

Kate Mellersh



# English Plus

# Plus

# 3

Workbook

*Second edition*

OXFORD

Includes access to:

- Workbook audio
- Practice Kit



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Workbook

*Second edition*

OXFORD  
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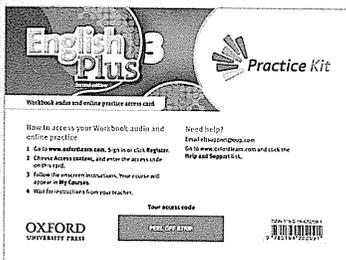
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# Starter unit

## VOCABULARY • Routines

1 ★ Match 1–7 with a–g. Then use the time expressions to say how often you do each activity.

at the weekend    every day    on weekdays  
in the morning / afternoon / evening  
once or twice a day / week / month

- |          |                 |
|----------|-----------------|
| 1 tidy   | a to music      |
| 2 do     | b breakfast     |
| 3 watch  | c your room     |
| 4 go     | d your homework |
| 5 listen | e up            |
| 6 have   | f videos        |
| 7 wake   | g to school     |

- I tidy my room *once a week*.
- 
- 
- 
- 
- 
- 

2 ★★ Correct the words.

I finish school at 3.00 and I usually ~~get to home~~ at 3.45. *get home*

- What time do you usually **wake you up**?  
.....
- We **relax always** after dinner.  
.....
- They go shopping **in the weekend**.  
.....
- Do you always **make your homework**?  
.....
- My brother **doesn't listen music** much, but he watches videos every day.  
.....
- My mum goes to work at eight **on the morning**.  
.....
- On Saturdays I often **have the breakfast** late.  
.....
- We go to bed **later the Fridays**.  
.....

3 ★★ Complete the sentences with the correct verbs.

Mum and Dad always *cook* on weekdays, but sometimes I do it at the weekend. I normally make pasta and salad for dinner.



- I don't usually ..... immediately after waking up. I like to stay in bed for a few minutes and think about my day.
- I always ..... before school. I often have juice, some toast and some fruit. Then I'm not hungry until lunchtime.
- I usually ..... as soon as I get home from school. When it's finished, I can enjoy the rest of my evening.
- I try to ..... for a while every day. Sometimes I go for a walk, and other times I watch videos or listen to music.
- I don't ..... very often because I haven't got much money to spend. I sometimes go running with my friends instead. We like exercising.
- I ..... every morning by bus. It takes about twenty-five minutes. The bus arrives at 8.05, and lessons start at 9.00, so I'm never late.



4 ★★ Write four or five complete sentences comparing your typical daily routine with what you do on holiday. What's the same and what's different?

*I always wake up at 6.30 on weekdays and at around 8.30 at the weekend. When I'm on holiday, I usually get up later ...*

.....

.....

.....

.....

.....

# S LANGUAGE FOCUS • Present simple and present continuous

## 1 ★ Complete the table with the word.

aren't do does doesn't ~~don't~~ has  
have having is isn't 'm 're

### Present simple

I / You / We / You / They	have / <u>don't</u> have	breakfast.
---------------------------	--------------------------	------------

1 ..... you have breakfast? Yes, I do. / No, I don't.

He / She / It	2 ..... / 3 .....	have breakfast.
---------------	-------------------	-----------------

4 ..... he have breakfast? Yes, he does. / No, he doesn't.

### Present continuous

I	5 ..... / 'm not	7 .....	breakfast.
We / You / They	6 ..... / aren't		

Are they having breakfast? Yes, they are. / No, they

8 .....

He / She / It	's / 9 .....	having	breakfast.
---------------	--------------	--------	------------

10 ..... she having breakfast? Yes, she is. / No, she isn't.

## 2 ★★ Choose the correct words.

I'm having problems sleeping at the moment / always / yesterday.

- Does / Are / Is Aaron usually get up early?
- What time are they wanting / do they want / they want to leave?
- He ~~doesn't like~~ / not like / isn't liking maths.
- 'Are you enjoying the book?' 'Yes, I do / enjoy / am.'
- Does Anna have / Has Anna / Is Anna having more than one mobile phone?
- Right now, she chats / 's chatting / does chat to her friends.
- 'When does the bus leave / the bus leaves / is the bus leaving?' 'At 7.45 every morning.'

## 3 ★★ Complete the postcard using the correct form of the verbs.

come not get up go go have help  
stay wake up write you / do

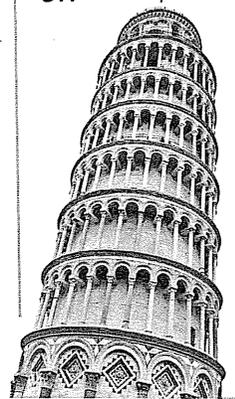
Hi Cameron,

I 'm writing ... this postcard from Pisa!

I <sup>1</sup> ..... here for ten days with my Italian exchange partner, Liliana, and we <sup>2</sup> ..... a lot of fun together. A typical day here is different from at home. Her brother Claudio <sup>3</sup> ..... really early every day to go to college, but we're on holiday, so we <sup>4</sup> ..... before 9.30. We often <sup>5</sup> ..... out to a local café for breakfast - it's really nice. Then we go sightseeing. At the moment, I <sup>6</sup> ..... shopping for presents. Liliana <sup>7</sup> ..... me. What <sup>8</sup> ..... this week? See you next Monday at school.

Georgia

Cameron Smith  
18 Richmond Road  
Liverpool  
L5 9AJ  
UK



## 4 ★★★ Answer the questions. Write three or four complete sentences.

How often do you cook? Who's cooking dinner tonight? What food do you like and dislike?

I don't cook very often. My dad is cooking dinner tonight. I like pasta and pizza, but I don't like fish.

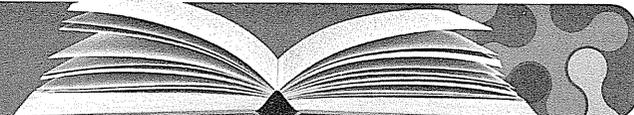
- Where do you usually go on holiday? Who do you go with and what do you do there?

.....  
.....  
.....

- What's your best friend doing now? What do you think your parents are doing now?

.....  
.....  
.....

# S VOCABULARY • Irregular past simple verbs



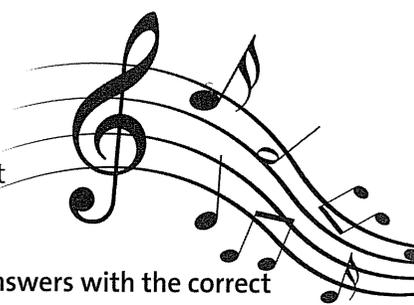
1 ★ Find the irregular past simple forms of the verbs.

be be buy eat give go hear make  
see speak teach

A	D	O	K	B	O	U	G	H	T
E	I	W	A	S	G	C	P	E	G
P	T	D	O	A	H	M	A	L	M
L	A	G	B	W	E	N	T	R	A
E	U	S	E	N	A	F	D	N	D
K	G	M	F	J	R	I	S	G	E
I	H	W	T	R	D	T	E	A	N
A	T	E	H	A	S	L	W	V	E
B	O	R	T	S	P	O	K	E	M
L	H	E	N	C	O	E	J	I	B

2 ★★ 01 Choose the word with a different vowel sound. Then listen and check.

- made gave have  
 1 saw were taught  
 2 do go spoke  
 3 had made ate  
 4 left were went  
 5 rode bought taught  
 6 heard were hear



3 ★★ Complete the answers with the correct irregular past simple verbs.

- Why did you do it?  
 I did it because she asked me to.  
 1 When did they last eat pizza?  
 They ..... pizza last weekend.  
 2 At what age did he first ride a horse?  
 He first ..... a horse at age nine.  
 3 When did you first hear that song?  
 We first ..... that song two years ago.  
 4 What did she make on Sunday?  
 She ..... a chocolate cake.  
 5 What did you buy at the shops?  
 I ..... some new clothes.

4 ★★ Complete the online message using the correct irregular past simple verbs.

Hi Imogen,  
 How are you? I had a real surprise today, when I <sup>1</sup> w..... in a bookshop in the city centre with my mum. We <sup>2</sup> g..... there at about one o'clock and I <sup>3</sup> b..... the book I wanted, the new John Green novel. Then I <sup>4</sup> s..... Mrs McKenzie! Do you remember her? She <sup>5</sup> t..... us music at our old school, when we <sup>6</sup> w..... about eight years old! Anyway, we <sup>7</sup> s..... for a few minutes about school and what I'm doing now. Then Mum and I <sup>8</sup> l..... the shop and <sup>9</sup> w..... for lunch. It was great seeing Mrs McKenzie ... it's funny when you see people from the past!

Talk to you soon,  
 Lara



5 ★★ Complete the answers with the correct irregular past simple verbs.

5 ★★ When was the last time that you had a surprise? Write five to ten complete sentences that are true for you. Include the answers to these questions:

- When was it?
- Who was there?
- What happened?
- How did you feel?

*The last time I had a surprise was on my birthday. My parents planned a surprise party at my house. They made a cake and all my friends were there. We had fun and I was really happy.*

**Past simple**

1 **★** Complete the table with the words.

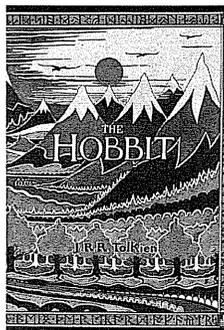
ate bought buy did didn't eat wanted

Past simple			
Affirmative			
Regular verbs (+ed)	I / You / He / She / It / We	wanted	pizza.
Irregular verbs	/ You / They	1 _____ / 2 _____	
Negative			
I / You / He / She / It / We / You / They	3 <del>Did</del>	want 4 _____ / 5 _____	pizza.
Questions and short answers			
6 <del>Did</del> you eat pizza?		Yes, we did. / No, we didn't.	
What did you eat?		We ate pizza.	

2 **★★** Complete the biography using the past simple form of the verbs.

be ~~be~~ live love move ~~not~~ join start  
teach want work write

John Ronald Reuel Tolkien was a writer and a university professor. He <sup>1</sup> wrote fantasy novels such as *The Hobbit* and *The Lord of the Rings*. Tolkien was born in South Africa in 1892 and <sup>2</sup> lived to be eighty-one years old. At the age of three, he <sup>3</sup> moved with his family to England. When the First World War <sup>4</sup> started, Tolkien <sup>5</sup> was a university student. He <sup>6</sup> didn't join the army like many of his friends because he <sup>7</sup> wanted to finish his studies first. All his life, Tolkien <sup>8</sup> loved reading and studying languages. He managed to turn his hobby into a job. He <sup>9</sup> worked on the *Oxford English Dictionary* and later <sup>10</sup> taught English Language and Literature at the University of Oxford.



3 **★★★** Rewrite the sentences using the past simple.

- I have an exam today. I had an exam today.
- 'Do you drink this juice?' 'No, I don't.' ✓  
Did you drink this juice? No, I didn't.
  - They often go to the cinema. ✓  
I went to the cinema.
  - We don't send many text messages. ✓  
We didn't send many text messages.
  - 'Does Jake work there?' 'Yes, he does.' ✓  
Did Jake work there?
  - Melisa always wears expensive clothes. ✓  
She wore expensive clothes.

**Object and subject questions**

4 **★★★** Write questions about the information in bold.

- Alex told me. **Who told you?**
- We** ate all the pasta. ✓  
Who ate all the pasta?
  - We saw a **boring** film. ✓  
What did you see?
  - Olivia went **home**. ✓  
Where did Olivia go?
  - Mum made this **soup**. ✓  
How did Mum make this soup?
  - Victor wrote **that** card. ✓  
What did Victor write?

5 **★★★** Imagine you are interviewing a painter, writer or musician from the past. Write five object and subject questions. Use the verbs and your own ideas.

become give go learn live make  
meet paint play teach win write

Who gave you your first guitar?  
.....  
.....  
.....  
.....

# 1 Fads and fashions

## VOCABULARY • Popular interests

### 1 ★ Cross out the incorrect word.

Actions: tweet / post / app

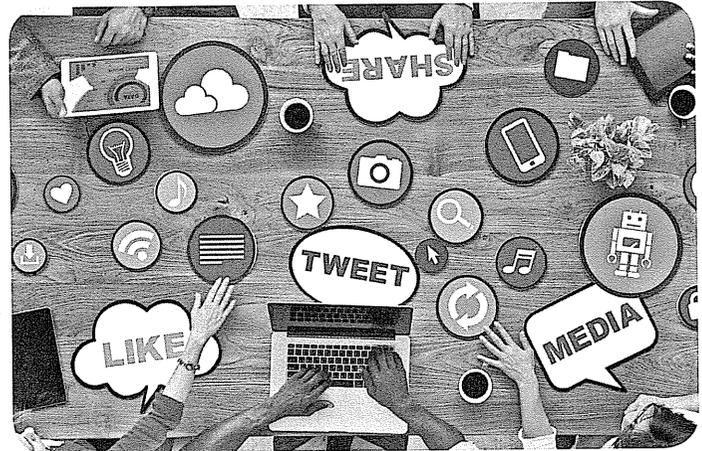
- 1 People: toy / fan / follower
- 2 Electronics: gadget / games console / tweet
- 3 Very popular things: fan / craze / fad
- 4 Things you can buy: app / view / comic

### 2 ★★ Complete the sentences with the words.

apps comics fad fan  
gadgets games console post social media  
toys views

My brother buys comics to read about his favourite superheroes.

- 1 My friends are playing on a ..... in front of a big TV screen.
- 2 Are you a ..... of any celebrities or sports teams?
- 3 Children's ..... often become very popular for a short time.
- 4 The website Myspace was a ..... because it was only popular for a few years.
- 5 People post comments on ..... sites like Twitter and Facebook.
- 6 A lot of smartphone ..... are free.
- 7 The video went viral and received over a million .....
- 8 My friend wrote a great ..... about her trip to Canada.



### 3 ★★ Complete the words for the definitions.

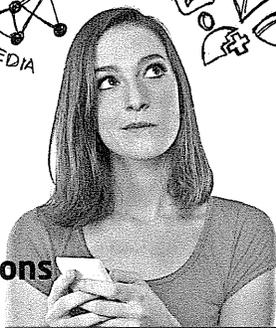
something that many people are into for a short time craze

- 1 a person who reads another person's posts online follower
- 2 websites for making friends and talking to other people social media
- 3 the number of times people visit a web page or online video views
- 4 some writing or an image put on social media post
- 5 a magazine that tells stories in pictures comic
- 6 comments on Twitter likes

### 4 ★★★ Complete the post with words on this page. There may be more than one answer.



Today, many of us are mad about social media and are looking for an audience. So, how can you make sure your blog has got more <sup>1</sup> ..... and your YouTube videos get more <sup>2</sup> ..... and likes? One way is to <sup>3</sup> ..... something online every week. People like to see something new, or they get bored quickly! Try to use all the social media you can. Download popular free <sup>4</sup> ..... such as Instagram and Snapchat for a bigger audience. Another way is to watch the media, so that you know about the next <sup>5</sup> ..... before it happens. Go on Twitter and read the <sup>6</sup> ..... of the biggest celebrities, so you can find out what people are going to be into next.



# 1 LANGUAGE FOCUS • used to

1 ★ Choose the correct words to complete the table.

Affirmative		
I / You / He / She / It / We / You / They	use / <u>used</u> to	<sup>1</sup> lived / live here.
Negative		
I / You / He / She / It / We / You / They	<sup>2</sup> didn't used to / didn't use to	drink tea.
Questions and short answers		
<sup>3</sup> Did / were you	<sup>4</sup> use / used to play tennis?	Yes, I <sup>5</sup> played / did. No, I <sup>6</sup> didn't / wasn't.
Where did he	<sup>7</sup> use / used to live?	With his parents.

2 ★★ Rewrite four of the sentences using the correct form of *used to*. Tick (✓) the sentence that can only be in the past simple.

I lived in London when I was young.  
*I used to live in London when I was young.*

We moved to Madrid when I was six. ✓

1 Did you often visit your grandparents?

2 We went to France on holiday last year.

3 My sister loved One Direction!

4 He didn't have many gadgets.

5 Did you like going to the beach?

3 ★★ Correct the words.

We ~~weren't use~~ to go to that school. *didn't use*

1 They ~~didn't used~~ to like computer games.

2 Did they ~~used~~ to buy Marvel comics?

3 My sister ~~used to loved~~ Beanie Babies.

4 What did your favourite cartoon ~~use be~~?

5 I ~~used to not~~ have a games console.

6 'Did you ~~use to~~ collect *Pokémon* cards?' 'Yes, I ~~used~~.'



4 ★★★ Write sentences to compare you and your family in the past and present. Use *used to* and the present simple. Write three or four sentences for each topic.

*When I was younger, I used to listen to music on an iPod.  
 Now I use my smartphone or tablet.*

1 Gadgets

2 Toys



# 1 VOCABULARY AND LISTENING • Fashion

## 1 ★ Match words 1–6 with definitions a–f.

- |            |                        |
|------------|------------------------|
| 1 shorts   | a shoes for sport      |
| 2 trainers | b informal trousers    |
| 3 hat      | c shoes for winter     |
| 4 jacket   | d very short trousers  |
| 5 boots    | e a short coat         |
| 6 jeans    | f to wear on your head |

## 2 ★★ Complete the words in the text.

Every decade has a different idea about what styles are **cool** ..... and fashionable. Fashion designer Alice McClaren says this is especially true of **t. 1980s** .....

'Jeans will always be popular,' she says, 'but the very thin, **t. 1980s** styles of today's 'skinny jeans' are very different from what people used to wear. In the 1970s, for example, everyone had big, **b. 1970s** flared jeans. They were sometimes plain, but usually **p. 1970s** and **c. 1970s** with big, bright flowers. Girls used to have very long dresses and **s. 1970s** often down to their feet. And on top, they used to wear pretty, feminine **b. 1970s**. Long-sleeved shirts and tops were more popular than **s. 1970s** ones.'

## 3 ★★ 02 Listen to an interview with Dan and Tina about the clothes that were in fashion when they were young. Write the correct names.

- ..... **Tina** ..... 's brother influenced her style.
- ..... talks about the 1980s.
  - ..... talks about the 1990s.
  - ..... says that the styles of the past are in fashion again now.
  - ..... used to like how teenage fashions change very quickly.



## 4 ★★ 02 Listen again and choose the correct answers.

- Tina says there used to be ..... of fashion when she was young.
  - a more types
  - only a small number of types
  - only one type
- Tina ..... the style of clothes her brother and his friends wore.
  - used to dislike
  - used to live
  - didn't use to care about
- Tina says that punks used to wear ..... trousers.
  - colourful
  - tight
  - smart
- Tina's parents ..... the clothes she wore.
  - used to be unhappy about
  - didn't use to be interested in
  - used to love
- At first, Dan ..... fashion.
  - wanted to study
  - didn't have money for
  - wasn't into
- Dan says his hip hop clothes used to be .....
  - easy to find
  - very large
  - messy
- Dan didn't use to ..... very often.
  - listen to music
  - buy new trainers
  - brush his hair
- When Dan was young, he used to think fashion was .....
  - very important
  - funny
  - expensive

## 5 ★★ Interview your parents about fashion when they were young, or choose a period in the past. Write four or five sentences about what people used to wear.

**My parents were young in the 1980s. Girls used to wear short skirts and colourful, baggy tops ...**

.....

.....

.....

.....

.....

# 1 LANGUAGE FOCUS • Past continuous • Past simple and past continuous

## Past continuous

1 ★ Complete the table using *was* or *were* and the correct *-ing* form of the verbs in brackets.

Affirmative		
I / He / She / It	was	1 ..... (listen) to music.
You / We / You / They	2 .....	3 ..... (watch) TV.
Negative		
I / He / She / It	4 .....n't	drinking water.
You / We / You / They	5 .....n't	6 ..... (do) the homework.
Questions and short answers		
7 ..... she playing tennis?	Yes, she was. No, she 8 .....n't.	
9 ..... they sleeping?	Yes, they 10 ..... No, they weren't.	

2 ★★ Write sentences and questions using the past continuous.

Rashid / wait for / his bus for twenty minutes

**Rashid was waiting for his bus for twenty minutes.**

1 what / you / study / in class / ?

.....

2 they / not listen / to the song

.....

3 he / eat / a sandwich ? No / he / not

.....

4 we / play / computer games / all evening

.....

5 you / work ? Yes / I

.....

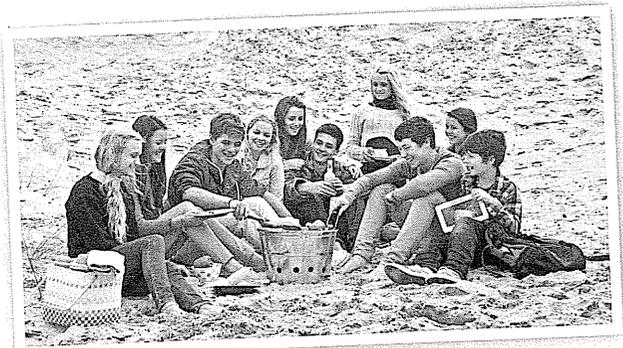
6 who / wear / a hoodie / ?

.....

## Past simple and past continuous

3 ★★ Complete the description using the past simple or past continuous form of the verbs in brackets.

One of my favourite photos is of a barbecue that we **had** (have) on the beach last year. My sister 1 ..... (take) the photo while I 2 ..... (cook) the food. I remember the delicious smell of food that 3 ..... (be) in the air! In the background of the photo you can see my friends. They 4 ..... (chat), the sun 5 ..... (go) down and the sky 6 ..... (get) dark. A few minutes later, the food 7 ..... (be) ready and we 8 ..... (eat) our dinner.



4 ★★★ Answer the questions. Write complete sentences that are true for you.

1 Think of a photo you like. Who took it? What was happening? What were the people wearing?  
**My favourite photo is from a school trip. The teacher took it. We were visiting a museum ...**

.....

2 What was your family doing when you arrived home yesterday? What happened next?

.....

3 What were you wearing the last time you went out with friends? Where were you going?

.....

# 1 READING • A timeline of communication

1 03 Read and listen to the timeline. Choose the correct answer.

The main purpose of the timeline is ...

- a to tell us the best ways to communicate
- b to explain the history of communication
- c to give recent news about technology

## Communication through time



A Why is language so important? Well, it's part of what makes us human! We are the only species on Earth that can share our thoughts and ideas through language. And our history shows how we are always looking for new ways to communicate ...

B Early human language was a spoken form of communication. Around 40,000 years ago, there were cave paintings and then much later, around 5,500 years ago, people started creating picture-writing systems, such as Egyptian hieroglyphs. The alphabets we use today developed after this, over thousands of years.

C Until the 15<sup>th</sup> century, people copied books by hand. Obviously, this was a very slow process. With the invention of the printing press, all of this changed. In 1440, it became possible to copy books easily and quickly, and many more people learned to read.

D Sending personal messages was still slow for a few hundred years. It used to take weeks for letters to arrive. In the 1830s, electric telegraph services started for short messages. By the early 20<sup>th</sup> century, the telephone made it possible to communicate spoken words over long distances. Email, the internet and mobile phones became popular in the 1990s.

E Today, we communicate with people all over the world using gadgets. We use text messages, video calls and chat and picture apps like WhatsApp and Instagram. In an age of easy, instant messaging, it's hard to imagine how difficult communication used to be.

380-6 BC

15<sup>th</sup> century

19<sup>th</sup>-20<sup>th</sup> century

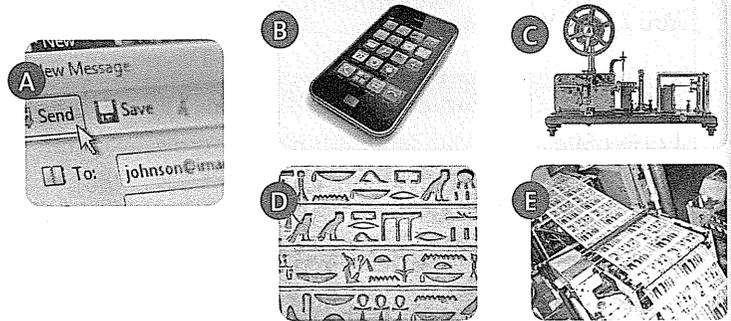
21<sup>st</sup> century

2 Read the timeline again. Choose the correct words to describe each paragraph.

- A why human communication is special / difficult / scientific
- B the slowest / earliest / best forms of communication
- C the beginning / end / cost of printing
- D inventions over the last ten / 100 / 200 years
- E electronics / life / communication today

3 Match sentences 1-5 with photos A-E.

- 1 It was very different from modern writing. .... D
- 2 It made it quicker and easier to copy texts. ....
- 3 It was the first technology for instant messaging. ....
- 4 It became common with the internet. ....
- 5 It lets you speak to people from a distance. ....



4 Answer the questions. Write complete sentences.

Why does the writer say language is important?  
**Because only humans can share thoughts and ideas through language.**

- 1 How were early writing systems different?  
 .....
- 2 Why didn't there use to be many books?  
 .....
- 3 What effect did the printing press have on people?  
 .....
- 4 How did the telephone change communication?  
 .....
- 5 Why do people today find it difficult to imagine communication in the past?  
 .....

5 **VOCABULARY PLUS** Complete the sentences with the words.

amazingly   apparently   generally   obviously

- 1 It isn't true for everyone, but ..... teenagers use technology a lot.
- 2 This new computer is very fast and it looks great. ...., it only costs £179!
- 3 In the past, we didn't have telephones, so ....., communication was slower.
- 4 I don't know what computers used to look like, but ..... they were big and heavy.

# 1 WRITING • A fact file

## 1 ★ Choose the correct words.

Before the 1960s, there didn't use to be much pop music. Styles such / so as rock 'n' roll changed this.

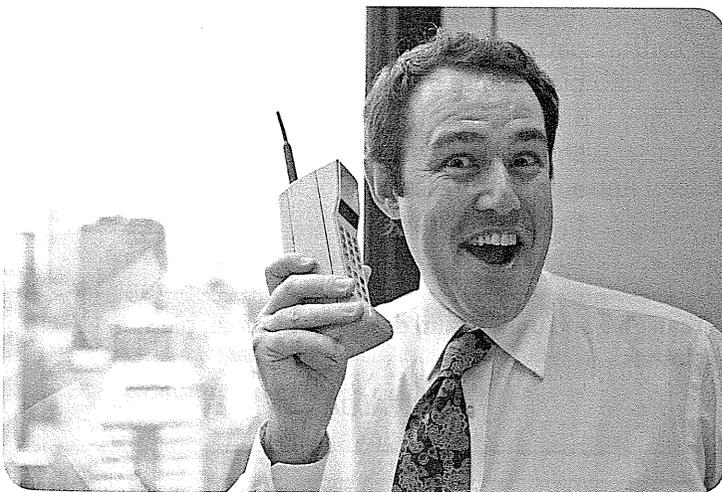
- 1 With groups as / like The Beatles, more and more teenagers started to like pop.
- 2 'Beatlemania' made fans do crazy things. For / By example, they threw clothes at the singers.
- 3 Normal life became difficult for the group. As / For instance, fans followed them everywhere.
- 4 Public events, such as / than concerts, were difficult because the fans screamed so loudly.
- 5 Now, Beatles' songs like / such 'Yesterday' and 'Hey Jude' are some of the most famous pop songs of all time.

## 2 ★★ Order the words to make sentences about life in the nineties.

clothes / used / such as / people / to wear / big T-shirts / baggy

People used to wear baggy clothes, such as big T-shirts.

- 1 by artists / electronic / Moby / like / music / was popular  
.....  
.....
- 2 for instance / to buy / people / started / electronic gadgets / mobile phones.  
.....  
.....
- 3 easyJet / became / for example / cheaper / flying / with new airlines  
.....  
.....
- 4 started / in online chatrooms / people / talking / AOL Instant Messenger / such as  
.....  
.....



## TASK

### 3 ★★ Read about the nineties craze for Tamagotchi electronic pets. Complete the fact file with the words and phrases.

in 1996 ~~in the nineties~~ like such  
this decade those days until years later

## Fact File: Tamagotchis

### When was it?

In the nineties, people started to buy electronic gadgets to play with instead of old-style toys. During <sup>1</sup>....., they could buy gadgets <sup>2</sup>..... as games

consoles. <sup>3</sup>....., one of these gadgets, the Tamagotchi, became a craze.

### What was it?

In <sup>4</sup>....., gadgets <sup>5</sup>..... mobile phones were expensive. Apps didn't become popular <sup>6</sup>..... However, Tamagotchis were cheap and fun for children. They were 'electronic pets' that you could carry around in your pocket. Users used to feed their pet and play games with it. They needed to look after their pet well to keep it alive!

### Where is it now?

Amazingly, Tamagotchis are back! You can buy one online or in shops today. However, most children prefer apps or computer games these days.



### 4 ★★★ Write a fact file about a craze you remember from the past few years. Use the fact file in exercise 3 to help you. Include the phrases on this page and information about these things:

#### When was it?

- When did it happen?
- Why was it popular?

#### What was it?

- Was it fashion / music / entertainment / technology / a toy? Describe the craze.

#### Where is it now?

- Is it popular now? Why? / Why not?

# 1 PROGRESS REVIEW

**MY EVALUATION** Check your progress. Do the exercises and then complete your own evaluation.

I need to try this again.

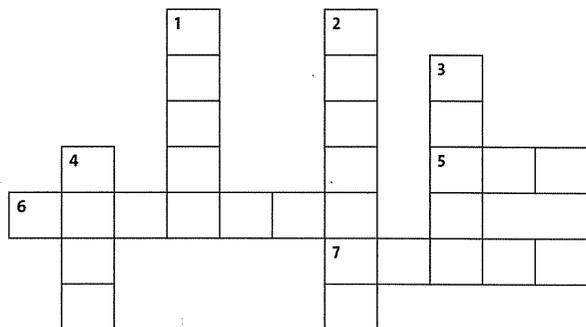
I am happy with this.

I could do this better.

I can do this very well.

## VOCABULARY Popular interests

1 Complete the crossword.



- How many ..... does that video have?
- We use electronic ....., such as tablets.
- It's only a short ....., People will forget about it soon.
- ..... a comment on my blog.
- It's a new smartphone .....
- Let's play on my games .....
- I'm on Twitter, but I don't ..... very often.

I can talk about popular interests, activities and fashions.

MY EVALUATION

## READING Crazes

2 Choose the correct words.

- Jack is in a basketball team. They **generally** / **obviously** play about once a week.
- It **generally** / **amazingly** takes more time to get from London to Rome by car than by plane.
- Obviously** / **Amazingly**, some people spend over two hours on social media every day.
- I thought this app was free, but **apparently** / **amazingly** I have to pay £3 for it.

I can talk about how I spend my time.

MY EVALUATION

## LANGUAGE FOCUS used to

3 Complete the sentences using the correct form of *used to* and the verb in brackets.

- She ..... (not like) hip hop music, but she loves it now.
- ..... (your brother / watch) a lot of cartoons?
- They ..... (go) to the cinema often. Now, they watch films online.
- I ..... (take) that bus, but I don't any more.
- He ..... (not have) a laptop, but he bought one last year.
- What time ..... (eat) dinner when you were younger?

I can talk about past habits and states.

MY EVALUATION

## VOCABULARY AND LISTENING Fashion

4 04 Listen to Lena telling her friend Ethan about their trip to Italy. Which clothes did Lena and her family bring from England and which ones did they buy in Italy? Write E for England or I for Italy.

- ..... baggy hoodie
- ..... black boots
- ..... black trousers
- ..... colourful hat
- ..... jeans
- ..... patterned jacket
- ..... plain white blouse
- ..... shorts
- ..... short-sleeved tops
- ..... summer dresses
- ..... tight skirt
- ..... trainers

I can give and understand descriptions of people's clothes.

MY EVALUATION

## LANGUAGE FOCUS Past continuous; Past simple and past continuous

### 5 Choose the correct answers.

Japanese inventor Satoshi Tajiri <sup>1</sup>..... *Pokémon*, or pocket monsters, in 1995. By 1999, children <sup>2</sup>..... their parents for *Pokémon* games all over the world, and the *Pokémon* company <sup>3</sup>..... thousands of games every day! Many crazes stop being popular quite quickly, but this <sup>4</sup>..... with *Pokémon*. When the company <sup>5</sup>..... its tenth anniversary, millions of people <sup>6</sup>..... *Pokémon* computer games, cards and toys. Today, it is one of the most successful game companies in the world.

- |                    |                     |
|--------------------|---------------------|
| 1 a used to create | 4 a didn't happen   |
| b created          | b wasn't happening  |
| c was creating     | c doesn't happen    |
| 2 a were asking    | 5 a was celebrating |
| b asked            | b used to celebrate |
| c asking           | c celebrated        |
| 3 a sold           | 6 a still buying    |
| b was selling      | b were still buying |
| c used to sell     | c still bought      |

I can talk about what people were doing in the past.

MY EVALUATION



## SPEAKING Expressing preferences

### 6 Complete the conversation with the words. There are two extra words.

cool expensive it shirt style suits them try

- Molly** Hey, Hannah. What are you up to?  
**Hannah** Oh, hi, Molly. I'm looking for some jeans.  
**Molly** Did you find anything?  
**Hannah** Not really. There are some nice clothes in here, but they're <sup>1</sup>.....  
**Molly** Mmm, you're right. Look – that's a really <sup>2</sup>..... jacket.  
**Hannah** Yeah, it looks really good. Why don't you <sup>3</sup>..... it on?  
**Molly** It isn't really my <sup>4</sup>.....  
**Hannah** I think it really <sup>5</sup>..... you. Go on, try <sup>6</sup>..... on!

I can comment on people's clothes.

MY EVALUATION



## WRITING A fact file

### 7 Choose the correct words.

#### Fact file: Flared trousers

##### The beginnings

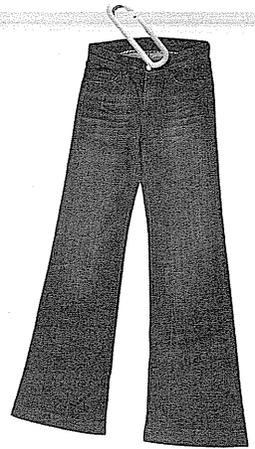
American sailors were the first to wear flared trousers in the 19<sup>th</sup> century. <sup>1</sup>..... days, trousers with a wide leg below the knee were practical for many reasons. <sup>2</sup>....., they were easy to roll up when cleaning the ship or to take off when they got wet.

##### Craze of the 1960s and 1970s

<sup>3</sup>..... when flared trousers became popular. Many singers, such as <sup>4</sup>..... Sonny and Cher, wore them. <sup>5</sup>..... that time, young people made their own flared trousers because shops weren't selling them. <sup>6</sup>..... the seventies, you could buy them in almost every shop. Hardly anyone chose a different style of trousers during this <sup>7</sup>.....

##### A comeback

There were a few times when flared trousers came back, <sup>8</sup>....., throughout the 1990s and in 2015. Although fashion designers, <sup>9</sup>..... Balmain and Gucci, presented them during fashion shows, they didn't become as popular as in the 1970s.



- |                                |                  |                |
|--------------------------------|------------------|----------------|
| 1 a In these                   | b In those       | c On these     |
| 2 a Such as                    | b Like           | c For example  |
| 3 a The sixties was the decade | b In the sixties | c These days   |
| 4 a like                       | b of             | c as           |
| 5 a At                         | b When           | c For          |
| 6 a On                         | b In             | c At           |
| 7 a decade                     | b times          | c days         |
| 8 a example                    | b such           | c for instance |
| 9 a such                       | b like           | c instance     |

I can use *for example*, *for instance*, *like* and *such* to give examples to support facts.

MY EVALUATION



# 2 Sensations

VOCABULARY • Senses

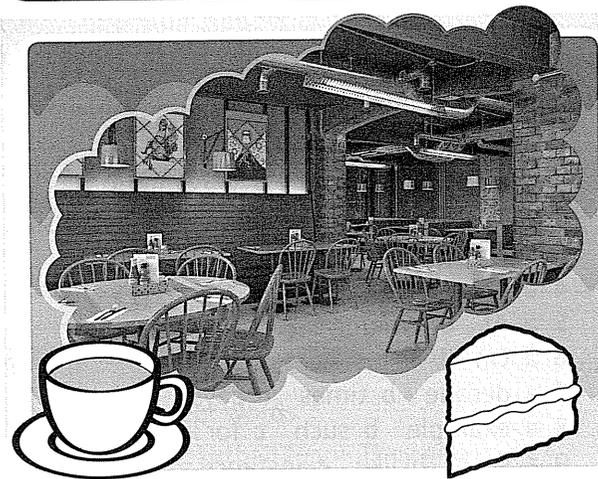
1 ★ Complete the table with the words.

feel hearing hold listen to look at  
see sight smell (x2) ~~taste (x2)~~ touch (x2)

Body part	Sense	Verb(s)
mouth	<u>taste</u>	<u>taste</u>
hands	1 .....	2 ..... 3 ..... 4 .....
ears	5 .....	6 .....
nose	7 .....	8 .....
eyes	9 .....	10 ..... 11 .....

2 ★★ Complete the café review with the words.

asked feels hear listen looks see  
senses ~~tastes~~



What makes a café an exciting place to visit? We asked café manager Richard Moore. 'Our food tastes great when you eat it, but it's important that the café 1 ..... attractive, too.

People use all of their 2 ..... when they eat out,' he says. 'They 3 ..... the paintings on the walls and 4 ..... the music we're playing long before they eat our food. We 5 ..... an artist to choose the pictures and the furniture, and a local DJ to recommend the right music for people to 6 ..... to while they eat.'

The results are great! Richard's café 7 ..... exciting and different. I really enjoyed my visit.

3 ★★ Choose the correct words.

Don't touch / feel / sound that pan. It's hot!

- 1 He can't sing well. He has got **colour-blindness / tone-deafness / a 'good ear'**.
- 2 To be a good cook, you need a strong sense of **touch / smell / sight**.
- 3 I need to **listen / ask / watch** my mum for help with my homework.
- 4 There's a lot of salt in this soup. It **feels / looks / tastes** terrible!
- 5 Listen to the **sight / sound / hearing** of the birds singing.
- 6 It's very cold. I'm losing **sensation / touch / smell** in my toes.
- 7 It's noisy outside. You can **hear / listen / sound** cars and people in the street.
- 8 **See / Watch / Look at** our holiday photos.

4 ★★★ Answer the questions. Write complete sentences that are true for you.

Which tastes are typical of the traditional food in your region?

Sweet fruit cakes, salty seafood and fresh water are tastes from Wales.

- 1 Think of a normal day. How and when would colour-blindness be a problem?  
.....  
.....
- 2 Are you tone-deaf, or have you got a 'good ear' for music? Explain your answer.  
.....  
.....
- 3 Which sounds and smells remind you of a your childhood?  
.....  
.....  
b summertime?  
.....  
.....
- 4 Who in your family do you look like and how?  
.....  
.....

## 2 LANGUAGE FOCUS • Present perfect: affirmative and negative • for and since

### Present perfect: affirmative and negative

1 ★ Choose the correct words to complete the table.

#### Affirmative

I / You / We / You / They	has / <u>have</u>	<sup>1</sup> written / wrote an email.
He / She / It	<sup>2</sup> has / have	<sup>3</sup> seen / saw that film.

#### Negative

I / You / We / You / They	<sup>4</sup> hasn't / haven't	<sup>5</sup> ate / eaten sushi.
He / She / It	<sup>6</sup> hasn't / haven't	<sup>7</sup> come / came home.

#### ever and never

She <sup>8</sup>has / hasn't never played that game.  
We <sup>9</sup>have / haven't ever heard that song.

2 ★★ Correct the words.

My friend Melissa has recently ~~did~~ done a cookery course with her sister, and they <sup>1</sup>has learned how to make different Spanish tapas. Melissa <sup>2</sup>has want to do this for ages. She says it's one of the best things she <sup>3</sup>has never done. I'm very excited to try the new dishes she <sup>4</sup>made!

I think Melissa is feeling nervous, because she <sup>5</sup>never cooked for her friends before. We <sup>6</sup>not tasted some of the tapas dishes before, but I'm sure they'll be delicious!



3 ★★ Write sentences using the present perfect.

she / not taste Indian food  
She hasn't tasted Indian food.

1 Lucy / buy a new perfume

2 we / not listen to rap music

3 you / eat a lot of cake

4 I / hear that joke before

5 Henry / not watch the film

6 they / not see the painting

### for and since

4 ★★ Choose the correct answers.

That school has been there for .....

