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English Plus

3

Student's Book

Second edition

OXFORD

UNIT	VOCABULARY	LANGUAGE FOCUS
Starter Unit	p4 Routines <i>cook, do my homework, finish school, etc.</i>	p5 Present simple and present continuous

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1 Fads and fashions	p8–9 Popular interests <i>fad, craze, social media, etc.</i> Key phrases: Talking about free time and interests	p10 Crazes Vocabulary plus: <i>generally, obviously, amazingly, etc.</i>	p11 <i>used to</i>	p12 Fashion <i>baggy, blouse, boots, etc.</i> Study strategy: Listening for specific information

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2 Sensations	p18–19 Senses <i>hearing, sight, smell, etc.</i> Key phrases: Talking about likes and dislikes	p20 The importance of smell Vocabulary plus: <i>odour, scent, perfume, etc.</i>	p21 Present perfect: affirmative and negative; <i>for</i> and <i>since</i> Study strategy: Learning irregular verbs	p22 Sensations and experiences <i>delicious, disgusting, wonderful, etc.</i>
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3 Adventure	p28–29 Natural features <i>valley, river, mountain, etc.</i> Key phrases: Talking about preferences	p30 An epic adventure Vocabulary plus: <i>set off, leave behind, stop off, etc.</i>	p31 Present perfect simple and present perfect continuous Pronunciation: /æ/ and /ə/	p32 Extreme adventures <i>jump out of, parachute down, sail around, etc.</i> Study strategy: Learning through English
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VOCABULARY AND LISTENING

LANGUAGE FOCUS

p6 Irregular past simple verbs
saw, ate, went, etc.
Key phrases: Talking about the past

p7 Past simple; object and subject questions

LANGUAGE FOCUS

SPEAKING

WRITING

ENGLISH PLUS OPTIONS

p13 Past continuous; Past simple and past continuous

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p15 A fact file
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p23 Present perfect: questions; Present perfect and past simple

p24 Planning free time
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p90 **Extra listening and speaking:** Planning a trip abroad
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p43 Question tags
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p44 Comparing products
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p63 *have to / need to / must / should*
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p93 **Extra listening and speaking:** Talking about summer jobs
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p83 Present and past passive: questions

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p85 Film or book review
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p103 **Curriculum extra:** Literature: *The War of the Worlds*
p111 **Culture:** Book days
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Starter unit

VOCABULARY • Routines

I can talk about routines and say when I do things.

- 1 Study the phrases in the box. Which of these things do you do every day? What other things do you do in a typical day?

cook do my homework finish get home
get up go shopping go to bed go to school
go to work have breakfast listen to music
relax tidy my room wake up watch videos

- 2  1.02 Complete the interviews using the correct form of the verb phrases in exercise 1. Then listen and check.

Kate Excuse me. I'm asking people about their morning routines. Have you got a minute?

Dylan Yes, sure.

Kate What are you doing in town this morning?

Dylan I'm looking for a present for my mum.

Kate Do you always ¹..... on Saturday mornings?

Dylan No, I don't. I normally play football, but I'm not playing this morning.

Kate Oh, right. What time do you ²..... in the morning?

Dylan It depends. My mum usually ³..... me at seven o'clock, before she ⁴.....

Kate Do you ⁵.....?

Dylan Yes, I have some cereal or toast. Then my sister and I ⁶.....

Kate What time do you start school?

Dylan I start school at nine.

Kate Thanks for your help! Have a good day.

- 3 Look at the words in blue in the dialogues in exercise 2. Where do adverbs of frequency go in a sentence? Think of more adverbs.

Remember!

on Mondays / on Tuesday evenings
on weekdays
at the weekend / at night / at (about) seven o'clock
in the morning / in the afternoon / in the evening
once or twice a day / week / month
every Saturday

- 4  USE IT! Work in pairs. Ask and answer questions to compare your daily routines. Use time expressions, adverbs of frequency and the words and phrases in exercises 1 and 2. Are your routines similar?

