/dʒ/	juice
/k/	cake
/g/	get
/f/	food
/v/	very
/θ/	Thursday
/ð/	that
/s/	speak
/z/	zebra
/ʃ/	shoe
/ʒ/	usually
/m/	mum
/n/	name
/ŋ/	sing
/h/	house
/l/	like
/r/	red
/w/	water
/j/	you

vowels

/i:/	see
/ɪ/	sit
/ʊ/	book
/u:/	zoo
/e/	pen
/ə/	teacher
/ɜ:/	bird
/ɔ:/	boring
/æ/	that
/ʌ/	run
/ɑ:/	car
/ɒ/	lost

diphthongs

/eɪ/	say
/ɪə/	hear
/ʊə/	pure
/ɔɪ/	enjoy
/əʊ/	know
/eə/	chair
/aɪ/	buy
/aʊ/	now

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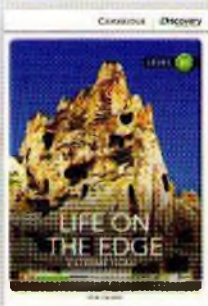
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