Ⓐ forty years      b 1975      c I was born

1 I've loved pasta since I ..... a child.

a was      b have been      c am

2 We've been in this flat ..... six months.

a since      b from      c for

3 ..... a chef for five years.

a He's being      b He's      c He's been

4 Kemal has had no sense of smell for .....

a ages      b she was born      c last year

5 We haven't visited our grandparents since .....

a last year      b six months      c a long time

5 ★★★ Write one or two sentences about these things. Use *for* or *since* and the present perfect.

where you live

I've lived in Istanbul since I was four.

We've lived in our new house for a year.

1 hobbies your brother, sister or friend has

2 your parents' jobs

3 things you and your friends haven't done for a while

4 places you haven't been to for a while

## 2 VOCABULARY AND LISTENING • Sensations and experiences

1 ★ Which word is the odd one out?

sad miserable delicious

1 tasty furious angry

2 nice scary wonderful

3 awful bad sad

4 tired terrifying exhausted

5 interesting fascinating disgusting

2 ★★ Complete the blog post with the words.

amazing delicious disgusting exhausted  
fascinating miserable

Today, I've been to an amazing food festival with my family. We've learned a lot of 1..... things about food from different countries. We tried a tasty Jamaican dish called 'Jerk chicken'. I thought it was absolutely 2.....! My younger sister didn't agree. She thinks hot sauces are 3.....! She looked 4..... until we found the Italian ice cream. We all loved that! Now we're home, I'm going to go to bed. I'm 5..... after all that food!



4 ★★ 05 Listen to the interview and write the answers to the questions in exercise 3.

Job: travel blogger

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

3 ★★ You are going to listen to an interview. Read the sentences and choose the correct type of answer you should be listening for.

Anna is a ..... who writes about places.

job / verb

1 Anna saw grey whales in ..... in California. **adjective / place**

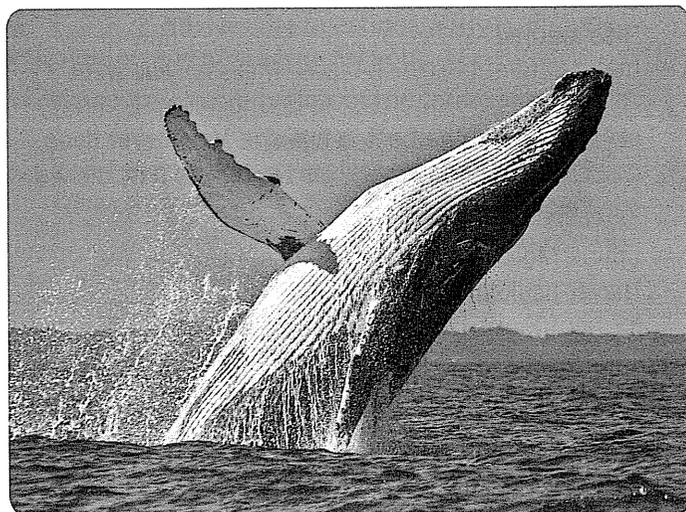
2 Around ..... grey whales make the journey every year. **number / name**

3 The grey whales travel ..... kilometres, from Alaska to Mexico. **number / place**

4 Anna ..... a whale-watching cruise. **adjective / verb**

5 You can see the grey whales for ..... every year. **place / time period**

6 Anna was ..... with herself that she didn't take any photos. **adjective / name**



5 ★★ Write about an interesting place you have visited. Use extreme adjectives.

I've visited the Cave of El Castillo in Spain. It has amazing cave paintings that are over 40,000 years old. It's dark inside the cave and my younger brother thought it was terrifying.

# 2 LANGUAGE FOCUS • Present perfect: questions • Present perfect and past simple

## present perfect: questions

1 ★ Complete the table with the words.

been ever finished has hasn't have  
haven't he made you

### Present perfect: questions

Have / Has	Subject	Past participle
Have	I / 1..... / we / you / they	2..... to the USA?
4.....	5..... / she / it	3..... a mistake?
		6..... ?

### Questions with ever

Have you / Has she 7..... tasted curry?

### Short answers

Yes, I have. / No, I 8.....

Yes, she has. / No, she 9.....

2 ★★ Complete the online chat using the correct present perfect form of the verbs.

celebrate do finish get go happen  
have pass



Hi, Charlie! How are you?

Hi, Daniel! I 've had a great day today! 😊

Why? What 1..... ?

Well, it was our last day at school.

2..... your school ..... for summer yet?

No, it 3..... Not until Friday.

4..... you ..... your exam results?

Yes, we 5..... I 6..... them all! I 7..... never ..... so well before.

Well done! 😊 8..... you ..... with your family?

Yes, I 9..... We 10..... just ..... to a restaurant for dinner!

## Present perfect and past simple

3 ★★ Correct the words.

Did you ever ridden an elephant? ..... Have.....

1 She's never ate Greek food. ....

2 Katy gone to the beach. ....

3 I've left my phone at home yesterday. ....

4 We didn't see Max since last year. ....

5 'Have you like the show?' 'Yes!' .....

4 ★★ Complete the mini-dialogues with the present perfect or past simple form of the verbs in brackets.

A Have you ever been (you / go) to Brazil?

B Yes, I have. I went (go) there two years ago.

1 A We ..... (never see) a wild tiger.

B I ..... I ..... (see) one last year in India.

2 A I ..... (enjoy) that film yesterday.

B I ..... (not). I ..... (read) the book last year and it was better.

3 A ..... (he / tell) you the news?

B Yes, ..... He ..... (talk) to me last night.

4 A ..... (they / ever / try) sushi?

B No, ..... (not). They hate fish.

5 ★★ Write questions using the present perfect or past simple. Then write answers that are true for you.

you / ever / go / abroad ?

Have you ever been abroad?

Yes, I have. I've been to Italy and Poland.

1 your parents / ever / live / in a different town ?

2 you / go / on holiday / last summer ?

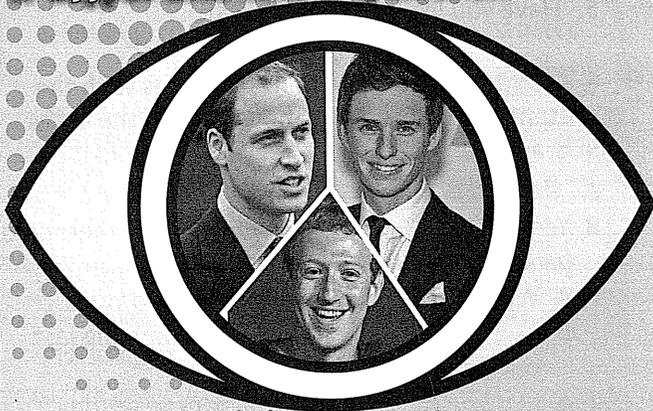
3 you / eat / tasty meal / in the last week ?

4 you / read / good books / recently ?

1 06 Read and listen to the article. Match ideas 1–5 with paragraphs A–E.

- 1 famous people who are colour-blind A
- 2 difficulties the condition causes at school
- 3 what colour-blindness means
- 4 difficulties the condition causes in daily life
- 5 when most people become colour-blind

## A different kind of vision



- A** Here's a question for you. What have the founder of Facebook, Mark Zuckerberg, actor Eddie Redmayne and Britain's Prince William all got in common? Any guesses? Well, the answer is that they have never seen the world as most people do, because they're colour-blind.
- B** In fact, colour-blindness isn't very unusual. Around 8% of men and 0.5% of women have it. Most of them are born with the condition, and often don't find out for years that their sight is different.
- C** Colour-'blindness' isn't really a good description of the condition. It is extremely rare to see only in black and white. The majority of people who are colour-blind can see colours, but they can't distinguish between some of them. For most of them, reds, oranges and greens have always looked a similar yellow-brown colour.
- D** Most colour-blind people report that it causes them some problems. How do you know if the meat you've cooked is ready to eat? Or if you've spent too long in the sun? Imagine wearing two different-coloured socks all day, or driving through a red light because you think it's green!
- E** At school, students can find it difficult to identify countries on a map or information in a chart. They sometimes produce drawings and paintings with unusual colours. Today, some teachers have learned about the problems, and give colour-blind students support. Even so, most colour-blind people have learned how to manage their view of the world on their own.

2 Look at the ideas from the article. Are they extra details (D) or examples (E)?

- Around 8% of men are colour-blind. **D**
- 1 Colour-'blindness' isn't a good description. ....
  - 2 Colour-blind people might drive through red lights, thinking they're green. ....
  - 3 Countries on maps can be difficult to see. ....
  - 4 Some teachers help colour-blind students. ....

3 Read the article again. Write *true* or *false*.

- Mark Zuckerberg is colour-blind. **true**
- 1 Not everyone knows they're colour-blind. ....
  - 2 The condition is more common in men. ....
  - 3 No one sees only in black and white. ....
  - 4 All people who are colour-blind see the same colours. ....

4 Answer the questions. Write complete sentences.

When does colour-blindness usually start?

**Most people are born with colour-blindness.**

- 1 Why can it take a long time for people to realize they are colour-blind?  
.....
- 2 Which colours do most people with the condition have problems seeing?  
.....
- 3 Which school subjects do you think students with the condition have problems in?  
.....
- 4 How have things improved for some school students with the condition?  
.....

5 **VOCABULARY PLUS** Choose the correct words.

Cats use **odour** / **scent** / **flavour** to find food.

- 1 This is my favourite **odour** / **texture** / **perfume**.
- 2 Pick an ice cream **fragrance** / **texture** / **flavour**.
- 3 There's a terrible **odour** / **texture** / **fragrance** coming from the fridge. Is it the milk?
- 4 I love the **texture** / **fragrance** / **flavour** of spring flowers.
- 5 The shirt's **perfume** / **texture** / **flavour** is soft.

## 2 WRITING • A competition entry

### Language point: Intensifiers

1 ★ Complete the table with the adjectives below.

amazing loud sad terrible wonderful

#### Normal adjectives

bad

good

1 .....

2 .....

#### Extreme adjectives

disgusting

miserable

3 .....

4 .....

5 .....

2 ★ Complete the rules with *extreme* or *normal*.

#### Rules

We use the intensifiers *absolutely* and *really* with 1 ..... adjectives.

We use the intensifier *very* with 2 ..... adjectives.

3 ★★ Choose the correct words. There may be more than one answer.

The music at the festival is very / absolutely loud.

1 The beaches in this area are **very** / really pretty.

2 The food is **very** / absolutely disgusting!

3 I felt very **miserable** / sad when we left.

4 The tickets are **really** / absolutely cheap.

5 These sights are absolutely **good** / amazing.

6 Our journey was **really** / absolutely awful.

7 Ireland is **very** / amazing beautiful.

6 The water-slide was **very** / really terrifying.



### TASK

4 ★★ Read the advert and complete the competition entry with the words.

**Win an amazing camera!**



Tell us about the one place you most want to visit, and the activities you'd like to do there. Write about the sights, sounds and experiences it has to offer visitors.

.....  
The best entry will appear on our LoveTravel website, and win a £1,500 camera!

don't forget is absolutely  
is quite a / an looking forward to  
~~one of the most~~ surprisingly

### The biggest party in the world!

The place I most want to go to is Rio, in Brazil, for the Mardi Gras festival. It's one of the most exciting street carnivals in the world.

Mardi Gras <sup>1</sup>..... enormous, with five million people.

The festival is nearly 300 years old, but <sup>2</sup>....., the famous samba dance has only been part of the celebration for 100 years. The festival parade <sup>3</sup>..... amazing sight.

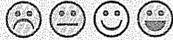
On the day, <sup>4</sup>..... to take lots of water, as February is the hottest time of year in Brazil. I'm going next year, and I'm really <sup>5</sup>..... being part of the world's biggest party!

5 ★★★ Write your own competition entry. Use the text in exercise 3 to help you. Include intensifiers, adjectives and the phrases on this page.

**MY EVALUATION** Check your progress. Do the exercises and then complete your own evaluation.



I need to try this again.



I am happy with this.



I could do this better.



I can do this very well.

## VOCABULARY Senses

### 1 Complete the words.

- 1 Tone-d..... makes it difficult to play a musical instrument well.
- 2 We can't t..... the objects in the museum.
- 3 Beethoven lost his h..... when he was thirty, and was deaf for the rest of his life.
- 4 You need to have near-perfect s..... to be an airline pilot.
- 5 We lost s..... in our toes when we were walking in the snow.
- 6 Can you t..... the sugar in your tea?

I can ask and answer questions related to the senses.

MY EVALUATION



## READING The importance of smell

### 2 Choose the correct words.

- 1 What's your favourite chewing gum **flavour** / **fragrance**? I love mint and strawberry.
- 2 This cake has a creamy **texture** / **scent**.
- 3 When we walked into the gym, we noticed a strong **flavour** / **odour** of sweat.
- 4 Mia opened the window and the **texture** / **scent** of garden flowers filled the room.
- 5 I got my first **scent** / **perfume** as a birthday present from my parents.
- 6 I love the **odour** / **fragrance** of spices in the kitchen.

I can identify the main idea in a paragraph.

MY EVALUATION



## LANGUAGE FOCUS Present perfect: affirmative and negative; *for* and *since*

### 3 Complete the sentences using the correct present perfect form of the verbs and *for* or *since*.

- 1 They ..... (not eat) ice cream ..... last summer.
- 2 '..... (she / have) problems with her hearing ..... long?'  
'Yes, she .....
- 3 He ..... (be) colour-blind ..... he was born.
- 4 I ..... (take) this bus every day ..... six months.
- 5 We ..... (not see) our cousins ..... ages.

I can talk about experiences that started in the past.

MY EVALUATION



## VOCABULARY AND LISTENING Sensations and experiences

- 4 07 Listen to a radio programme about people's experiences at birthday parties. Match Grace's and James's experiences 1–10 to adjectives a–j.

### GRACE:

- 1 the birthday party .....
- 2 the place .....
- 3 the girls looked .....
- 4 the food .....
- 5 the cupcakes .....

### JAMES:

- 6 the birthday party .....
- 7 waiting in a queue .....
- 8 the rides weren't .....
- 9 the cinema tickets .....
- 10 the popcorn .....

- a delicious
- b disgusting
- c wonderful
- d exhausted
- e amazing
- f awful
- g nice
- h terrifying
- i furious
- j miserable

I can use prediction skills when listening for specific information.

MY EVALUATION



**LANGUAGE FOCUS Present perfect: questions; Present perfect and past simple**

**5** Complete the dialogues with the present perfect or past simple form of the verbs in brackets.

- Ruth Have you ever broken (you / ever / break) something really expensive?
- Oscar Yes, I <sup>1</sup>..... It <sup>2</sup>..... (be) three or four years ago. I <sup>3</sup>..... (drop) my dad's laptop. He <sup>4</sup>..... (not let) me use his tablet or smartphone since it <sup>5</sup>..... (happen)!
- Alex <sup>6</sup>..... (you / ever / meet) a celebrity?
- Sara No, I <sup>7</sup>....., but my uncle <sup>8</sup>..... He <sup>9</sup>..... (go) to school with Keira Knightley, the actress. But she <sup>10</sup>..... (not be) famous then, of course. They <sup>11</sup>..... (be) only six years old!
- Alex <sup>12</sup>..... (he / see) her since she <sup>13</sup>..... (become) famous?
- Sara No, he <sup>14</sup>.....

I can ask people about their experiences.

MY EVALUATION ☹️ 😐 😊 😄

**SPEAKING Planning free time**

**6** Choose the correct words.

- Zach Hey, Dan. Have you seen this horror film, *Zombies Attack*?
- Dan I've never seen a horror film.
- Zach You've never seen a horror film? Seriously? I think you <sup>1</sup>ll / are / have enjoy this. I've <sup>2</sup>hear / hearing / heard it's good.
- Dan It doesn't sound much <sup>3</sup>great / fun / interesting to me. I don't like scary films. Can we have dinner first?
- Zach OK. What do you <sup>4</sup>want / fancy / try eating?
- Dan Why not <sup>5</sup>try / want / fancy something different? What about some Indian food?
- Zach <sup>6</sup>Can't / Will / Are we have pizza? I've never had Indian food.
- Dan Really? It's delicious.

I can discuss ideas about how to spend free time.

MY EVALUATION ☹️ 😐 😊 😄

**WRITING A competition entry**

**7** Read the advert and complete the text with the words.

absolutely one of the most quite an really delicious to seeing to stop very visiting

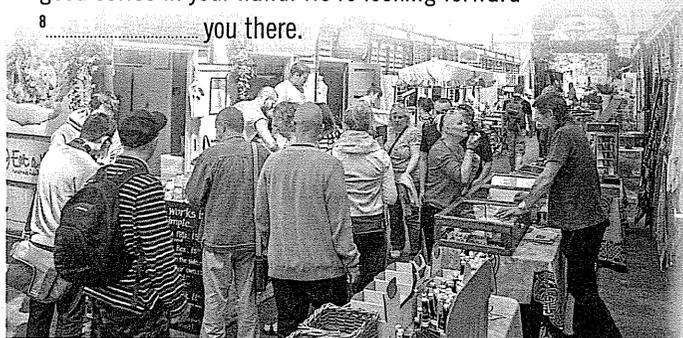
**WIN £500**

Tell us about a place where you like to spend time. Write about the sights, smells and feelings you can experience there. Encourage others to visit this place. The winner will receive £500 and their entry will be published in VISIT **Britain** magazine.

**St Nicholas Market**

My favourite place in Bristol is St Nicholas Market. It's <sup>1</sup>..... amazing markets in Britain, and you can almost feel its long history. It's definitely worth <sup>2</sup>..... When you enter, you see hundreds of colourful products, from vintage clothes and jewellery to local arts and crafts. You can smell <sup>3</sup>..... street food like Indian curry or Algerian falafel. I love walking between the stalls, watching people and seeing what they buy. It's <sup>4</sup>..... experience. But what makes this place really special is an <sup>5</sup>..... wonderful glass roof over the stalls.

If you ever come to Bristol, don't forget <sup>6</sup>..... by at St Nicholas Market and have lunch. Take time to look for souvenirs (or up at the sky) with a cup of <sup>7</sup>..... good coffee in your hand. We're looking forward <sup>8</sup>..... you there.



I can use intensifiers to add interest to my writing.

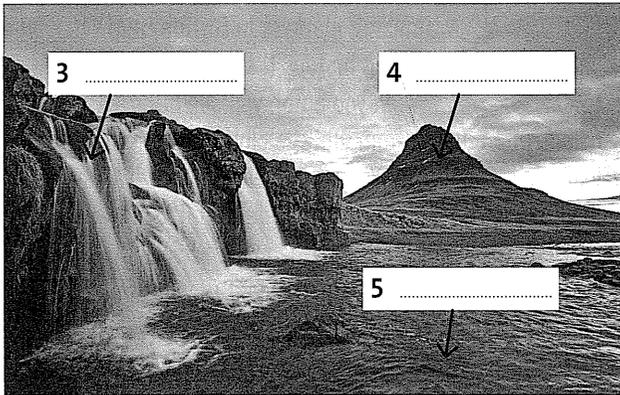
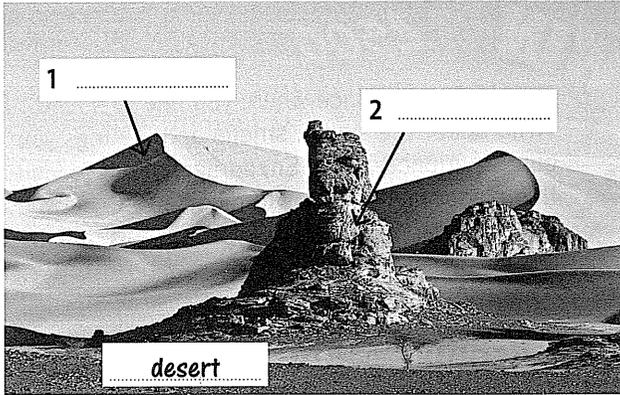
MY EVALUATION ☹️ 😐 😊 😄

# 3 Adventure

VOCABULARY • Natural features

1 ★ Label the pictures with the words.

desert dunes falls mountain rocks sea



2 ★★ Complete the words in the text.

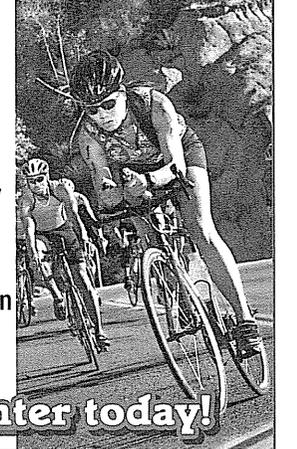
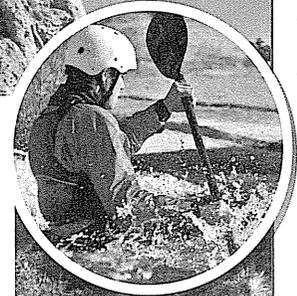
Cliffs form where the land ends high above the water. In Arctic regions they are made of ice.  
<sup>1</sup>O..... have salt water in them and cover nearly 70% of the Earth. <sup>2</sup>S..... are also salty, but they are smaller. Usually they have land around most of their area.  
<sup>3</sup>D..... are hills made of sand. The wind usually forms them behind sandy <sup>4</sup>b..... by the sea, or in <sup>5</sup>d..... like the Sahara. In some places, water from <sup>6</sup>r..... travels over rock. Over millions of years, it cuts the rock away. This can result in large <sup>7</sup>v....., such as the Hudson in the USA. Underground, moving water also creates <sup>8</sup>c..... like those in Jeita, Lebanon.  
A <sup>9</sup>v..... is a hill or <sup>10</sup>m..... which covers a gap in the surface of the Earth. Gas or lava can come out of this gap at any time.

3 ★★ Cross out the incorrect word.

## The ULTRA race challenge!

Are you fit enough to compete in this adventure challenge? The five-day event will attract some of the world's best athletes! Racing on land and in water, competitors will ...

- swim across lakes / beaches / rivers
- cycle through an enormous <sup>1</sup>volcano / valley / rainforest
- climb <sup>2</sup>cliffs / the ocean / a rock
- run over sandy <sup>3</sup>waves / deserts / dunes
- swim five kilometres out in <sup>4</sup>the sea / the ocean / a mountain
- kayak around <sup>5</sup>falls / a desert / a lake



Can you do it? Enter today!

4 ★★★ Answer the questions. Give reasons for your answers.

Which natural features do you think ... ?

1 are the most beautiful

I think lakes and rivers are the most beautiful because the calm, blue water is relaxing.

2 are the most dangerous

3 are the best to visit

4 have the most interesting wildlife

# 3 LANGUAGE FOCUS • Present perfect simple and present perfect continuous

1 ★ Complete the table with the words.

been has hasn't have haven't  
we working

## Present perfect continuous

### Affirmative

I / You / We /  
You / They  
He / She / It

1 .....  
2 .....

3 .....  
sleeping.

### Negative

I / You / We /  
You / They  
He / She / It

4 .....  
hasn't

been  
5 .....

### Questions and short answers

Have they been listening?  
Has she been reading?

Yes, they have.  
No, she  
6 .....

2 ★★ Write sentences using the present perfect continuous.

They / learn / how to surf

*They've been learning how to surf.*

1 Dan / play his guitar all day

2 We / not study for long

3 Hannah / learn Japanese for a year

4 Where / they live / ?

5 George / not sleep well recently

6 you / have swimming lessons / ?

Yes / I

3 ★★ Choose the correct words to complete Amber's message.



Amber Taylor >  
Last active: 7 hours ago



Hi Grace!

How are you? What have you b during the summer break? Sorry I haven't <sup>1</sup> you a message for ages, but I've <sup>2</sup> really busy. I <sup>3</sup> learning how to ride horses on a trekking holiday. It's great, but I'm exhausted. We've <sup>4</sup> out for hours every day this week. So far, the longest trek <sup>5</sup> six hours! I <sup>6</sup> a really nice girl here. She's Portuguese, and she <sup>7</sup> any English before, so we've <sup>8</sup> in Spanish! It's difficult sometimes, but it's fun! Speak to you soon!

Aa

- |                       |                     |                         |
|-----------------------|---------------------|-------------------------|
| a been                | <b>b</b> been doing | c done                  |
| 1 a sending           | b been sending      | c sent                  |
| 2 a been              | b been being        | c was being             |
| 3 a 've been          | b 've               | c been                  |
| 4 a gone              | b been gone         | c been going            |
| 5 a been              | b has been          | c been being            |
| 6 a 've met           | b meeting           | c 've been meeting      |
| 7 a not been learning | b hasn't learned    | c has been not learning |
| 8 a talked            | b been talked       | c been talking          |

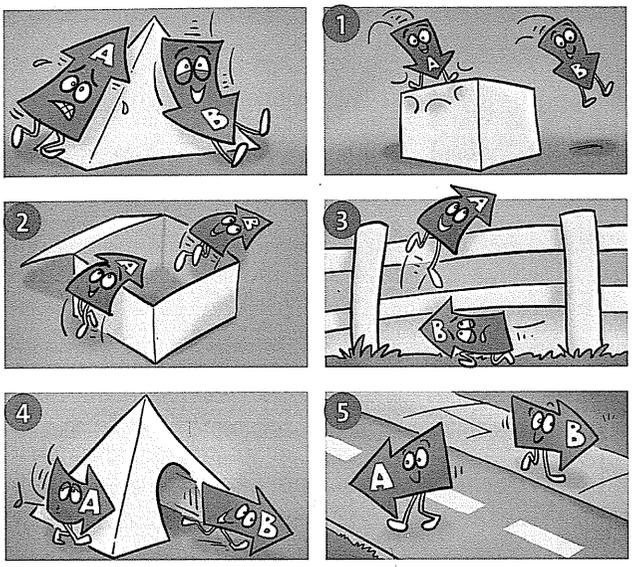
4 ★★ Imagine you are upset with your brother or sister. Write six things you're unhappy about. Use the present perfect simple and continuous with the ideas below, or your own ideas.

borrow my laptop   break my tablet  
do homework   eat my chocolate  
listen to me   play music   wear my clothes

*She's been playing her music really loudly.*

1 ★ Label the pictures with the correct pair of words.

across / along around / through into / out of  
onto / off over / under up / down



- |     |       |   |       |
|-----|-------|---|-------|
| A   | up    | B | down  |
| 1 A | ..... | B | ..... |
| 2 A | ..... | B | ..... |
| 3 A | ..... | B | ..... |
| 4 A | ..... | B | ..... |
| 5 A | ..... | B | ..... |

2 ★★ Complete Helen's email with the correct form of the verbs.

climb cycle dive hike jump kayak  
parachute sail surf swim

From: Helen15@mail.co.uk To: Chris@mail.co.uk

Hi Chris,

Have you had a good summer? I'm on an adventure holiday with my sisters! Today, they've done a water challenge. First, they dived off a rock into a big river. Later, they 1..... over falls in one-person boats. Then they 2..... around a lake in a big boat. They ended the day by 3..... in a river, under three bridges. Tomorrow, they're going to 4..... on the waves in the sea.

As for me, my adventure had an epic start when we 5..... out of a small aeroplane, and then 6..... down to the ground. Yesterday, we walked a lot. First, we 7..... across a big valley. Then we 8..... up a mountain and 9..... down it on mountain bikes. It was cool!

See you next week at school!  
Helen

3 ★★ Listen to a television presenter talking to an adventure travel expert and choose the correct answers.

- What is the main purpose of the interview?
  - to advertise adventure holidays
  - to hear adventure travel stories
  - to find out more information about adventure travel
- What is the main subject that they talk about?
  - the cost of adventure travel
  - the activities which are the most popular
  - the different types of people going on adventure holidays

4 ★★ Listen again and write true or false.

- The interviewer is at a travel agency. ....
- More women than men go on adventure holidays now. ....
- Today, a typical adventure traveller is aged twenty-seven. ....
- These days, more men travel alone. ....
- More older people enjoy skiing holidays. ....
- Adventure holidays today offer more things to do than in the past. ....
- Cruise ships that go to adventure destinations are popular with families. ....

5 ★★ Imagine you are chatting to a travel agency online to organize an adventure holiday for you and some friends. Answer the agent's questions with your own ideas.

Live Chat

AGENT: So, have you ever been on an adventure holiday before?

YOU: **Yes, I have. I went kayaking last year.**

AGENT: And are you travelling alone?

YOU: .....

AGENT: Where in the world would you like to go?

YOU: .....

AGENT: And which activities have you always wanted to try?

YOU: .....

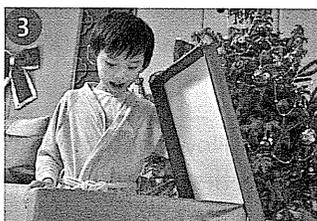
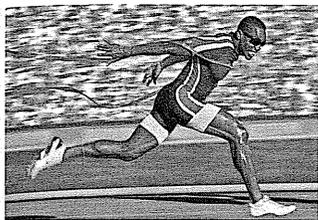
AGENT: That's great. Have you decided how much you want to spend?

# 3 LANGUAGE FOCUS • Present perfect simple + *just, still, yet* and *already*

## Present perfect simple + *just*

- 1 ★ Order the words to make sentences and questions.  
 have / just / set / on / travels / their / off / they  
**They have just set off on their travels.**  
 1 record / she / beaten / her / has / just / ?  
 .....  
 2 just / Natalie / have / I / the / seen / shops / at  
 .....  
 3 rugby / we / just / match / have / played / a  
 .....  
 4 they / finished / concert / the / have / just / ?  
 .....  
 5 won / has / just / competition / who / the / ?  
 .....  
 6 climbed / has / Robin / mountain / a / up / just  
 .....

- 2 ★★ What has just happened in the photos?  
 Complete the sentences using *just* and the present perfect simple form of the verbs. Use short forms.



break cook eat open pass win

- He's **just won a race.**  
 1 We .....  
 2 He .....  
 3 He .....  
 4 She .....  
 5 They .....

## Present perfect simple + *still, yet* and *already*

- 3 ★★ Correct the words.  
 We haven't tried scuba-diving ~~still~~ ..... **yet** .....  
 1 Joe has **still** seen the film. He didn't like it.  
 .....  
 2 You **yet** haven't washed the car! .....  
 3 Have you planned our trip **already**? .....  
 4 Sorry, I **already** haven't finished. ....  
 5 Has she **yet** told you the news? .....

- 4 ★★ Complete the text message with *still, yet* and *already*.

Hi everyone,  
 Sorry that I ..... **still** ..... haven't suggested any activities for our family holiday. First, I need to know how much money we can spend, but I haven't heard from Grandma or Grandad <sup>1</sup>..... I emailed them last week and they <sup>2</sup>..... haven't replied. Mum and Dad have <sup>3</sup>..... paid for the hotel, but most of us <sup>4</sup>..... need to get our bus tickets. I know Uncle Tom and Aunt Susie have <sup>5</sup>..... bought theirs. I'm not sure what we're going to do in the evenings <sup>6</sup>..... We'll probably want to relax. Speak soon,  
 Jessica

- 5 ★★ Answer the questions with your own ideas. Use the present perfect simple and *just, still, yet* and *already*.

What have you done today?  
**I've already finished school and I've just done my homework, but I haven't had dinner yet.**

- 1 Have you already decided what career you want in the future?  
 .....  
 .....  
 .....  
 2 Have you helped your parents at home recently?  
 .....  
 .....  
 .....  
 3 What ambitions haven't you achieved yet?  
 .....  
 .....  
 .....  
 4 What adventure sports have you tried?  
 .....  
 .....  
 .....

**1** **09** Read and listen to the blog. Choose the correct answer.

The blog post is about ...

- a two visits to different exciting places
- b two visits to the same place at different times
- c two different adventure travel activities

## Only for the brave!

Posted by Paul | 31.08.2010

I've just come back from one of the most terrifying experiences of my life: the Caminito del Rey. You wouldn't believe how scary it is, but I've walked up it and felt very afraid! The Caminito del Rey is near Malaga in Spain. The name means 'the king's little path', although for years, people have been calling it 'the most dangerous path in the world'. Now I've seen it, I understand why!

The Caminito is a one-metre-wide path, 100 metres up a cliff, above the beautiful Guadalhorce River and Hoyo Valley. It's more than 100 years old. Workers used to use it to get from the Chorro Falls to the Gaitanejo Falls. Over the years, holes have formed along the path and some parts of it are completely missing. You obviously need to be extremely careful there.

I recommend this path to people who love epic challenges. The views are amazing, but there have been some serious accidents here. So it's definitely not for people who haven't climbed rocks before!

### My rating

Excitement 9/10

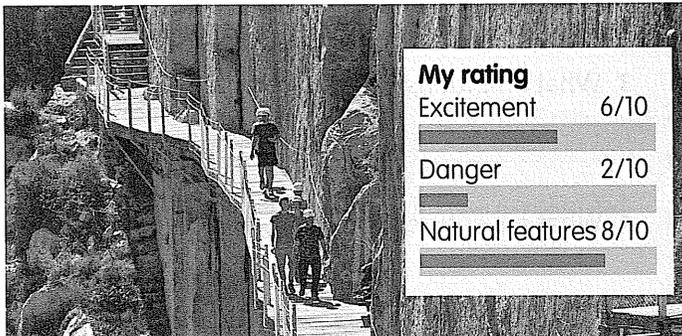
Danger 10/10

Natural features 8/10



Update 06.09.2015

I've been visiting Spain this week and I returned to the Caminito yesterday. Guess what? They've replaced the old path! The new path is made of wood and is very safe. I hear they've been working on it for four years, and have spent nearly €10 million! This has attracted more visitors to the cliff, but for me, the real thrill of the dangerous journey has gone.



### My rating

Excitement 6/10

Danger 2/10

Natural features 8/10

**2** Read the blog again and answer the questions.

1 Where would you find the blog?  
.....

2 Who is it for?  
.....

3 What is the main purpose of the *My rating* review?  
.....  
.....

**3** Read the blog again and write *true* or *false*.

The Caminito is a very high path. *true*.....

1 The old path wasn't as dangerous as it sounded in the stories. ....

2 Workers used the path to reach the Chorro and Gaitanejo Falls in 2010. ....

3 You can see beautiful natural features from the path. ....

4 More tourists use the new path. ....

**4** Answer the questions. Write complete sentences.

Why was the Caminito so dangerous?

*Because the old path was narrow, high and broken.*.....

1 Who does the writer recommend the Caminito path to?  
.....  
.....

2 Why does he post an update?  
.....  
.....

3 How does the writer's opinion change from his first visit to his second?  
.....  
.....

4 What can you say about the character of the writer from the posts?  
.....  
.....

**5** **VOCABULARY PLUS** Complete the sentences with the words.

carry on   leave behind   set off   stop off

1 When do you ..... on your trip?

2 Do you need to stop, or can you ..... ?

3 On the way home, we'll ..... at the shops.

4 It's hard to ..... your family and friends.

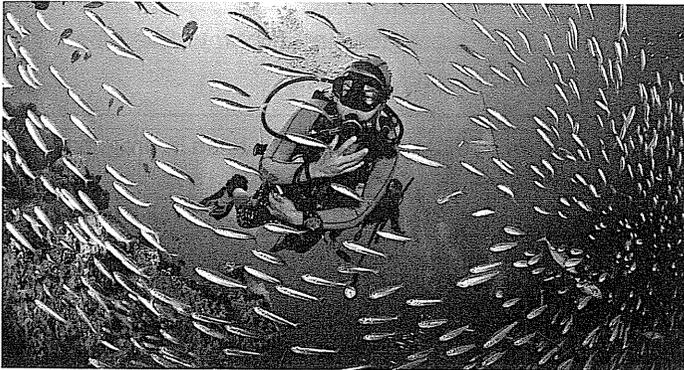
Language point: Relative clauses

1 ★ Match 1–6 with a–f.

- |                            |                                   |
|----------------------------|-----------------------------------|
| 1 That school is the place | a which I wear for hiking.        |
| 2 Clara is the friend      | b where he learned to surf.       |
| 3 Skiing is a sport        | c who organize the music club.    |
| 4 That's the beach         | d which I've never tried.         |
| 5 These are the boots      | e where my grandparents studied.  |
| 6 They are the people      | f who goes rock climbing with me. |

2 ★★ Order the words to make sentences.

is / very / becoming / which / scuba-diving / popular / is / a sport  
*Scuba-diving is a sport which is becoming very popular.*



- 1 takes / is / your / who / over there / money / the person  
.....
- 2 plan / this / can / where / a website / adventure trips / you / is  
.....
- 3 where / the / that's / year / I / hostel / volunteered / last  
.....
- 4 the player / Jay / is / scored / has / the / who / most  
.....
- 5 I / kayaking / here's / use / the paddle / which / go / to  
.....

TASK

3 ★★ Read and complete the FAQ page with relative clauses a–f.

- |                    |                 |
|--------------------|-----------------|
| a which interests  | d where you can |
| b which you can    | e which involve |
| c which has become | f who do this   |

**Voluntourism – frequently asked questions**

**What is voluntourism?**  
 It's an adventurous type of travel ..... c ..... popular recently. Voluntourists take trips<sup>1</sup> ..... traditional sightseeing and voluntary work on a project abroad.

**What types of work can you do?**

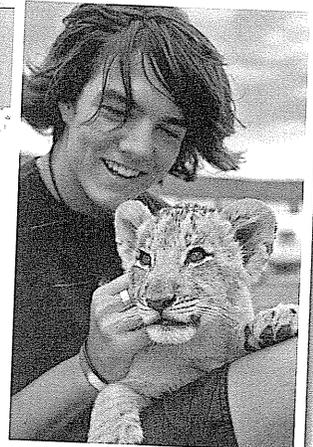
There's a wide variety of projects all across the world, from teaching in schools to building houses or looking after animals. It's easy to find a project<sup>2</sup> ..... you.

**How long is it for?**

You can choose how long to spend working and travelling. Most of the people<sup>3</sup> ..... spend one to three months abroad in total. Many students find it's best to volunteer in the summer holidays, when they've got more time.

**Where can I find out more?**

Check out online voluntourism websites to find out the latest projects<sup>4</sup> ..... try and the different places<sup>5</sup> ..... go.



4 ★★ Write a FAQ page about one of these adventure travel trends or choose your own. Research the trend and find out what it involves, or use your own knowledge.

couch-surfing glamping going on safari  
the Global Greeter Network

Think of four questions and answers which give useful information about the trend, such as:

- what it is and how it started
- how it works
- how to get involved
- how to find out more

Use the FAQ page in exercise 3 to help you. Include relative clauses and the phrases on this page.

# 3 PROGRESS REVIEW

**MY EVALUATION** Check your progress. Do the exercises and then complete your own evaluation.



I need to try this again.



I am happy with this.



I could do this better.



I can do this very well.

## VOCABULARY Natural features

1 Match the words with the definitions.

desert falls lake mountain ocean valley

- where river water runs over the edge of a cliff
- a place with very little rain
- taller and larger than a hill
- low land, with hills around it
- a large area of fresh water which doesn't move
- an extremely large area of salty water

I can express my preferences about places and activities.

MY EVALUATION



## READING An epic adventure

2 Complete the words.

- We're planning to s \_ \_ o \_ \_ on Sunday morning. There's little traffic at this time.
- Can you s \_ \_ \_ o \_ \_ at the next petrol station? I want to buy something to drink.
- The students were talking, so the teacher decided not to c \_ \_ \_ \_ o \_ \_ until everyone was quiet.
- When we moved out of Brighton, I had to l \_ \_ \_ \_ b \_ \_ \_ \_ all my school friends.
- My grandparents used to s \_ \_ \_ w \_ \_ \_ us when my parents went on business trips.

I can identify an author's audience and intentions.

MY EVALUATION



## LANGUAGE FOCUS Present perfect simple and present perfect continuous

3 Complete the sentences using the present perfect simple or continuous form of the verbs.

- He ..... a bungee jump. (never / do)
- We ..... for long. We started a week ago. (not learn)
- They ..... to surf. (always / want)
- How many times ..... to England? (you / go)
- I ..... all morning, and my homework still isn't finished. (work)
- She ..... for a month now. She'll be home next week. (travel)

I can talk about actions which have been in progress.

MY EVALUATION



## VOCABULARY AND LISTENING Extreme adventures

4 10 Listen to Oscar telling Lily about John Goddard. Which of the things below did John Goddard do, and which are Lily's plans? Write J for John Goddard or L for Lily.

- ..... climb up the world's highest mountains
- ..... cycle around Australia
- ..... dive off cliffs in Hawaii
- ..... hike across the Grand Canyon
- ..... jump out of a plane with a parachute
- ..... kayak down the longest rivers
- ..... learn three foreign languages
- ..... sail around the world

I can give my opinion on adventure activities and describe activities I have done.