What time do you get up?

I usually get up at seven o'clock on weekdays. I get up later at the weekend.

- 5  USE IT! Use the information about your partner in exercise 4 to write a paragraph about their daily routine.

Kate Hello. Do you have a minute to answer some questions? I'm asking people about how they spend their evenings.

Lucy OK.

Kate Do you usually go home straight after school?

Lucy Usually, yes. I ⁷..... school at four and I like to ⁸..... when I ⁹..... Then I can relax in the evening.

Kate How do you ¹⁰.....? I see you've got some headphones. Do you ¹¹.....?

Lucy Yes, I like hip hop. I also go on my laptop and chat online or ¹².....

Kate Do you help at home much after school? Does someone ¹³..... and cook your meals?

Lucy I don't often tidy my room. My mum does it. My dad always ¹⁴..... dinner and I sometimes help him.

Kate And what time do you ¹⁵.....?

Lucy Around ten o'clock. Sometimes a bit earlier if I'm tired.

Kate OK, great. Thanks very much.



S

LANGUAGE FOCUS • Present simple and present continuous

I can talk about repeated actions and things happening now.

1 Study sentences 1–5 from the interviews on page 4. Then answer questions a–d.

- 1 I'm asking people about their morning routines.
- 2 I'm looking for a present for my mum.
- 3 I start school at nine.
- 4 I have some cereal or toast.
- 5 You've got some headphones.

- a Which sentences are present simple and which are present continuous?
- b Which sentences refer to actions happening now?
- c Which sentences refer to repeated actions?
- d Which sentence contains a verb that we can't usually use in the present continuous?

2 Write the negative forms of sentences 1–5 in exercise 1.

3 Read the interviews on page 4 again. Find examples of:

- 1 negative forms of the present simple and present continuous.
- 2 question forms of the present simple and present continuous.
- 3 third person singular forms of the present simple.

4 Order the words to make present simple and present continuous sentences. There is one extra word in each sentence.

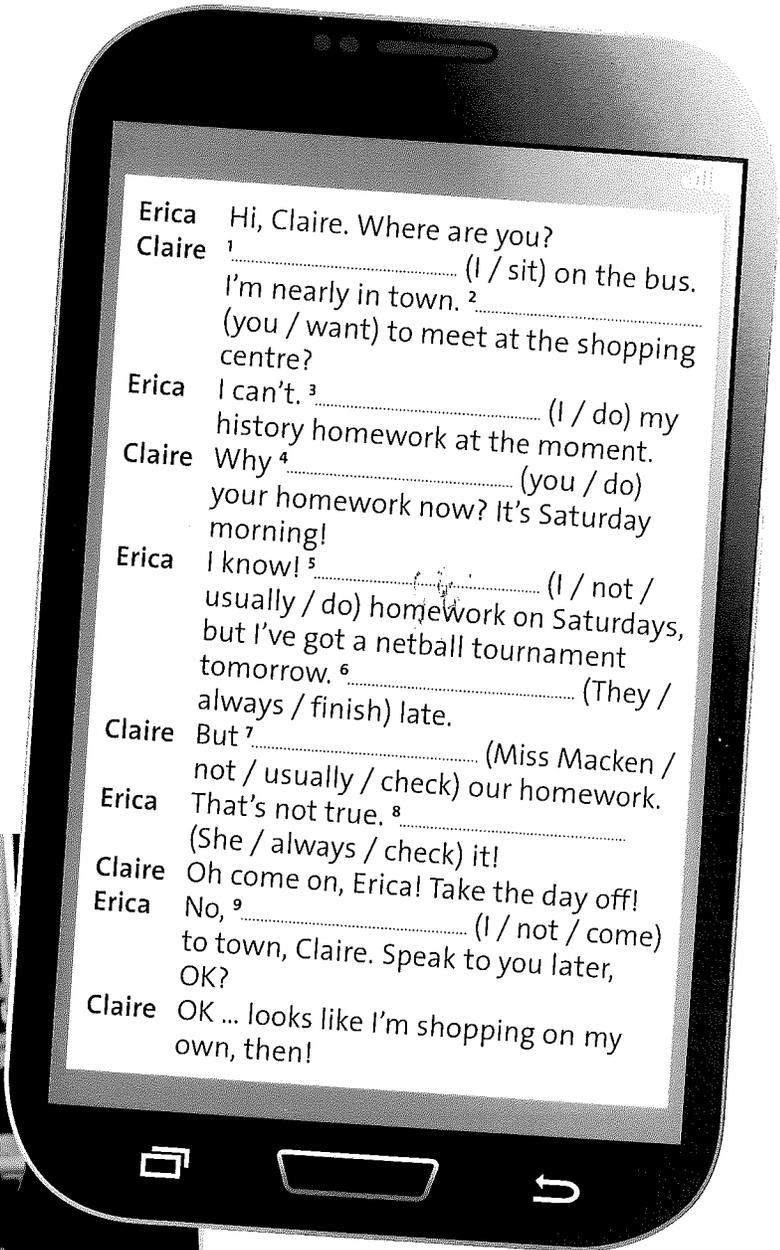
- 1 what / time / you / are / do / leave / house / the / ?
- 2 her / does / shopping / with / brother / she / is / ?
- 3 now / not / I'm / watching / TV / have
- 4 Sarah / school / to / where / go / going / does / ?
- 5 like / likes / your / does / football / sister / ?
- 6 she / room / doesn't / her / tidy / isn't

5 Complete the phone conversation on the right using the correct present simple and present continuous forms of the verbs.

6 Work in pairs. Match 1–8 with a–h. Then ask and answer the questions with your partner.

- | | |
|----------------|--------------------------|
| 1 What are | a you sitting next to? |
| 2 Where does | b the lesson finish? |
| 3 Who are | c you usually get up? |
| 4 Why are | d you feeling today? |
| 5 How are | e you doing now? |
| 6 How often do | f you studying English? |
| 7 What time do | g your best friend live? |
| 8 When does | h you play sport? |

7 USE IT! Work in pairs. Write another six questions using the question words in blue in exercise 6. Then ask and answer the questions with your partner. What do you both have in common? What are the differences?



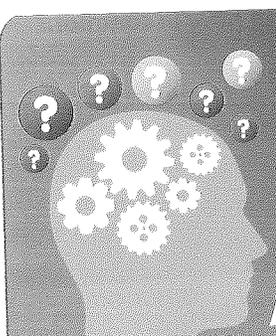
S VOCABULARY AND LISTENING • Irregular past simple verbs

I can ask and answer questions about memories.

1 **1.03** Complete the table with the infinitive and past simple forms of the verbs in blue in the quiz. Then listen and check.

Infinitive	Past simple
see	saw

2 Do the quiz. Compare your scores with a partner. Who has got the best memory?



How GOOD is your MEMORY?

- 1 What was the last film that you saw?
- 2 When was the last time that you ate in a restaurant?
- 3 When did you last go to a circus or a zoo?
- 4 Where and when did you first ride a bike?
- 5 Who taught you English at primary school?
- 6 How old were your parents on their last birthdays?
- 7 What was the last music that you heard?
- 8 When did you last make something to eat?
- 9 What mark did you get in your last English exam?
- 10 At what age did you first have a mobile phone?
- 11 What did you do on your last birthday?
- 12 Who spoke to you first at school today?
- 13 Who did you speak to last before you left home this morning?
- 14 How many people gave you presents last New Year? What were they?
- 15 How many people did you buy presents for last New Year? What were they?

3 **1.04** Listen to five short dialogues about some other memories and complete the key phrases.

KEY PHRASES

Talking about the past

When did you last ¹.....?

At what age did you first ².....?

When was the last time that you ³.....?

What was the last ⁴..... that you ⁵.....?

What did you ⁶..... last ⁷.....?