MY EVALUATION



**LANGUAGE FOCUS Present perfect simple + just, still, yet and already**

5 Rewrite the sentences using one of the words in brackets.

- 1 We have bought the tickets to Australia. (yet / just)
- 2 I have invited Kim to my party. (still / already)
- 3 Max hasn't finished his homework. (still / already)
- 4 We have talked about this problem. (already / yet)
- 5 I haven't found my phone. (already / yet)
- 6 Have you repaired your bike? (still / yet)

I can talk about what I have and haven't done.

MY EVALUATION



**SPEAKING Exchanging news**

6 Choose the correct words.

- Joe Hi, Emily. I haven't <sup>1</sup> ..... you for ages. What have you been <sup>2</sup> ..... to?
- Emily I've just got back from one of those adventure centres with my school.
- Joe Was it good?
- Emily It was amazing. I've done a lot over the last few days – kayaking, climbing, even abseiling. What about you? Have you been <sup>3</sup> ..... anything special?
- Joe Not really. I've been at home, studying. We've got exams <sup>4</sup> ..... week.
- Emily Oh. Well, <sup>5</sup> ..... luck with that.
- Joe Thanks, Emily. It <sup>6</sup> ..... good to see you again.

- |          |         |         |
|----------|---------|---------|
| 1 a seen | b saw   | c see   |
| 2 a on   | b down  | c up    |
| 3 a done | b doing | c did   |
| 4 a all  | b a bit | c some  |
| 5 a much | b good  | c great |
| 6 a been | b has   | c was   |

I can request and respond to personal news.

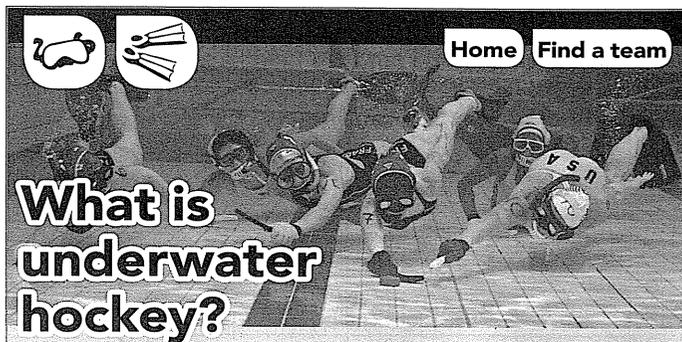
MY EVALUATION



**WRITING An FAQ page**

7 Complete the FAQ page with the phrases. There are two extra phrases.

become popular check out everyone who involves playing it's best to learning to to learn where is where you which protects



It's a type of water sport which has started to <sup>1</sup> ..... In underwater hockey, like in standard hockey, two teams try to move a puck into a goal. However, underwater hockey <sup>2</sup> ..... at the bottom of the swimming pool.

**Q** What equipment do you need?

A mask to help you see underwater and a snorkel to help you breathe. You also need fins, gloves and a special hat <sup>3</sup> ..... your head and ears. Each player has also got a short stick to move the puck.

**Q** Who can play?

Underwater hockey is for <sup>4</sup> ..... can swim. It's easy <sup>5</sup> ..... , but to be good, you must be strong, fast and able to hold your breath for a long time! When you're learning, <sup>6</sup> ..... treat it as a fun activity.

**Q** Where can I find out more?

<sup>7</sup> ..... our 'Find a team' page to see if there are any local clubs <sup>8</sup> ..... can join in.

I can use relative clauses to describe a sport or adventure activity.

MY EVALUATION



# 4

# Material world

## VOCABULARY • The environment and consumerism

1 ★ Find eight more verbs in the wordsearch.

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

Which five verbs in the wordsearch have a negative meaning?

*run out of*

2 ★★ Choose the correct verbs for the definitions.

make something dirty, contaminate

a damage    **b** pollute    c waste

1 make bigger in size or number

a increase    b produce    c reduce

2 not use and keep for future use

a protect    b save    c reduce

3 use more than you need of something, or throw away something useful

a waste    b afford    c pollute

4 make smaller in size or number

a reduce    b increase    c produce

5 give, or make something ready for use

a provide    b save    c reduce

6 give something energy to make it work

a use    b power    c provide

7 stop something from existing

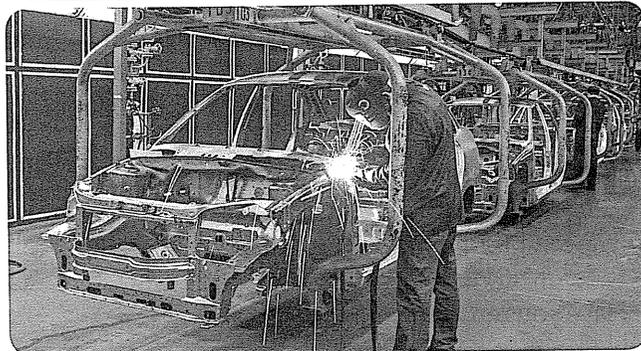
a damage    b destroy    c reduce

8 keep something safe from damage

a provide    b pollute    c protect

3 ★★ Complete the sentences with the correct forms of the pairs of verbs.

afford / provide    increase / produce  
power / develop    throw away / recycle



The factory **produces** more cars now that it has **increased** in size.

- 1 Don't ..... those old bottles! You can ..... them and save resources.
- 2 Last year, they ..... a bus to the festival for visitors who couldn't ..... a taxi.
- 3 We are ..... a solar energy park to ..... 20,000 homes.

4 ★★ Two students are talking about how their school could do more for the environment. Complete the dialogue with the correct form of environment and consumerism verbs and add your own ideas.

Melisa First of all, I think we definitely need to stop **throwing away** things that we can <sup>1</sup> ..... instead.

Ali But how?

Melisa Well, the school could <sup>2</sup> ..... us with different bins – you know, one for paper, one for glass and one for cans.

Ali That's a great idea, but it's quite expensive. Can the school <sup>3</sup> ..... to buy all those bins?

Melisa I didn't think about that. What about <sup>4</sup> ..... electricity? I'm worried about people leaving the lights on, because it <sup>5</sup> ..... the environment.

Ali Yes, it's a big deal. Is there anything else? I've <sup>6</sup> ..... ideas. How about you?

You .....



# 4 LANGUAGE FOCUS • Quantifiers

1 ★ Complete the table with the quantifiers.

a few a little a lot of enough (x2)  
many much

Countable  
nouns

There are a few cars  
outside.

The street isn't very busy.

How <sup>1</sup> ..... apples are  
there?

Uncountable  
nouns

How <sup>2</sup> ..... time have we  
got?

There is <sup>3</sup> ..... water in the  
jug. It's almost empty.

Countable and  
uncountable  
nouns

Have you got <sup>4</sup> ..... paper /  
pens to do your homework?

There isn't / aren't <sup>5</sup> .....  
space / chairs for everyone.

Look! There is / are <sup>6</sup> .....  
money / people here.

2 ★★ Cross out the incorrect word.

There weren't many **people** / ~~food~~ / **presents** at the  
birthday party.

1 How much **time** / **money** / **pounds** did you spend  
on this?

2 There is **enough** / **a few** / **not enough** food for  
everyone here.

3 There are a lot of **space** / **people** / **boxes** in the  
room at the moment.

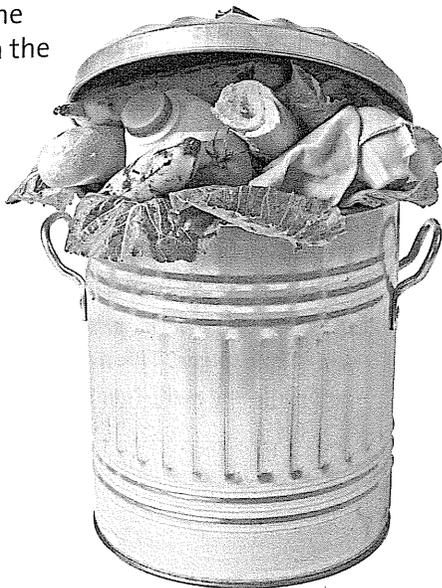
4 I haven't got **many** / **enough** / **a lot of** money.

5 They've planted **a few** / **enough** / **much** new  
trees in the forest.

6 The children next door make **a lot of** / **a few** /  
**too much** noise when they're playing.

7 I think there are **too much** / **too many** / **enough**  
stories about the  
environment in the  
news!

8 Have you read  
**a lot of** /  
**a few** / **a little**  
newspaper  
articles about  
food waste?



3 ★★ Complete the dialogue with the words.

a few a little a lot of enough many  
much not enough

Emily I'm reading an article about food waste.  
How much food do you think we  
throw away every year?

Harry I don't know. It must be more than  
<sup>1</sup> ..... food. Maybe 20%?

Emily No, 20% isn't high <sup>2</sup> .....! We waste  
fifteen million tonnes a year! That's around  
35% of the food we buy!

Harry Wow! That's <sup>3</sup> ..... food!

Emily Also, <sup>4</sup> ..... of the food products  
that the supermarkets throw away are still  
OK for us to eat.

Harry Oh, that's terrible, isn't it?

Emily Yes, it is. There are <sup>5</sup> ..... charity  
programmes for unsold food, but that's  
<sup>6</sup> .....

Harry No, it isn't. Did you know that in France all  
the food that supermarkets don't sell goes  
to charity? It's the law.

Emily What a great idea! Why can't we do that?

4 ★★★ Write one or two sentences about the  
topics using quantifiers.

the time you spend doing homework

We usually have a lot of homework. I spend a few hours a  
week doing it.

1 the money you spend on clothes

2 the different foods you eat

3 the money that people earn in different jobs

4 the things for teenagers to do in your area

# 4 VOCABULARY AND LISTENING • Adjectives: describing objects

1 ★ Match the words with photos 1–7.

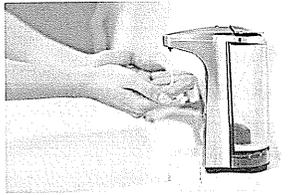
automatic home-made multi-functional  
 natural second-hand smart solar waterproof



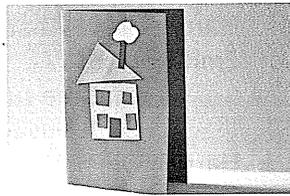
1 .....  
 natural



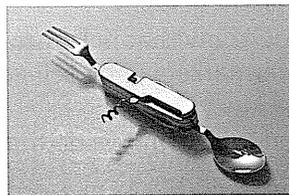
2 .....  
 1



3 .....  
 2



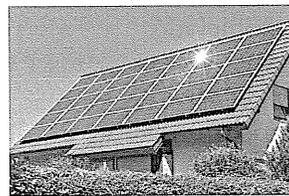
4 .....  
 3



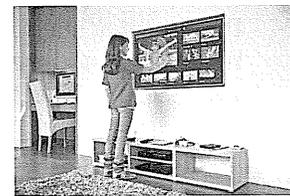
5 .....  
 4



6 .....  
 5



7 .....  
 6



8 .....  
 7

2 ★★ Complete the advert with the words.

digital ecological electric electronic  
 natural recycled solar

In today's digital world, our homes are full of many <sup>1</sup>..... gadgets. But hi-tech isn't always the answer, is it? We also want to reduce waste and save the planet. In our kitchens, we want <sup>2</sup>..... food products, and we carry them home in <sup>3</sup>..... bags. But what about the equipment we use? Well, in Bolivia there is an alternative to the <sup>4</sup>..... cooker. The <sup>5</sup>..... cooker doesn't need electricity. Instead, it uses the sun's heat to cook food. It saves energy, so it's an <sup>6</sup>..... product. The heat goes through a glass panel and temperatures get up to 160°C!

3 ★★ Listen to some product reviews at the Gadget Show. Write *fact* or *opinion* next to the things they mention.

- It's great for lazy people. *opinion*
- 1 It's multi-functional, so you can listen to music, watch films and more. ....
  - 2 It fits in your pocket. ....
  - 3 You don't need to worry about running out of power. ....
  - 4 It's perfect for my dad. ....
  - 5 It's exciting, but quite expensive. ....
  - 6 It makes you look like a superhero. ....

4 ★★ Listen again and write *true*, *false* or *don't know* if they don't mention it.

- 1 The presenter is looking for the craziest gadgets on offer. ....
- 2 The dog collars tell you if your dog is getting enough exercise. ....
- 3 The paper aeroplanes are home-made. ....
- 4 The Eco Media Player is made from recycled materials. ....
- 5 The Eco Media Player doesn't use electricity. ....
- 6 You don't need a smartphone to use the Automatic Parked Car Finder. ....
- 7 You can use the Logbar Ring to open and close doors in your house. ....

5 ★★ Imagine you are making a new household gadget. Which words in exercises 1 and 2 could help describe your product as ... ?

- A useful or quick to use  
 .....  
 B good for the environment  
 .....  
 C exciting and modern  
 .....

6 ★★ Write a short advert for your gadget. Use the advert in exercise 2 to help you. Use facts and opinions to promote it.

*In today's busy world, people want products that are quick and simple to use. This new and exciting kitchen gadget is automatic and multi-functional ...*

.....  
 .....  
 .....

# 4 LANGUAGE FOCUS • Question tags

1 ★ Order the words to make questions with question tags.

damage / don't they / the environment / cars ?

Cars **damage the environment, don't they?**

1 broke / bottles / didn't they / those ?

2 recycled / wasn't it / the rubbish / was ?

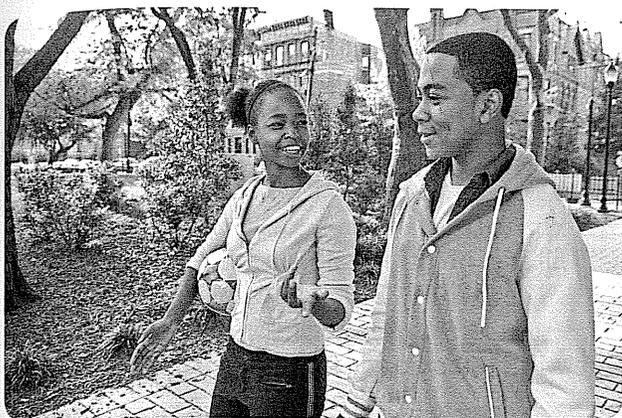
3 has he / finished / he hasn't / the project ?

4 can't see / from here / you / can you / your flat ?

5 cold / be / it'll / won't it / tomorrow ?

6 tired / you're / aren't you / feeling ?

2 ★★ Complete the dialogue with the correct words.



Mia It's a lovely day today, **isn't** it?  
 Ben I suppose so. It's a lot nicer than last Friday. It was really cold then, <sup>1</sup>..... it? You remember, <sup>2</sup>..... you? I went back home to get a coat!  
 Mia Oh yes, and you lost your keys, <sup>3</sup>..... you? How embarrassing!  
 Ben Yes, it <sup>4</sup>....., wasn't it? I called my dad at work in the end.  
 Mia Oh no! He doesn't like that, <sup>5</sup>..... he?  
 Ben No, he doesn't!  
 Mia He <sup>6</sup>..... angry, was he?  
 Ben No, not really. Anyway, I've made an extra set of keys. So that won't happen again, <sup>7</sup>..... it?  
 Mia No, let's hope not!

3 ★★ Correct the words.

This plate is made from recycled materials, ~~aren't they?~~ **isn't it**

1 You haven't heard about this invention, haven't you? .....

2 She isn't interested in environmental issues, **does she?** .....

3 He has invented a new smartphone app, ~~didn't he?~~ .....

4 They aren't going to reduce the price, **will they?** .....

5 That company was developing a new type of paper, **was it?** .....

6 You love TV programmes about wildlife, ~~aren't you?~~ .....

4 ★★★ Write questions using question tags. Use the words and your own ideas.

best friend / speak French ~~hot~~ / Prague  
 see / this film their parents / not like / swim  
 your holiday / Greece

It was hot in Prague last weekend, wasn't it?

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



# 4 READING • The future of food

1 12 Read and listen to the web article. Match paragraphs A–D with headings 1–5. There is one extra heading.

- 1 A popular interest ..... **A** .....
- 2 Cooking and eating together .....
- 3 Using less energy .....
- 4 Making our own food .....
- 5 Making cooking easier .....



**A** These days a lot of people enjoy trying out new recipes. Our kitchens are full of gadgets that make cooking quicker, easier and better for the environment. Experts predict this trend will continue, so what changes will we see in tomorrow's kitchen?

**B** Our future ovens will be a lot like touch-screen computers. **They** may start to tell us which foods our bodies have too much or too little of, and prepare our meals automatically. Our fridges will check how fresh our food is, throw <sup>1</sup>**it** away when it gets old, and send a shopping list to our smartphones before we run out of our favourites. Washing-up will become a thing of the past, with self-cleaning tables, plates, knives and forks.

**C** Perhaps the biggest changes will be in how we share our food. As we develop virtual reality, we won't need to be in the same place to cook or eat together. It'll be possible to share recipes or learn how to follow <sup>2</sup>**them** from a chef hologram. When the meal is ready, you can eat <sup>3</sup>**it** next to holographic dinner guests, even if <sup>4</sup>**they** are on the other side of the world!

**D** And can we expect our food to change, too? Chefs suggest we'll grow enough food at home for most meals, and when <sup>5</sup>**that** isn't enough, we'll use 3D printers to reproduce the more unusual items. All in all, we can expect technology to shape both how we eat and what we eat in the near future!

2 Read the article again and write *true* or *false*.

- Today, many people enjoy cooking. .... **true** .....
- 1 Cooks today don't have help from technology. ....
  - 2 In the future, ovens will make our diets healthier. ....
  - 3 In the future, fridges will do the shopping for us. ....
  - 4 We'll learn from chefs at home. ....
  - 5 People won't need to be together to share meals. ....

3 What do the bold words in the article refer to?

- they ..... **ovens** .....
- 1 it .....
  - 2 them .....
  - 3 it .....
  - 4 they .....
  - 5 that .....

4 Answer the questions. Write complete sentences.

How do the kitchen gadgets we have today help us?  
**They help us cook in a quick, easy and eco-friendly way.**

- 1 What do experts think will happen to the number of gadgets in kitchens?  
.....
- 2 How will food shopping change?  
.....
- 3 What will chef holograms do?  
.....
- 4 Where will our food come from?  
.....

5 **VOCABULARY PLUS** Complete the sentences with the words.

billion   hundred   million   ~~per-cent~~   thousand

About eleven **per cent** of the people in the world haven't got enough food to eat.

- 1 There are more people in China, at around 1.4 ....., than all of the countries in Africa.
- 2 Human beings can live to around one ..... and fifteen years.
- 3 It's around one ..... kilometres from London to Berlin.
- 4 745 ..... people live in Europe.

# 4 WRITING • A product review

## Language point: Clauses of purpose

1 ★ Match 1–6 with a–f.

- |                                  |   |
|----------------------------------|---|
| 1 I brought an umbrella in       | a case you lose yours.                    |
| 2 You use this to                | b that we can invite our friends camping. |
| 3 My parents got me a laptop so  | c case it rains later.                    |
| 4 Give someone an extra key, in  | d that I can do homework on it.           |
| 5 They're making a new law in    | e charge your mobile phone.               |
| 6 We're getting a larger tent so | f order to reduce pollution from cars.    |

2 ★★ Complete the sentences with one or two words.

- I got a plastic cover for my phone, in case I drop it on the floor.
- I'm phoning Hasan, ..... that he can explain what's happened.
  - He went back to the shop, in ..... exchange his coat for a smaller size.
  - Give me your phone number, ..... case I get lost and need to call you.
  - Hannah stayed up late ..... that she could study for her exam.
  - I use this website ..... order to share photos with all my friends.
  - We left the party early ..... catch our train.

## TASK

3 ★★ Complete the reviews with the correct words.

### Shazam – A review by Sketchy



You know when you hear a song you like, but you don't know its name? It's annoying, isn't it? Well, not any more! You're going to hate / love / listen Shazam. This smartphone app identifies any music and I found / felt / saw it very easy for / to / by use. You record the music and the app tells you the song. Then it links you to an online store so that you can buy it. My only problem / disadvantage / negative with it is that sometimes it offers you the same song, but by a different artist. I've spent a lot more money on music since I got Shazam, too! But overall, I'd definitely recommend this app.

### Twitter – A review by Natasha



Twitter is a social media website where users send tweets, or short messages. It does quite / very / exactly what the adverts say. You can write your own messages, or sign up to follow other people's tweets. You can only use 140 characters in a message, so it isn't everything / something / nothing that's good for long conversations! Probably the biggest disadvantage / advantage / positive with Twitter is that 140 characters aren't enough. It's easy to get the wrong idea from a tweet, and I don't really like that.

4 ★★ Write a review of a smartphone app or a website that you have used. Include answers to these questions:

- What is it for?
- How easy / difficult is it to use?
- What do you like / dislike most about it?
- How many stars will you give it?
- Do you think people should buy / use it?

Use the reviews in exercise 3 to help you. Include clauses of purpose and the phrases on this page.



**MY EVALUATION** Check your progress. Do the exercises and then complete your own evaluation.



I need to try this again.



I am happy with this.



I could do this better.



I can do this very well.

## VOCABULARY The environment and consumerism

### 1 Cross out the incorrect word.

- Don't waste your rubbish / time / money!
- I can't afford a car / problem / laptop.
- They're going to run out of environment / time / money.
- It's important that we recycle all our time / plastic / rubbish.
- Pollution can damage our environment / money / health.
- They provided food / water / recycling.

I can give my opinion on world issues.

MY EVALUATION



## READING The future of food

### 2 Complete the words.

- This is a perfect s \_\_\_\_\_ to my problems.
- Before exams you must d \_\_\_\_\_ with a lot of stress.
- What's your v \_\_\_\_\_ on recycling? Do you agree we should recycle as much as possible?
- Sophie c \_\_\_\_\_ me of the advantages of healthy eating.
- It took me two days to p \_\_\_\_\_ Alan to go to the party.

I can understand what pronouns refer to.

MY EVALUATION



## LANGUAGE FOCUS Quantifiers

### 3 Complete the dialogue with the words.

a little enough few lot of many  
not enough

- Jason** How much sugar have we got? I want to make a cake today.
- Adele** Only <sup>1</sup>....., I'm afraid. Maybe 50 g.
- Jason** That's <sup>2</sup>..... I need 250 g. How about eggs? How <sup>3</sup>..... are there?
- Adele** We've got a <sup>4</sup>..... those. I think there are six.
- Jason** Great, that's <sup>5</sup>..... And have we got any apples? I want to put a <sup>6</sup>..... of them into the cake.
- Adele** Yes. There are three in the blue bowl.

I can give information about the amount or quantity of nouns.

MY EVALUATION



## VOCABULARY AND LISTENING Adjectives: describing objects

### 4 13 Listen to the radio programme. Read the sentences about the products and write *true* or *false*.

- Felix's project helps you to shop for glasses. ....
- The Smart Present app helps you prepare home-made gifts from recycled things. ....
- You can buy a Smart Present app in a second-hand shop. ....
- Jimmy has created a waterproof phone charger which uses energy from the rain. ....
- Jimmy's product is ecological and good for the environment. ....

I can distinguish between facts and opinions.

MY EVALUATION



## LANGUAGE FOCUS Question tags

### 5 Choose the correct words.

- 1 I am taller than you, **am** / aren't I?
- 2 You've got a new bike, **have** / haven't you?
- 3 That's an amazing picture, isn't it / **that**?
- 4 We won't have much time tomorrow, **won't** / will we?
- 5 They should work harder, **shouldn't** / don't they?
- 6 We weren't playing video games all day, **weren't** / were we?

### 6 Complete the questions with question tags.

- 1 They can't save more resources, .....
- 2 Maria is leaving soon, .....
- 3 They haven't solved the problem, .....
- 4 Jamie loves studying history, .....
- 5 You aren't having fun, .....
- 6 The weather will be nice later, .....
- 7 We don't recycle glass, .....
- 8 I won't need to tidy up, .....

I can use question tags to check information.

MY EVALUATION

## SPEAKING Comparing products

### 7 Complete the dialogue with the words. There are two extra words.

as cheaper less like more much  
think want

**Bethany** I'm looking for a present for Dad. What do you <sup>1</sup>..... of this shower-power radio?

**Ollie** It looks cool. But it isn't <sup>2</sup>..... nice as this one.

**Bethany** I <sup>3</sup>..... prefer this one, too. It's far more modern.

**Ollie** I <sup>4</sup>..... the colour of it. Dad'll love it, too.

**Bethany** Which one is <sup>5</sup>.....?

**Ollie** This one's much <sup>6</sup>..... expensive. It's only £30.

**Bethany** Wow! Let's get that one, then.

I can express my preference when comparing things.

MY EVALUATION

## WRITING A product review

### 8 Choose the correct words.

#### XXL Beanbag Chair

£29.95



100 REVIEWS

ADD YOUR REVIEW



#### REVIEWS

I ordered this extra-large beanbag chair for my son Lukas. We were looking for a sofa which Lukas could use <sup>1</sup>..... relax, but his room is so small that we bought this beanbag chair instead. The price was good, but the biggest <sup>2</sup>..... was the limited number of colours.

The chair <sup>3</sup>..... exactly what the advert says. It fits everywhere, looks good and is the perfect size. Lukas <sup>4</sup>..... it really comfortable to sit on. Besides, it's very light <sup>5</sup>..... carry, <sup>6</sup>..... you want to move it to a different place.

My only problem <sup>7</sup>..... is the cleaning. You have to spend a lot of time <sup>8</sup>..... keep it clean. We often cover it with a blanket <sup>9</sup>..... it doesn't get dirty.

If you want a big and comfortable beanbag chair, get this one. <sup>10</sup>..... love it!

- |                 |               |                |
|-----------------|---------------|----------------|
| 1 a so that     | b to          | c in case      |
| 2 a advert      | b advantage   | c disadvantage |
| 3 a does        | b makes       | c looks        |
| 4 a is          | b makes       | c finds        |
| 5 a so          | b to          | c by           |
| 6 a so that     | b in order to | c in case      |
| 7 a with it     | b about it    | c of it        |
| 8 a in order to | b in case     | c so that      |
| 9 a in order to | b so that     | c in case      |
| 10 a You've     | b You're      | c You'll       |

I can use *to*, *in order to*, *so that* and *in case* to explain the purpose of an object.

MY EVALUATION

**1** ★ **Cross out the incorrect phrase.**

Free time: **get a new hobby** / ~~get a pension~~ / **get a social media account**

1 Aged sixty-five: **get a pension** / **get old** / **get a job**

2 Success: **get a job** / **get old** / **get a degree**

3 Money: **get a social media account** / **get rich** / **get a bank account**

**2** ★★ **Complete the paragraphs with the correct form of get and the words.**

*Mitch*



a girlfriend a job married ~~a new hobby~~  
old rich

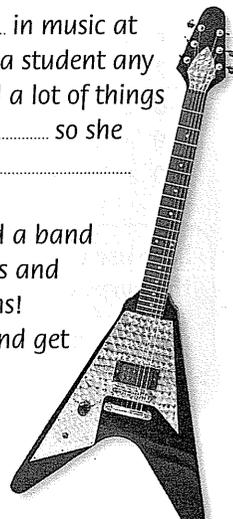
When I was six years old, I **got a new hobby** . It was dancing and I loved it from the start. After I left school, I <sup>1</sup> ..... with a dance company and today I perform in theatres in London's West End. I won't <sup>2</sup> ..... as a dancer, but the money isn't important to me. Dancing is also how I <sup>3</sup> ..... I'm actually going to <sup>4</sup> ..... to my dance partner, Charlotte, in a big wedding next year! We both hope to dance in shows for a long time. When we <sup>5</sup> ..... , I'm sure we'll still dance together at home!



*Julia*

a bank account a boyfriend  
a degree a driving licence  
social media accounts

My big sister just <sup>6</sup> ..... in music at university and I can't believe she isn't a student any more! While she was studying, she did a lot of things for the first time. She <sup>7</sup> ..... so she could pay for university. She <sup>8</sup> ..... so she could drive to classes. She also <sup>9</sup> ..... and they started a band together! Now they're playing concerts and trying to get famous. I hope it happens! They've <sup>10</sup> ..... to try and get more fans for the band.



**3** ★★★ **Choose the correct meaning.**

My dad is getting old.

a He isn't young now.

b He likes his age.

c His friends are younger than he is.

1 Sarah has got a degree.

a She has completed the school year.

b She has passed her final university exams.

c She has started her university course.

2 Adam's parents are getting rich.

a They are giving Adam money.

b They have always been rich.

c They are making a lot of money.

3 My sister got a phone for her birthday.

a Someone phoned her.

b Someone bought her a phone.

c She bought a phone.

4 Alicia has just got her driving licence.

a She's passed her driving test.

b She can't drive a car.

c She's started driving lessons.

5 Michael gets a pension.

a He saves money for when he's older.

b He doesn't work now, but receives money.

c He receives money for the work he does.

**4** ★★★ **Answer the questions. Write complete sentences.**

What do you plan to do in life before you get old?  
*I plan to get a maths degree, get married and get rich.*

1 When did you first get a social media account?  
How many do you have now?

.....

2 When did you last get a new hobby? Explain what it is.

.....

3 Do you plan to get your driving licence in a few years? Why / Why not?

.....

4 What degree or job do you think you'll get in the future? Explain why.

.....

**5 LANGUAGE FOCUS • First conditional with *if* and *unless* • *might* vs. *will***

**First conditional with *if* and *unless***

1 ★ Complete the table with the words.

arrive if late leave unless we'll

First conditional	
<b>Situation</b> If ..... we leave now,	<b>Result</b> 1 ..... arrive on time.
<b>Result</b> We'll 2 ..... on time	<b>Situation</b> if we 3 ..... now.
Unless = if ... not	
4 ..... we	leave now, we'll arrive
	5 ..... !

2 ★★ Order the words to make sentences and questions.

to / learn / we'll / teacher / the / more / if / listen / we

We'll learn more if we listen to the teacher.

- wake / early / you / exhausted / you'll / if / be / up  
If .....
- a car / her / driving / she / gets / licence / unless / she / won't / buy  
She .....
- resources / less / we / if / eat / will / meat / save / we ?  
If .....
- reduce / planet / we / the / we'll / unless / waste / destroy  
Unless .....
- they / products / they're / the / won't / ecological / use / unless  
They .....
- I / if / hard / work / rich / I / get / will ?  
Will .....

3 ★★ Correct five mistakes in Gaetan's post. Tick (✓) the three correct answers.

Many people say that the future will be better than the past, but I'm not sure. **If** Unless we develop better ways of processing energy, we <sup>1</sup>**harm** ..... the environment further. And <sup>2</sup>**if** ..... that <sup>3</sup>**will** **happen** ....., one day we'll need to go and live on another planet. What <sup>4</sup>**will** ..... we do <sup>5</sup>**unless** ..... we don't develop the technology in time? If we <sup>6</sup>**'ll travel** ..... to Mars, we'll need to produce our own water and air. Unless technology <sup>7</sup>**doesn't move** ..... a lot faster, we <sup>8</sup>**won't be** ..... ready to leave Earth for a very long time.  
- Gaetan, China



***might* vs. *will***

4 ★★ Complete the sentences with the correct form of *might* or *will* and the verbs in brackets.

- They ..... 'll **try** hard to win. They always do. (try)
- If the train is busy today, you ..... a seat. (find)
  - She ..... there, but she's usually out. (be)
  - You ..... the book. It's boring. (like)
  - It's too far to walk. I ..... the bus. (get)
  - In the future, people ..... holidays in space. (have)
  - Look at the traffic! We ..... early. (arrive)

5 ★★ Think about the results of these future events. Write one first conditional sentence with *if* and one with *unless*.

We invent cleaner cars.  
If we invent cleaner cars, we'll have less pollution.  
Pollution won't improve unless we invent cleaner cars.

- I get a good job.  
.....
- People live a lot longer.  
.....
- We use computers more and more.  
.....

# 5 VOCABULARY AND LISTENING • Lifestyle choices

## 1 ★ Choose the correct word.

They're getting married and plan to get / (have) a family.

- They decided to take some time **up / out** and travel before university.
- We always **pass / spend** some time abroad in the holidays.
- It's a nice job, but I don't **win / earn** much money.
- I'd like to take **down / up** a new sport. Which one do you recommend?
- My uncle has never **settled / taken** down and got married.
- Elena doesn't want to **look / tie** herself down yet with a family and a house.

## 2 ★★ Complete Jen's essay with the correct form of the verbs.

enjoy get ~~have~~ look make retire  
start travel waste



### My future plans

I'm at school now, but I've got some exciting plans for the future. I **'m having** a lot of fun and <sup>1</sup> myself at school, but I know I won't be here forever. If I have time after my exams, I <sup>2</sup> around India. I'd like to <sup>3</sup> involved in a bit of charity work before I go to university.

After my travels, I'll start my degree. People like to <sup>4</sup> after themselves these days, and I'm planning to study personal fitness. After university, I doubt that I'll <sup>5</sup> time working for someone else for long. I'm hoping to <sup>6</sup> up my own business when I'm around thirty, and by the time I'm forty-five, I want to <sup>7</sup> my first million pounds! Then I can <sup>8</sup> young, and really enjoy life!

## 3 ★★ 14 Listen to Bruno, a TV presenter, talking about a time capsule. Write true or false.

Bruno works on a TV programme for older people. false

- They want people to say what should go into the time capsule. ....
- They're going to open the time capsule in 200 years. ....
- They have already put some things into the time capsule. ....
- Bruno makes predictions about life in the future. ....
- Bruno is advertising a competition. ....

## 4 ★★ 15 Now listen to three responses from David, Lena and Claire. Write the speaker's name next to the ideas.

..... Lena ..... loves reading.

- ..... is excited about the future.
- ..... has got a busy life now.
- ..... thinks we'll work less.
- ..... thinks we'll see friends less.
- ..... wants to keep his / her laptop.
- ..... thinks exercise is important.

## 5 ★★★ Write your own ideas about life in 100 years' time. Think about:

- travel
- work
- education
- entertainment
- the environment
- health and medicine

I think we'll live longer and retire later. We might all travel in electric cars and ...

## 6 ★★★ 15 Listen to David, Lena and Claire again. Are you more positive or negative about the future? Explain why.

I'm more positive than David because I think we'll still travel to see friends, but I'm more negative ...

# 5 LANGUAGE FOCUS • will and be going to • Future continuous

## will and be going to

1 ★ Are the sentences predictions (P) or plans / intentions (PI)? Write P or PI.

- I'm going to see Mark tomorrow. **PI**  
 The weather won't be very nice. **P**  
 1 Ian isn't going to go out until after his exams.  
 .....  
 2 What are you going to do next weekend? .....  
 3 What will the weather be like on Friday? .....  
 4 We're going to stop for dinner in an hour. ....  
 5 The price of food will continue to rise. ....  
 6 When do you think your train will get here?  
 .....

2 ★★ Write sentences using *will* or *be going to*.

- I think / I / be / home late  
**I think I will be home late.**  
 1 Stella is studying medicine at university.  
 she / be / a doctor  
 .....  
 2 we / not / get married / this year  
 .....  
 3 I / probably / move abroad / one day  
 .....  
 4 how / schools / change / in the future / ?  
 .....  
 5 Alex / travel around Europe / next month  
 .....

## Future continuous

3 ★★ Complete the sentences with the correct future continuous form of the verbs.

call not arrive not make shop study  
 take watch

- I've got a history test tomorrow, so I ..... 'll be .....  
**studying** tonight.  
 1 ..... you ..... that film later  
 tonight?  
 2 Adriana ..... home at four o'clock. She'll  
 still be at school.  
 3 ..... they ..... in town at 11.30  
 tomorrow?  
 4 I can't tidy my room after dinner. I .....  
 my friend then.  
 5 I ..... some time out around nine o'clock.  
 I'll go online then.  
 6 My parents ..... dinner tonight, so we're  
 going to get a takeaway.

4 ★★ Correct the phrases.

In 1900, an engineer called **John Elfreth Watkins** asked himself, 'What ~~we will~~ **will we** be doing in 100 years?' Incredibly, some of his predictions have now come true!



## In the future ...

- ... it **'ll be being** ..... possible to take photographs in colour, and we **all be sending** ..... photographs around the world instantly.
- ... most people **will be having** ..... wireless telephones, and communication **is going to be** ..... much easier – even men working on boats in the ocean will be in touch with their families back home.
- ... we **aren't** ..... be preparing all our meals at home any more. We **'ll buying** ..... them in shops, and just warming them up at home.
- ... we **'re going to grow** ..... our favourite vegetables in glasshouses all year round.

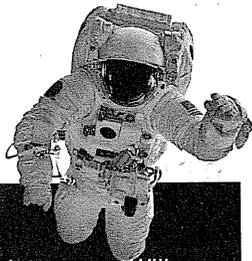
5 ★★ What do you think these people will be doing at these times? Write complete sentences.

- your teacher / later today  
**Mr Akin will be teaching football later today.**  
 1 you / next Saturday morning  
 .....  
 2 your parents / twenty-five years' time  
 .....  
 3 your best friend / their next holiday  
 .....  
 4 your classmates / after class  
 .....  
 5 your favourite celebrity / the next few months  
 .....

# 5 READING • Future humans

1 16 Read and listen to the web article. Choose the correct answer.

- The article is about ...
- a people in space now
  - b aliens visiting Earth
  - c space travel in the future



## Life on Mars?

Imagine you get the chance to travel into space. Will you go? Some scientists think this might be possible for many of us in a decade or two. If they're right, our children and grandchildren might one day live on other planets.

- 1 In fact, the first short tourist trips into space have already happened. However, you can't go unless you're incredibly rich – the tickets cost around thirty million dollars! Businessman Richard Branson wants to change this. His company, Virgin Galactic, promises that space trips will become much cheaper in the near future.
- 2 The international Mars One project is even more ambitious. It plans to send 100 men and women to colonize the 'red planet'. Sound exciting to you? Well, how will you feel if you can't leave?!
- 3 The project's director, Bas Lansdorp, says all of the tickets will be one-way! Most scientists feel the project won't be possible for a long time, but Lansdorp is convinced the first trip isn't far away, and he has invited people to apply to be passengers.

By Nina Peters

What do you think about a future in space?

Comment below.

**Izzy** *just now*

Unless we change our lifestyles, we'll destroy the Earth, and we'll need to move into space.

**Peter** *15 mins ago*

A colony on Mars? Get real! We need to spend our money on the problems we've got here on Earth.

**Maggie** *34 mins ago*

What a brilliant adventure! If I get the chance, I'll go for sure. How can I apply?

2 Read the article again. Match paragraphs 1–3 with A–C.

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

**A** 22<sup>ND</sup> February  
MEET THE 100 PEOPLE HOPING TO LIVE AND DIE ON MARS. By Nuna McCormack

**B** ONE-WAY TICKET

Destination: Mars  
Date: 11<sup>TH</sup> June Time 6.45 a.m.

Seat number 16a

**C**

\$30 million = €26.6 million	
30,000,000	US Dollar
26,603,055.90	Euro

3 Read the article again. Write *true*, *false* or *don't know* if the article doesn't mention it.

- Space tourism is already very common. *false*
- 1 Many people have already given money to Virgin Galactic. ....
  - 2 Mars is known as the 'red planet'. ....
  - 3 A lot of experts think the Mars One project won't happen soon. ....
  - 4 Most people don't like the idea of travelling to Mars. ....
  - 5 Bas Lansdorp feels a mission to Mars is impossible. ....

4 Answer the questions. Write complete sentences.

How long will people stay on Mars?

They'll stay there for the rest of their lives.

- 1 When do scientists think it will be possible for a lot of people to visit space?  
.....  
.....
- 2 What's the main problem for people who want to be space tourists now?  
.....  
.....
- 3 What does Richard Branson think will happen to the price of space trips in the future?  
.....  
.....
- 4 How do you think the author feels about the idea of moving to Mars?  
.....  
.....
- 5 If you get the chance to go into space, will you go? Why / Why not?  
.....  
.....

5 VOCABULARY PLUS Complete the sentences with the words.

adapt colonize destroy  
manipulate process

Computers *process* information through numbers.

- 1 A fire can ..... a forest.
- 2 On Mars, they will ..... the conditions so that plants can grow.
- 3 Do you think we'll ..... other planets if we run out of space on Earth?
- 4 At night, our eyes ..... to the dark.

# 5 WRITING • A reflective letter

## Language point: so

1 ★ Write *so* in the correct place in the sentences.

I don't like action films <sup>so</sup> I don't think I'll watch that one.

*I don't like action films, so I don't think I'll watch that one.*

- 1 Callum is free tonight I'll phone him now.
- 2 It's getting dark let's go home.
- 3 Our train leaves in five minutes we need to hurry!
- 4 Space travel tickets are very expensive not many people can afford to buy them.
- 5 Those jeans are my style I'm going to try them on.
- 6 She's going swimming after school she can't come to your house.

2 ★★ Rewrite the sentences using *as* or *so*.