4 **1.04** Listen again. Write down the answers to the questions in the key phrases.

5 **USE IT!** Work in pairs. Ask and answer questions using the verbs in exercise 1 and the question words in the box.

How much What Where Who Why

Did you watch a film last night?

Yes, I did.

What did you watch?



KEY

How many things did you remember?

0-5 What a terrible memory you've got! Eat well, exercise and get a good night's sleep to improve it.

6-10 Not bad, but you could do more to improve your memory.

11-15 Well done! You've got an excellent memory.

S LANGUAGE FOCUS • Past simple • Object and subject questions

I can talk about what I did in the past.

Past simple

1 Complete sentences 1–5 with the words in the box. Then answer questions a–c.

bought did didn't started wasn't

- 1 I scared, but I was nervous.
- 2 I some new sport clothes.
- 3 I see you at the sports centre.
- 4 What you do last weekend?
- 5 She to sing professionally when she was only six.

- a Which of the verbs in the box are regular and which are irregular?
- b How do we form the past simple of regular verbs?
- c Which verbs do we use to form questions and negatives?

2 Complete the interview using the correct past simple form of *be*.

Dan How old ¹ you when you moved to France?

Joe I ² four or five. I lived with my mum and my older brother and sister. My dad travelled a lot. He ³ at home much.

Dan ⁴ your brother and sister happy to live in France?

Joe No, they ⁵ They ⁶ lonely because their friends ⁷ all in England.

Dan ⁸ it a happy time?

Joe No, it ⁹ a happy time for my brother and sister. But it ¹⁰ a great time for me!

3 Write sentences that are true for you using the past simple and the ideas in 1–6. Add a second sentence for each one giving extra information.

(go) to a football match last year

I went to a football match last year. It was between Dynamo Kyiv and Galatasaray.

- 1 (watch) a good TV programme last night
- 2 (listen) to music yesterday
- 3 (meet) friends on Sunday
- 4 (do) homework yesterday
- 5 (play) video games this morning
- 6 (ride) a bicycle last week

Object and subject questions

4 Study the object and subject questions below. Then find two more examples of each question in the memory quiz on page 6.

Object questions

Question word + auxiliary verb (*do / does / did*) + subject + main verb:

Who did you visit? I visited my aunt.

(The question word refers to the object.)

Subject questions

Question word + main verb:

Who visited you? My grandfather visited me.

(The question word refers to the subject.)

5 Write object or subject questions using the past simple.

- 1 Who (buy) a present for Rachel?
- 2 What (they / get) her?
- 3 How many people (go) to her party?
- 4 Who (you / meet) there?
- 5 Why (you / leave) early?

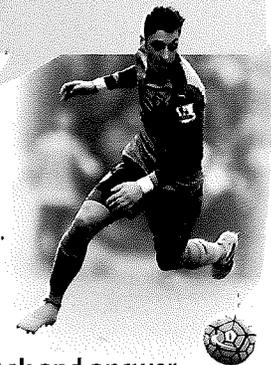
6 Read Ed's text message. Then write questions for answers 1–5. Use *Who* and *How many*.

Kyle told Lucy about the football match and they came with me. Kyle bought the tickets and they met me at the ground. There were 70,000 people at the match. Mesut Özil scored two goals.

Kyle told her.

Who told Lucy about the match?

- 1 Kyle, Lucy and Ed went.
- 2 Kyle bought them.
- 3 Kyle and Lucy met Ed there.
- 4 There were 70,000 people.
- 5 He scored two.



7 USE IT! Work in pairs. Ask and answer questions about the events in the box. Use both subject and object questions.

concert exhibition festival funfair parade

What was the last event you went to?

It was a funfair last September.

Who told you about the funfair?

1 Fads and fashions

VOCABULARY • Popular interests

I can talk about popular interests, activities and fashions.