He doesn't have any money. He can't go shopping. (as)

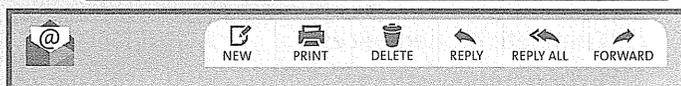
*As he doesn't have any money, he can't go shopping.*

- 1 I enjoy science. Maybe I'll be a doctor. (as)  
.....  
.....
- 2 They went to a party last night. They'll be tired today. (so)  
.....  
.....
- 3 My brother wants to go travelling for a year. He's learning English. (as)  
.....  
.....
- 4 We're late. We might miss our train. (so)  
.....  
.....
- 5 She's feeling hungry. She's going to make lunch now. (as)  
.....  
.....
- 6 You have an exam tomorrow morning. You need to go to bed early tonight. (as)  
.....  
.....

## TASK

3 ★★ Read John's email to a friend about his future travel plans. Complete the email with the correct words.

hope imagine knows see sure wonder



To: felix@mail.co.uk      Subject: Future travel plans

Hi Felix,

I've been thinking about the future and I'm going to go travelling for a year in South America! I'll be studying for four years at university and I'd like to see some of the world first. As I love sightseeing and meeting new people, I can see myself really enjoying it! I want to do some volunteering while I travel, so I don't <sup>1</sup>..... that I'll have time to visit a lot of places, but who <sup>2</sup>.....?

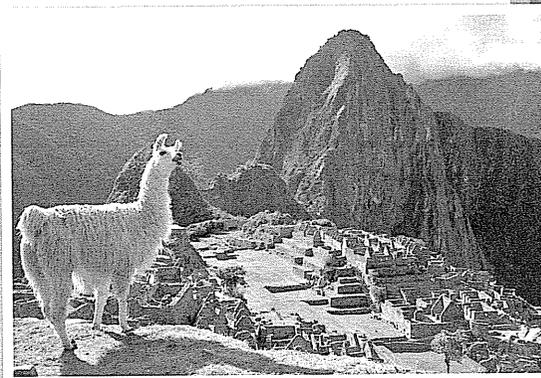
I <sup>3</sup>..... where I'll be volunteering – maybe in a school or on a farm. I'm not 100% <sup>4</sup>..... about which places I'll visit, but I know I want to see Machu Picchu, in Peru, and Rio de Janeiro, in Brazil!

I might also go to the USA, if I have enough money!

I <sup>5</sup>..... it will be a fantastic year. What will you be doing after we leave school?

Bye for now!

John



4 ★★ ★ Imagine you are planning to take a year off between school and university. Write an email to your friend about what you will be doing. Include information about the following things:

- your general plans
- predictions about your experience
- your hopes

Use the email in exercise 3 to help you. Include clauses of reason and cause and the phrases on this page.

**MY EVALUATION** Check your progress. Do the exercises and then complete your own evaluation.



I need to try this again.



I am happy with this.



I could do this better.



I can do this very well.

## VOCABULARY Uses of *get*

### 1 Complete the sentences.

- Dominic is getting ..... He'll be sixty on his next birthday.
- I first got a bank ..... when I was twelve years old.
- You won't get a driving ..... unless you pass your test.
- My grandma doesn't work any more. She gets a ..... now.
- Mike studied at university for five years to get a ..... in medicine.

I can talk about different ages and life events.

MY EVALUATION



## READING Future humans

### 2 Match the words with the definitions.

adapt    colonize    destroy  
manipulate    process

- damage something so that it can't be used .....
- take control of land by sending a group of people to live there .....
- control something so that it behaves as we want it to .....
- use and analyse information with the help of a computer .....
- slowly change something so that it works better in a new situation .....

I can match visual information to a text.

MY EVALUATION



## LANGUAGE FOCUS First conditional with *if* and *unless*; *might* vs. *will*

### 3 Complete the sentences with *if*, *unless* or the correct form of *might* or *will*.

- We ..... spend some time in Portugal next summer, but we aren't sure.
- You'll be exhausted ..... you relax this weekend.
- I ..... see you later, but I hope I do.
- He ..... get rich because he works extremely hard.
- We ..... win the match. The other team is better.
- Will you go to the party ..... Leo invites you?

I can talk about possibilities in the future.

MY EVALUATION



## VOCABULARY AND LISTENING Lifestyle choices

### 4 17 Listen to Jasmine and Liam talking about their summer holiday. Choose the correct words.

- Liam / Jasmine is calling his / her friend.
- Jasmine is going to spend the summer **abroad** / **in England**.
- Jasmine will be travelling around South America for a few **months** / **weeks**.
- Liam's dad wants to take some time out in **July** / **August**.
- Liam's dad **will** / **won't** earn a lot of money soon.
- Jasmine says Liam should **take up a sport** / **watch TV**.

I can talk about lifestyle choices for the future.

MY EVALUATION



**LANGUAGE FOCUS** *will and be going to;*  
**Future continuous**

**5** Tick (✓) the correct sentence.

- 1  This time next week we will be travelling around Italy.  
 This time next week we will travel around Italy.
- 2  I'm going to take up tennis. It's such a great sport.  
 I'll be taking up tennis. It's such a great sport.
- 3  Tomorrow at five o'clock, Callum will get ready for the party.  
 Tomorrow at five o'clock, Callum will be getting ready for the party.
- 4  I think we'll be winning this game.  
 I think we'll win this game.
- 5  Jamie says he isn't going to work in the summer.  
 Jamie says he won't work in the summer.

I can talk about what I will be doing in the future.

MY EVALUATION 😞 😐 😊 😄

**SPEAKING** Making arrangements

**6** Choose the correct words.

- Mum So, Leah, you've <sup>1</sup>have / get / got a busy day ahead.
- Leah I know, it's crazy. And I've got a basketball match tonight, too.
- Mum What <sup>2</sup>time / day / hour does it start?
- Leah It starts at six. Are you coming to watch?
- Mum Yes, I <sup>3</sup>plan / hope / want so. Don't <sup>4</sup>remember / remind / forget that we're going to London tomorrow.
- Leah What? Why?
- Mum Remember – it's your cousin's wedding. The train <sup>5</sup>leaves / leaving / left at seven, so we can't be late.
- Leah Cool. Can you remind <sup>6</sup>my / I / me to get him a present later?
- Mum Right – I'm reminding you now to get your cousin a present. OK?
- Leah OK. Thanks, Mum.

I can make plans and future arrangements.

MY EVALUATION 😞 😐 😊 😄

**WRITING** A reflective letter

**7** Read the email and complete it with the correct words. There are two extra words.

don't I myself so suppose sure that  
what who will wonder

Dear Eva,

How are you? Tomorrow is the big day. I'm starting rehearsals for my first play in London. <sup>1</sup>..... hope it'll be OK. We're going to practise for two months before the first show on 2<sup>nd</sup> May.

I've been dreaming about performing in the theatre all my life, <sup>2</sup>..... I'm really excited. I'm also a bit nervous. I <sup>3</sup>..... what the other actors are going to be like. I <sup>4</sup>..... that they've got a lot of experience, so they might not be very friendly. I'm not 100% <sup>5</sup>..... about my acting skills either. I <sup>6</sup>..... imagine that I'll be great, but I want to be good enough.

I guess <sup>7</sup>..... it's normal to worry in moments like these. I feel that this show will change my life. I don't see <sup>8</sup>..... becoming a movie star in Hollywood, but <sup>9</sup>..... knows what I'm going to do next. Maybe Broadway!

Keep your fingers crossed for me,  
Charlotte



I can link ideas to show reason and cause.

MY EVALUATION 😞 😐 😊 😄

1 ★ Complete the table with the words.

boarding holidays -leavers mixed  
primary rules secondary  
single-sex uniform

School compound nouns	
boarding .....	school
1 .....	
2 .....	
3 .....	
4 .....	holidays
school	
5 .....	
6 .....	
7 .....	

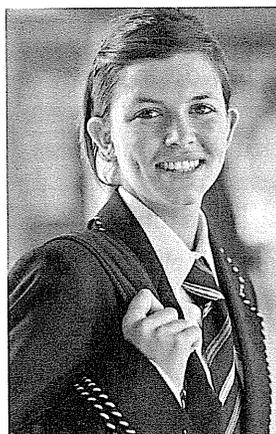
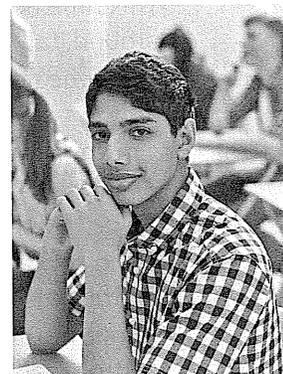
2 ★★ Match the compound nouns in exercise 1 with the definitions.

the times of the year when you don't go to school school holidays

- a place where you study from the age of around five to eleven .....
- the clothes you have to wear at school .....
- a place where you live and study with other students .....
- young people who are finishing their final year of school .....
- a place where only girls, or only boys, study .....
- a place where you study from the age of around twelve to sixteen or eighteen .....
- they tell you how to act and what you can't do while at school .....
- a place where girls and boys study together .....

3 ★★ Choose the correct words to complete what Ali and Phoebe say about school.

School can be hard work, but I like it. I always **do / go to** / assist lessons and <sup>1</sup> **do / make / write** homework on time. It's important for me to <sup>2</sup> **write / pass / make** my exams because I want to be a vet. I need to <sup>3</sup> **do / be / get** good qualifications so that I can <sup>4</sup> **go / get / be** into university one day.



I've been at boarding school since I was eight. Living away from home is OK, but we have to <sup>5</sup> **make / take / obey** rules all the time. I don't always <sup>6</sup> **pass / get / do** good marks in tests, and last year, I <sup>7</sup> **failed / fell / lost** a maths exam. This year, I need to <sup>8</sup> **study / take / help** extra classes and <sup>9</sup> **enrol / join / sign** myself in homework club to do better!

4 ★★ Answer the questions with your own ideas. Give reasons for your answers.

Do you take any classes after school?

Yes, I take English, piano and dance classes because I enjoy being creative.

- How is secondary school different from primary school?  
.....  
.....
- Which of your school rules do students find difficult to obey sometimes?  
.....  
.....
- What do you think students need to do to get good marks at school?  
.....  
.....
- What career are you interested in? What qualifications do you need for that career?  
.....  
.....

# 6 LANGUAGE FOCUS • can, could, be able to

1 ★ Complete the table with the words. There are three extra words.

able ~~can~~ can't could couldn't  
to was weren't will won't

### can / could

**Present** I can / can't swim.  
Can he run fast?  
Yes, he can. / No, he <sup>1</sup>.....

**Past** He could / <sup>2</sup>..... sing.  
<sup>3</sup>..... they help you?  
Yes, they could. / No, they couldn't.

### be able to

**Future** He'll be <sup>4</sup>..... to drive us.  
<sup>5</sup>..... she be able to visit?  
Yes, she will. / No, she <sup>6</sup>.....

2 ★★ Write sentences and questions using the correct form of *can, could* or *be able to*.

they / leave school / next year

They'll be able to leave school next year.

1 Maria / not go to / her dance class yesterday

.....

.....

2 you / come / to the concert tomorrow?  
Yes / I

.....

.....

3 my friends / not take / the drama class last year

.....

.....

4 Michael / not get into / college next September

.....

.....

5 you / do / this maths homework?  
No / I

.....

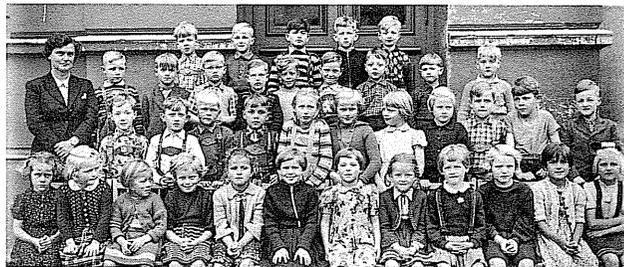
.....

6 Tia / not find / the car keys

.....

.....

3 ★★ Choose the correct words to complete what Josh's grandma says about school.



I told my grandson, Josh, about my schooldays recently, and he **b** believe some of the things I said! For example, many children <sup>1</sup>..... stay at school because they had to work from a young age. They left school so that they <sup>2</sup>..... get a job and help their parents. In those days, you <sup>3</sup>..... leave school at around age twelve or thirteen.

Josh is fourteen, and he <sup>4</sup>..... to leave school until he's eighteen. He's lucky. These days, he <sup>5</sup>..... study a lot of different subjects, too. And at the end of it all, he <sup>6</sup>..... to go to college. I <sup>7</sup>..... do any of that!

- |   |                 |                   |                |
|---|-----------------|-------------------|----------------|
|   | a could         | <b>b</b> couldn't | c can          |
| 1 | a couldn't      | b weren't         | c will be able |
| 2 | a can           | b be able to      | c could        |
| 3 | a were able     | b can't           | c could        |
| 4 | a can't         | b won't be able   | c will be      |
| 5 | a 's able       | b able            | c can          |
| 6 | a 'll be able   | b could           | c can          |
| 7 | a won't be able | b couldn't        | c can't        |

4 ★★ Write one or two sentences about these things.

things you can do now that you couldn't do ten years ago

Ten years ago, I couldn't swim very well or ride a bike.

Now I can do both.

1 things you can do that your grandparents couldn't when they were young

.....

.....

2 things you could do when you were younger that you can't any more

.....

.....

3 things your brothers, sisters or friends can do that you can't

.....

.....

4 things you'll be able to do when you're twenty-five

.....

.....

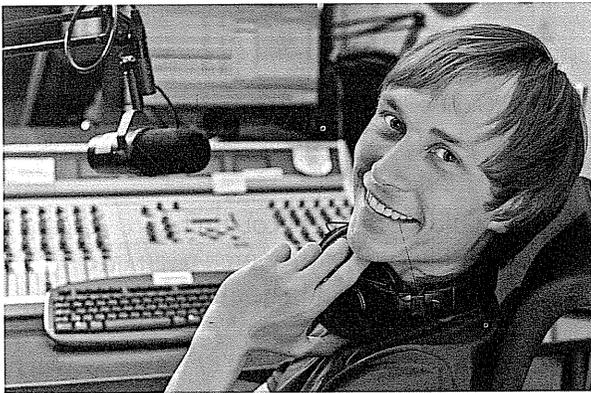
# 6 VOCABULARY AND LISTENING • Courses and careers

## 1 ★ Choose the correct words.

You need to do a degree / project in science to become a physicist.

- 1 They're **attending** / **training** to be engineers.
- 2 Amy wants to study **law** / **management**, so she can start her own restaurant business one day.
- 3 Jim is doing a **position** / **course** in construction, because he wants to be a builder.
- 4 My sister didn't get the right **qualifications** / **notes** for the teaching course.
- 5 Aidan didn't **go to** / **assist** school today.
- 6 Are you going to apply for the **nursing** / **job**?

## 2 ★★ Complete Jordan's blog with the words.



an apprenticeship a course a position  
entertainment job ~~journalism~~ marks

4<sup>th</sup> March | Posted 9.24 a.m.

## JOURNAL SHARE

I've been working here at the station for two weeks now, and I think I'm beginning to understand what radio journalism is all about. Doing <sup>1</sup>..... in a real radio station is completely different from doing <sup>2</sup>..... in Media Studies at college, that's for sure. The first thing they taught me was how to make everyone's coffee! But I've also learned a lot and enjoyed myself here. I've even met a lot of people from the <sup>3</sup>..... business, like singers and actors. I'm doing a project while I train and I really hope I get good <sup>4</sup>..... for it. I finish studying this year and I'll need to get a <sup>5</sup>..... Hopefully, the apprenticeship will go well and I'll be able to apply for <sup>6</sup>..... here!



## 3 ★★ Listen to Nora giving a talk about how she found her ideal job. Tick (✓) four more things that she says she did.

- do an internship
- 1 write for the college newspaper
  - 2 work on student radio
  - 3 write a marketing blog
  - 4 work in a group of people
  - 5 keep in contact with people she met
  - 6 give her CV to everyone she worked with
  - 7 rewrite her CV for every job

## 4 ★★ Listen again. Complete the sentences with the words.

difficult immediately interviews media  
money useful website

Nora says she immediately knew she wanted to work in social media.

- 1 Nora did ..... projects at university.
- 2 She worked for a .....
- 3 She says that you often get no ..... for work experience.
- 4 She enjoyed doing ..... with people.
- 5 She says it has been ..... to meet people through work.
- 6 She says it's ..... to find the right job.

## 5 ★★★ Choose two of the careers. Write three or four sentences for each career, giving advice about the things you can do to get this type of job.

construction engineering entertainment  
IT journalism ~~law~~ management nursing  
science teaching

To become a lawyer, you have to get good marks at school and then attend university. You then need to do a course at law college so you can get the right qualifications to start training at a law firm.

.....

.....

.....

.....

.....

.....

# 6 LANGUAGE FOCUS • *have to / need to / must / should*

1 ★ Complete the table with the correct form of *have to*, *need to*, *must* and *should*.

Needs and obligations	
<b>have to</b>	I <i>have to</i> leave soon. It's getting dark.
	She <sup>1</sup> study maths.
	We <sup>2</sup> eat now. We can wait.
<b>need to</b>	You <sup>3</sup> train to be a nurse.
	He <sup>4</sup> do a degree to be an actor.
<b>must</b>	I <sup>5</sup> be late for college.
	We <sup>6</sup> obey the rules.
<b>should</b>	He <sup>7</sup> apply for the course. It sounds interesting.
	They <sup>8</sup> worry. It isn't important.

2 ★★ Make sentences using *have to*, *need to*, *must* and *should*.

Alfie / not need / study / foreign languages

**Alfie doesn't need to study foreign languages.**

1 you / not must / forget

2 he / should / do more homework

3 we / not have / wear a school uniform

4 James / need / work harder in class

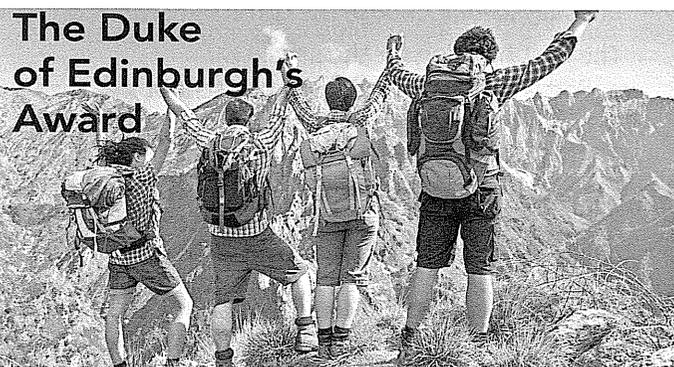
5 Matilda / have / pass the exam

6 you / not should / go to bed so late

7 we / not must / use phones in class

8 they / not have / go to school today

3 ★★ Correct the words.



**The Duke of Edinburgh's Award**

This award scheme for young people is now nearly sixty years old, and operates in 140 countries. You ~~need~~ **complete** ~~complete~~ **need to complete** a number of different tasks to get a bronze, silver or gold award.

Years ago, girls couldn't take part, but now you <sup>1</sup>**have be** a boy to get involved. There are five different types of tasks that you <sup>2</sup>**must to do**.

1 Volunteering

You <sup>3</sup>**should helping** a charity or people in your community.

2 Physical activity

This <sup>4</sup>**has to be** a team sport, but it should be connected to fitness.

3 Skill

Participants can choose a practical skill they would like to improve, such as singing or painting.

4 Expedition

Each person <sup>5</sup>**should to** plan an adventurous journey to go on.

5 Residential stay

This task involves working in a team and staying away from home for five days. You <sup>6</sup>**don't need** work well with others to complete this task.

4 ★★★ Invent an award for young people. Decide the things you have to do to get it. Include *have to*, *need to*, *must* and *should* in your answer.

**The award is called the Young Helper's Award. It's for giving help to your community. You must decide who or what to help, such as other students or animals in need. To get the award, you have to spend a few hours a week doing it ...**

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

# 6 READING • A school review

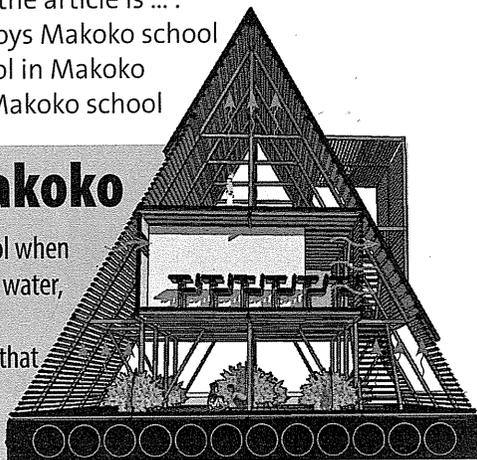
1 19 Read and listen to the article about an unusual school. Choose the correct answer.

The best heading for the article is ...

- a Bad weather destroys Makoko school
- b New floating school in Makoko
- c Boat sent to help Makoko school

## A school in Makoko

Where can you build a school when the land isn't safe? On the water, of course! Local architect Kunlé Adeyemi has designed a school that floats on water for the Makoko community in Nigeria, West Africa.



Makoko is a poor neighbourhood in Nigeria's largest city, Lagos. It is next to the ocean and its streets are actually canals, so everyone travels by boat. Unfortunately, the water levels are always changing and waves often destroy buildings. Makoko's old primary school was regularly damaged in bad weather, so students couldn't go to lessons there safely.

Well, not any more! Adeyemi's creative triangle-shaped design makes the new school safe in extreme weather conditions. This is because the rain doesn't stay on top of the building and cause damage. Its large base also stops it from falling over in strong winds.

The design is also cheap and ecological. Local people built it using wood and other materials from the area. This helped to reduce waste. There are even recycled plastic barrels under the school, which keep it above water. Solar panels on the outside provide electricity to save energy.

The building has three levels. Level one is a play area for school breaks, and levels two and three are for lessons. Now, Makoko's children will be able to take classes safely. Like children everywhere, they will have the chance to get qualifications and have a better future.

2 Read the article again. Choose the correct words.

Adeyemi is visiting (is from) / hasn't been to Nigeria.

- 1 Makoko is not a very wet / wealthy / windy neighbourhood.
- 2 Adeyemi's design helped to use / create / avoid waste.
- 3 They didn't use expensive / ecological / local materials to build the school.
- 4 Solar panels / Plastic barrels / Local materials provide power for the school.
- 5 The school has got three classrooms / plants / floors.

3 Read the article again and write true or false. Correct the false sentences.

The new floating school isn't safe.

False. The new school is safe in extreme weather conditions.

- 1 Makoko is a city on a lake.  
.....
- 2 Weather and water levels aren't a problem.  
.....
- 3 People from Makoko built the school.  
.....
- 4 The school has got outside space for playing.  
.....

4 Answer the questions. Write complete sentences.

Why can't the students go to lessons in the old primary school?

They can't use the old primary school because bad weather damaged it.

- 1 How does the building float on water?  
.....
- 2 How will the school stay up in the wind?  
.....
- 3 How is the building ecological?  
.....
- 4 How will the school help the community?  
.....
- 5 What do you think life is like in Makoko?  
.....

5 VOCABULARY PLUS Complete the sentences with the words.

challenging creative historic  
ordinary unique

This building is not ordinary. It's unusual.

- 1 He loves art. He's very .....
- 2 It isn't like anything else. It's .....
- 3 The book is ..... It's hundreds of years old.
- 4 Is the work easy, or is it .....

# 6 WRITING • An opinion essay

## Language point: Ordering information

1 ★ Write the words in the order that we use them in essays. Two words have got the same meaning.

finally firstly lastly secondly

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

2 ★★ Complete the paragraph with three of the words in exercise 1.

In my opinion, school uniforms are a good thing for many reasons. <sup>1</sup> ....., I believe everyone should look smart at school. <sup>2</sup> ....., if students have to wear a uniform, everyone's clothes are the same. This stops students from looking richer or poorer than others. <sup>3</sup> ....., I think it encourages students to obey the rules and feel part of the school community.

## TASK

3 ★★ Replace the bold words with the phrases.

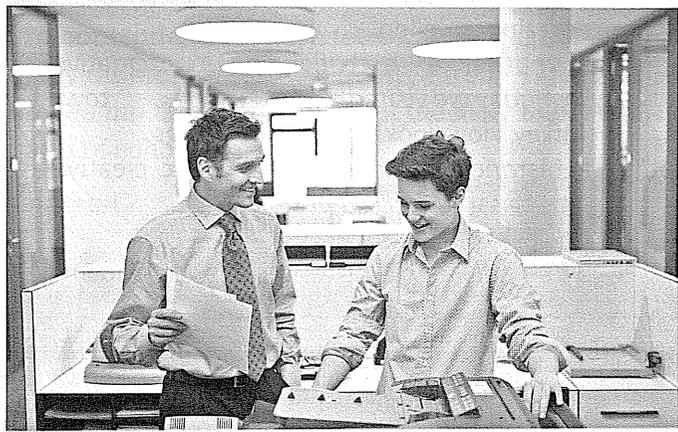
all in all as a result I feel ~~in my opinion~~  
to conclude so

In the UK, students have to wear a uniform to most schools. But are school uniforms really a good idea? **For me**, school uniforms are a bad idea. <sup>1</sup> **I think** most children aren't comfortable when they have to wear formal clothes. <sup>2</sup> **Because** of this, they might enjoy school less, and <sup>3</sup> **then** they have more problems with their studies. Secondly, uniforms are usually more expensive than ordinary clothes. Some parents can't afford them.

<sup>4</sup> **Considering these things**, uniform is unpopular and can cost too much. <sup>5</sup> **In the end**, I would prefer not to have uniform in schools.

*In my opinion* .....

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



4 ★★★ Write an opinion essay with this title:  
*Should all secondary school students do work experience in the real world?*

Think about the following things:

- Do any students in your school do work experience now?
- What types of work experience could you do?
- What are the advantages of work experience?
- Are there any problems with work experience?

Use the essay in exercise 3 to help you. Include ordering expressions and the phrases on this page.



# 6 PROGRESS REVIEW

**MY EVALUATION** Check your progress. Do the exercises and then complete your own evaluation.



I need to try this again.



I am happy with this.



I could do this better.



I can do this very well.

## VOCABULARY Schools and exams

### 1 Complete the words.

- You must **o**..... the rules at school!
- Do you have to wear a school **u**.....?
- She got good **m**..... in her exams.
- I left **p**..... school when I was eleven.
- You need to study or you'll **f**..... the exam tomorrow!
- I want to **g**..... into fashion college.

I can express opinions by agreeing or disagreeing.

**MY EVALUATION**

## READING Reviews

### 2 Choose the best words to complete the sentences.

- My sister is very ..... She makes amazing jewellery.  
a unusual    b challenging    c creative
- Yesterday we visited a / an ..... town in Turkey. I love looking at old buildings.  
a historic    b ordinary    c creative
- This classroom is rather ..... There are no desks or chairs in it.  
a ordinary    b historic    c unusual
- Travelling to a foreign country can be ..... when you don't know the language.  
a unusual    b challenging    c ordinary
- This is just another ..... day. Nothing interesting has happened.  
a creative    b ordinary    c historic

I can find and rephrase information in a text.

**MY EVALUATION**

## LANGUAGE FOCUS can, could, be able to

### 3 Order the words to make sentences and questions.

- your / can / speak / German / father / ?  
.....
- be able / go / by train / they / to / will / ?  
.....
- get / David / for / couldn't / the concert / tickets  
.....
- exam / I / with / your / you / help / can't  
.....
- swim / you / you / when / were / could / four / ?  
.....
- won't / come / tomorrow / be / Vania / able to  
.....

I can talk about past, present and future ability.

**MY EVALUATION**

## VOCABULARY AND LISTENING Courses and careers

### 4 20 Listen to Joshua talking to a careers advisor. Write true or false.

- Joshua's dad works in a construction company.  
.....
- Joshua's sister studied nursing. ....
- Joshua wants to apply for a job in a law company.  
.....
- Joshua doesn't want a career in entertainment.  
.....
- The advisor tells Joshua he could try journalism.  
.....
- Joshua is interested in writing. ....
- Joshua's uncle works in a school. ....
- Joshua has applied for an IT course. ....

I can distinguish between certainty and doubt.

**MY EVALUATION**

## LANGUAGE FOCUS *have to / need to / must / should*

### 5 Choose the correct words.

- 1 You **mustn't / don't have to / don't must** cheat in exams.
- 2 If you need help, you **should to / need / should** talk to your teacher.
- 3 I'm not thirsty, so I **shouldn't / don't need / needn't** to stop and have a drink.
- 4 You **mustn't / don't need / don't have to** do this extra homework. It's your choice.
- 5 We **must / have / need** arrive on time to school every day.
- 6 Rosie **has / have / need** to catch the next bus.

I can talk about obligation and necessity.

MY EVALUATION



## SPEAKING Asking for and giving advice

### 6 Choose the correct words.

- Raul Hi, Layla. Is everything all right? You don't look very happy.
- Layla I'm really worried about next week's chemistry test. I haven't really understood anything we've done.
- Raul Have you <sup>1</sup>..... to anyone about it?
- Layla No. Can you give me any <sup>2</sup>.....? It's all such a disaster!
- Raul Listen, <sup>3</sup>..... panic.
- Layla But I know I'm going to fail the test. <sup>4</sup>..... should I do?
- Raul You <sup>5</sup>..... to speak to Miss Wilson. Teachers are there to help us, you know.
- Layla Yes, you're <sup>6</sup>..... I'll go and see her right now.

- |            |          |               |
|------------|----------|---------------|
| 1 a speak  | b spoken | c spoke       |
| 2 a advice | b plan   | c information |
| 3 a do     | b don't  | c did         |
| 4 a What   | b How    | c Why         |
| 5 a should | b can    | c need        |
| 6 a right  | b true   | c good        |

I can ask for and give advice.

MY EVALUATION



## WRITING An opinion essay

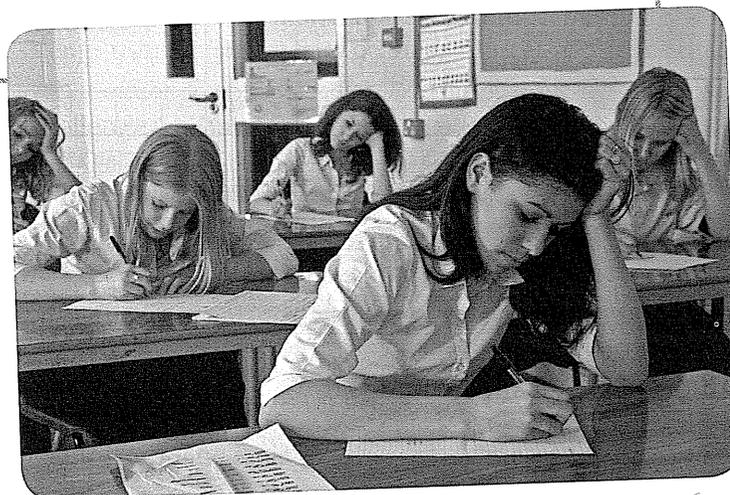
### 7 Read the opinion essay and choose the correct words.

#### Do we need tests at school?

Some students say that tests don't help them learn. As soon as they pass a test, they forget what they've learned. Is it really as simple as this?

<sup>1</sup>**In my opinion / As a result**, tests are necessary for several reasons. <sup>2</sup>**All in all / Firstly**, they motivate students to study. Being successful at school is important for many young people, so they work hard to get good marks. <sup>3</sup>**Finally / Secondly**, tests allow students to check how much they know and which things they still need to work on. During the test, students have to count on their own memory and their own abilities. <sup>4</sup>**Finally / I feel**, I believe that tests teach essential life skills which will be useful in the future. For example, before and during a test, students need to plan their work, manage their time, concentrate on the task and deal with stress.

<sup>5</sup>**To conclude / Secondly**, tests can be helpful in many different ways. <sup>6</sup>**All in all / Firstly**, I <sup>7</sup>**feel / am feeling** that they are one of the most important parts of school life.



I can order opinions in an essay.

MY EVALUATION



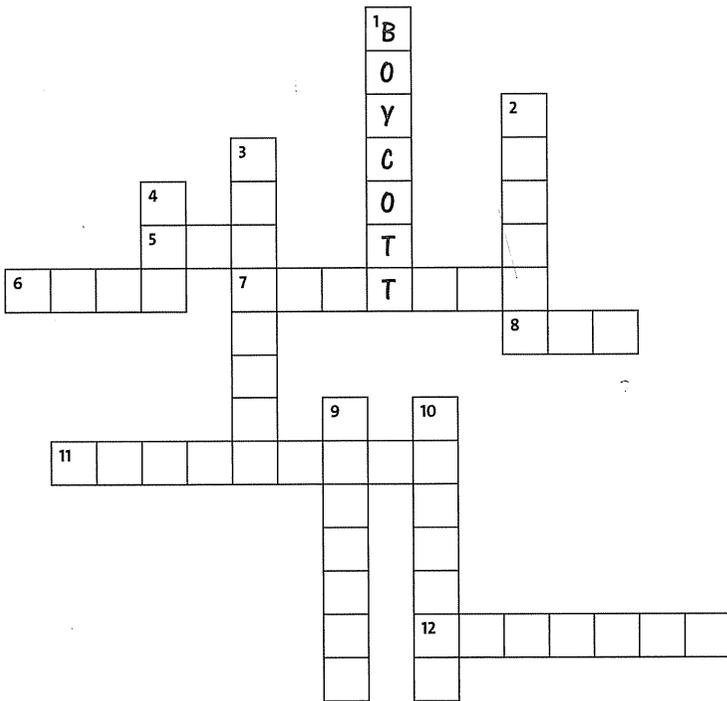
# 7 Big ideas

## VOCABULARY • Verbs: taking action

1 ★ Complete the crossword with the verbs. Use the clues to find the words with a similar meaning.

aim ban believe boycott campaign  
donate end propose protest  
sign support volunteer

- |                   |                     |
|-------------------|---------------------|
| 1 avoid           | 7 object to         |
| 2 give            | 8 stop              |
| 3 fight           | 9 think             |
| 4 get rid of      | 10 recommend        |
| 5 plan            | 11 help without pay |
| 6 write your name | 12 agree with       |



3 ★★ Complete the article with the correct words.

How can we campaign / end / sign poverty? Experts say that 'donating / volunteering / boycotting money to charity isn't enough. However, we can use 'microloans' to <sup>2</sup> support / ban / protest people. Many poor people <sup>3</sup> believe / support / aim to start their own businesses, but normal banks <sup>4</sup> ban / protest / propose them from borrowing the money they need. Bangladeshi businessman Muhammad Yunus <sup>5</sup> campaigned / proposed / aimed a new idea: 'microfinance'. This is when wealthy people make very small loans online that allow poor people to start a business and earn their own money.

Lhamu from Tibet says that microloans have changed her life. Her family <sup>6</sup> campaigned / believed / volunteered in her abilities, and they persuaded her to develop her clothes business. The small loan helped her to buy a laptop, get training and build a website. Her business is now 300% bigger!



4 ★★★ Answer the questions. Give reasons for your answers.

What would you like to ban? What would this change?

I would like to ban mobile phones from restaurants. I think people might talk more without mobile phones at the table.

- Have you ever seen or signed an online petition? What was its aim?  
.....
- What types of things do people usually campaign for?  
.....
- Can you propose a way to make studying more fun?  
.....
- What types of volunteer work have you heard of? Where would you volunteer?  
.....
- What charities would you donate to? Who or what do they support?  
.....

2 ★★ Complete the sentences using the correct form of the verbs in exercise 1.

They have banned smoking in all public buildings in the UK.

- You may have to ..... for what you believe in one day.
- We are ..... against pollution in the town centre today.
- They ..... a charity that raises money for children's hospitals.
- My friend has ..... a petition for free school meals.
- I want to ..... at an animal charity.
- Please ..... some money to the people who lost their homes in the disaster.

# 7 LANGUAGE FOCUS • can / may / might / could • must / can't • perhaps

1 ★ Order the words to make sentences. Are they about things in general (G), about now (N) or the future (F)? Write G, N or F.

be / charity / working for / rewarding / can  
*Working for charity can be rewarding.* G

- 1 must / this gift / for / be / you
- 2 sign / they / the / might / petition
- 3 be / Frances / today / tired / may
- 4 tell / perhaps / soon / you / he'll
- 5 hard work / money / can / raising / be
- 6 tomorrow / could / rain / it

2 ★★ Complete the sentences with the words.

can't could may may not might perhaps

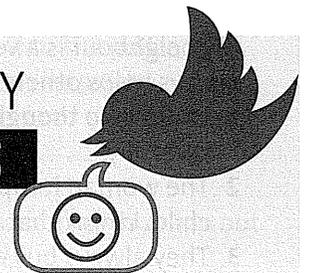
- It may be a good idea to ask for help.
- 1 I ..... run the marathon next month. I'll see how I feel.
  - 2 ..... she doesn't like art. We'll see.
  - 3 It ..... work, but you should still try.
  - 4 She ..... become a lawyer one day, but she'll have to work hard.
  - 5 Kate is on holiday, so that ..... be her at the door.

3 ★★ Complete the second sentence so that it means the same as the first sentence. Use the word in brackets.

- Perhaps I'll go out tonight. (might)  
I might go out tonight.
- 1 Sometimes campaigning works. (can)  
 Campaigning .....
  - 2 Maybe it's cold outside. (may)  
 ..... cold outside.
  - 3 It's dinner time, so they're obviously at home. (must)  
 ..... at home because it's dinner time.
  - 4 It's possible you'll love that job. (could)  
 ..... that job.
  - 5 I can't see Peter anywhere. He's obviously late. (must)  
 Peter ..... late. I can't see him anywhere.
  - 6 She might be asleep. (perhaps)  
 ..... asleep.

4 ★★ Choose the correct words.

## CAN YOU BE HAPPY FOR 100 DAYS IN A ROW?



If you use social media, **may / must / perhaps** you've seen people posting '100 Happy Days' updates. But you **may not / could / can't** know about Dmitry Golubnichy, the man who started this. Dmitry had a good job and a comfortable life, but he still felt unhappy. So he thought that visiting family and friends **can / might / must** help him. He was right. He saw that they were happy with less money and he realized that his ideas about happiness **can / maybe / could** be the real problem! Dmitry thought that **may be / perhaps / may** there was a better way to enjoy life. He decided to share one happy thing every day for 100 days. People saw his social media updates, with the #100happydays tag, and thought, 'This idea **could / perhaps / can't** help me, too!' Now, thousands of people have done it. **Can / Perhaps / Must** noticing one good thing a day help to make you happier? Try it and it **can / may / perhaps** surprise you!

5 ★★★ Write one or two sentences about these things using *might, may and could*.

What effect do you think the 100 Happy Days challenge will have on people?  
*Some people might really enjoy it, but perhaps other people will find it difficult to finish.*

- 1 Should there be lessons on how to be happy in schools? Why / Why not?  
 .....
- 2 If we all work and study from home in future, how might it affect our lives?  
 .....
- 3 How can social media benefit charities?  
 .....
- 4 Imagine that you had to pay to use social media. What would happen?  
 .....

# 7 VOCABULARY AND LISTENING • Personal qualities

1 ★ The bold adjectives are in the wrong sentences. Match them with the correct sentences.

My neighbour is a very **sympathetic** person. He always helps others. kind

- 1 Philip is so **thoughtful**. He always plans things carefully.
- 2 The woman jumped into the water to save the child. I think that was **clever**.
- 3 They always buy expensive presents. They're very **heroic**.
- 4 He invited the new student to his birthday party. He's very **organized**.
- 5 She's very **kind**. She doesn't need people to tell her how good she is.
- 6 You're a **generous** boy. I'm sure you will pass all your exams.
- 7 People like to tell her their problems because she is so **confident**.

2 ★★ 21 Read Freya's conversation with her grandmother, Sue. Complete the adjectives. Then listen and check.

Freya So, tell me about Grandad. How did you first meet?

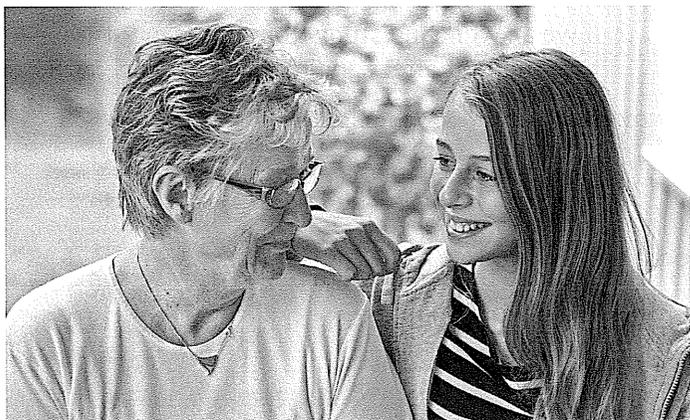
Sue Well, one morning on my way to work, I dropped my purse. He saw it and returned it to me. So I immediately knew he was an honest man.

Freya And he became a policeman after you got married, didn't he? You need to be <sup>1</sup> **b** to do a job like that.

Sue Yes. He often caught criminals. He was very <sup>2</sup> **h**. He was also <sup>3</sup> **f** because he treated everyone equally.

Freya And what was he like at home?

Sue He was always giving me presents. He was a very <sup>4</sup> **g** and <sup>5</sup> **t** man. He wasn't very <sup>6</sup> **p**, though – he hated waiting for things!



3 ★★ 22 Listen to the dialogue and choose the correct answers.

The presenter says it isn't easy to find positive young people / **news stories**.

- 1 Dr Hook is a **historian** / hero.
- 2 She feels that in general we **are** / aren't very happy about what's happening in the world.
- 3 Dr Hook would like to hear more stories about **famous** / ordinary people.
- 4 Dr Hook talks about a **website** / book with stories about positive role models.
- 5 **Thousands** / Hundreds of people have shared stories about their heroes.
- 6 The presenter says he **knows about** / has met Malala Yousafzai.

4 ★★ 22 Listen again and complete the poster.



The myhero.com website is now <sup>1</sup> ..... years old!

Help us to celebrate!  
Share your stories of heroism by:

- making a <sup>2</sup> .....
- <sup>3</sup> ..... a picture
- writing an <sup>4</sup> .....



Every year we have a film <sup>5</sup> ..... and we give <sup>6</sup> ..... for heroism.

**Take part in the celebration and learn about the heroes of our time!**

5 ★★ Write three or four sentences about a person who has shown two or more of the qualities below. What did they do and what was the result?

heroic brave kind patient

*My dance teacher has been both patient and kind. She gave me extra classes and now I feel more confident ...*

.....  
.....  
.....

# 7 LANGUAGE FOCUS • Second conditional

1 ★ Complete the table with the words.

if loved rained ran would (x2)  
wouldn't (x2)

Second conditional		
<i>If</i>	<b>past simple</b>	<b>would + verb</b>
<i>If</i> .....	he <sup>1</sup> .....	he <sup>2</sup> .....
	faster,	win the race.
<b>would + verb</b>	<i>if</i>	<b>past simple</b>
I <sup>3</sup> .....	if	it <sup>4</sup> .....
go out		
Questions and short answers		
If you <sup>5</sup> ..... me, would you tell me?		
Would you pass your exams if you studied?		
Yes, I <sup>6</sup> ..... / No, I <sup>7</sup> .....		

2 ★★ Correct the words.

If there ~~wouldn't be~~ so many wars, there would be less poverty. ~~weren't~~

- 1 They would feel better if they **would** get more exercise. ....
- 2 What **did** you write about if you had your own blog? .....
- 3 If the charity campaigned more, they **raised** more money. ....
- 4 She wouldn't work as a police officer if she **wouldn't be** brave. ....
- 5 If I were you, I **was** more patient with people. ....
- 6 If you **would have** more money, would you go travelling? .....



3 ★★ Write sentences that are true for you using the second conditional. Use short forms.

you find a lost wallet / take it to the police

**If I found a lost wallet, I'd take it to the police.**

1 you go to the party / have fun

2 there is a charity event in your town / help out

3 your friend moves to a different town / visit him

4 your smartphone breaks / buy another one

5 there is a new student in your class / talk to her

4 ★★ Complete the dialogue using the correct form of the verbs in brackets.

Joel Have you heard of a website called Bucket List? It's for making a list of the things that you want to do in your life.

Alba No. I always thought if I **tried** (try) to write a bucket list, I<sup>1</sup> ..... (find) it difficult.

Joel I guess it would depend on how long your list was. If there<sup>2</sup> ..... (be) only a few activities, it<sup>3</sup> ..... (be) easy.

Alba But if you<sup>4</sup> ..... (can) have as many as you liked, that<sup>5</sup> ..... (take) longer!

Joel Yeah, that's true. Anyway, the site is great.

Alba I<sup>6</sup> ..... (look) at it if I<sup>7</sup> ..... (have) time. But I'm really busy. So, what's on your list? Skydiving? Climbing Mount Kilimanjaro?

Joel I'm not telling you! You<sup>8</sup> ..... (see) it if you<sup>9</sup> ..... (go) on the website!

Alba Oh, all right, then! Give me the address!

5 ★★ Write your own bucket list with four things you'd like to do before you get old. Imagine how you'd feel and what would happen if you did the activities.

**I'd love to dive at Australia's Great Barrier Reef. I'd see hundreds of fish if I went there ...**

1 ★ Read and listen to Duncan's article. Choose the correct answer.

- The article is about ...
- a kind things different people did in a year
  - b someone who did kind things for a year
  - c how we can be kind to other people this year

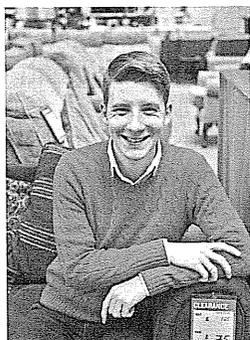
## Can we change the world with kindness? Perhaps!

posted by Duncan Cooke on 14<sup>th</sup> April

What have you done today that could make the world a better place? If someone asked me this, I would honestly have to say 'Nothing.' Perhaps, like most of us, you would answer the same. But not Luke Cameron, from Gloucestershire, in England, who decided to improve the world around him, one kind action at a time.

In a year-long project, Luke did one generous, thoughtful thing a day – 365 good deeds in all. He made it easier by starting small on 1<sup>st</sup> January, when he wished the shop assistant who served him a 'Happy New Year'. He moved on to buying food for homeless people and baking cakes for friends. He also supported his elderly neighbours by taking out their rubbish. To celebrate the last day of the year, he gave away £365, in £5 notes, to strangers in his local town centre.

Luke created a website, thegooddeediary.com, to keep a record of all the things he did. During the year, he spent over £3,000 on other people – sometimes buying gifts or meals, sometimes donating money or clothes to charity. He also gave up his time to help people and become their friend.



Luke's kindness made him famous, and by the end of the year, his story was in *The Independent* newspaper. Now, he's got a fantastic new job, advising charities about how to raise money and help other people. Luke hoped that his story might encourage people to be kinder. What do you think?

2 ★★ Scan the article quickly and find these dates and figures. What are they?

- 14<sup>th</sup> April the day Duncan's article went online .....
- 1 365 .....
  - 2 1<sup>st</sup> January .....
  - 3 £365 .....
  - 4 £5 .....
  - 5 £3,000 .....

3 ★★ Read the article again and choose the correct answers.

What was Luke Cameron's first good deed?

- a to be generous and thoughtful
- b to serve a shop assistant
- c to wish a shop assistant 'Happy New Year'

1 Which deed does the article not mention?

- a helping old people
- b buying food for friends and colleagues
- c giving money to strangers

2 Why did Luke create a website?

- a to record everything he did
- b to get a new job
- c to become famous

3 How did Luke help other people?

- a he only spent money on them
- b he spent money as well as time
- c he spent time, but not much money

4 What's Luke's job now?

- a he creates websites
- b he writes about charities in *The Independent*
- c he suggests ways to raise money for charity

4 ★★ Answer the questions. Which sentence in the article tells you the answer?

Do you think Duncan does many good deeds?

No, he doesn't. 'I would honestly have to say "Nothing".'

1 How often does Duncan think people do kind things for others?

.....

.....

2 Why does Duncan say Luke started small?

.....

.....

3 What did Luke do on 31<sup>st</sup> December?

.....

.....

4 Does Duncan believe that spending money is the only way to be kind?

.....

.....

5 ★★ VOCABULARY PLUS Complete the sentences using the correct form of *benefit*, *reward* and *award*. Write *verb* or *noun*.

He won several awards for his acting. noun

- 1 The money will ..... charity. ....
- 2 There's a £50 ..... .
- 3 We ..... her first prize. ....
- 4 Exercise has health ..... .
- 5 They ..... his hard work. ....

# 7 WRITING • A discussion essay

## Language point: Contrasting ideas

1 ★ Order the words to make phrases for contrasting ideas. Include capital letters and commas where necessary.

in / I / favour / am / of

I am in favour of

1 the / hand / on / other

2 am / I / for

3 against / are / we

4 hand / on / the / one

5 not / I / in / of / am / favour

2 ★★ Correct the sentences.

On the first hand, I think we should spend more money on education.

On the one hand, I think we should spend more money on education.

1 It is for cheaper books for students.

2 On the other side, it's important to help.

3 I am not favoured of school uniform.

4 I am contrary to higher taxes on food.

5 I am in favour for extra lessons.

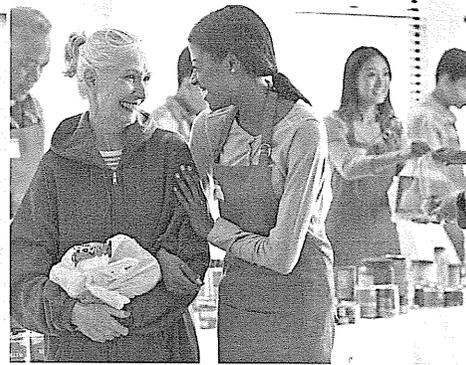


## TASK

3 ★★ Read the topic and essay. Choose the correct phrases for contrasting ideas.

**All young people should do a year of unpaid National Community Service after leaving school.**

If everyone had to do community service, it would be possible to complete a lot of charity projects. <sup>c</sup> to expect all young people to work for free for a year? <sup>1</sup>....., many people might feel unhappy about working without pay. <sup>2</sup>....., if everyone had to do the service, it would be fair. <sup>3</sup>..... projects that encourage stronger connections between the young and old or the rich and poor in the community. <sup>4</sup>..... more social and practical skills for all the people who take part. <sup>5</sup>....., I would support the idea of National Community Service. <sup>6</sup>..... is that I think both young people and their communities would benefit from it.



- a On the other hand
- b All things considered
- c But is it right
- d On the one hand
- e The main reason for this
- f I am in favour of
- g It could also lead to

4 ★★ Write a discussion essay on the topic below. Use the essay in exercise 3 to help you. Include phrases for contrasting ideas in your essay.

**All schools should have compulsory charity projects where students help people in their communities.**

Include the following:

- arguments for the idea
- arguments against the idea
- your own opinion on it

**MY EVALUATION** Check your progress. Do the exercises and then complete your own evaluation.



I need to try this again.



I am happy with this.



I could do this better.



I can do this very well.

## VOCABULARY Verbs: taking action

1 Complete the verbs for the definitions.

- stop something from being allowed  
b.....
- suggest a plan p.....
- speak or act against something you don't agree with p.....
- organize activities to try to achieve something  
c.....
- provide help s.....
- give money, clothes, etc. to charity d.....
- help at an organization or charity v.....
- write your name on a document to show you agree with what it says s.....

I can talk about suggestions for change.

MY EVALUATION



## LANGUAGE FOCUS can / may / might / could; must / can't; perhaps

3 Choose the correct answers.

- Annie could win later.
  - She may do this in the future.
  - She was able to do this in the past.
- Perhaps they're away.
  - They might be away in the future.
  - They could be away now.
- Online petitions can spread very quickly.
  - This is often true.
  - This may happen in the future.
- Andy hasn't called, so he must be at work.
  - He has to go to work.
  - He's obviously working now.

I can talk about possibility in the present and future.

MY EVALUATION



## READING Being kind

2 Complete the sentences with the correct verb or noun form of *award*, *reward* or *benefit*.

- Andrew received a / an ..... for being the best volleyball player of the season.
- I'm sure you will ..... greatly from doing this course.
- Meeting new people is one of the ..... of travelling.
- Our class did well in the exams, so the head teacher ..... us with a longer lunch break.
- The jury decided to ..... two first prizes in the drawing competition.
- I'm offering a £20 ..... to the person who finds my cat.

I can scan a text to locate information.

MY EVALUATION



## VOCABULARY AND LISTENING Personal qualities

4 24 Listen to Molly and her grandma. Complete the sentences.

- Molly thinks she is sympathetic, ....., ....., generous and .....
- Molly's grandma thinks she's very ..... because she always plans her activities.
- Molly thinks Ruby is .....
- Molly's grandma remembers that Molly was ..... last year.
- According to Molly, Katniss Everdeen is .....
- Molly's grandma says that Molly isn't .....

I can understand people talking about qualities they admire.

MY EVALUATION



## LANGUAGE FOCUS Second conditional

5 Complete the second sentence so that it means the same as the first sentence.

- 1 It's hot, so we're drinking cold water.  
We wouldn't be drinking cold water .....
- 2 It isn't raining, so I'm not wearing a coat.  
If it was raining, .....
- 3 Clara isn't at school because she's ill.  
If Clara wasn't ill, .....
- 4 He's a student, so he hasn't got a job.  
He'd have a job .....
- 5 She can't text you because she's busy.  
She could text you .....
- 6 Anton can't hear you because he's asleep.  
If Anton wasn't asleep, .....
- 7 We don't have enough time to visit another museum.  
If we had more time, .....

I can talk about impossible and unlikely situations in the present.

MY EVALUATION 😞 😐 😊 😄

## SPEAKING Supporting a point of view

6 Complete the conversation with the words. There are two extra words.

better healthier make problem reason  
suppose survey worse

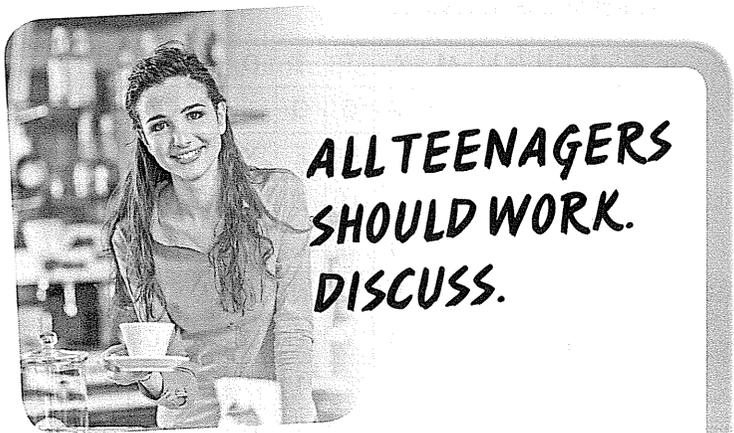
- Katy** Excuse me, do you have a moment to help me with a <sup>1</sup>.....?
- Usain** What's it about?
- Katy** It's about junk food. We want the government to <sup>2</sup>..... it more expensive.
- Usain** More expensive? Why? Isn't it <sup>3</sup>..... if food is cheaper?
- Katy** No, it isn't. Junk food is unhealthy. The main <sup>4</sup>..... for making it more expensive is to make people buy <sup>5</sup>....., cheaper food.
- Usain** I <sup>6</sup>..... you're right. OK, I'll answer your questions.

I can give reasons to support my opinions.

MY EVALUATION 😞 😐 😊 😄

## WRITING A discussion essay

7 Read the opinion essay and complete the sentences with fragments a–e.



If all teenagers worked, they would learn to spend money more carefully. <sup>1</sup>..... have a job?

<sup>2</sup>..... they not only earn money, but they also learn new skills. At work, young people have to be responsible and cooperate with others. This gives them valuable experience for the future.

<sup>3</sup>..... is education. Students have to do homework, read books and write essays. Besides, a lot of young people do extracurricular activities in the afternoons, such as sports or language classes. It might be too challenging for one person to work and study at the same time.

<sup>4</sup>..... to get a job, but only if they have enough time, for example, in the summer. <sup>5</sup>..... always come first.

- a On the other hand, the most important thing
- b All things considered, I would encourage teenagers
- c But is it right to force all young people to
- d However, school should
- e On the one hand, when teenagers have a job,

I can contrast ideas and give my opinion.

MY EVALUATION 😞 😐 😊 😄

1 ★ Find eight more film and book genre words in the wordsearch.

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

Which two words can you use to describe films, but not books? .....

2 ★★ Match the plot with a film and / or book genre.

Lauren's family is moving to a different city. What will her new neighbours and school be like? ..... drama .....

1 Can Superman save the city again in this new book? .....

2 People are disappearing from the town, but can the detective find out why? .....

3 What happens when robots become more intelligent than humans? .....

4 In a strange land, one child must use her magic to save her people. ....

5 A gang follows James Franklin across six countries, by car, ship and helicopter. ....

3 ★★ Choose three film and book genres that each person would like. There are two genres you don't need.

action dramas fantasy graphic novels  
manga romance science fiction thrillers

Real life is boring! I prefer exciting films with fast cars and fighting. I've got a big collection of comics, and I love crime, mystery and superhero stories. Robots and aliens aren't really my thing.



Louie likes 1 action ....., ..... and .....



Lots of my friends like love stories, but not me. I love films about the future, or imaginary places and dreams. I enjoy stories about real events, too. Finding out what characters think and feel is important to me.

Amal likes 2 ....., .....

..... and .....

4 ★★★ Answer the questions. Write complete sentences.

Which film genres do you most enjoy? Why?

I love comedies and animation because they're fun.

1 Who are your favourite actors? What types of films have they been in?  
.....  
.....

2 Which film genres do you think are better at the cinema than on TV? Why?  
.....  
.....

3 Which film or book genres do you dislike? Why?  
.....  
.....

4 Which film genres should children not watch?  
.....  
.....

8

LANGUAGE FOCUS • Present and past passive: affirmative and negative

1 Complete the table with the words.

~~am not~~ are given isn't shown  
was weren't

Present and past passive		
Subject	be (present) be (past)	past participle
I	am / <del>am not</del> was / wasn't	1 ..... help.
You / We / You / They	2 ..... / aren't were / 3 .....	4 ..... films.
He / She / It	is / 5 ..... 6 ..... / wasn't	there.

2 Write sentences using the present or past passive.

This film / make / in New Zealand last year (past)  
**This film was made in New Zealand last year.**

- Many films / download / every day (present)
- The actors / not tell / the plot until the first day of work (past)
- Actors / not allow / to talk about the films until they are released (present)
- Film stars / know / all around the world (present)
- All the food on the set / eat / by the workers (past)
- Some critics / pay / to write good reviews of the films (past)

3 Rewrite the sentences using the passive. Start each sentence with the words in bold.

- They didn't pay the actors on time.
- Someone broke **these plates** in the restaurant.
- We don't speak **Russian** in this shop.
- They didn't tell **Amy** about this!
- They give **special visitors** a blue ticket.

4 Complete the blog post with the correct form of the verbs in brackets.



**Coming soon to a cinema near you!**

Every film that is **made** (make) these days has a short advertising video known as a 'trailer'. A huge amount of money <sup>1</sup> ..... (spend) on trailers, and they often <sup>2</sup> ..... (become) famous, too.

Film trailers <sup>3</sup> ..... (know) for showing the best bits of the film. So in 2012, three American comedians <sup>4</sup> ..... (decide) to start making adverts to show the worst bits of films. They <sup>5</sup> ..... (call) 'Honest Trailers'. The first one <sup>6</sup> ..... (make) for *Star Wars* and it quickly went viral. Between 2012 and 2015, one hundred Honest Trailers <sup>7</sup> ..... (post) on YouTube, and these <sup>8</sup> ..... (view) by over thirty million people.

5 Write about a TV programme that you like. Use the present and past passive forms of the verbs or your own ideas.

award base / set play show watch

It was made in the USA ...

# 8 VOCABULARY AND LISTENING • Films and books: verbs and nouns

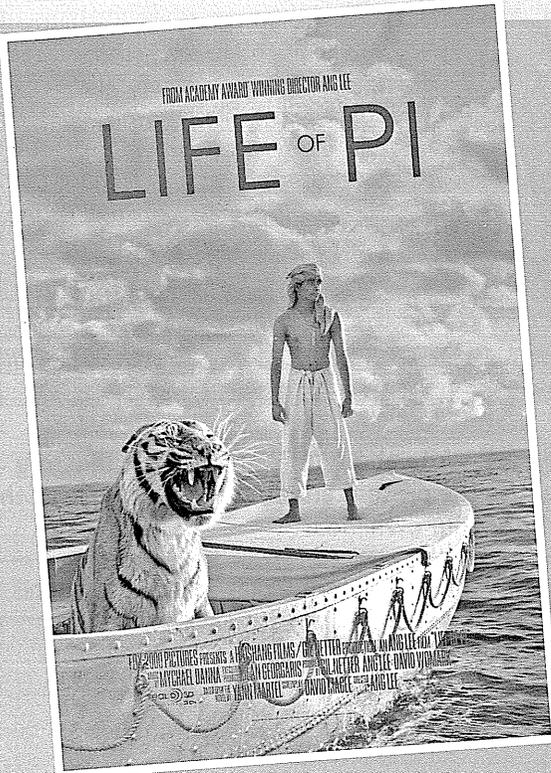
## 1 ★ Choose the correct word.

Jennifer Lawrence stars in / directs *The Hunger Games* films.

- Peter Jackson is one of the most successful film **directors** / **nominations** in the world.
- The Fault in Our Stars* film was **adapted** / **written** from a book by John Green.
- The film *Titanic* was **nominated** / **starred** for fourteen Oscars, and won eleven awards.
- The original *Spider-Man* graphic novel was **awarded** / **written** by Stan Lee.
- Katharine Hepburn was **adapted** / **awarded** four Oscars in her acting career.
- Actor** / **Nomination** Leonardo DiCaprio won an Oscar in 2016.

## 2 ★★ Complete the review with the correct noun or verb form of the words in exercise 1.

*Life of Pi* is a novel which was written by Yann Martel. It was  
 1..... the Booker Prize for best novel when it was  
 first published, but it was only 2..... into a film ten  
 years later. 3..... Suraj Sharma, the  
 4..... of the film, was almost unknown; the role of  
 Pi Patel was his first major film project. Film 5.....  
 Ang Lee made a beautiful, funny and sad film which looks  
 incredible in 3D. It got seven Oscar 6....., and won  
 four of the awards, making it Lee's most successful film.



## 3 ★★ 25 Listen to four people talking about their favourite book or film when they were teenagers. Complete the table.

Name	Title	Age	Book / Film
Les	<i>The Outsiders</i>	1.....	<b>book</b>
Angela	<i>Stand by Me</i>	2.....	3.....
Sean	<i>Romeo and Juliet</i>	4.....	5.....
Caroline	<i>The Lord of the Rings</i>	6.....	7.....

## 4 ★★ 25 Which speaker makes each comment? Write L (Les), A (Angela), S (Sean) or C (Caroline). Then listen again and check.

- My brother gave it to me. **L**
- I was surprised that I liked it. ....
  - One of the actors died not long after. ....
  - I've only ever had one favourite book. ....
  - I read it many times. ....
  - It was well directed. ....
  - The stars of the film were very young. ....

## 5 ★★★ Interview a parent or grandparent about a book or film they enjoyed when they were young. Take notes, and write a short description of the book or film. Include this information:

- how they felt about the book / film and why
- how old they were when they read / saw it
- when it was written / made
- the main characters / actors
- the writer / director

My grandma's favourite film was the musical *The Sound of Music*. It was made in 1965 and she was sixteen when she saw it at the cinema. The story made her feel both sad and happy and she loved the music. The main character, Maria, is played by Julie Andrews. The film was directed by Robert Wise.

.....

.....

.....

.....

.....

# 8 LANGUAGE FOCUS • Present and past passive: questions

1 ★ Order the words to complete the table.

- the film / is / where / set  
 1 made / are / what / of / they  
 2 the book / was / by / who / written  
 3 they / when / born / were  
 4 surprised / you / are  
 5 paid / the actor / was

Question word	be	Passive subject	Past participle
Where	is	the film	set ?
1			?
2			?
3			?
Yes / No questions and short answers			
4			?
Yes, I am. / No, I'm not.			
5			?
Yes, he was. / No, he wasn't.			

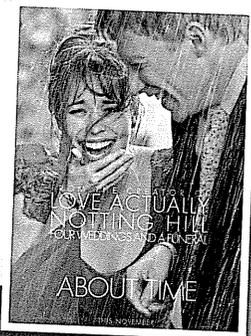
2 ★★ Complete the questions using the correct form of the verbs in brackets.

- Where were you given those special tickets? (give)  
 1 ..... adverts usually ..... before the films? (show)  
 2 Which prize ..... his most popular novel .....? (award)  
 3 When ..... your parents .....? (marry)  
 4 How many films ..... each year in the USA and Canada? (make)  
 5 ..... the film ..... in 3D? (release)  
 6 Who ..... the main character ..... by? (play)

## Hightown Village Film Festival

This year, our festival theme is 'The Summer of Love'. We've chosen twenty-five fantastic films for you to enjoy! Watch them at Hightown Village Hall Festival.

**Director:** Alice Valdez  
**Organizers:** Billy and Olivia Hartley



TICKETS ON SALE IN LOCAL SHOPS

3 ★★ Read the poster for the Hightown Village Film Festival. Write questions for the answers. Use the correct past passive form of the verbs.

call choose direct ~~hold~~ organize  
sell show

Where was the festival held? ..... In Hightown Village.

- 1 .....  
 'The Summer of Love'.  
 2 .....  
 Twenty-five.  
 3 .....  
 At Hightown Village Hall.  
 4 .....  
 Alice Valdez.  
 5 .....  
 Billy and Olivia Hartley.  
 6 .....  
 At local shops.

4 ★★ Complete the dialogue with questions using the present and past passive.

- Chris Do you fancy seeing the latest Leo Turner film? It's on at the cinema tonight.  
 Abby Oh! (What / it / call / ?) What is it called?  
 Chris *The Tenth Day*, I think. Here's a review. It says it's a historical drama.  
 Abby <sup>1</sup>(When / it / set / ?) .....  
 I'm not sure how I feel about historical films.  
 Chris Er, the 1940s. It says here it's based on a novel by Irving Brent.  
 Abby Oh, I love his stuff. <sup>2</sup>(Who / the film / adapt / ?) .....  
 Chris Kyle Adams.  
 Abby <sup>3</sup>(it / direct / him / too / ?) .....  
 Chris Yes, it was. So, <sup>4</sup>(you / interest in coming / ?) .....  
 Abby Yes, I am! But I'm busy tonight.

5 ★★ Imagine you are going to interview a star about his / her latest film. Write five questions using the present and past passive.

- Is the film based on a true story? .....  
 .....  
 .....  
 .....  
 .....

1 **★** **26** Read and listen to the blog post. What is the writer's main argument? Choose the correct answer.

- a Making books is cheaper than making films.
- b People who don't read books are lazy.
- c You use your imagination more when you read.



**The book or the film?**

'The film was OK, but I enjoyed the book more.' How often do you hear people say this as they're leaving the cinema? I have to admit, I've said it many times!

- A** Over the years, I've tried to get excited about film adaptations of novels. And there have been lots of famous ones to choose from: *The Hunger Games*, *The Fault in Our Stars*, *Percy Jackson and the Olympians*, as well as the massive hits, *Twilight* and *Harry Potter*.
- B** Often the films are fantastic. A huge amount of money is spent on the special effects. They're nearly as amazing as the ones I imagine in my head, for free, when I read the book.
- C** For me, this is the big difference between reading and watching a story. In a film, I'm shown someone else's idea of how the characters and the places look.
- D** When I read, on the other hand, I share the hero's thoughts, and see the world the author describes. Reading is a creative activity. And there's only one thing that can prevent me from using my imagination: watching the film first!
- E** So, I always download the book before watching the film. And while I might see the film weeks after my friends, I know I'll see a fascinating version of the story – in my own imagination – first.

2 **★★** Read the blog post again. Tick (✓) three more sentences which are true about the tone and intention of the text.

- The author reads and goes to the cinema a lot.
- 1 It has an informal style.
  - 2 It tries to give the same number of arguments for and against a statement.
  - 3 It's stating opinion more than facts.
  - 4 It gives advice to the reader.
  - 5 It suggests that a film has to be expensive to be interesting.
  - 6 It makes the author's opinion very clear.

3 **★★★** Read the blog post again. Write *true*, *false* or *don't know* if the blog post doesn't mention it. Correct the false sentences.

- 1 The writer often prefers the book. ....
- 2 The writer would like to enjoy film adaptations of novels more. ....
- 3 The writer thinks the *Twilight* and *Harry Potter* films are fantastic. ....
- 4 The writer thinks some film adaptations were created too cheaply. ....
- 5 The writer often watches the films with friends before reading the novels. ....

4 **★★★★** Correct the main ideas for paragraphs A–E using your own words.

- A** There have been one or two film versions of popular books, and they were exciting.  
There have been lots of film versions of popular books, but I didn't get excited about them.
- B** The films are much better than the way I imagined the stories in my head. ....
- C** I use my imagination a lot when I watch a film. ....
- D** Watching a film before reading a book doesn't make me enjoy the book less. ....
- E** It's boring to wait to read a story before seeing it on screen. ....

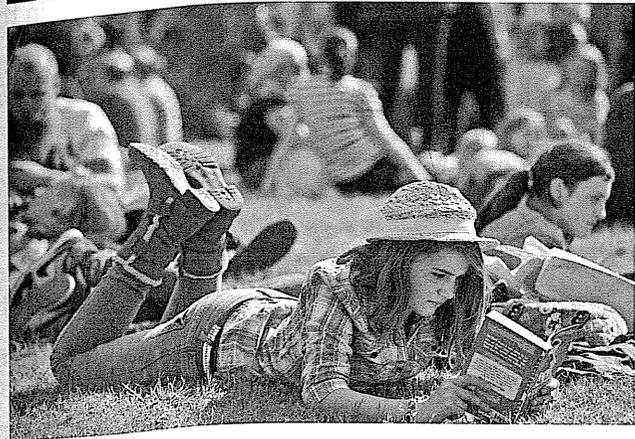
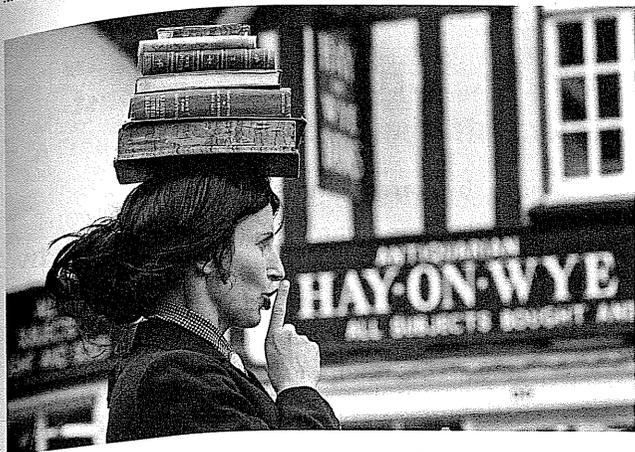
5 **★★★** **VOCABULARY PLUS** Replace the **bold** phrases with the words.

classic extraordinary terrible unbelievable

- 1 This book has an **extremely unusual** plot. ....
- 2 The special effects were **not at all like real life**. ....
- 3 These **brilliant, old** films have many fans. ....
- 4 These old horror films have some **very bad** acting in them. ....

# 8 WRITING • A festival review

1 ★ Look at the pictures of a festival. What type of festival do you think it is?



## TASK

3 ★★ Read the review again and complete the sentences.

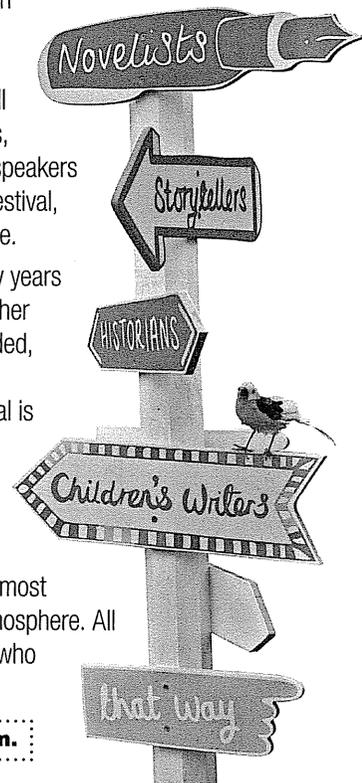
### Hay Festival 13<sup>TH</sup> JULY

I'd like to talk about a festival I went to recently. It's called Hay Festival, and it's held in Hay-on-Wye for ten days every May. Hay is an unusual town, with nearly thirty bookshops, and its festival is all about literature and the arts. Authors, journalists and political and cultural speakers are invited to give talks. During the festival, the town is visited by 250,000 people.

The festival was started around thirty years ago by a father and son. Recently, other international locations have been added, and there are now nine Hay Festivals around the world. The modern festival is a mixture of literature, films, music and children's events.

This year's festival starred comedians, world-famous novelists and great jazz acts. The thing I liked most about the festival was its relaxed atmosphere. All in all, I'd recommend Hay to anyone who loves reading and ideas.

Find out more at [hayfestival.com](http://hayfestival.com).



2 ★★ Read the review in exercise 3 and complete the middle column of the table.

Name	Hay Festival	Your festival
1 Type	arts and	
2 Location		
3 Month		
4 Duration		
5 Events		
6 Visitors		
7 Founded When?		
8 Who by?		
9 I like		

- It's ..... Hay Festival.
- It's held ..... Hay-on-Wye, ..... ten days ..... May.
- The festival is ..... literature.
- Speakers are ..... to give talks.
- It ..... around thirty years ago, ..... a father and son.
- The festival is a ..... of literature, films, music and children's events.
- The thing I liked ..... about the festival was its relaxed atmosphere.

4 ★★ Write your own review of a festival. Think and plan by completing the table in exercise 2 with information for your festival. Include the phrases on this page in your review.

- Include the following information:
- the name, place and time of the festival
  - what the festival is about
  - the history of the festival
  - what you like most about it

**MY EVALUATION** Check your progress. Do the exercises and then complete your own evaluation.



I need to try this again.



I am happy with this.



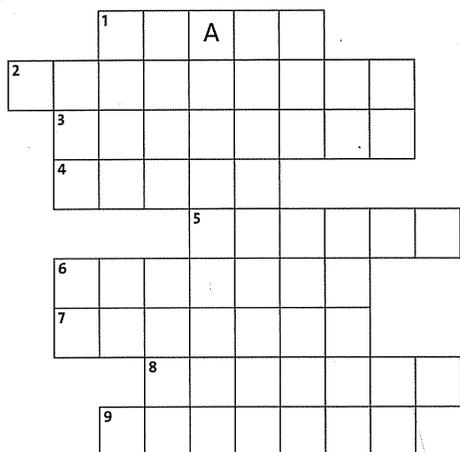
I could do this better.



I can do this very well.

## VOCABULARY Film and book genres

1 Complete the film and book words and solve the mystery word.



- 1 film about difficult relationships
  - 2 exciting film with new experiences and places
  - 3 exciting film that can be scary
  - 4 the police try to catch criminals
  - 5 there is often fighting, cars and guns
  - 6 it's difficult to know what's happened
  - 7 the actors sing and dance
  - 8 love story
  - 9 film about unreal worlds and characters
- Mystery word: .....

I can discuss different types of films and books.

MY EVALUATION



## READING Film trivia blog

2 Complete the sentences with the missing words.

- 1 My new school is h\_\_\_\_. There are three separate buildings and about eighty classrooms.
- 2 I read an i\_\_\_\_\_ story about a girl who sailed around the world.
- 3 I love c\_\_\_\_\_ novels like *Oliver Twist*.
- 4 He's a t\_\_\_\_\_ actor. I don't understand why people like him.

I can identify the opinion of the author of a text.

MY EVALUATION



## LANGUAGE FOCUS Present and past passive: affirmative and negative

3 Choose the correct words.

- 1 This film was **awarded** / **awarding** / **won** two Oscars last year.
- 2 This type of Blu-ray disc **don't** / **isn't** / **aren't** sold in the UK.
- 3 Many actors **unemployed** / **don't employ** / **are unemployed** most of the time.
- 4 She **didn't** / **wasn't** / **weren't** given a role in the new film.
- 5 Independent films **don't show** / **aren't show** / **aren't shown** in a lot of cinemas.
- 6 The first *Harry Potter* book was **rejected by** / **from** / **of** many publishers before it was successful.

I can talk about films using the passive in the present and past.

MY EVALUATION



## VOCABULARY AND LISTENING Films and books: verbs and nouns

4 27 Listen to a lesson about films. Choose the correct words.

- 1 Ben likes science fiction books which were **written** / **popular** a long time ago.
- 2 Ben wants to see how the **director** / **actor** presents the world in the future.
- 3 Ben **likes** / **doesn't like** watching films which were adapted from a book he's read before.
- 4 Katie says actors become **great** / **famous** when they're the winner of an award or when they receive an Oscar nomination.
- 5 Katie doesn't want to see the same **actors** / **directors** all the time.
- 6 Tom thinks stars in **Hollywood** / **foreign** films look like supermodels.

I can ask and answer questions about films and books.

MY EVALUATION



## LANGUAGE FOCUS Present and past passive: questions

5 Write passive questions about the information in bold.

1 They showed this film at the Lincoln Cinema.

2 A French company made these film cameras.

3 They teach film direction at this school.

4 Yes, this film scares audiences.

5 She wrote this book last year.

6 They sell about 10,000 copies a year.

I can ask questions using the passive in the present and past.

MY EVALUATION



## SPEAKING Recommending and expressing preferences

6 Complete the dialogue with the words. There are two extra words.

about fan into on prefer rather something stars

Blake What do you fancy doing?

Cheryl How <sup>1</sup>..... downloading a film?

Blake All right. What about *Love, Rosie*?

Cheryl That sounds like a romantic comedy. I'm not really <sup>2</sup>..... that kind of thing.

Blake Well, you might <sup>3</sup>..... *Rogue One: A Star Wars Story*.

Cheryl It's popular, but I'd prefer to see <sup>4</sup>..... more believable.

Blake I fancy *Race*. It's a drama and it <sup>5</sup>..... Stephan James.

Cheryl Yes, I'd <sup>6</sup>..... watch that, too.

Blake Great!

I can recommend films and books and say which ones I prefer.

MY EVALUATION



## WRITING Film or book review

7 Read the book review and complete the text with the words.

about because directed in liked mixture recommend talk were



I'd like to <sup>1</sup>..... about a TV miniseries I watched recently called *The White Queen*. It was <sup>2</sup>..... by James Kent, Jamie Payne and Colin Teague. It's based on *The Cousins' War* books, which <sup>3</sup>..... written by Philippa Gregory.

*The White Queen* is a <sup>4</sup>..... of historical drama, romance and war. It's <sup>5</sup>..... the lives of three women who fight for the British throne in the 15<sup>th</sup> century. The three main characters are strong and brave. They'd do anything to achieve their goals.

The thing I <sup>6</sup>..... most about the series was the historical setting. The costumes are wonderful and the characters speak and behave like real kings, queens, lords and ladies. I enjoyed it <sup>7</sup>..... it was like going back in time. It's the best history lesson I've ever had!

All <sup>8</sup>..... all, I'd <sup>9</sup>..... *The White Queen* to everyone who likes historical films. I'd like to warn you, though: you won't be able to stop watching until you finish the whole series!

I can identify and use details to support ideas.

MY EVALUATION



**Speaking**

1 Look at the photo below. What are they doing? Are you good at this?

**Reading**

2 Read a competition entry. What did Matt learn during his course?

**WIN** Write about an amazing course you took part in and win a weekend in Rome.

**All about the desserts!** by Matt Walker

I took part in a wonderful cookery course where I learned to prepare desserts from different countries. I'm sure it is one of the best cookery courses in the world. Why? Every day, we were busy learning from morning to night. First, we all had breakfast. During this time, our teachers talked about the day's delicious desserts. Then we made everything from strudel to sundaes and baklava to baked Alaska. It was absolutely amazing! I really loved all the kitchen gadgets, too, such as the ice cream machine. We made three different types of gelato and I felt like a real chef, especially in my baggy white shirt and patterned trousers! In the evenings, we normally talked about what makes a dessert delicious. Eating is a multi-sensory experience where sight, smell and touch are as important as taste.



3 Read the competition entry again. Complete the sentences.

- You can win a trip to Rome when you write about an ..... course you did.
- During ....., the teachers talked about what desserts to make that day.
- Matt learned how to use different kitchen ..... like the ice cream machine.
- In the kitchen, some chefs wear ..... shirts and ..... trousers.
- Matt tried to find out what makes a dessert .....

**Listening**

4 Listen to a radio programme with a chef, Daniel Nold. Choose the correct answer.

What doesn't Daniel Nold do at the moment?  
 a teach cooking    b work in a restaurant  
 c sell books about desserts

5 Listen again and choose the correct words.

- Daniel Nold organizes cookery courses for teenagers and adults / restaurant cooks.
- Daniel's book will be about smell / taste.
- People sometimes say their food is great or delicious / disgusting.
- Daniel and his cooks / students organize taste sessions in his restaurant.
- Learning about flavour / texture helps people to cook better.
- You don't pay / pay for Daniel's sessions.