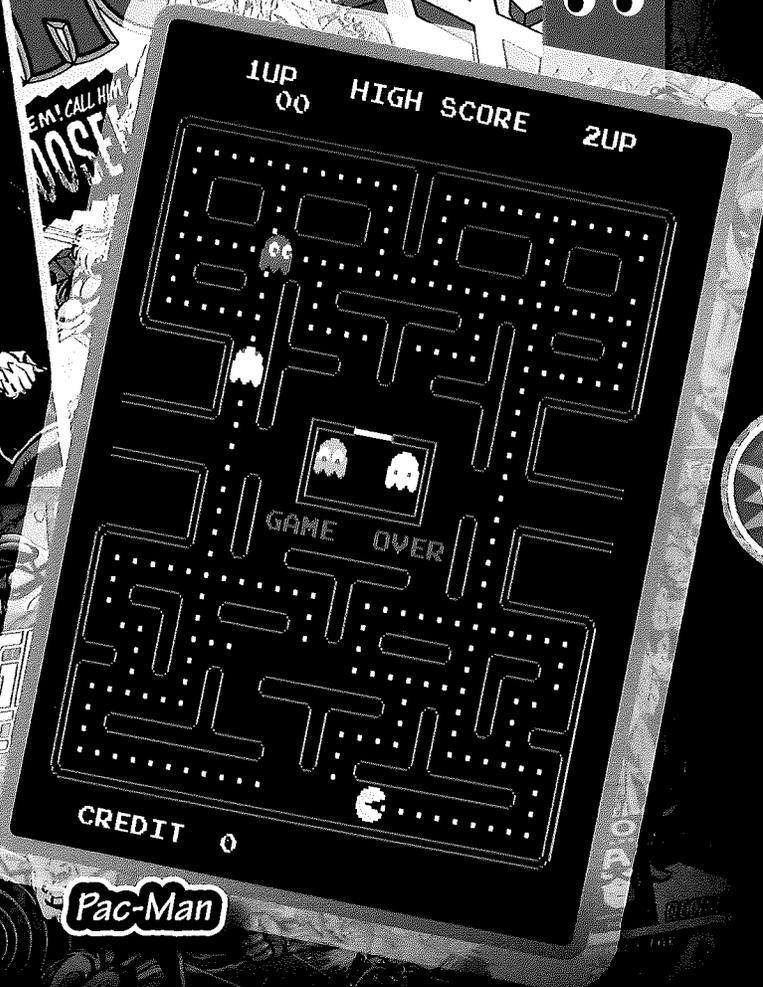
- ✿ Extra listening and speaking p88
- ✿ Curriculum extra p96
- ✿ Culture p104
- ✿ Song p116

THINK! What's in fashion at the moment?
What songs, films and games are popular?

- 1 Check the meanings of the words in the box.
Then work with a partner and do the quiz.

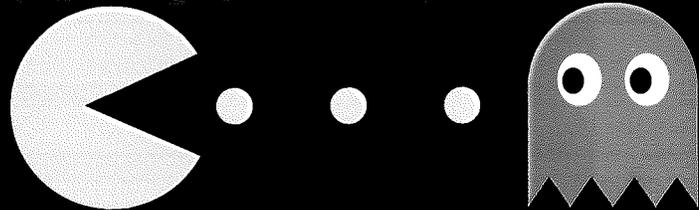
app comic craze fad fan follower
gadget games console post (n, v)
social media toy tweet (n, v) views

- 2  1.05 Listen and check your answers to the quiz. Which answer surprised you the most?



Let's go

- 1 A fad or craze is an activity which becomes very popular for a short time. Which of these crazes came from Japan?
a Loom bands **b** Pokémon
c Beanie Babies
- 2 When a lot of people 'like' and share a photo or video on social media, it gets a lot of ...
a likes **b** views **c** looks
- 3 Comics and action figures can become quite valuable. What's the first *Marvel* comic worth now, approximately?
a \$370 **b** \$3,700
c \$370,000
- 4 iPods are small gadgets that you can play music on. They became popular around ...
a 1995 **b** 2008
c 2016



Loom bands

Beanie Baby

craze-y!