**Writing**

6 A TASK Write a competition entry about a course you have done.

**B THINK AND PLAN**

- What kind of course was it? Where was it? Who was it for?
- What did you learn there? What were the classes like?
- What made this course special?

C WRITE Use the text in exercise 2 and the writing guide.

Paragraph 1:  
I did a ...

Paragraph 2:  
During the course, we ...

Paragraph 3:  
The best part of the course was ...

**Internet Search**

Did you know ... there are university ice cream making courses, for example at the University of Reading in the UK? Find out where the Carpigiani Gelato University is and what courses it offers.

Speaking



1 Look at the photo. What is each object for? Do you use any of them?

Reading

2 Read a product review. What didn't Mark like about the product at first?

HOME PRODUCT BLOG CONTACT

Pure Water, 0.5 l  
by Mark W.

If you travel to places where there isn't any clean water, this is a perfect bottle for you! It uses UV light to remove 99.99% of bacteria and viruses from any kind of water, even river water. It's useful during all outdoor adventures like hiking or climbing. I found it really light to carry and easy to use.

The biggest advantage is that you don't buy water in plastic bottles anymore! Apparently, people hardly ever recycle them and billions of them pollute our lakes and seas. So this purifying water bottle helps you protect the environment.

The only problem is the price. I think £100 is a lot, but I decided it would be worth it. I've been using it for four months now and I've stopped buying bottled drinks. I think I'm even saving money!

3 Read the product review again. Correct the sentences.

- The bottle uses **heat / light** to remove bacteria and viruses.
- It's **light / heavy** to carry when hiking or climbing.
- Mark likes the fact that when you use this bottle, you **recycle / reduce** pollution.
- At first Mark thought the bottle was **cheap / expensive**.

Listening

4 Listen to Zara and her dad talking about their hiking trip. Which three words do they not mention?

- |                 |                    |
|-----------------|--------------------|
| 1 jacket .....  | 5 damage .....     |
| 2 volcano ..... | 6 set off .....    |
| 3 falls .....   | 7 waterproof ..... |
| 4 waves .....   | 8 natural .....    |

5 Listen again and write *true* or *false*.

- Zara's dad has already read her email. ....
- Zara's dad has found a place for a hike in the summer. ....
- Zara's plan is to hike across the valleys and mountains in Iceland. ....
- The hiking trail is sixty-five kilometres long. ....
- Zara has recently bought a special water bottle. ....
- Zara's family haven't saved enough money to buy everything they want. ....

Writing

6 A TASK Imagine you have bought a new piece of equipment for a hike in the mountains. Write the review.

B THINK AND PLAN

- What is it? What does it do? Why is it special?
- What do you like about it?
- What is the biggest disadvantage of this product?

C WRITE Use the text in exercise 2 and the writing guide.

Paragraph 1:  
For people who ... a lot, this is a ... for you!

Paragraph 2:  
The biggest advantage ... I like ...

Paragraph 3:  
My problem with it is ... I've been using it for ...

Internet Search

Did you know ...  
*skyrunning* is a type of sport which involves running in the mountains above 2,000 metres?  
Find out what tower running is.

## Speaking

- 1 Look at the photo and answer the questions.  
Where are they? How much time do you spend studying every day?

## Reading

- 2 Read the reflective email. How many lessons a day has Alex got?



@
NEW
PRINT

Hi Aiden,

How are you? I've just started a new school year and there are some changes at our school.

Our head teacher, Mrs Davis, has introduced a longer school day. Last year we had six lessons every day, but this year we've got eight! I suppose this change might bring some benefits. Mrs Davis hopes that it will give everyone a chance to get better grades, as we've now got more time to practise. I'm not 100% sure about that, but I can see that more lessons means less homework!

Mrs Davis also hopes that more students will be able to develop their interests. She believes that extra lessons will replace after-school classes that not everyone can afford. Next week, we'll be choosing one new subject for the afternoon class and I wonder what I should choose. Maybe dancing?

Bye for now,

Alex

## Listening

- 4 30 Listen to Mike talking to his mum. Complete the sentences.
- 1 Mike's ..... is coming to visit him.
  - 2 Patrick lives in .....
  - 3 Patrick is going to stay for ..... weeks.
- 5 30 Listen again and write M for Mike or P for Patrick.
- 1 ..... doesn't live in Canada.
  - 2 ..... has got six weeks of summer holiday.
  - 3 ..... has got a longer summer holiday.
  - 4 ..... has got a lot of breaks during the school year.
  - 5 ..... misses his friends in the summer.
  - 6 ..... must do lots of homework in the summer.

## Writing

- 6 **A TASK** Imagine that your school has decided to change the duration of lessons. They will now last for ninety minutes each. Write a reflective letter to your friend and talk about this change.
- B THINK AND PLAN**
- 1 What has changed in your school? How long are the lessons in your school now and how long were they before?
  - 2 What do you think the advantage of longer lessons is? What benefits do your teachers think it will have?
  - 3 What do you not like about this change?
  - 4 Speculate about the future of this change. Do you think it will last? Say why or why not.
- C WRITE** Use the text in exercise 2 and the writing guide.

Paragraph 1: <i>There are some changes ...</i>	Paragraph 2: <i>I suppose this change might ... We've now got ...</i>	Paragraph 3: <i>Our head teacher also hopes that ... I wonder what ...</i>
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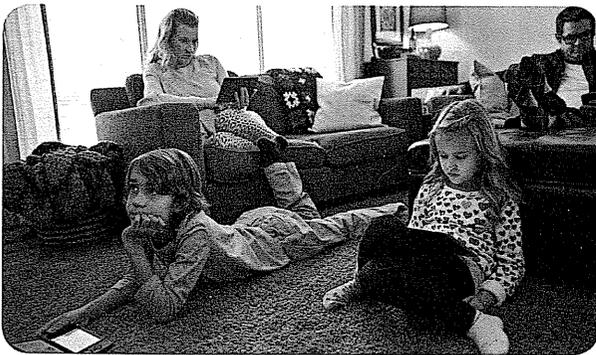
**Internet Search**

Did you know ...  
*the longest lesson at school lasted seventy-eight hours and three minutes?*

Find out where the biggest school in the world is and how many students attend it.

- 3 Read the text again. Match 1–5 with a–e.
- |   |  |
|---|--|
| <ol style="list-style-type: none"> <li>1 The length of a school day has</li> <li>2 Mrs Davis hopes that the changes will</li> <li>3 Alex doesn't have to</li> <li>4 A longer school day</li> <li>5 Alex doesn't know</li> </ol> | <ol style="list-style-type: none"> <li>a will allow students to take up new classes.</li> <li>b what new class to choose.</li> <li>c changed in Alex's school.</li> <li>d do so much homework now.</li> <li>e improve grades.</li> </ol> |
|---|--|

Speaking



1 Look at the photo. What are the people doing?

Reading

2 Read a discussion essay. Why do many people prefer watching films to reading books?

**Film first or book first? Discuss.**

Watching a film seems like the perfect way to spend an evening and many people prefer it to reading a book. But is watching a film more enjoyable than reading?

On the one hand, watching films is amazing because you can do it with friends and family. You can all go to the cinema or watch a film together at home. During the film, you laugh and cry at the same moments and afterwards you can discuss the plot. It's an experience you share.

On the other hand, when you read a book, you're moved to a different world. You live the lives of the characters and understand their emotions and experiences. You get so involved that you just have to keep turning the pages.

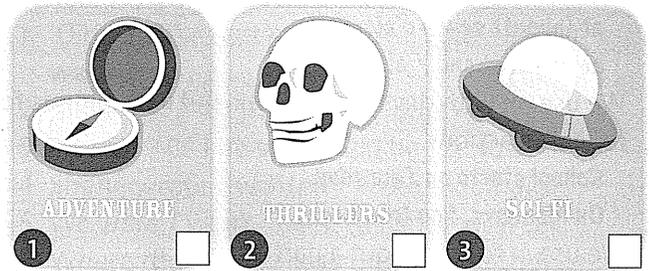
All things considered, I can see the benefits of both activities. Books and films both aim to provide entertainment and they can both turn ordinary life into something incredible.

3 Read the discussion essay again. Correct one word in each sentence.

- 1 Watching films is terrible because you do it with friends.  
.....
- 2 When you read a book, you may feel like you're in a different film.  
.....
- 3 The author of the essay can see different awards of reading books and watching films.  
.....
- 4 Books and films aim to ban entertainment.  
.....

Listening

4 Listen to Joe talking to a librarian. What type of films does Joe like?



5 Listen again and complete the sentences.

- 1 Joe's ..... teacher has given them special homework.
- 2 Joe thinks ..... stories aren't interesting.
- 3 Joe sometimes watches all the films that were made by the same .....
- 4 The librarian thinks Joe might like ..... novels.

Writing

6 A TASK Write a discussion essay with the title *Film first or book first? Discuss.*

B THINK AND PLAN

- 1 Introduce the topic.
- 2 Why is it better to read the book first? Present the arguments.
- 3 Why is it better to watch the film first? Present the arguments.
- 4 In your opinion, which is better: watching the film first or reading the book first?

C WRITE Use the text in exercise 2 and the writing guide below.

Paragraph 1: *Most people ... But is it better to ... ?*

Paragraph 2: *On the one hand, ...*

Paragraph 3: *On the other hand, ...*

Paragraph 4: *All things considered, ...*

Internet Search

Did you know ...  
*Cinderella is one of the most popular stories adapted for film?*

List three modern film versions of *Cinderella*.

### Time expressions

#### Usage

We use *at* for times of the clock and to talk about the weekend and night.

*at (about) seven o'clock*  
*at the weekend / at night*

We use *on* with days of the week and with plurals for repeated actions.

*School starts on Thursday.*  
*On Mondays, I go to college.*

We use *in* to talk about a part of the day.

*in the morning*

No preposition is used before *once* or *every*.

*once or twice a day / every Saturday*

### Present simple and present continuous

#### Usage

We use the present continuous to talk about actions happening now or to talk about the immediate future.

*He's staring out of the window now.*  
*I'm having lunch with Tim today.*

We use the present simple to talk about routines or repeated actions.

*She eats fruit every morning.*

Note that there are some verbs (stative verbs) which we don't normally use in the continuous form because they describe states which are true, not actions in progress. These include: *believe, belong, hate, imagine, know, like, love* and *want*.

*I love your new MP3 player.*

### Past simple

Questions	Affirmative	Negative
Did I play?	I played.	I didn't play.
Did you play?	You played.	You didn't play.
Did he / she / it play?	He / She / It played.	He / She / It didn't play.
Did we / you / they play?	We / You / They played.	We / You / They didn't play.

### Regular verbs

For most regular verbs, we add *-ed*.

*film* → *filmed*

For regular verbs that end in *-e*, we add *-d*.

*smile* → *smiled*

For regular verbs ending in a consonant preceded by a vowel, we double the consonant before adding *-ed*.

*travel* → *travelled*

For regular verbs that end in *-y* preceded by a consonant, we delete the *-y* and add *-ied*.

*study* → *studied*

### Irregular verbs

There are no rules for the formation of irregular verbs. You have to learn the form whenever you learn a new verb. See the list of irregular verbs on page 104.

#### Usage

We use the past simple (regular and irregular verbs) to describe or ask about a completed past action.

*We saw the film yesterday. Did you like it?*

We use the past simple if we know when an action happened.

*We saw the film on Wednesday. We didn't see it on Thursday.*

### Object and subject questions

In object questions, the question word (*What, Who, etc.*) refers to the person or thing that receives the action or is the object of the verb.

*What did you drink? I drank apple juice.*

*Where did you go? I went to the museum.*

We form object questions with an auxiliary verb and a main verb in the infinitive.

Who	did	you	call	?
question word (= object)	auxiliary verb	subject	main verb in the infinitive	

In subject questions, the question word (*What, Who, etc.*) refers to the person or thing that does the action or is the subject of the verb.

*Who phoned you? Carl phoned me.*

*What caused the accident? The icy weather caused it.*

We form subject questions with a question word and a main verb. The structure is the same as in an affirmative sentence. We don't use auxiliary verbs in subject questions.

Who	Painted	the Mona Lisa	?
question word (= subject)	main verb (no auxiliary verb)	object	

**Time expressions**

1 Complete the sentences with the words in the box. You can use some words more than once.

at every in on once

- We finish school at 4.00 p.m.
- They play football ON Saturday mornings.
  - Do you have breakfast every day?
  - I can't sleep very well AT night.
  - On weekdays, we wake up AT 6.45 a.m.
  - She does her homework in the evening.
  - I try to go swimming once a week.
  - We sometimes go shopping AT the weekend.
  - ON Sundays, we visit our grandparents.

**Present simple and present continuous**

2 Write sentences and questions using the present simple or present continuous form.

- Ian / usually / have / cereal for breakfast  
**Ian usually has cereal for breakfast.**
- 'you / enjoy / this film / ?' 'Yes, / I'  
Yes, I do.
  - we / not like / Indian food  
We don't like it.
  - who / he / visit / today / ?  
Who is he visiting?
  - 'Sara / want / a dog / ?' 'No, / she'  
Does she want a dog? No, she doesn't.
  - 'what / you / do / now / ?' 'I / leave'  
What are you doing now? I'm leaving.
  - Jorge / not do / much this week  
Jorge isn't doing much.
  - we / not watch / often / French films  
We don't often watch French films.
  - she usually / study / at the library  
She usually studies.

**Past simple**

3 Choose the correct words to make sentences in the past simple.

- Where is (was) / did he born?
- 'Did you like that meal?' 'Yes, I did / liked / was.'
  - Maya felt / fell / fallen and hurt her leg.
  - He saw / Did he seen / Did he see you?
  - Shane wrote / written / write six emails.
  - We were / went / been to Paris last week.
  - Where they were / was they / were they?
  - When did you began / begun / begin your work?
  - Sam didn't had / have / has much money.

**Object and subject questions**

4 Read the sentences. Match the questions with the words in bold. Write a or b.

- Clare saw **Peter**. b  
 Clare saw Peter. a
- Who saw Peter?
  - Who did Clare see?
- Jay gave me **this**. A  
 Jay gave me this. B
  - Diana lives **there**. B  
 Diana lives there. A
  - They had a **party** at the beach. A  
 They had a party **at the beach**. B
  - Gill bought **two** pairs of jeans. A  
 Gill bought two pairs of jeans. B
  - Sam watched **a film**. A  
 Sam watched a film. B
- What did Jay give you?
  - Who gave you this?
  - Who lives there?
  - Where does Diana live?
  - What happened at the beach?
  - Where did they have a party?
  - Who bought two pairs of jeans?
  - How many pairs of jeans did Gill buy?
  - What did Sam watch?
  - Who watched a film?

## used to

Questions	Affirmative	Negative
Did you / he / she / it use to live in the USA?	Yes, I / he / she / it used to live in the USA.	No, I / he / she / it didn't use to live in the USA.

### Usage

We use *used to* + infinitive when we talk about a habit or state in the past which is different now.

*My aunt used to work in an office.*

*She didn't use to have long hair.*

## Past continuous

Questions	Affirmative	Negative
Was I walking?	I was walking.	I wasn't walking.
Were you walking?	You were walking.	You weren't walking.
Was he / she / it walking?	He / She / It was walking.	He / She / It wasn't walking.
Were we / you / they walking?	We / You / They were walking.	We / You / They weren't walking.

### Usage

We use the past continuous to talk about actions in progress in the past.

*They were filming for three weeks.*

## Past simple and past continuous

### Usage

We use the past simple to talk about a finished action in the past.

*I went to a concert last Friday.*

We use the past continuous to talk about an action in progress in the past.

*What were you doing at nine o'clock? I was watching a sports programme.*

We use the past continuous and the past simple together when one action interrupts another. We use the past continuous to talk about the longer action and the past simple for the shorter action that interrupts it. We usually use *while* with the past continuous and *when* with the past simple.

*While I was watching the new quiz show, my sister turned off the TV.*

*I was studying when the phone rang.*

## so and such

### Usage

We use *so* or *such* to emphasize an opinion.

We use *so* with an adjective.

*It's so cheap.*

We use *such* with an adjective and a noun.

*That is such a cool T-shirt.*

*Those are such nice jackets.*

used to

1 Order the words to make sentences with *used to*.  
There is one extra word.

used / lived / she / here / to / live

She **used to live here.**

1 didn't / to / they / English / ~~used~~ / speak / use

They **didn't use to speak English.**

2 use / to / my / used / badminton / cousin /

play  
My **cousin used to play**

3 use / eat / to / don't / we / Japanese food /

didn't  
We **didn't use to eat**

4 you / use / study / did / to / Italian / used / ?

Did you **use to study**?

2 Tick (✓) the three sentences that describe past habits or states. Then rewrite the three sentences using *used to*.

We lived in this flat. ✓

We **used to live in this flat.**

1 We didn't come here often. ✓

2 When did your brother leave school?

3 My dad worked at that company. ✓

My **dad used to work**

4 I met my best friend six years ago.

5 Was that building a museum? ✓

That **building used to be**  
a museum.

Past continuous

3 Correct the mistakes in bold.

~~You were~~ chatting online last night?

**Were you chatting online last night?**

1 Sergio was **write** a text message.

2 We **wasn't** playing basketball.

3 Who **sitting** there?

4 Liam **were** reading the newspaper.

5 They **were a party having** at their house.

Past simple and past continuous

4 Complete the dialogue using the past simple or past continuous form of the verbs in brackets.

Hazel I **rang** (ring) you last night, but you <sup>1</sup> (not answer). <sup>2</sup> (you / be) out?

Leah Oh, I'm sorry. I think I <sup>3</sup> (listen) to music when you <sup>4</sup> (call).

I <sup>5</sup> (not know) you <sup>6</sup> (want) to talk.

Hazel It's OK. I <sup>7</sup> (have) a question about our homework, but I <sup>8</sup> (phone) Alisha instead.

Leah I <sup>9</sup> (think) she <sup>10</sup> (see) a film with her friends last night?

Hazel No, she <sup>11</sup> (not be). She and her sister <sup>12</sup> (relax) at home.

Leah Oh. Next time, send me a text message and then I'll listen out for your call!

Hazel Thanks – I will!

so and such

5 Choose the correct words.

He's **such** interesting / **(an interesting)** guy to talk to.

1 I'm **so** / **such** sorry for being late.

2 She's **so** a nice woman / nice.

3 It was **such** a cold day / cold that we decided not to go out.

4 Are you always **such** / **so** busy?

5 They were waiting for **so long** / a long time that they got a taxi.

6 We had **so** / **such** a good trip that we want to come back again next year.

**Present perfect: affirmative and negative**

Affirmative	
I / You have looked.	I've / You've looked.
He / She / It has looked.	He's / She's / It's looked.
We / You / They have looked.	We've / You've / They've looked.
Negative	
I / You have not looked.	I / You haven't looked.
He / She / It has not looked.	He / She / It hasn't looked.
We / You / They have not looked.	We / You / They haven't looked.

In affirmative sentences, we usually use the short forms ('ve / 's) after a subject pronoun when we are speaking. We use the full forms (*have / has*) in formal texts.

We usually use the short forms (*haven't / hasn't*) in the negative for both spoken and written language. We use the full forms (*have not / has not*) in formal texts. Don't confuse the short form of *has* ('s) with the short form of *is* (also 's).

**Usage**

We use the present perfect to talk about experiences that we have had or not had at some time in the past.

*I've created a website.*

*I haven't visited that museum.*

We never use the present perfect to talk about an event that happened at a specific time in the past. We use it when the time of the event is not important or not known.

**for and since**

We use *for* with the present perfect or the past simple. With the present perfect, *for* describes the duration of an action or event which started in the past and continues into the present. It is followed by a period of time: *for three months, for five days*, etc.

*She's worked here for six years. (And she still works here.)*

*He worked here for three years. (But he doesn't work here now.)*

We use *since* with the present perfect and it tells us when an action started. It is followed by a point in time: *since 2014, since May*, etc.

*She's lived in this town since 2014.*

**Present perfect: questions**

Questions	
Have I / you chatted?	Where have I / you been?
Has he / she / it chatted?	Who has he / she / it seen?
Have we / you / they chatted?	Why have we / you / they stopped?

**Usage**

We use the present perfect to ask about past experiences. We sometimes use *ever* in questions to mean 'at any time in our life until this moment'.

*Have you ever played an online game?*

**Present perfect and past simple**

The past simple is used to talk about an action or a period of time in the past which is finished.

*We watched that new music video this afternoon. (It is now evening.)*

*He played basketball at two o'clock. (He isn't playing basketball now.)*

The present perfect is used to describe events which started in the past and continue in the present.

*We've had this car for three years. (And we've still got it.)*

*You've studied at this school since 2014. (And you're still studying here.)*

Different time expressions are used with each form.

The past simple uses expressions which pinpoint specific moments in the past: *yesterday, last night, last week, last year, at six o'clock*, etc.

The present perfect uses expressions which describe the point at which an action started or a period of time: *this month, since 2014, for years*, etc.

**Intensifiers and adjectives**

**Usage**

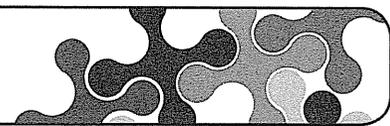
We can use intensifying adverbs with adjectives to make our English more interesting.

We use *very* with normal adjectives and *absolutely* with extreme adjectives.

We use *really* with both normal and extreme adjectives.

*very loud ✓ really loud ✓ absolutely loud X*

*very amazing X really amazing ✓ absolutely amazing ✓*



**Present perfect: affirmative and negative**

**1** Write sentences that are true for you using the present perfect.

I / write / a story  
 I've written a story. OR  
 I haven't written a story.

1 My dad / go / to Russia  
 .....

2 I / touch / a snake  
 .....

3 My friends / study / English this year  
 .....

4 I / watch / a film today  
 .....

5 My best friend / read / a Harry Potter book  
 .....

6 My mum. / fly / in a helicopter  
 .....

**for and since**

**2** Choose the correct words.

I've been here since four days / Tuesday

1 Paco has known Javier for / since ages.

2 They've felt ill since a week / last week.

3 I've loved dancing for / since I was a child.

4 Lisa's had a pet cat for / since three years.

5 We've been friends since six months / June.

6 I've played volleyball for / since 2013.

**Present perfect: questions**

**3** Correct the mistakes in bold.

Have Abdul seen this film?

~~Has Abdul seen this film?~~

1 Has ever Natalie eaten sushi?  
 .....

2 Have they went to the USA before?  
 .....

3 Janine has gone out?  
 .....

4 'Has he bought it?' 'Yes, he's.'  
 .....

5 Have you lived ever abroad?  
 .....

6 How long your uncle has been a doctor?  
 .....

**Present perfect and past simple**

**4** Complete the dialogue using the present perfect or past simple form of the verbs in brackets.

Ana Have you ever been (you / ever / go) to a food festival?

Tim No, I <sup>1</sup>..... (not). In fact, I <sup>2</sup>..... (never / hear) of a food festival!

Ana Really? My town <sup>3</sup>..... (have) a cheese festival for years! I <sup>4</sup>..... (go) to it three times.

Tim Oh! When <sup>5</sup>..... (be) the last time?

Ana Last summer.

Tim So, <sup>6</sup>..... (you / eat) a lot of cheese there?

Ana Yes, I <sup>7</sup>..... (do)! I don't think I <sup>8</sup>..... (ever / eat) so much cheese! I <sup>9</sup>..... (go) with my cousin. We <sup>10</sup>..... (have) a really good time.

Tim Good! But don't invite me next time, OK?

Ana Why not?

Tim I really hate cheese!

**Intensifiers and adjectives**

**5** Choose the incorrect word.

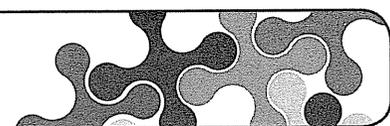
We had an really / very / absolutely amazing time.

1 The views from this window are absolutely wonderful / spectacular / nice.

2 We saw a very amazing / interesting / long programme on TV last night.

3 He was totally furious / sad / exhausted.

4 That was a completely bad / terrible / awful film.



### Present perfect simple and present perfect continuous

#### Usage

We use the present perfect simple to talk about an action that is finished.

*I've read a good book. (= I've finished it.)*

We use the present perfect continuous to talk about an action that finished very recently or might continue.

*I've been reading a good book. (= I haven't finished it and I'll continue reading it.)*

We only use stative verbs with the simple form. These include: *believe, belong, own, have (= possess), hate, imagine, know, like, love, prefer, remember, understand, want*, etc.

*I've wanted a dog for years.*

### Present perfect simple + just

#### Usage

We often use *just* with the present perfect simple.

We use it to reinforce the idea that an action has only been completed very recently. We use it in affirmative sentences and it goes between the auxiliary *has / have* and the past participle.

*They've just won the game.*

*We've just met that film star.*

### Present perfect simple + still, yet and already

#### Usage

We use *still, yet* and *already* with the present perfect simple.

We use *still* and *yet* to reinforce the idea that something hasn't changed. It is used in negative sentences and it goes before *has / have*.

*It's very late, but you still haven't done your homework.*

*I still haven't bought that new game.*

We use *yet* at the end of the sentence.

*I haven't finished my homework yet.*

We use *yet* in questions to ask if someone has done something. It goes at the end of the sentence.

*Have you finished your homework yet?*

We use *already* in affirmative sentences to emphasize that someone has done something. It goes between the auxiliary *has / have* and the past participle.

*I've already finished my homework.*

*Beth has already won the race.*

### Relative clauses

Pronoun	Used	
who	people	He's the singer who they saw at Glastonbury festival.
which	objects	This is the photo which I took in Portugal.
where	places	That's the adventure park where they went last year.

#### Usage

We use relative pronouns to show which person, object or place we are talking about. They introduce new information. Without this information, the sentence wouldn't be complete.

We use the relative pronoun *who* to show which person we are referring to.

*That's the woman who helped me with my heavy bag at the airport.*

*He's the student who was very good at windsurfing.*

*You're the person who I met on the train.*

We use the relative pronoun *which* to show which object we are referring to.

*This is the ice cream which we tried on holiday last summer.*

*Have you seen the blue T-shirt which I always wear to the beach?*

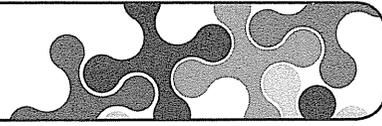
*That's the interesting travel programme which you enjoy watching.*

We use the relative pronoun *where* to show which place we are referring to.

*Here's the Italian restaurant where we had that delicious pasta.*

*This is the place where you can go climbing.*

*That's the new stadium where my favourite football team plays.*



**Present perfect simple and present perfect continuous**

- 1 Complete the sentences using the present perfect simple or continuous form of the verbs in brackets.
- I 've been reading (read) this book for ages, but I'm only on page 102.
  - 1 ..... you ..... (run)?  
You look hot and tired.
  - 2 They ..... (work) all day on that project, but it isn't finished.
  - 3 We ..... (visit) Galicia many times. Our cousins live there.
  - 4 I ..... (go) here before. I remember this place.
  - 5 How long is this film? We ..... (watch) it for three hours!
  - 6 He ..... (learn) Greek for a few weeks because he's going there on holiday.
  - 7 I ..... (buy) a new computer online. It's arriving tomorrow.

**Present perfect simple + just**

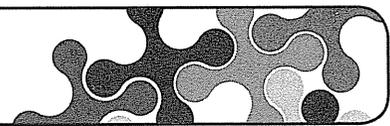
- 2 Write sentences 1–5 with *just*. Then match them to situations a–f.
- he / eat / all of the cake  
He's just eaten all of the cake! ..... c
- 1 we / go / on holiday
  - 2 she / buy / a new bike / ?
  - 3 she / say / goodbye to her boyfriend
  - 4 someone / steal / his wallet
  - 5 they / pass / the test / ?
- a Hannah looks sad.
  - b David and his friends are celebrating.
  - c Nathan feels sick.
  - d You all look very relaxed.
  - e Riley is really angry.
  - f Sandra hasn't got much money.

**Present perfect simple + still, yet and already**

- 3 Order the words to make sentences or questions. Then choose the correct meaning.
- arrived / Mark / yet / hasn't  
Mark hasn't arrived yet.
- a He's extremely late.  
b He'll be here soon.
  - 1 a / phone / bought / she's / already / new  
.....  
a She did it more quickly than we expected.  
b She took longer than we expected.
  - 2 still / film / haven't / we / seen / that  
.....  
a I may go soon.  
b Everybody else has seen it.
  - 3 has / already / finished / party / the / ?  
.....  
a That's earlier than we expected.  
b We are happy that it's ended.
  - 4 dinner / you / yet / have / made / ?  
.....  
a I hope you'll do it soon.  
b It's earlier than usual.
  - 5 still / Andy / to / I / talked / haven't  
.....  
a I'm not worried about when it happens.  
b I was going to do it earlier.

**Relative clauses**

- 4 Choose the correct words.
- Do you know anyone who / which / where has climbed a mountain?
- 1 Tell me the place who / which / where you'd most like to travel.
  - 2 The watch who / which / where I bought has already broken!
  - 3 I'd like to meet more people who / which / where enjoy adventure sports.
  - 4 Is he the man who / which / where broke the world record?
  - 5 I've got a new app on my phone who / which / where shows me fun activities in my area.
  - 6 We're going to a park who / which / where you can do a lot of hiking.



**Quantifiers**

Adjectives	Countable nouns	Uncountable nouns
The cake is too expensive. The film isn't exciting enough!	There are too many cakes. Are there enough tickets for everybody?	We eat too much meat. There's enough action in the film.

*too many / too much* = more than necessary  
*enough* = the necessary quantity  
*not enough* = not the necessary quantity  
*a lot of* = a large amount or number of something  
*a little* = not much, but enough  
*a few* = not many, but enough

**Usage**

We use *too* before adjectives.

*The novel is too long.*

We use *too many* before plural countable nouns.

*There are too many films in the competition.*

We use *too much* before uncountable nouns.

*There was too much violence in the film.*

We use *(not) enough* after adjectives.

*Lily's story isn't interesting enough.*

We use *(not) enough* before uncountable and plural countable nouns.

*Millions of children don't have enough food.*

*The film received enough awards.*

We use *a lot of* with both uncountable and plural countable nouns.

*There's a lot of information on this website.*

*There are a lot of people at this party.*

We use *a little* with uncountable nouns and *a few* with plural countable nouns in affirmative sentences.

*I like a little sugar in my coffee.*

*I always have a few books in my school bag.*

**Question tags**

We use question tags to check information. In the question tag, we use a positive verb for negative sentences.

*You aren't the new student, are you?*

We use a negative verb for affirmative sentences.

*You're the new student, aren't you?*

We use the same auxiliary verb as in the sentence.

*We can recycle this paper, can't we?*

*She can't speak German, can she?*

We use a form of *do* when there is no auxiliary verb in the sentence.

*He likes Indian food, doesn't he?*

We use modal verbs when there is a modal in the statement.

*We should practise for the show, shouldn't we?*

**Clauses of purpose**

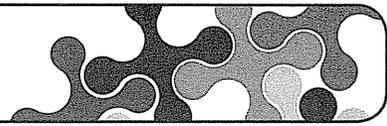
We show purpose or explain 'why' using these expressions: *to* + infinitive, *in order to* + infinitive, *so that*, and *in case*.

*You can use it to take photos.*

*He called in order to invite me to his party.*

*We saved money so that we could get married.*

*I always take my umbrella in case I need it.*



**Quantifiers**

**1** Read the situations and sentences a–c. Find and correct the sentence with a mistake.

There are five people, but we've got four burgers.

- a There aren't enough burgers.
- b** There are only a little burgers. *few*
- c There are too many people.

**1** Those jeans cost £150!

- a That's too much money.
- b** Only a few people can buy them.
- c I've got a few money, but not enough to buy them.

**2** Everyone at the party has a plate of food.

- a There aren't too much people at the party.
- b There's enough food.
- c 'How much food is there?' 'The right amount.'

**3** We've got 50 ml of milk and everyone wants some in their tea.

- a There isn't milk enough for everyone.
- b There's only a little milk.
- c There isn't a lot of milk.

**4** It's very dark in this room. We can't see anything.

- a We need a few light.
- b** There isn't enough light.
- c It's too dark.

**2** Order the words to make sentences. There is one extra word.

paper / you got / much / have / how / enough / ?  
**How much paper have you got?**

- 1** a / butter / many / in the fridge / little / there's
- 2** there / time / enough / a lot / is / ?
- 3** like / much / people / many / chocolate
- 4** are / too / enough / there / bags / many / ?
- 5** you / enough / got / haven't / few / water
- 6** noise / a lot / little / there's / outside / of

**Question tags**

**3** Add tags to make questions.

He isn't very good at singing, *is he* ?

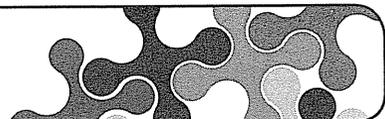
- 1** They didn't recycle the rubbish, \_\_\_\_\_ ?
- 2** She's winning the competition, \_\_\_\_\_ ?
- 3** They can't cook Chinese food, \_\_\_\_\_ ?
- 4** George has been here before, \_\_\_\_\_ ?
- 5** You won't be ready for a while, \_\_\_\_\_ ?
- 6** They don't come to this school, \_\_\_\_\_ ?
- 7** Katia loves swimming, \_\_\_\_\_ ?
- 8** Daniel can play the violin, \_\_\_\_\_ ?
- 9** They haven't got many friends, \_\_\_\_\_ ?
- 10** You used to live there, \_\_\_\_\_ ?

**Clauses of purpose**

**4** Complete the sentences with one word.

I'm turning off the lights *to* save energy.

- 1** Keep those bottles, in \_\_\_\_\_ we need them again.
- 2** She's becoming a doctor in \_\_\_\_\_ to help people.
- 3** He called \_\_\_\_\_ that he could tell me his news.
- 4** \_\_\_\_\_ order to save money, we're making the presents at home.
- 5** Keep your mobile phone with you, \_\_\_\_\_ case I need to give you a call.
- 6** There's a student council, so \_\_\_\_\_ students can make decisions about college life.
- 7** We're going to the airport \_\_\_\_\_ meet my cousin.



**First conditional with *if* and *unless***

We form the first conditional with *if* + present simple, + *will* / *won't* + infinitive without *to*. We normally use contracted forms. When the *if* clause is second, we don't need a comma. Sometimes we use *unless* instead of *if ... not*.

*If I need help, I'll call you.*

*I'll call you if I need help.*

**Usage**

We use the first conditional when we predict the result of a likely or possible situation in the future. We introduce the situation with *if* or *unless* + present simple. We use it to talk about the probable results of actions.

*If she misses the bus, she'll be late for school.*

*You won't pass your exams unless you study hard.*

***might* vs. *will***

We use *will* and *might* with the infinitive of the verb without *to*.

*We'll join the protest next week.*

*I might bring Anna.*

The negative is formed by putting *not* after *will* or *might*.

We usually contract *will not* to *won't*. We don't usually contract *might not*.

*I won't be at the meeting tomorrow.*

*Jake might not come because he's ill.*

**Usage**

We use *will* and *won't* for situations we are certain will be true in the future.

*I'll meet you outside school.*

We use *might* and *might not* for future situations that are possible but not definite.

*It might be hot at the weekend.*

***will* and *be going to***

We use *be going to* to talk about definite plans and intentions.

*I'm going to meet my friend at the concert. We're going to sit near the front.*

We use *will* for general predictions.

*I think the concert will be exciting.*

**Future continuous**

**Affirmative**

*Tomorrow at this time I'll be flying to Australia.*

**Negative**

*They won't be waiting for me at home.*

**Questions**

*Will you be staying with your uncle in Athens?*

**Usage**

We use the future continuous to describe an activity or event which we think will be in progress at a particular time in the future.

*They'll be waiting for me at the airport.*

We don't use continuous tenses with stative verbs such as *be*.

**Present simple and continuous for the future**

We use the present continuous for future plans. We use the present simple for future events which are part of a timetable.

*I'm playing basketball this evening. The match starts at 7.30.*

**Clauses of reason and cause**

We use *as* and *so* to connect the reason for or cause of an action to the action.

*I'm tired. (reason / cause) I'm going to bed. (action)*

*As I'm tired, I'm going to bed.*

*I'm tired, so I'm going to bed.*

**First conditional with *if* and *unless***

1 Complete the first conditional sentences with the correct form of the verbs in brackets and *if* or *unless*.

- 1 I'll **come** (come) out later **unless** I'm too tired.  
 1 ..... it ..... (rain) tomorrow, we'll stay inside and watch a film.  
 2 We ..... (text) you ..... we have any problems.  
 3 ..... they're too heavy, I'll ..... (carry) the bags.  
 4 She won't understand you ..... you ..... (speak) clearly.  
 5 ..... she wins the race, she ..... (be) so happy.

**might vs. will**

2 Complete the dialogue with *will*, *won't*, *might* or *might not*.

- Zac **Will** you see Aisha tonight at the café after swimming club?  
 Eli I <sup>1</sup> ..... do. I hope so. She <sup>2</sup> ..... be at swimming because she never misses it. But she <sup>3</sup> ..... come to the café afterwards. Sometimes, she goes home early.  
 Zac OK, well, if you see her, can you tell her that I <sup>4</sup> ..... be late for band practice on Thursday? I <sup>5</sup> ..... be in town all day on a school trip, and it <sup>6</sup> ..... finish after five o'clock. I can't be sure.  
 Eli No problem. I <sup>7</sup> ..... tell her.  
 Zac You <sup>8</sup> ..... forget, will you?  
 Eli Of course not!

**will and be going to**

3 Choose the correct words.

- What **will / are you going to** do for your birthday?  
 1 I'll / **am going to** study art at university.  
 2 Do you think they'll / **are going to** enjoy the film?  
 3 We'll / **are going to** fly to Paris. It's cheaper than the train.  
 4 'Dad's out late tonight.' 'He'll / **is going to** be home soon.'

**Future continuous**

4 Complete the sentences using the correct future continuous form of the verbs in the box.

do listen make not watch not work  
play talk

- At seven o'clock tomorrow evening ...  
 1 I'll **be doing** my homework.  
 1 My sister ..... on the phone.  
 2 My dad ..... dinner.  
 3 My mum ..... at the hospital because it's her night off.  
 4 I ..... to music on the radio.  
 5 My friends ..... games.  
 6 My brothers ..... TV.

**Present simple and continuous for the future**

5 Complete the sentences with one verb in the present continuous and one in the present simple.

- 1 I **'m travelling** (travel) to London tomorrow. My train **leaves** (leave) at 7.30.  
 1 School ..... (finish) in twenty minutes. We ..... (play) football after class.  
 2 We ..... (sing) in a competition. It ..... (start) on Saturday morning.  
 3 The World Cup final ..... (be) on TV on Sunday. I ..... (stay) home to watch it.  
 4 She ..... (see) the dentist on Tuesday. Her appointment ..... (be) at 11.45.  
 5 ..... (Josh / work) on Friday? No, his course ..... (start) that day.

**so**

6 Rewrite the sentences using *so*.

- I'm going to study. I want to pass my exam.  
**I want to pass my exam, so I'm going to study.**  
 1 She's lonely. She's going to call a friend.  
 2 I'm studying science. I want to be a dentist.  
 3 He's stopped playing football. He's hurt his leg.  
 4 This glass is broken. I'm throwing it away.

**can, could, be able to**

*Can, could* and *be able to* have the same form for all subject pronouns. *Can* and *could* are used with the infinitive of the verb without *to*.

**I / He / They can / could / will be able to speak French.**

**Usage**

We use *can, could, was / were able to* and *will be able to* to talk about ability in the past, present or future.

Past:

**I couldn't swim when I was very young.**

**Was he able to speak three languages by the time he was five?**

Present:

**I can speak English because I'm from the UK.**

Future:

**I won't be able to go cycling because I've lost my bike.**

**have to / need to / must / should**

*Must* and *should* each have only one form. They do not change with different subjects.

**Roger must be careful with the knife.**

~~Roger musts be careful with the knife.~~

**She should take a sleeping bag.**

~~She shoulds take a sleeping bag.~~

We use *must / should* + infinitive without *to*.

**You must listen now. They should sit here.**

~~You must to listen now. They should to sit here.~~

The negative forms of *must* and *should* are *must not* and *should not*. However, in spoken and informal written English, we use the short forms *mustn't* and *shouldn't*.

As with *must* and *should*, the main verb takes the infinitive without *to*.

**We mustn't touch this. ~~We mustn't to touch this.~~**

**You shouldn't drink that. ~~You shouldn't to drink that.~~**

**Usage**

We use *should* and its negative form *shouldn't* to give advice or say something is a good or bad idea.

**Lauren should be more hard-working.**

**We shouldn't make a lot of noise.**

We use *must* and *have to* to talk about a strong obligation – to say something is essential or a rule.

**I must be fit to go on the adventure trip.**

We often use *must* to talk about something that the speaker decides is necessary.

**You must do your homework now.**

We often use *have to* when other circumstances make something necessary.

**I have to go to the library because I need some books.**

We use *don't have to* to talk about something that it is not necessary to do.

**We don't have to clean the house because it is already clean.**

The opposite of *must* and *have to* is *mustn't*. We use *mustn't* to talk about something that is prohibited.

*Don't have to* is NOT the opposite of *must* and *have to*.

**You mustn't be late.**

**I mustn't leave the camp after dark.**

We use *need to* when we are talking about a necessity.

**We need to be quiet.**

**Jeff needs to study more.**

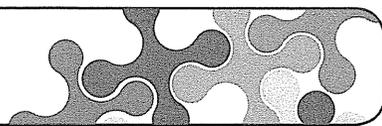
**Ordering information****Usage**

We use these discourse markers to mark the points we want to make in a speech or piece of writing.

**Firstly, ...**

**Secondly, ...**

**Lastly, / Finally, ...**



**can, could, be able to**

- Complete the sentences about ability using *can*, *could* or *be able to* and the verbs in brackets.  
He can't swim very well yet, but he's learning. (swim)  
1 I think she ..... the race next week. She's done so much training! (win)  
2 They ..... by car tomorrow. There's too much traffic on Fridays. (come)  
3 I ..... when I was four, but I learned at school. (read)  
4 I can't sing very well, but I ..... guitar. (play)  
5 My cousin ..... delicious meals when he was just a kid. (cook)  
6 Salim is deaf. He ..... anything. (hear)

**2 Choose the correct words.**

Emotional intelligence (or EI) is a very important life skill. It means that you **able / could / (can)** recognize your emotions and manage them, too. Most of us <sup>1</sup> **couldn't / can / able to** remember a time when, as a young child, we were upset, but we <sup>2</sup> **couldn't / not able / can** say why, and we <sup>3</sup> **could / won't be able to / couldn't** control our feelings. Experts say that we <sup>4</sup> **can / able to / can't** start to identify or control our own emotions until we are around five years old. Psychologists say that emotional intelligence will be extremely important to our working lives in the future. Soon, employers <sup>5</sup> **will be able to / can / won't able to** check how much EI you have. If you don't have good EI, you won't <sup>6</sup> **can / able to / be able to** get the career you want. Now, they are creating EI courses, so that we <sup>7</sup> **could / can / will be able** all improve this important skill.

**have to / need to / must / should**

- Find and correct the mistakes.  
Let's go! We ~~haven't to be~~ late. mustn't be  
1 We're playing in the final of the competition next week, so I need be fit.  
2 Should we to go to bed earlier?  
3 You don't have to be late for class.  
4 Do you must wear a uniform at your school?  
5 They should don't talk during class.  
6 Have you to do extra homework?

**4 Complete the dialogue with *must*, *mustn't*, *don't have to*, *should* or *shouldn't*.**

Joe What do I need to know about this sport?  
Max First of all, you should wear warm clothes because it's a winter game that we play outdoors. Players <sup>1</sup> ..... usually wear green, but people don't worry too much about that.  
Joe OK, and how about safety equipment?  
Max Oh, you <sup>2</sup> ..... wear that because the ball isn't hard. And the rules say that you <sup>3</sup> ..... touch another player, so it's a safe game.  
Joe Good! I'll tell my mum that she <sup>4</sup> ..... worry about me playing it, then! What else?  
Max Well, it's OK to pick up the ball and throw it, but you <sup>5</sup> ..... run with it in your hands.  
Joe And how about kicking it with your feet?  
Max Everyone can do that, except the goalies. They <sup>6</sup> ..... only use their hands.  
Joe Oh! It's very different from football, then?  
Max Yes, it is.

**Ordering information**

- Complete the adverbs to order the information.  
I agree that sports lessons are really good for students for a number of reasons. <sup>1</sup>F....., I think it's important for our health to do regular exercise. <sup>2</sup>S....., working in a team helps students to develop useful skills. And <sup>3</sup>f..... / I....., competitions can be fun for everyone.

***can / may / might / could; must / can't;***  
***perhaps***

### Usage

We use *can* for present possibility.

***You can change someone's day by being kind to them.***

We use modal verbs *could*, *may* and *might* + infinitive without *to* to talk about things that are possible in the present and the future.

***Your keys could be in the cupboard.***

***We may go to the concert, depending on the price of the tickets.***

***My mum might be at home, but I'm not sure.***

We use *can't* and *must* for deduction in the present. We use *must* when we are sure that something is true and *can't* when we are sure that something is not true.

***This can't be Leah's house. It's too big.***

***My dad must be home. His car is parked in the drive.***

Sometimes we use *perhaps* when we talk about something that is possibly true.

***Perhaps you'll win the competition!***

### Second conditional

We form the second conditional with *if* + past simple, + *would / wouldn't* + a verb without *to*. We normally use the contracted forms.

As with the first conditional, the *if* clause can come in the second half of the sentence, but we don't use a comma.

***I'd be on time if I got up earlier.***

We form information questions with the question word at the beginning of the *would* clause.

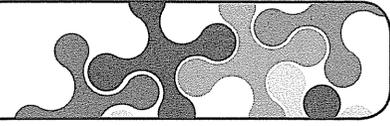
***What files would you share if you were online?***

***If you were online, what files would you share?***

### Usage

We use the second conditional to talk about the possible result of an unlikely situation.

***If I had €200, I would buy a mobile phone. (I haven't got €200, so I won't be able to buy a mobile phone.)***



**can / may / might / could; perhaps**

**1** Order the words to make sentences. There is one extra word.

this / you / can / like / might / song

**You might like this song.**

**1** be / perhaps / quite / concert tickets / expensive / can

**2** the show / tonight / see / we / not / could / may

**3** he's / might / very well / not / perhaps

**4** might / late / can / she / be / ?

**5** sad / can / perhaps / love songs / be

**6** rain / could / it'll / perhaps / tomorrow

**2** Choose the correct meaning.

He may not be at work.

**a** Perhaps he's going to stay at home tomorrow.

**(b)** It's possible that he isn't at work now.

**1** Perhaps Raquel will win the competition.

**a** It's possible that Raquel will win.  
**b** Raquel is good enough to win.

**2** They may not be ready.

**a** Perhaps they aren't ready.  
**b** It's impossible that they're ready.

**3** Jamie could be unhappy.

**a** It's possible he won't be happy in the future.  
**b** Perhaps he isn't happy now.

**4** They might love the present.

**a** Maybe they loved the present.  
**b** Perhaps they'll love the present.

**5** Perhaps he's tired at the end of the day.

**a** He may be tired after a long day.  
**b** It's possible he'll feel tired at the end of today.

**6** One person can make a big difference.

**a** One person will probably have a big effect.  
**b** It's possible for one person to have a big effect.

**Second conditional**

**3** Write two true sentences for each second conditional sentence.

If I wasn't so tired, I'd walk there.

**I'm very tired.**

**I won't walk there.**

**1** We would invite Ollie to the picnic if we had his mobile number.

**2** If my sister came home on time, Mum wouldn't get angry with her.

**3** Evan would buy that tablet if he had enough money.

**4** If you didn't work hard, you'd find maths very difficult.

**5** If Deena was more generous, we'd be friends.

**6** We'd all go out tonight if we weren't busy.

**4** Complete the second conditional sentences using the correct form of the verbs in brackets.

We **'d finish** (finish) this homework a lot faster if we **stopped** (stop) watching TV!

**1** Emma ..... (have) more friends if she ..... (be) more sympathetic.

**2** If I ..... (not have) so much work to do, I ..... (relax) a lot more.

**3** What ..... (you / do) if I ..... (tell) you a secret?

**4** If we ..... (not have to) wear a school uniform, I ..... (spend) more money on clothes.

**5** I ..... (not know) what to say if I ..... (see) my favourite celebrity.

**6** If you ..... (win) the prize, how ..... (you / celebrate)?

### Present and past passive: affirmative and negative

#### Present passive

Affirmative	Negative
I'm driven everywhere.	I'm not driven everywhere.
You're driven everywhere.	You aren't driven everywhere.
He's / She's / It's driven everywhere.	He / She / It isn't driven everywhere.
We're / You're / They're driven everywhere.	We / You / They aren't driven everywhere.

We form the present passive affirmative with the subject + present simple of *be* + past participle.  
We form the present passive negative with the subject + present simple of *be* + *not* + past participle.

#### Past passive

Affirmative	Negative
I was driven everywhere.	I wasn't driven everywhere.
You were driven everywhere.	You weren't driven everywhere.
He / She / It was driven everywhere.	He / She / It wasn't driven everywhere.
We / You / They were driven everywhere.	We / You / They weren't driven everywhere.

We form the past passive affirmative with the subject + past simple of *be* + past participle.  
We form the past passive negative with the subject + past simple of *be* + *not* + past participle.

#### Usage

We use the passive to talk about what happens to the subject of the sentence. Passive sentences emphasize the action. The action is more important than the person who does the action.

*They're invited to concerts.*

*The TV programme was made in Italy.*

### Active to passive

The object of an active sentence becomes the subject of a passive sentence.

*People paint these pictures in China. → These pictures are painted in China.*

*Jane invited Pippa to the new restaurant. → Pippa was invited to the new restaurant.*

In a passive sentence, we don't often say who carried out the action. When we do, we use *by*.

*Pippa was invited by Jane.*

### Present and past passive: questions

#### Present passive

Questions	Short answers	
	Affirmative	Negative
Am I driven everywhere?	Yes, I am.	No, I'm not.
Are you driven everywhere?	Yes, you are.	No, you aren't.
Is he / she / it driven everywhere?	Yes, he / she / it is.	No, he / she / it isn't.
Are we / you / they driven everywhere?	Yes, we / you / they are.	No, we / you / they aren't.

We form present passive questions with the present simple of *be* + subject + past participle.

#### Past passive

Questions	Short answers	
	Affirmative	Negative
Was I driven everywhere?	Yes, I was.	No, I wasn't.
Were you driven everywhere?	Yes, you were.	No, you weren't.
Was he / she / it driven everywhere?	Yes, he / she / it was.	No, he / she / it wasn't.
Were we / you / they driven everywhere?	Yes, we / you / they were.	No, we / you / they weren't.

We form past passive questions with the past simple of *be* + subject + past participle.

**Present and past passive: affirmative and negative**

**1** Are the sentences active (A) or passive (P)? Write A or P.

- My brother is loved by everyone. **P**  
 Everyone loves my brother. **A**  
 1 She was born on 1<sup>st</sup> June.  
 2 This music is playing very loudly.  
 3 The piano is played with both hands.  
 4 This room isn't cleaned every week.  
 5 They were talking all evening.  
 6 They weren't told what to do next.  
 7 We were given an hour to finish the exam.

8 My sister is really happy at university.

**2** Complete the sentences using the correct present or past passive form of the verbs.

cut not give not sell serve  
 take teach write

The dog's hair **is cut** once every two months.

- 1 These photographs ..... on holiday.  
 2 Milk ..... in this shop.  
 3 This play ..... by Shakespeare in 1595.  
 4 Italian, French and German ..... at that school now.  
 5 Dinner ..... every night at 9.00 last week.  
 6 Homework ..... on this course.

**3** Rewrite the sentences using the passive form. Add *by* where necessary.

Mrs Hughes told the joke.

The joke **was told by Mrs Hughes**.

- 1 I damaged my bike in the accident.  
 My bike .....  
 2 All the students use this library.  
 This library .....  
 3 People don't use this computer every day.  
 This computer .....  
 4 Lucas gave those presents.  
 Those presents .....  
 5 They didn't make these chairs very well.  
 These chairs .....  
 6 We play all our matches at the sports centre.  
 All our matches .....

**Present and past passive: questions**

**4** Order the words to make passive questions.

this programme / was / prizes / any / awarded / ?  
**Was this programme awarded any prizes?**

1 this / cooked / meat / was / when / ?

2 on Mondays / this / is / room / used / ?

3 much / actors / paid / how / are / ?

4 told / they / were / news / the / when / ?

5 from / film / adapted / was / the / a book / ?

6 novels / written / Cervantes / were / by / these / ?

**5** Complete the dialogue using the correct active or passive form of the verbs in brackets.

**Eva** Your room looks completely different from the last time I **visited** (visit)!

**Lola** Yes, that's because it <sup>1</sup>..... (paint) last week. And we <sup>2</sup>..... (get) new pictures for the walls, too.

**Eva** Wow. <sup>3</sup>..... (you / do) the painting? It <sup>4</sup>..... (look) amazing!

**Lola** No. It <sup>5</sup>..... (do) by a friend of the family. He <sup>6</sup>..... (do) a good job, didn't he?

**Eva** Yes. And the cushions match the colour of the walls, too!

**Lola** Ah, they <sup>7</sup>..... (not be) home-made. They <sup>8</sup>..... (buy) for my mum last year, but she gave them to me.

**Eva** Well, I hope you <sup>9</sup>..... (please) with your room. I just love it!

**Lola** Thanks – so do I. How about your room? <sup>10</sup>..... (it / decorate) often?

**Eva** No, not enough! I'm going to ask my parents about that!

## Phonetic symbols

## Vowels

/i/	happy
/ɪ/	it
/iː/	he
/æ/	flag
/ɑː/	art
/e/	egg
/ɜː/	her
/ɒ/	not
/ɔː/	four
/ʊ/	look
/juː/	you
/ə/	sugar
/ʌ/	mum
/eɪ/	day
/aɪ/	why
/ɔɪ/	noisy
/aʊ/	how
/əʊ/	go
/ɪə/	here
/eə/	wear
/ʊə/	tourist

## Consonants

/p/	pen
/b/	big
/t/	two
/d/	dog
/k/	can
/g/	good
/tʃ/	beach
/dʒ/	job
/f/	food
/v/	very
/θ/	think
/ð/	then
/s/	speak
/z/	zoo
/ʃ/	she
/z/	television
/h/	house
/m/	meat
/n/	now
/ŋ/	sing
/l/	late
/r/	radio
/j/	yes
/w/	we

## Starter unit

annoyed (adj)	/ə'noɪd/ 
ate (v)	/et, et/
buy (v)	/baɪ/ 
cereal (n)	/'sɪəriəl/
chat (v)	/tʃæt/ 
concert (n)	/'kɒnsət/ 
cook (v)	/kʊk/ 
depend (v)	/dɪ'pend/ 
do (v)	/duː/ 
<b>do my homework</b>	/,duː ,maɪ 'həʊmwɜ:k/
earlier (adv)	/'ɜːliə(r)/
evening (n)	/'iːvniŋ/ 
excellent (adj)	/'eksələnt/ 
exhibition (n)	/ekʃɪ'bɪʃn/ 
festival (n)	/'festɪvəl/ 
finish (v)	/'fɪnɪʃ/ 
funfair (n)	/'fʌnfɛə(r)/
get (v)	/get/ 
<b>get home</b>	/,get 'həʊm/
<b>get up</b>	/,get 'ʌp/
give (v)	/gɪv/ 
go (v)	/gəʊ/ 
<b>go shopping</b>	/,gəʊ 'ʃɒpɪŋ/
<b>go to bed</b>	/,gəʊ tə 'bed/
<b>go to school</b>	/,gəʊ tə 'skuːl/
<b>go to work</b>	/,gəʊ tə 'wɜ:k/
<b>have breakfast</b>	/'hæv 'brekfəst/
<b>have got (v)</b>	/'hæv gɒt/ 
headphones (n pl)	/'hedfəʊnz/
hear (v)	/'hɪə(r)/ 
hip hop (n)	-'hɪp ,hɒp/
improve (v)	/'ɪm'pruːv/ 
interview (n)	/'ɪntəvjuː/ 
later (adv)	/'leɪtə(r)/ 
leave (v)	/'liːv/ 
<b>listen to music</b>	/'lɪsn tə 'mjuzɪk/
<b>make (v)</b>	/'meɪk/ 
meal (n)	/'miːl/ 
memory (n)	/'meməri/ 
morning (n)	/'mɔːniŋ/ 
nervous (adj)	/'nɜːvəs/ 
netball (n)	/'netbɔːl/
once (adv)	/'wʌns/ 
online (adv)	/'ɒn'laɪn/
parade (n)	/'pə'reɪd/
present (n)	/'preznt/ 
professionally (adv)	/'prə'feʃənəli/
<b>relax (v)</b>	/'rɪ'læks/ 
remember (v)	/'rɪ'membə(r)/ 
<b>ride (v)</b>	/'raɪd/ 
scared (adj)	/'skeəd/ 
see (v)	/'siː/ 
smartphone (n)	/'smɑːtfəʊn/
<b>speak (v)</b>	/'spiːk/ 
straight (adv)	/'streɪt/ 
sunglasses (n pl)	/'sʌŋgləsɪz/
teach (v)	/'tiːtʃ/ 
terrible (adj)	/'terəbl/ 
<b>tidy my room</b>	/'taɪdi ,maɪ 'ru:m/
toast (n)	/'təʊst/
tournament (n)	/'tʊənəmənt/

twice (adv)	/'twɑːs/ 
typical (adj)	/'tɪpɪkl/ 
video game (n)	/'vɪdiəʊ ,geɪm/
<b>wake up (v)</b>	/'weɪk 'ʌp/ 
<b>watch videos</b>	/'wɒtʃ 'vɪdiəʊz/
weekday (n)	/'wiːkdeɪ/
weekend (n)	/'wiːk'end/ 

## Unit 1

accident (n)	/'æksɪdənt/ 
action figure (n)	/'æktʃn ,fɪɡə(r)/
amazingly (adv)	/'ə'meɪzɪŋli/
<b>app (n)</b>	/'æp/
apparently (adv)	/'ə'pærəntli/ 
approximately (adv)	/'ə'prɒksɪmətli/ 
arcade game (n)	/'ɑːkeɪd ,geɪm/
<b>baggy (adj)</b>	/'bægi/
barrel (n)	/'bærəl/
best-selling (adj)	/'best ,selɪŋ/
<b>blouse (n)</b>	/'blauz/
<b>boot (n)</b>	/'buːt/ 
celebrate (v)	/'selɪbreɪt/ 
chapter (n)	/'tʃæptə(r)/ 
check out (phr v)	/'tʃek ,aʊt/
chopsticks (n pl)	/'tʃɒpstɪks/
<b>colourful (adj)</b>	/'kʌləfəl/
<b>comic (n)</b>	/'kɒmɪk/
compete (v)	/'kɒmpɪt/ 
competitor (n)	/'kɒmpetɪtə(r)/
<b>cool (adj)</b>	/'kuːl/ 
<b>craze (n)</b>	/'kreɪz/
dark (adj)	/'dɑːk/ 
decade (n)	/'dekeɪd/ 
deck (n)	/'dek/
downstairs (adv)	/'daʊn'steɪz/ 
<b>dress (n)</b>	/'dres/ 
excitedly (adv)	/'ɪk'saɪtɪdli/
expert (n)	/'ekspɜːt/ 
explore (v)	/'ɪk'splɔː(r)/ 
<b>fad (n)</b>	/'fæd/
<b>fan (n)</b>	/'fæn/ 
fashion (n)	/'fæʃn/ 
follow (v)	/'fɒləʊ/ 
<b>follower (n)</b>	/'fɒləʊə(r)/
fork (n)	/'fɔːk/ 
fresh (adj)	/'freʃ/ 
frisbee (n)	/'frɪzbi/
<b>gadget (n)</b>	/'gædʒɪt/
<b>games console (n)</b>	/'geɪmz ,kɒnsəʊl/
generally (adv)	/'dʒenərəli/ 
handbag (n)	/'hændbæɡ/
<b>hat (n)</b>	/'hæt/ 
hero (n)	/'hɪərəʊ/ 
hit (v)	/'hɪt/ 
<b>hoodie (n)</b>	/'hʊdi/
hula hoop (n)	/'huːlə ,huːp/
incredibly (adv)	/'ɪn'kredəbli/
instruction (n)	/'ɪn'strʌkʃn/ 
interesting (adj)	/'ɪntrəstɪŋ/ 
<b>jacket (n)</b>	/'dʒækɪt/ 
<b>jeans (n pl)</b>	/'dʒiːnz/ 
journal (n)	/'dʒɜːnl/

**Clothes and adjectives**



**flat shoes**



**high-heeled shoes**



**sleeveless top**



**long-sleeved top**



**waterproof coat**



**casual**



**formal**

- knife (n) /naɪf/
- last (adv) /lɑːst/
- live (adj) /laɪv/
- obviously (adv) /'ɒbvɪəslɪ/
- opinion (n) /ə'pɪnjən/
- patterned** (adj) /'pætənd/
- period (n) /'pɪəriəd/
- plain** (adj) /pleɪn/
- playground (n) /'pleɪgraʊnd/
- pole (n) /pəʊl/
- popular (adj) /'pɒpjələ(r)/
- post** (n/v) /pəʊst/
- product (n) /'prɒdʌkt/
- purse (n) /pɜːs/
- puzzle (n) /'pʌzl/
- quick (adj) /kwɪk/
- rest (v) /rest/
- rock (n) /rɒk/
- rock 'n' roll (n) /,rɒk ən 'rɔːl/
- share (v) /ʃeə(r)/
- shirt** (n) /ʃɜːt/
- short-sleeved** (adj) /,ʃɔːt 'sliːvd/
- shorts** (n pl) /ʃɔːts/
- sink (v) /sɪŋk/
- skirt** (n) /skɜːt/
- smart** (adj) /smɑːt/
- social media** (n) /,səʊʃl 'miːdiə/
- socks** (n) /sɒks/
- solve (v) /sɒlv/
- stomach ache (n) /'stʌmək ,eɪk/
- storm (n) /stɔːm/
- style (n) /stɑɪl/
- suddenly (adv) /'sʌdnli/
- suit (v) /suːt/
- support (v) /sə'pɔːt/
- tight** (adj) /taɪt/
- top** (n) /tɒp/

- toy** (n) /tɔɪ/
- trainers** (n) /'treɪnəz/
- tweet** (n/v) /twiːt/
- valuable (adj) /'væljuəbl/
- view** (n) /vjuː/
- viral (adj) /'vaɪrəl/
- worth (adj) /wɜːθ/

**Unit 2**

- accordion (n) /ə'kɔːdiən/
- activist (n) /'æktɪvɪst/
- alpaca (n) /æl'pækə/
- amazing** (adj) /ə'meɪzɪŋ/
- anosmia (n) /æ'nɒzmiə/
- artificial (adj) /ɑːtɪ'fɪʃl/
- audio book (n) /'ɔːdiəʊ ,bʊk/
- awesome (adj) /'ɔːsəm/
- awful** (adj) /'ɔːfl/
- belong (v) /brɪ'lɒŋ/
- birth (n) /bɜːθ/
- bite (v) /baɪt/
- blind (n) /blaɪnd/
- blood (n) /blʌd/
- bowling (n) /'bəʊlɪŋ/
- brainstorm (v) /'breɪnstɔːm/
- can't stand (v) /,kɑːnt 'stænd/
- closely (adv) /'kləʊslɪ/
- colour-blindness** (n) /'kʌlə ,blaɪndnəs/
- concert pianist (n) /,kɒnsət 'piənɪst/
- connection (n) /kə'nekʃn/
- deaf (adj) /def/
- delicious** (adj) /dɪ'lɪʃəs/
- destination (n) /destɪ'neɪʃn/
- disgusting** (adj) /dɪs'gastɪŋ/
- dried (adj) /draɪd/
- durian (n) /'dʊəriən/

- educate (v) /'edʒukeɪt/
- eel (n) /iːl/
- exact (adj) /ɪg'zækt/
- exhausted** (adj) /ɪg'zɔːstɪd/
- experience (v) /ɪk'spɪəriəns/
- extraordinary (adj) /ɪk'strɔːdnri/
- extreme (adj) /ɪk'striːm/
- fancy (v) /'fænsɪ/
- fantastic (adj) /fæn'tæstɪk/
- fascinating** (adj) /'fæsnɪtɪŋ/
- feel** (n/v) /fiːl/
- flavour (n) /'fleɪvə(r)/
- flute (n) /fluːt/
- forget (v) /fə'get/
- fragrance (n) /'freɪgrəns/
- frightening (adj) /'fraɪtɪŋ/
- furious** (adj) /'fjʊəriəs/
- have a 'good ear'** /,hæv ə ,ɡʊd 'ɪə(r)/
- hearing** (n) /'hɪərɪŋ/
- hold** (v) /həʊld/
- identify (v) /aɪ'dentɪfaɪ/
- importance (n) /ɪm'pɔːtəns/
- impression (n) /ɪm'preʃn/
- incredible (adj) /ɪn'kredəbl/
- listen** (v) /'lɪsn/
- little (adj) /'lɪtl/
- look** (n/v) /lʊk/
- lose sensation** /,luːz sen'seɪʃn/
- loud (adj) /laʊd/
- material (n) /mə'tɪəriəl/
- miserable** (adj) /'mɪzrəbl/
- monument (n) /'mɒnjumənt/
- nice (adj) /naɪs/
- odour (n) /'əʊdə(r)/
- perfume (n) /'pɜːfjuːm/
- perfumery (n) /pə'fjuːməri/
- prehistoric (adj) /pri:'hɪstɔːrɪk/

Listen to the words and check your pronunciation.

## Feelings



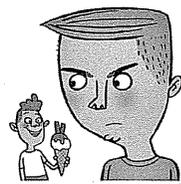
afraid



angry



anxious



jealous



surprised



proud

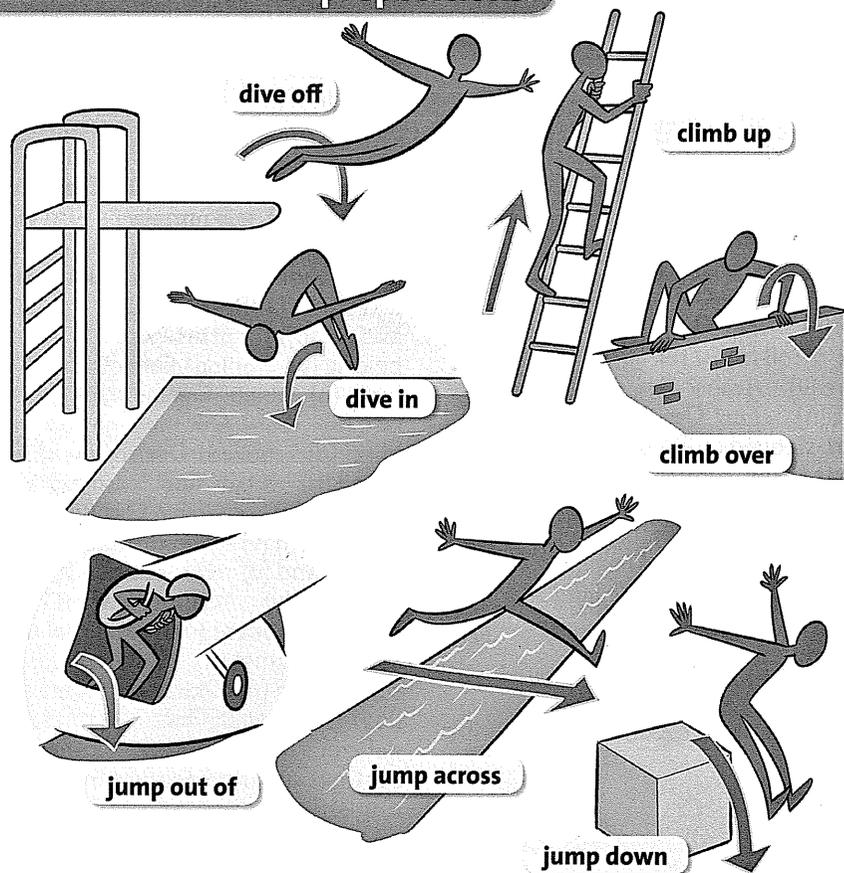
raft (n) /rɑ:ft/  
 recently (adv) /'ri:ntli/   
 recipe (n) /'resəpi/  
 remind (v) /rɪ'maɪnd/   
 respond (v) /rɪ'spɒnd/   
 result (n) /rɪ'zʌlt/   
 rollercoaster (n) /'rəʊləkəʊstə(r)/   
 rope (n) /rəʊp/   
 sad (adj) /sæd/   
 scent (n) /sent/  
 sea salt (n) /'si:,sɔ:lt, sɒlt/  
 seaweed (n) /'si:wɪd/  
 sense (n) /sens/   
 sense of smell (n) /,sens əv 'smel/  
 seriously (adv) /'sɪəriəsli/   
 sickroom (n) /'sɪkrʊ:m/  
 sight (n) /saɪt/   
 slide (n) /slaɪd/   
 smell (n / v) /smel/   
 smoked (adj) /sməʊkt/   
 sound (n / v) /saʊnd/   
 spectacular (adj) /spek'tækjələ(r)/   
 sunset (n) /'sʌnset/  
 sunshine (n) /'sʌnʃaɪn/  
 superior (adj) /su:'ɪəriə(r)/   
 taste (n / v) /teɪst/   
 tasteless (adj) /'teɪstləs/  
 terrifying (adj) /'terɪfaɪɪŋ/  
 tester (n) /'testə(r)/   
 texture (n) /'tekstʃə(r)/   
 theme park (n) /'θi:m pɑ:k/   
 tone-deafness (n) /,təʊn 'defnəs/  
 tool (n) /tu:l/   
 touch (n / v) /tʌtʃ/   
 visual (adj) /'vɪʒʊəl/   
 warmth (n) /wɔ:θ/   
 watch (v) /wɒtʃ/   
 water-slide (n) /'wɔ:tə ,slaɪd/  
 weird (adj) /wɪəd/

wonderful (adj) /'wʌndəfl/   
 wood (n) /wʊd/   
 World Heritage Site (n) /,wɜ:ld 'herɪtɪdʒ ,saɪt/  
 ,saɪt/

## Unit 3

achievement (n) /ə'tʃi:vmənt/   
 admire (v) /əd'maɪə(r)/   
 alive (adj) /ə'laɪv/   
 attach (v) /ə'tætʃ/   
 beach (n) /bi:tʃ/   
 binoculars (n pl) /bɪ'nɒkjələz/  
 board (n) /bɔ:d/   
 borrow (v) /'bɒrəʊ/   
 break (v) /breɪk/   
 busy (adj) /'bɪzi/   
 calm (adj) /kɑ:m/   
 carry on (phr v) /,kæri 'ɒn/   
 cave (n) /keɪv/  
 challenge (n) /'tʃælɪndʒ/   
 clearly (adv) /'klɪəli/   
 cliff (n) /klɪf/  
 climb (up) (v) /,klaɪm ('ʌp)/   
 cloth (n) /klɒθ/   
 coasting (n) /kəʊst'ɪərɪŋ/  
 coconut (n) /'kəʊkənʌt/  
 critic (n) /'krɪtɪk/   
 crystal clear (adj) /,krɪstl 'klɪə(r)/   
 cycle (down) (v) /'saɪkl ('daʊn)/   
 deep (adj) /di:p/   
 desert (n) /'dezət/   
 distant (adj) /'dɪstənt/   
 dive (off) (v) /'daɪv (,ɒf)/   
 dune (n) /djʊn/  
 easily (adv) /'i:zəli/   
 equipment (n) /ɪ'kwɪpmənt/   
 exotic (adj) /ɪg'zɒtɪk/  
 (water)fall (n) /'(wɔ:tə)fɔ:l/  
 FAQ (frequently asked question) (n) /,ef ,eɪ 'kju: (,frɪk wɒntli ,ɑ:skt 'kwɛstʃən/  
 feature (n) /'fi:tʃə(r)/   
 forest (n) /'fɒrɪst/   
 frightened (adj) /'fraɪnd/   
 gun (n) /gʌn/   
 hike (across) (v) /'haɪk (ə ,krɒs)/   
 hiking (n) /'haɪkɪŋ/  
 hill (n) /hɪl/   
 ice (n) /aɪs/   
 inspirational (adj) /ɪnspə'reɪʃənəl/  
 inspire (v) /ɪn'spaɪə(r)/   
 instructor (n) /ɪn'strʌktə(r)/   
 involve (v) /ɪn'vɒlv/   
 jeep (n) /dʒi:p/  
 journey (n) /'dʒɜ:ni/   
 jump (out of) (v) /'dʒʌmp (,aʊt əv)/   
 kayak (n) /'kaɪək/  
 kayaking (n) /'kaɪəkɪŋ/  
 keen (on) (adj) /'ki:n (,ɒn)/   
 kindness (n) /'kaɪndnəs/   
 lake (n) /leɪk/   
 leash (n) /li:ʃ/  
 leave (behind) (v) /,li:v (bɪ'hænd)/

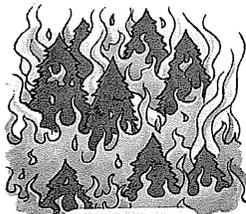
## Verbs of action with prepositions



Natural disasters



avalanche



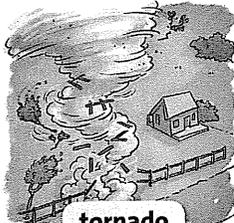
forest fire



flood



earthquake



tornado



sandstorm

- lend (v) /lend/
- lobster (n) /'lɒbstə(r)/
- maintain (v) /meɪn'teɪn/
- monkey (n) /'mʌŋki/
- mountain (n) /'maʊntən/
- mountain climbing (n) /'maʊntən ,klaɪmɪŋ/
- ocean (n) /'əʊʃn/
- online community (n) /ɒn,lain kə'mju:nəti/
- orienteering (n) /ɔ:riən'tiəriŋ/
- paddle (n) /'pædl/
- parachute jump (n) /'pærəʃu:t ,dʒʌmp/
- penguin (n) /'penɡwɪn/
- perfect (adj) /'pɜ:fɪkt/
- point (n) /pɔɪnt/
- presenter (n) /prɪ'zentə(r)/
- professor (n) /prə'fesə(r)/
- rainforest (n) /'reɪnfɔ:rist/
- river (n) /'rɪvə(r)/
- sail (around) (v) /'seɪl (ə,raʊnd)/
- sailing (n) /'seɪlɪŋ/
- scuba-diving (n) /'sku:bə ,daɪvɪŋ/
- sea (n) /si:/
- seed (n) /si:d/
- set off (phr v) /,set 'ɒf/
- shark (n) /ʃɑ:k/
- shy (adj) /ʃaɪ/
- skill (n) /skɪl/
- skydiving (n) /'skɑ:daɪvɪŋ/
- slowly (adv) /'sləʊli/
- snow (n) /snəʊ/
- stay (with) (v) /'steɪ (,wɪð)/
- stop off (phr v) /stɒp 'ɒf/
- strategy (n) /'strætədʒi/
- SUP (Stand Up Paddle-boarding) (n) /,es ,ju: 'pi: (,stænd ,ʌp 'pædl ,bɔ:diŋ)/
- surf (on) (v) /'sɜ:f (,ɒn)/
- surfing (n) /'sɜ:fɪŋ/
- technique (n) /tek'ni:k/
- underground (adv) /'ʌndəgraʊnd/
- valley (n) /'væli/

- volcano (n) /vɒl'keɪnəʊ/
- wave (n) /weɪv/
- wildlife (n) /'waɪldlaɪf/
- yacht (n) /jɒt/
- yoga (n) /'jəʊgə/

Unit 4

- affect (v) /ə'fekt/
- afford (v) /ə'fɔ:d/
- air (n) /eə(r)/
- aluminium (n) /æljə'mɪniəm/
- amount (n) /ə'maʊnt/
- ant (n) /ænt/
- automatic (adj) /ɔ:tə'mætɪk/
- autumn (n) /'ɔ:təm/
- average (n) /'ævərɪdʒ/
- battery (n) /'bætəri/
- bin (n) /bɪn/
- blow down (v) /,bləʊ 'daʊn/
- branch (n) /brɑ:ntʃ/
- carefully (adv) /'keəfəli/
- caterpillar (n) /'kætəpɪlə(r)/
- cause (v) /kɔ:z/
- concerned (adj) /kən'sɜ:nd/
- convince (v) /kən'vɪns/
- create (v) /kri'eɪt/
- damage (v) /'dæmɪdʒ/
- deal (n) /di:l/
- deal with (phr v) /'di:l ,wɪð/
- destroy (v) /dɪ'strɔɪ/
- develop (v) /dɪ'veləp/
- digital (adj) /'dɪdʒɪtl/
- Earth (n) /ɜ:θ/
- ecological (adj) /i:kə'lɒdʒɪkl/
- electronic (adj) /ɪlek'trɒnɪk/
- exchange (v) /ɪks'tʃeɪndʒ/
- extremely (adv) /ɪk'stri:mli/
- falcon (n) /'fɔ:lkən/
- farming (n) /'fɑ:mɪŋ/
- fix (v) /fɪks/
- foot (n) /fʊt/
- hi-tech (adj) /,haɪ 'tek/
- home-made (adj) /,həʊm 'meɪd/
- increase (v) /ɪn'kri:s/
- intellect (n) /'ɪntələkt/
- jackal (n) /'dʒækəl/
- jewellery (n) /'dʒu:əlri/
- marine animal (n) /mə'ri:n ,ænɪml/
- multi-functional (adj) /,mʌlti 'fʌŋkʃənəl/
- nail (n) /neɪl/
- natural (adj) /'nætʃrəl/
- natural resource (n) /,nætʃrəl rɪ'sɔ:s ,-'zɔ:s/
- noise (n) /nɔɪz/
- packet (n) /'pækɪt/
- pendant (n) /'pendənt/
- persuade (v) /pə'sweɪd/
- piece (n) /pi:s/
- planet (n) /'plænɪt/
- plant (n) /plɑ:nt/
- plastic (n) /'plæstɪk/
- pollute (v) /pə'lju:t/
- pollution (n) /pə'lju:ʃn/
- power (n) /'paʊə(r)/
- practical (adj) /'præktɪkl/
- produce (v) /prə'dju:s/
- protect (v) /prə'tekt/
- protein (n) /'prəʊti:n/
- provide (v) /prə'vaɪd/
- rating (n) /'reɪtɪŋ/
- recommend (v) /rekə'mend/
- recycle (v) /ri:'saɪkl/
- recycled (adj) /ri:'saɪklɪd/
- recycling (n) /ri:'saɪklɪŋ/
- reduce (v) /rɪ'dju:s/
- regularly (adv) /'regjələli/
- resource (n) /rɪ'sɔ:s ,-'zɔ:s/
- review (n) /rɪ'vju:/
- rubbish (n) /'rʌbɪʃ/
- run out of (v) /,rʌn 'aʊt əv/
- save (v) /seɪv/
- second-hand (adj) /,sekənd 'hænd/
- several (adj) /'sevrəl/
- shoot (v) /ʃu:t/
- simple (adj) /'sɪmpl/
- smart (adj) /smɑ:t/
- solar (adj) /'səʊlə(r)/
- solution (n) /sə'lju:ʃn/
- source (n) /sɔ:s/
- space (n) /speɪs/
- superfood (n) /'su:pəfu:d/
- Swiss army knife (n) /,swɪs 'ɑ:mi ,naɪf/
- throw away (v) /,θrəʊ ə'weɪ/
- tour (n) /tuə(r)/
- tree house (n) /'tri: ,haʊs/
- use (v) /ju:z/
- useful (adj) /'ju:sfl/
- useless (adj) /'ju:sləs/
- waste (v) /weɪst/
- waterproof (adj) /'wɔ:təpru:f/
- weight (n) /weɪt/
- wind-up (adj) /'waɪnd ,ʌp/
- world (n) /wɜ:ld/
- worried (adj) /'wʌrɪd/