5 Fans on social media look at their favourite celebrity tweets and posts. Which footballer was the first to get 100 million Facebook followers?

- a Cristiano Ronaldo
- b Lionel Messi
- c David Beckham

6 Before games consoles like PlayStation 4 and Xbox One, there were arcade games. Which arcade game had a hungry yellow hero?

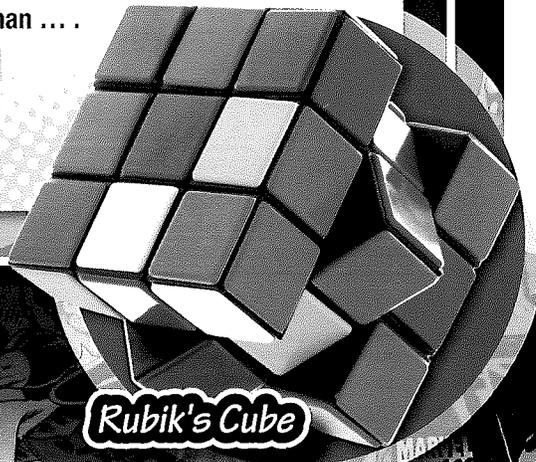
- a Pac-Man
- b Cat-Man
- c Bat-Man

7 Which is the best-selling game app of all time?

- a Tetris
- b Angry Birds
- c Minecraft

8 The Rubik's Cube is the best-selling toy in history. 'Speedcubers' are experts with the cube and the fastest time to solve the puzzle is less than ...

- a 5 seconds
- b 5 minutes
- c 5 hours



3 Watch or listen to five people talking about their interests. Which of the topics in the box do they talk about? Which speaker spends a lot of money on his / her interest?



- comics
- fashion
- gadgets
- games
- music
- social media
- sports

4 Study the key phrases. Then watch or listen again. Correct one word in each phrase.

KEY PHRASES

Talking about free time and interests

- 1 Are you into games? sports
- 2 Are you interested in clothes?
- 3 Do you spend much money on music?
- 4 Do you follow anyone on Instagram?
- 5 What kind of music are you into?
- 6 Do you spend any time playing them?
- 7 I'm a big comics fan.
- 8 I'm not into fashion.
- 9 I'm not mad about games.

5 USE IT! Work in pairs. Ask and answer questions about the topics in exercise 3. Use the key phrases. Tell the class what your partner's favourite interest is.

Do you spend much money on comics?

No. I'm not crazy about them. Are you into music?

Finished?

Use the key phrases to write a questionnaire for your class about their free time and interests.

1

READING • Crazes

I can identify the purpose of a text.

THINK! How do crazes start? Who can make money from them?

CRAZY CRAZES

An interview with Miley Jones,
an expert on the history of crazes

HOW DO CRAZES START?

Well, crazes generally interest us when we're young, and they often start in the playground. We see someone doing something fun and obviously we want to be part of the crowd.

WHAT WAS THE STRANGEST CRAZE YOU DISCOVERED?

Pole-sitting, probably. It started in 1924 when Alvin Kelly sat on a pole for thirteen hours. Amazingly, it became a popular hobby, and people used to go and watch some of the best pole-sitters. The record was twenty-one days.

THAT IS CRAZY! HOW DO CURRENT CRAZES DIFFER FROM PAST CRAZES?

Things like toys and card-collecting used to be popular. But crazes now often start online, when people see funny ideas for photos or videos on social media and they copy them.

IS THAT HOW CRAZES BECOME SO POPULAR SO QUICKLY?

Absolutely! In our digital age, things can go viral and become a craze very quickly. Before, people didn't use to have smartphones, but now we can post online games scores or photos immediately.

WHAT'S YOUR FAVOURITE CRAZE OF ALL TIME?

My favourite is pet rocks. In the 1970s, an American called Gary Dahl started selling small rocks from a beach as the perfect pet. Each pet rock came in a special box with instructions.

DID PEOPLE REALLY USE TO BUY PET ROCKS?

Yes, they did. Apparently, he sold millions of them and became incredibly rich. No one really knows what the next craze will be.

1 Read the interview with an expert on crazes. What is the purpose of the article?

- a to give information
- b to sell digital products
- c to help people start a new craze

2  1.07 Read and listen to the interview again. Write questions for answers 1–6.

- 1 In 1924. (When?)
- 2 For thirteen hours.
(For how long?)
- 3 On social media. (Where?)
- 4 He sold pet rocks. (What?)
- 5 In a special box. (What did?)
- 6 Millions. (How many?)

3 **VOCABULARY PLUS** Use a dictionary to check the meaning of the words in blue in the text. For more practice go to page 12 in the Workbook.

4  **USE IT!** Work in groups. Say what you think of the crazes in the interview. Take a vote on which is the silliest, the strangest and the most fun.

1 LANGUAGE FOCUS • *used to*

I can talk about past habits and states.

- 1 Study the sentences from the interview on page 10. Then choose the correct answers to complete the rules.

People used to go and watch some of the best pole-sitters.

Before, people didn't use to have smartphones.

Did people really use to buy pet rocks?

RULES

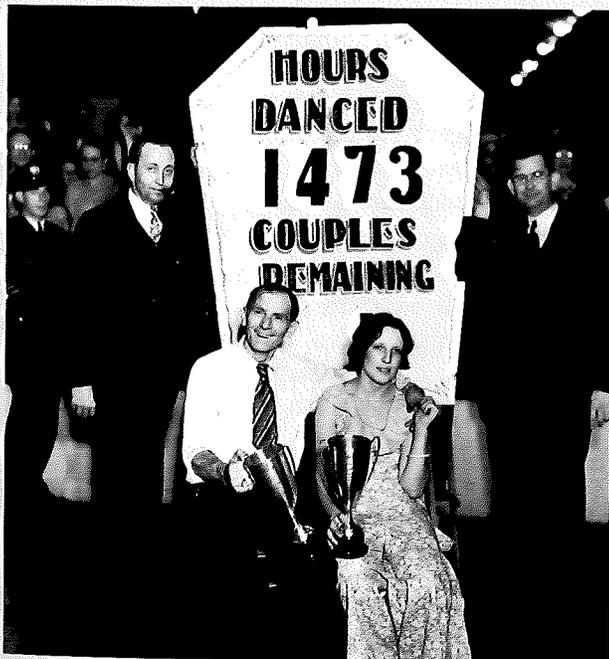
- 1 We use *used to* + infinitive when we talk about a regular action or state in the past which we **do / don't do** now.
- 2 The negative form is *didn't use to / didn't used to*.
- 3 The question form is *Did ... use to / Did ... used to*.

- 2 Complete the online article with the words in the box.

didn't to use used used

HOME ABOUT CONTACT ARCHIVES

In the 1920s, dance marathons *used to* be popular in the USA. People ¹..... to compete for prizes in competitions which lasted for weeks. People ²..... use to dance perfectly all the time, but they always moved their feet. And they didn't ³..... to dance twenty-four hours a day. They rested for fifteen minutes every hour. The competitors used ⁴..... eat twelve times a day for energy.



- 3 Look at the pictures of Michael in the past and Michael now. Use the ideas in 1–6 to write sentences about his life ten years ago. Use affirmative and negative forms of *used to*.

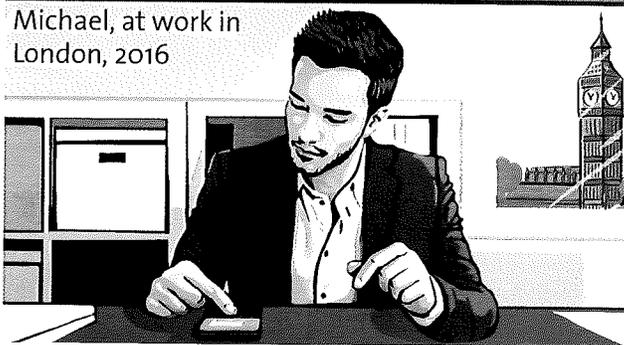
live in London

He didn't use to live in London.