Collocations with *get*

get angry



get ill



get lost



get out



get ready



get a shock



get a summer job



get wet

## Unit 5

adapt (v) /ə'dæpt/

adopt (v) /ə'dɒpt/

age group (n) /'eɪdʒ ,gru:p/

agile (adj) /'ædʒaɪl/

ahead (adv) /ə'hed/

ambitious (adj) /æm'bɪʃəs/

audition (n) /ɔ:'dɪʃn/

auto-zoom (n) /'ɔ:təʊ ,zu:m/

average (adj) /'ævərɪdʒ/

black belt (n) /'blæk ,belt/

catastrophe (n) /kə'tæstrəfi/

colonize (v) /'kɒlənaɪz/

computer coding (n) /kəm'pjʊ:tə ,kəʊdɪŋ/

connected (adj) /kə'nektɪd/

crowded (adj) /'kraʊdɪd/

definitely (adv) /'defɪnətli/

doubt (v) /daʊt/

earn money /ɜ:ɪn 'mʌni/

epidemic (n) /epɪ'demɪk/

executive (n) /ɪg'zɛkjətɪv/

get a bank account /,get ə 'bæŋk ə ,kaʊnt/

get a boyfriend / girlfriend /,get ə 'bɔɪfrɛnd, 'gɜ:lfrɛnd/

get a degree /,get ə dɪ'grɪ:/

get a driving licence /,get ə 'draɪvɪŋ ,laɪsɪs/

get a job /,get ə 'dʒɒb/

get a new hobby /,get ə ,nju: 'hɒbi/

get a pension /,get ə 'penʃn/

get a phone /,get ə 'fəʊn/

get a social media account /,get ə ,səʊʃl 'mɪdiə ə ,kaʊnt/

get involved with a charity /,get ɪn ,vɒlvd wɪð ə 'tʃærəti/

get married /,get 'mæriɪd/

get old /,get 'əʊld/

get rich /,get 'rɪtʃ/

gravity (n) /'grævəti/

have a family /,hæv ə 'fæməli/

hopefully (adv) /'həʊpfəli/

karate (n) /kə'reɪti/

life expectancy (n) /'laɪf ɪk ,spektənsi/

likely (adv) /'laɪkli/

look after yourself /,lʊk 'ɑ:ftə ʒɔ:,self/

make a million dollars /,merk ə ,mɪljən 'dɒləz/

manipulate (v) /mə'nɪpjuleɪt/

miss (v) /mɪs/

moon (n) /mu:n/

music festival (n) /'mju:zɪk ,festɪvəl/

optimistic (adj) /ɒptɪ'mɪstɪk/

piece (n) /pi:s/

process (v) /'prəʊses/

retire young /rɪ'taɪə 'jʌŋ/

robot (n) /'rəʊbɒt/

screen (n) /skri:n/

settle down /,setl 'daʊn/

simply (adv) /'sɪmpli/

spend some time abroad /,spend səm ,taɪm ə 'brɔ:d/

start up my own business /,stɑ:t ,ʌp ,maɪ ,əʊn 'bɪznəs/

survivor (n) /sə'vaɪvə(r)/

swamp (n) /swɒmp/

take some time out /,teɪk səm ,taɪm 'aʊt/

take up (phr v) /'teɪk ,ʌp/

tie yourself down /,taɪ ʒɔ:,self 'daʊn/

travel around /,trævl ə'raʊnd/

waste time /,weɪst 'taɪm/

worry (n) /'wɒri/

## Unit 6

ability (n) /ə'bɪləti/

alternative (adj/n) /ɔ:l'tɜ:nətɪv/

apply for a course /ə ,plai fər ə 'kɔ:rs/

apply for a job /ə ,plai fər ə 'dʒɒb/

apply for a position /ə ,plai fər ə pə'zɪʃn/

apprenticeship (n) /ə'prentɪsɪp/

attend college /ə ,tend 'kɒlɪdʒ/

attend school /ə ,tend 'sku:l/

attend university /ə ,tend ju:nɪ'vɜ:səti/

bay (n) /beɪ/

behave (v) /bɪ'heɪv/

bell (n) /bel/

boarding school (n) /'bɔ:dɪŋ ,sku:l/

challenging (adj) /'tʃælɪndʒɪŋ/

chance (n) /tʃɑ:ns/

conclude (v) /kən'klu:d/

construction (n) /kən'strʌkʃn/

court (n) /kɔ:t/

creative (adj) /kri'eɪtɪv/

distracted (adj) /dɪs'træktɪd/

do a course /,du: ə 'kɔ:rs/

do a degree /du: ə dɪ'grɪ:/

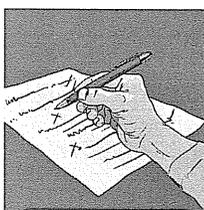
do an apprenticeship /,du: ən ə'prentɪsɪp/

do homework /,du: 'həʊmwɜ:k/

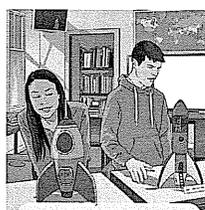
emergency (n) /ɪ'mɜ:dʒənsi/

engineering (n) /endʒɪ'nɪərɪŋ/

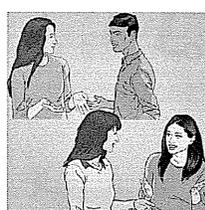
## Learning verb phrases



check answers



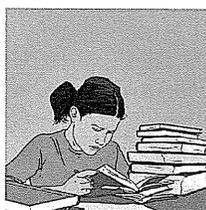
compare with each other



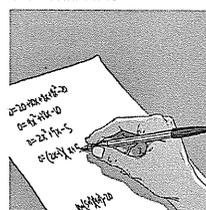
discuss in pairs



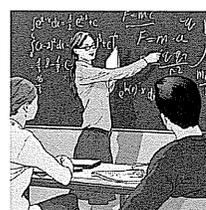
research a topic



revise for an exam



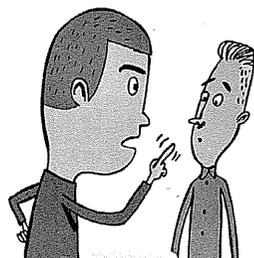
solve a problem



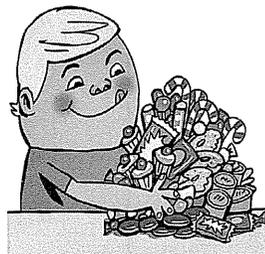
take notes

enrol in (v) /ɪn'raʊl,ɪn/  
 entertainment (n) /entə'teɪnmənt/   
 fail exams /feɪl ɪg'zæmz/   
 farm (n) /fɑ:m/   
 get a qualification /,get ə kwɒlɪfɪ'keɪʃn/   
 get a scholarship /,get ə 'skɒləʃɪp/  
 get good marks /,get ,gʊd 'mɑ:ks/   
 get into college /,get ,ɪntə 'kɒlɪdʒ/   
 get the right qualifications /,get ðə ,raɪt kwɒlɪfɪ'keɪʃnz/   
 go to lessons /,gəʊ tə 'lesnz/   
 graffiti (n) /grə'fi:tɪ/  
 helicopter (n) /'helɪkɒptə(r)/  
 historic (adj) /hɪ'stɔ:ɪk/   
 homeschooling (n) /'həʊm,sku:lɪŋ/  
 indoor (adj) /'ɪndɔ:(r)/   
 institution (n) /ɪn'stɪ'tju:ʃn/   
 IT (n) /,aɪ 'ti:/   
 journalism (n) /'dʒɜ:nə'lɪzəm/  
 kindergarten (n) /'kɪndəgɑ:tɪn/  
 law (n) /lɔ:/   
 located (adj) /ləʊ'keɪtɪd/   
 management /'mænɪdʒmənt/   
 matter (n) /'mætə(r)/   
 mixed school (n) /'mɪksɪd ,sku:l/   
 necessary (adj) /'nesəsəri/   
 nursing (n) /'nɜ:snɪŋ/   
 obey rules /ə,bɪ 'ru:lz/   
 old-fashioned (adj) /,əʊld 'fæʃnd/   
 ordinary (adj) /'ɔ:dnəri/   
 panic (v) /'pænɪk/  
 paramedic (n) /pə'ræmədɪk/  
 pass exams /,pɑ:s ɪg'zæmz/   
 passion (n) /'pæʃn/   
 performing arts (n) /pə,fɔ:mɪŋ 'ɑ:ts/   
 pilot (n) /'paɪlət/   
 pressure (n) /'prefə(r)/   
 primary school (n) /'praɪməri ,sku:l/   
 procedure (n) /prə'si:dʒə(r)/   
 prohibited (adj) /prə'hɪbɪtɪd/  
 safe (adj) /seɪf/   
 school holiday (n) /,sku:l 'hɒlədeɪ/   
 school-leaver (n) /,sku:l 'lɪrvə(r)/  
 school rule (n) /,sku:l 'ru:l/   
 school uniform (n) /,sku:l 'ju:nɪfɔ:m/   
 science (n) /'saɪəns/   
 secondary school (n) /'sekəndri ,sku:l/   
 single-sex school (n) /'sɪŋgl ,seks ,sku:l/  
 sociable (adj) /'səʊfəbl/  
 society (n) /sə'saɪəti/   
 structured /'strʌktʃəd/   
 study engineering /,stʌdi endʒɪ'nɪərɪŋ/   
 study management /,stʌdi 'mænɪdʒmənt/   
 study science /,stʌdi 'saɪəns/   
 take classes /,teɪk 'klɑ:sɪz/   
 teaching (n) /'ti:tɪŋ/ 

**Negative personal qualities**



**bossy**



**greedy**



**lazy**



**naughty**



**noisy**



**untidy**

train to be a lawyer /,treɪn tə ,bi: ə 'lɔ:jə(r)/   
 train to be a physicist /,treɪn tə ,bi: ə 'fɪzɪsɪst/  
 train to be an engineer /,treɪn tə ,bi: ən endʒɪ'nɪə(r)/   
 truth (n) /tru:θ/   
 turn down (phr v) /,tɜ:n 'daʊn/   
 unique (adj) /ju:'ni:k/   
 variety (n) /və'reɪəti/   
 wide (adj) /waɪd/ 

**Unit 7**

accuse (v) /ə'kju:z/   
 aim (n/v) /eɪm/   
 award (n/v) /ə'wɔ:d/   
 ban (n/v) /bæn/   
 belief (n) /bɪ'li:f/   
 believe (v) /bɪ'li:v/   
 boycott (n/v) /'bɔɪkɒt/  
 brave (adj) /breɪv/   
 campaign (n/v) /kæm'peɪn/   
 captivity (n) /kæp'tɪvəti/  
 character (n) /'kærəktə(r)/   
 clever (adj) /'klevə(r)/   
 confident (adj) /'kɒnfɪdənt/   
 consider (v) /kən'sɪdə(r)/   
 criminal (n) /'krɪmɪnəl/   
 desperately (adv) /'despə'reɪtli/   
 donate (v) /dəʊ'neɪt/  
 donation (n) /dəʊ'neɪʃn/  
 due (adj) /dju:/   
 eco-tour company (n) /'i:kəʊ ,tuə ,kʌmpəni/  
 effort (n) /'efət/   
 encourage (v) /ɪn'kʌrɪdʒ/   
 end (n/v) /end/ 

equally (adv) /'i:kwəli/   
 fair (adj) /feə(r)/   
 favour (n) /'feɪvə(r)/   
 generous (adj) /'dʒenərəs/   
 heroic (adj) /hə'rəʊɪk/  
 homeless (adj) /'həʊmləs/  
 honest (adj) /'ɒnɪst/   
 introduce (v) /ɪn'trə'dju:s/   
 junk food (n) /'dʒʌŋk ,fu:d/   
 kind (adj) /kaɪnd/   
 lower (adj) /'ləʊə(r)/   
 main (adj) /meɪn/   
 medical treatment (n) /'medɪkl ,tri:tmənt/   
 opportunity (n) /ɒpə'tju:nəti/   
 organized (adj) /'ɔ:gənəɪzd/   
 owner (n) /'əʊnə(r)/   
 patient (adj) /'peɪfnt/   
 personally (adv) /'pɜ:sənəli/   
 petition (n) /pə'tɪʃn/  
 power (n) /'paʊə(r)/   
 pirate (n) /'paɪrət/  
 prevent (v) /prɪ'vent/   
 prison (n) /'prɪzn/   
 progress (n) /'prɒgres/   
 proposal (n) /prə'pəʊzl/   
 propose (v) /prə'pəʊz/   
 protest (n) /'prəʊtest/   
 protest (v) /prə'test/   
 raise (v) /reɪz/   
 receive (v) /rɪ'si:v/   
 reject (v) /rɪ'dʒekt/   
 reward (n/v) /rɪ'wɔ:d/   
 serve (v) /sɜ:v/   
 sign (v) /saɪn/  
 signature (n) /'sɪgnətʃə(r)/   
 soldier (n) /'səʊldʒə(r)/ 

# WORDLIST

spontaneous (adj) /spɒn'teɪniəs/  
 spread (v) /spred/   
**supporter** (n) /sə'pɔ:tə(r)/   
 surgery (n) /'sɜ:dʒəri/   
 suspicious (adj) /sə'spiʃəs/   
**sympathetic** (adj) /sɪmpə'tetɪk/   
 tax (n) /tæks/   
**thoughtful** (adj) /'θɔ:tfʌl/  
 unemployed (adj) /ʌnɪm'plɔɪd/   
 unfortunately (adv) /ʌn'fɔ:tʃənətli/   
 victim (n) /'vɪktɪm/   
**volunteer** (n) /vɒlən'tiə(r)/  
 wallet (n) /'wɒlɪt/

## Jobs in entertainment



actor



actress



cameraman



costume designer



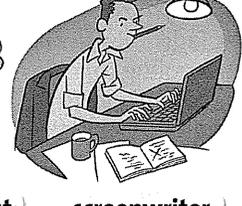
director



composer



make-up artist



screenwriter

### Unit 8

act (v) /ækt/   
**action** (n / adj) /'ækʃn/   
**actor** (n) /'æktə(r)/   
 adaptation (n) /ædæp'teɪʃn/  
**adventure** (n / adj) /əd'ventʃə(r)/   
 amazed (adj) /ə'meɪzd/   
**animation** (n / adj) /æni'meɪʃn/  
 anxiety (n) /æŋ'zaiəti/   
 awaken (v) /ə'weɪkən/  
 bet (v) /bet/   
 captain (n) /'kæptɪn/   
 classic (adj) /'klæsɪk/   
**comedy** (n / adj) /'kɒmədi/   
 contestant (n) /kən'testənt/  
**crime** (n / adj) /kraɪm/   
 direct (v) /də'rekt, dɪ-, daɪ-/   
**director** (n) /dɪ'rektə(r), dɪ-, daɪ-/   
 display (n / v) /dɪ'spleɪ/   
**drama** (n / adj) /'drɑ:mə/   
 edible (adj) /'edəbl/  
 effect (n) /ɪ'fekt/   
 entertaining (adj) /entə'teɪnɪŋ/   
 episode (n) /'epɪsəʊd/   
**fantasy** (n / adj) /'fæntəsi/   
 genre (n) /'ʒɒnrə/   
 gossip (n) /'gɒsɪp/  
**graphic novel** (n) /,græfɪk 'nɒvl/   
 guess (v) /ges/   
**horror** (n / adj) /'hɒrə(r)/   
 humour (n) /'hju:mə(r)/   
 imagination (n) /ɪmædʒɪ'neɪʃn/   
 intelligence (n) /ɪn'telɪdʒəns/   
 issue (n) /'ɪʃu:/   
 lifetime (n) /'laɪftaɪm/  
**manga** (n / adj) /'mæŋgə/  
 marry (v) /'mæri/   
 missing (adj) /'mɪsɪŋ/   
 mixture (n) /'mɪkstʃə(r)/   
**musical** (n / adj) /'mju:zɪkl/   
**mystery** (n / adj) /'mɪstri/   
 nominate (v) /'nɒmɪneɪt/  
**nomination** (n) /nɒmɪ'neɪʃn/  
 part (n) /pɑ:t/   
 premiere (n) /'premɪə(r)/  
 prince (n) /prɪns/   
 princess (n) /prɪn'ses/   
 private detective (n) /,praɪvət dɪ'tektɪv/  
 recover (v) /rɪ'kʌvə(r)/

release (v) /rɪ'li:s/   
 role (n) /rəʊl/   
**romance** (n / adj) /rəʊ'mæns/   
**science fiction** (n / adj) /,saɪəns 'fɪkʃn/   
 separate (adj) /'seprət/   
 special effect (n) /,speʃlɪ 'ɪfekt/   
 spy (n) /spaɪ/   
**star** (n / v) /stɑ:(r)/   
 suffer (v) /'sʌfə(r)/   
**thriller** (n / adj) /'θrɪlə(r)/  
 trivia (n) /'trɪviə/  
 unbelievable (adj) /ʌnbɪ'li:vəbl/  
 viewer (n) /'vju:ə(r)/   
**winner** (n) /'wɪnə(r)/   
**write** (v) /raɪt/   
 writer (n) /'raɪtə(r)/   
 zombie (n) /'zɒmbi/

### Unit 2

art gallery (n) /'ɑ:t ,gæləri/   
 cart (n) /kɑ:t/  
 cottage (n) /'kɒtɪdʒ/   
 countryside (n) /'kʌntrɪsaɪd/   
 depressing (adj) /dɪ'presɪŋ/   
 drawn (adj) /drɔ:n/   
 foreground (n) /'fɔ:graʊnd/  
 gloomy (adj) /'glu:mi/  
 haymaker (n) /'heɪmeɪkə(r)/  
 landscape (n) /'lændskeɪp/   
 meadow (n) /'medəʊ/  
 modern art (n) /,mɒdn 'ɑ:t/   
 original (adj) /ə'ɹɪdʒənəl/   
 portrait (n) /'pɔ:tret/   
 rural (adj) /'rʊərəl/   
 scene (n) /si:n/   
 scenery (n) /'si:nəri/  
 urban (adj) /'ɜ:bən/

### Unit 3

abroad (adv) /ə'brɔ:d/   
 accommodation (n) /əkɒmə'deɪʃn/   
 coordinator (n) /kəʊ'ɔ:dɪneɪtə(r)/  
 detail (n) /'di:teɪl/   
 dish (n) /dɪʃ/   
 host family (n) /,həʊst 'fæməli/   
 mirror (n) /'mɪrə(r)/   
 optional (adj) /'ɒpʃənəl/  
 vegetarian (adj) /vedʒə'teəriən/  
 wardrobe (n) /'wɔ:drəʊb/  
 water park (n) /'wɔ:tə ,pɑ:k/

### Unit 4

bar (n) /bɑ:(r)/   
 bottle (n) /'bɒtl/   
 box (n) /bɒks/   
 can (n) /kæn/   
 deodorant (n) /di'əʊdərənt/  
 headache (n) /'hedeɪk/   
 light bulb (n) /'laɪt ,bʌlb/  
 painkiller (n) /'peɪnkɪlə(r)/

## English Plus Options

### Extra listening and speaking

#### Unit 1

bargain (n) /'bɑ:gən/  
 button (n) /'bʌtn/  
 design (n) /dɪ'zaɪn/   
 fit (v) /fɪt/   
 fitting room (n) /'fɪtɪŋ ,ru:m/  
 medium (adj) /'mi:diəm/   
 sale (n) /seɪl/   
 shop assistant (n) /'ʃɒp ə,sɪstənt/  
 shopping trip (n) /'ʃɒpɪŋ ,trɪp/  
 size (n) /saɪz/   
 sleeve (n) /sli:v/   
 spot (n) /spɒt/   
 stripe (n) /straɪp/   
 till (n) /tɪl/

paracetamol (n) /pə'resɪ:təml/  
 sensitive (adj) /'sensətɪv/   
 shampoo (n) /'ʃæm'pu:/  
 soap (n) /səʊp/   
 toothpaste (n) /'tu:θpeɪst/  
 tube (n) /tju:b/   
 type (n) /taɪp/   
 washing-up liquid (n) /'wɒʃɪŋ 'lɪkwɪd/

**Unit 5**

join (v) /dʒɔɪn/   
 member (n) /'membə(r)/   
 perform (v) /pə'fɔ:m/   
 selfie (n) /'selfi/  
 show (n) /ʃəʊ/

**Unit 6**

catering (n) /'keɪtərɪŋ/   
 retail (n) /'reɪteɪl/   
 tourism (n) /'tuərɪzəm/

**Unit 7**

campaigner (n) /kæm'peɪnə(r)/  
 central (adj) /'sentrəl/   
 innocent (adj) /'ɪnəsnt/   
 march (n) /mɑ:tʃ/   
 organizer (n) /'ɔ:gənaɪzə(r)/  
 pacifist (n) /'pæsɪfɪst/  
 placard (n) /'plækɑ:d/  
 unacceptable (adj) /ʌnək'septəbl/

**Unit 8**

confusing (adj) /kən'fju:zɪŋ/   
 enemy (n) /'enəmi/   
 fight (v) /faɪt/   
 superhero (n) /'su:pəhɪərəʊ/

**Curriculum Extra****Unit 1**

bamboo (n) /bæm'bu:/  
 comfortable (adj) /'kʌmftəbl/   
 cotton (n) /kɒtn/   
 delicate (adj) /'delɪkət/   
 exist (v) /ɪg'zɪst/   
 fabric (n) /'fæbrɪk/  
 fibre (n) /'faɪbə(r)/  
 nylon (n) /'naɪlɒn/  
 polyester (n) /pɒli'estə(r)/  
 silk (n) /sɪlk/   
 smooth (adj) /smu:ð/   
 soft (adj) /sɒft/   
 suit (n) /su:t/   
 sweater (n) /'swetə(r)/   
 synthetic (adj) /sɪn'tetɪk/  
 T-shirt (n) /'ti:ʃɜ:t/  
 textile (n) /'tekstɪl/  
 tracksuit (n) /'træksu:t/  
 warm (adj) /wɔ:m/   
 water-resistant (adj) /'wɔ:tə rɪ,zɪstənt/  
 wool (n) /wʊl/

**Unit 2**

associate (v) /ə'səʊsɪət/   
 bright (adj) /braɪt/   
 complementary (adj) /kɒmplɪ'mentri/  
 harmonious (adj) /hɑ:'mɔ:nɪəs/  
 pale (adj) /peɪl/   
 pastel (adj) /'pæstl/   
 primary (adj) /'praɪməri/   
 secondary (adj) /'sekəndri/   
 vibrant (adj) /'vaɪbrənt/  
 wheel (n) /wi:l/

**Unit 3**

above (prep) /ə'ʌv/   
 below (prep) /bi'ləʊ/   
 condense (v) /kən'dens/  
 constantly (prep) /'kɒnstəntli/   
 continuous (prep) /kən'tɪnjuəs/   
 evaporate (v) /ɪ'væpəreɪt/  
 flow (v) /fləʊ/   
 gas (n) /gæs/   
 gradually (adv) /'grædʒuəli/   
 heat (v) /hi:t/   
 liquid (n) /'lɪkwɪd/   
 movement (n) /'mu:vmənt/   
 precipitation (n) /prɪ'sɪpɪ'teɪʃn/  
 rainfall (n) /'reɪnfɔ:l/  
 remain (v) /rɪ'meɪn/   
 roam (v) /rəʊm/  
 sleet (n) /sli:t/  
 solid (n) /'sɒlɪd/   
 state (n) /steɪt/   
 stream (n) /stri:m/   
 surface (n) /'sɜ:fɪs/   
 vapour (n) /'veɪpə(r)/

**Unit 4**

cocoa (n) /'kəʊkəʊ/  
 community (n) /kə'mju:nəti/   
 condition (n) /kən'dɪʃn/   
 extra (adj) /'ekstrə/   
 fairtrade (n) /'feətreɪd/  
 hurt (adj) /hɜ:t/   
 label (n) /'leɪbl/   
 pesticide (n) /'pestɪsaɪd/  
 plantation (n) /plɑ:n'teɪʃn/  
 price (n) /praɪs/   
 profit (n) /'prɒfɪt/   
 slogan (n) /'sləʊgən/

**Unit 5**

alter (v) /'ɔ:ltə(r)/   
 cell (n) /sel/   
 characteristic (n) /kærəktə'rɪstɪk/   
 chemical (n) /'kemɪkl/   
 crop (n) /krɒp/   
 determine (v) /dɪ'tɜ:mɪn/   
 disease (n) /dɪ'zi:z/   
 doubt (n) /daʊt/   
 gene (n) /dʒi:n/   
 genetic engineering (n) /dʒə'netɪk  
 ɛndʒɪ'nɪərɪŋ/   
 GMO (genetically modified organism)  
 (n) /,dʒi:'em'əʊ (dʒə'netɪkli ,mɒdɪfaɪd  
 'ɔ:gənɪzəm)/

herbicide (n) /'hɜ:bɪsaɪd/  
 nutrient (n) /'nju:trɪənt/  
 oppose (v) /ə'pəʊz/   
 overuse (n) /əʊvə'ju:s/  
 resistance (n) /rɪ'zɪstəns/   
 specific (adj) /spə'sɪfɪk/   
 weed (n) /wi:d/

**Unit 6**

badminton (n) /'bædmɪntən/  
 benefit (v) /'benəfɪt/   
 competitive (adj) /kəm'petətɪv/   
 contrast (n) /'kɒntrɑ:st/   
 cross-country (adj) /,krɒs 'kʌntri/  
 cycling (n) /'saɪklɪŋ/   
 daily (adj) /'deɪli/   
 diving (n) /'daɪvɪŋ/  
 endorphin (n) /en'dɔ:fɪn/  
 fair play (n) /,feə 'pleɪ/   
 gymnastics (n) /dʒɪm'næstɪks/  
 individual (adj) /ɪndɪ'vɪdʒuəl/   
 jumping (n) /'dʒʌmpɪŋ/   
 lifesaving (n) /'laɪfseɪvɪŋ/  
 lifestyle (n) /'laɪfstɑ:l/  
 mind (n) /maɪnd/   
 moderate (adj) /'mɒdərət/  
 motivation (n) /məʊ'tɪ'veɪʃn/   
 overweight (adj) /əʊvə'weɪt/  
 push-up (n) /'pʊʃ ,ʌp/  
 respect (n) /rɪ'spekt/   
 rounders (n) /'raʊndəz/  
 rugby (n) /'rʌɡbi/   
 running (n) /'rʌnɪŋ/   
 swimming (n) /'swɪmɪŋ/   
 vigorous (adj) /'vɪɡərəs/

**Unit 7**

accept (v) /ək'sept/   
 accurate (adj) /'ækjərət/   
 administrator (n) /əd'mɪnɪstreɪtə(r)/  
 agree (v) /ə'gri:/   
 ambition (n) /æm'bɪʃn/   
 citizen (n) /'sɪtɪzn/   
 corrupted (adj) /kə'rʌptɪd/  
 democracy (n) /dɪ'mɒkrəsi/   
 elect (v) /ɪ'lekt/   
 foreigner (n) /'fɒrənə(r)/  
 general (n) /'dʒenrəl/   
 greed (n) /gri:d/  
 lottery (n) /'lɒtəri/  
 pebble (n) /'pebl/  
 representative (n) /reprɪ'zentətɪv/   
 slave (n) /sleɪv/  
 system (n) /'sɪstəm/   
 take part (v) /,teɪk 'pɑ:t/   
 task (n) /tɑ:sk/   
 vote (n / v) /vəʊt/

**Unit 8**

alien (n) /'eɪliən/   
 attack (v) /ə'tæk/   
 author (n) /'ɔ:θə(r)/   
 background (n) /'bækgraʊnd/   
 bacteria (n) /bæk'tɪəriə/   
 escape (v) /ɪ'skeɪp/   
 influence (v) /'ɪnfluəns/

invade (v) /ɪn'veɪd/  
 legacy (n) /'legəsi/  
 narrator (n) /nə'reɪtə(r)/  
 necessity (n) /nə'sesəti/  
 Nobel Prize (n) /,nəʊbel 'praɪz/  
 orbit (n) /'ɔ:bɪt/  
 pessimistic (adj) /pesɪ'mɪstɪk/  
 plot (n) /plɒt/  
 probe (n) /prəʊb/  
 publication (n) /pʌblɪ'keɪʃn/  
 response (n) /rɪ'spɒns/  
 robotic (adj) /rəʊ'bɒtɪk/  
 scientific research (n) /saɪən,tɪfɪk  
 rɪ'sɜ:tʃ, 'ri:-/  
 situation (n) /sɪtʃu'eɪʃn/  
 sympathy (n) /'sɪmpəθi/  
 theme (n) /θi:m/

## Culture

## Unit 1

afro (n) /'æfrəʊ/  
 beard (n) /bɪəd/  
 disco (n) /'dɪskəʊ/  
 dye (n) /daɪ/  
 extension (n) /ɪk'stenʃn/  
 hairstyle (n) /'heəstɑɪl/  
 layer (n) /'leɪə(r)/  
 Mohawk (n) /'məʊhɔ:k/  
 moustache (n) /mə'stɑ:ʃ/  
 mullet (n) /'mʌlɪt/  
 punk (n) /pʌŋk/  
 shave (v) /ʃeɪvd/

## Unit 2

aroma (n) /ə'rəʊmə/  
 coastline (n) /'kəʊstlaɪn/  
 location (n) /ləʊ'keɪʃn/  
 navigate (v) /'nævɪgeɪt/  
 port (n) /pɔ:t/  
 sand (n) /sænd/  
 seaside (n) /'si:saɪd/  
 upload (v) /ʌp'ləʊd/  
 wind (n) /wɪnd/

## Unit 3

adventurous (adj) /əd'ventʃərəs/  
 bronze (n) /brɒnz/  
 expedition (n) /ɪkspə'dɪʃn/  
 gold (n) /gəʊld/  
 qualification (n) /kwɒlɪfɪ'keɪʃn/  
 section (n) /'sekʃn/  
 silver (n) /'sɪlvə(r)/  
 special needs (n pl) /,speʃl 'ni:dz/  
 volcanic (adj) /vɒl'kænɪk/

## Unit 4

car boot sale (n) /,kɑ: 'bu:t ,seɪl/  
 common (adj) /'kɒmən/  
 get rid of (v) /get rɪd əv/  
 habit (n) /'hæbɪt/  
 ideal (adj) /aɪ'di:əl/  
 item (n) /'aɪtəm/  
 negotiate (v) /nɪ'gəʊfɪeɪt/  
 pick up (phr v) /,pɪk 'ʌp/

queue (n) /kju:/  
 typically (adv) /'tɪpɪkli/  
 unwanted (adj) /ʌn'wʌntɪd/

## Unit 5

bury (v) /'berɪ/  
 capsule (n) /'kæpsju:l/  
 chalk (n) /tʃɔ:k/  
 document (n) /'dɒkjumənt/  
 logo (n) /'ləʊgəʊ/  
 marble (n) /'mɑ:bl/  
 official (adj) /ə'fɪʃl/  
 slate (n) /sleɪt/  
 ton (n) /tʌn/  
 USB stick (n) /,ju: ,es 'bi: ,stɪk/

## Unit 6

argument (n) /'ɑ:gjumənt/  
 finance (n) /'faɪnæns/  
 manufacturer (n) /mænju'fæktʃərə(r)/  
 marketing (n) /'mɑ:kɪtɪŋ/  
 media (n) /'mi:diə/  
 placement (n) /'pleɪsmənt/  
 work experience (n) /'wɜ:k ɪk,sprɪəriəns/

## Unit 7

acceptance (n) /ək'septəns/  
 contribution (n) /kɒntrɪ'bju:ʃn/  
 culture (n) /'kʌltʃə(r)/  
 founder (n) /'faʊndə(r)/  
 hideaway (n) /'haɪdəweɪ/  
 race (n) /reɪs/  
 religion (n) /rɪ'lɪdʒən/  
 self-confidence (n) /,self 'kɒnfɪdəns/  
 tolerance (n) /'tɒlərəns/  
 youth project (n) /'ju:θ ,prɒdʒekt/

## Unit 8

best-seller (n) /best'selə(r)/  
 bookworm (n) /'bʊkwɜ:m/  
 master (adj) /'mɑ:stə(r)/  
 novelist (n) /'nɒvəlɪst/  
 oral (adj) /'ɔ:rəl/  
 romantic (adj) /rəʊ'mæntɪk/  
 storytelling (n) /'stɔ:ɪtelɪŋ/  
 suitable (adj) /'su:təbl/  
 translate (v) /træns'leɪt/  
 workshop (n) /'wɜ:kʃɒp/

## Project

## Unit 2

light (adj) /laɪt/  
 must-have (n) /'mʌst ,hæv/  
 quality (n) /'kwɒləti/

## Unit 4

mainly (adj) /'meɪnli/  
 summary (n) /'sʌməri/  
 survey (n) /'sɜ:veɪ/

## Unit 6

bake (v) /beɪk/  
 food stall (n) /'fu:d ,stɔ:l/  
 profile (n) /'prəʊfaɪl/

## Unit 8

achieve (v) /ə'tʃi:v/  
 bandmate (n) /'bændmeɪt/  
 principal (n) /'prɪnsəpl/  
 slacker (n) /'slækə(r)/  
 substitute (adj) /'sʌbstɪtju:t/

## Song

## Unit 1

cute (adj) /kju:t/

## Unit 3

parachuting (n) /'pærəʃu:tɪŋ/

## Unit 5

charity (n) /'tʃærəti/

## Unit 7

allow (v) /ə'laʊ/  
 careful (adj) /'keəfl/  
 flight (n) /flaɪt/  
 get rid of /,get 'rɪd əv/  
 hunger (n) /'hʌŋgə(r)/  
 rule (v) /ru:l/  
 sympathize (v) /'sɪmpəθaɪz/  
 weapon (n) /'wepən/

**Starter unit****Talking about the past**

When did you last ... ?  
 At what age did you first ... ?  
 When was the last time that you ... ?  
 What was the last ... that you ... ?  
 What did you ... last / on ... ?

**Unit 1****Shopping for clothes**

They're a bit baggy / tight.  
 It's / They're (so) expensive / comfortable.  
 Those are cool trousers / jeans.  
 You / They look really good.  
 It isn't / They aren't really my style.  
 Why don't I / you try it / them on?  
 It / They really suit(s) you.

**Describing a specific time period in the past**

In the (fifties), ...  
 It was the decade when ...  
 In those days, ...  
 At that time, ...  
 During this decade / era, ...

**Unit 2****Making plans for free time**

I've heard (it's a bit boring).  
 It doesn't sound much fun to me.  
 What do you fancy (eating)?  
 Can't we ... ?  
 Why not try ... ?  
 I think you'll enjoy it.

**Expressing recommendations**

Don't forget to try ...  
 It's one of the most ... in the world.  
 It's quite an experience.  
 They're (all) worth seeing.  
 We're looking forward to (seeing you).

**Unit 3****Exchanging news**

I haven't seen you for ages.  
 What have you been up to?  
 Have you been doing anything special?  
 We've got (exams) all week.  
 Good luck with that.  
 It was good to see you again.

**Describing an activity**

It's a (water sport) which has become very popular.  
 It involves (standing on a board).  
 It's easy / difficult to learn.  
 When you're learning, it's best to ...  
 Check out (online communities).

**Unit 4****Comparing products**

What do you think of this / these ... ?  
 I like the ... of it / those.  
 It's a bit / much too ...  
 It's (not) as / so ... as ...  
 I much prefer that one / those ones.  
 Which one is better / cheaper?

**Advantages and disadvantages**

It's very ... to ...  
 We found it really ...  
 My only problem was that ...  
 The biggest disadvantage is ...

**Unit 5****Talking about plans**

You've got a ... ahead.  
 Don't forget you've got a ... this afternoon.  
 I've got ... today, remember?  
 Can you remind me to tell him ... , too?

**Speculating about the future**

I (don't) see myself + verb + *-ing* ...  
 I'm not 100% sure about ...  
 I wonder what ...  
 I hope ...  
 I guess that ...  
 I suppose that ...  
 I don't imagine that ...  
 Who knows ...

**Unit 6****Asking for and giving advice**

What should I do?  
 What would you do if you were me?  
 Have you spoken to (your teachers) about it?  
 Can you give me any advice?  
 Don't panic.  
 You need to (speak to someone).  
 My advice is to (get help now).

**Giving your final opinion**

All in all, ...  
 In my opinion, ...

As a result, ...  
 To conclude, ...  
 I feel / believe ...  
 So, ...

**Unit 7****Building an argument**

We believe we must (recycle our rubbish).  
 We want the government to (make it necessary everywhere).  
 This would lead to (everyone recycling their rubbish).  
 The main reason for recycling is (to save the planet).  
 It's definitely worth the effort.

**Considering all options**

People may ...  
 It's important to ...  
 I'm (not) in favour of ...  
 I'm against ...  
 However, ...  
 I would encourage everyone to ...

**Unit 8****Recommendations and preferences**

How / What about (going to the cinema)?  
 I'm a big fan (of his).  
 I don't fancy (an adventure film).  
 I'd rather see (a science fiction film).  
 You might prefer (*Beyond Mars*).  
 I'd prefer to see (something I haven't seen).  
 I'm not really into that kind of thing.

**Writing a review**

I'd like to talk about ...  
 It was written by ...  
 It was directed by ...  
 The book is about ...  
 It's a mixture of ...  
 It stars ...  
 The main character(s) is / are ...  
 The thing I liked most about ... was ...  
 All in all, I'd recommend ... to ...  
 I enjoyed ... because ...

# IRREGULAR VERBS

Infinitive	Past simple	Past participle
be /bi:/	was / were /wɒz/, /wɜ:(r)/	been /bi:n/
beat /bi:t/	beat /bi:t/	beaten /'bi:tɪn/
bite /baɪt/	bit /bɪt/	bitten /'bɪtɪn/
blow /bləʊ/	blew /blu:/	blown /bləʊn/
born /bɔ:n/	born /bɔ:n/	born /bɔ:n/
break /breɪk/	broke /brəʊk/	broken /'brəʊkən/
bring /brɪŋ/	brought /brɔ:t/	brought /brɔ:t/
buy /baɪ/	bought /bɔ:t/	bought /bɔ:t/
choose /tʃu:z/	chose /tʃəʊz/	chosen /'tʃəʊzn/
deal /di:l/	dealt /delt/	dealt /delt/
do /du:/	did /dɪd/	done /dʌn/
drive /draɪv/	drove /drəʊv/	driven /'drɪvn/
fall /fɔ:l/	fell /fel/	fallen /'fɔ:lən/
feel /fi:l/	felt /felt/	felt /felt/
forget /fə'get/	forgot /fə'gɒt/	forgotten /fə'gɒtn/
get /get/	got /gɒt/	got /gɒt/
give /gɪv/	gave /geɪv/	given /'gɪvn/
grow /grəʊ/	grew /gru:/	grown /grəʊn/
have /hæv/	had /hæd/	had /hæd/
hear /hɪə(r)/	heard /hɜ:d/	heard /hɜ:d/
hit /hɪt/	hit /hɪt/	hit /hɪt/
hold /həʊld/	held /held/	held /held/
know /nəʊ/	knew /nju:/	known /nəʊn/
lend /lend/	lent /lent/	lent /lent/
lie /laɪ/	lay /lei/	lain /leɪn/
lose /lu:z/	lost /lɒst/	lost /lɒst/
make /meɪk/	made /meɪd/	made /meɪd/
meet /mi:t/	met /met/	met /met/
pay /peɪ/	paid /peɪd/	paid /peɪd/
put /pʊt/	put /pʊt/	put /pʊt/
ride /raɪd/	rode /rəʊd/	ridden /'rɪdn/
run /rʌn/	ran /ræn/	run /rʌn/
see /si:/	saw /sɔ:/	seen /si:n/
sell /sel/	sold /səʊld/	sold /səʊld/
shoot /ʃu:t/	shot /ʃɒt/	shot /ʃɒt/
spend /spend/	spent /spent/	spent /spent/
steal /sti:l/	stole /stəʊl/	stolen /'stəʊlən/
swim /swɪm/	swam /swæm/	swum /swʌm/
throw /θrəʊ/	threw /θru:/	thrown /θrəʊn/
wake /weɪk/	woke /wəʊk/	woken /'wəʊkən/
wear /weə(r)/	wore /wɜ:(r)/	worn /wɔ:n/
win /wɪn/	won /wʌn/	won /wʌn/

## The right mix for every lesson

The English Plus second edition Workbook provides plenty of carefully planned practice to build students' confidence whatever their ability, and also includes access to the Workbook audio and online Practice Kit.

### Growing confidence through practice

- Six pages of additional practice per unit of the Student's Book
- All core unit exercises at three levels of difficulty
-  **NEW** Workbook listening activities allow students to listen at their own pace
- Two-page review after every unit with self-assessment
- Regular cumulative reviews of language and skills
- Language focus reference with additional practice exercises

### Giving students more through the **NEW** online Practice Kit

- Content carefully aligned to CEFR levels and suitable for self-study
- Consolidation and extension activities cover core grammar and vocabulary and further develop the four key skills
- Extra functional videos, vox pops and animations to engage students' interest
- Exercises are automatically marked with instant feedback, saving you time, and providing additional motivation for students



Workbook audio and Practice Kit at:  
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### English Plus second edition components:

- Student's Book
- Workbook with access to Practice Kit and Workbook audio
- Teacher's Book with Teacher's Resource Disk and access to Practice Kit and Workbook audio
- Class Audio CDs
- DVD
- iTools