Michael,
at home in
New York,
2006



Michael, at work in
London, 2016



- | | |
|---------------------|-------------------------|
| 1 work in an office | 4 wear smart clothes |
| 2 have longer hair | 5 wear glasses |
| 3 live in the USA | 6 like playing Nintendo |

- 4 USE IT! Write true and false sentences about your past habits. Use affirmative and negative forms of *used to* and the words in the box.

be be interested in cry go
have like play watch

I used to watch cartoons with my sister when I was little.

Work in pairs. Read out your sentences. Guess whether your partner's sentences are true or false.

I used to watch cartoons with my sister when I was little.

What cartoons did you use to watch?

Spongebob Squarepants.

I think that's true!

Finished?

Write questions to ask a partner about his / her past habits using *Did you use to ... ?* and the categories in exercise 3 on page 9.

1

VOCABULARY AND LISTENING • Fashion

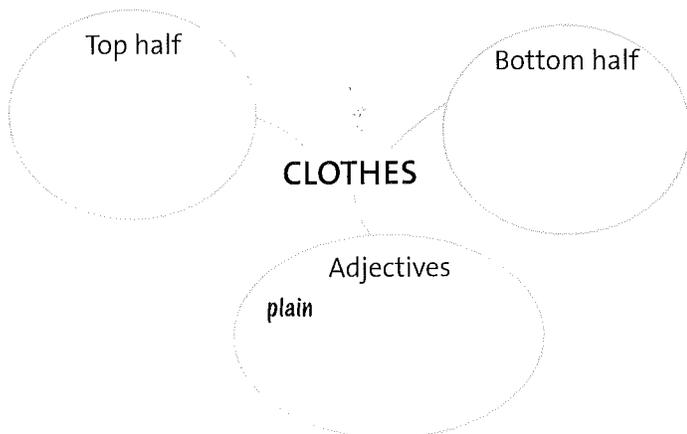
I can give and understand descriptions of people's clothes.

THINK! Do you think that you can identify someone's personality or interests by the clothes they wear? Why / Why not?



- 1 Copy and complete the word-web with the words in the box.

baggy blouse boots colourful cool dress
hat hoodie jacket jeans patterned plain
shirt short-sleeved shorts skirt smart
socks tight top trainers trousers



- 2 **1.08** Listen and check your answers to question 1. Think of more words to add to the web.
- 3 **Work in pairs.** Use the words in exercise 1 to describe the clothes of people in photos A–C. Where are they?

- 4 **1.09** Listen to Sam talking to his friend Chloe about his holiday. Put photos A–C in the order you hear them.

STUDY STRATEGY

Listening for specific information

When you need to listen for answers to specific questions, it helps to read the questions carefully and underline the important words.

- 5 **1.09** Read the study strategy. Listen again and answer the questions.
- 1 What country did Sam visit?
 - 2 Who did Sam and his sister visit there?
 - 3 Which person in the photo is Yuki?
 - 4 Which person in the photo is Satomi?
 - 5 What type of restaurant did they go to?
 - 6 Did Sam have a good holiday?
- 6 **USE IT!** Work in pairs. Choose a photo of a person from anywhere in this book and write a description of their clothes. Read the description to your partner. Can they guess which person you chose?

This person is wearing a cool hoodie, red shorts and new trainers.

1

LANGUAGE FOCUS • Past continuous • Past simple and past continuous

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

Past continuous

- 1 Complete the sentences from the listening on page 12 with the words in the box. Then choose the correct option in the rule.

doing was were weren't

- We visiting my dad for a couple of weeks.
- I walking down the street with my sister.
- No, most people wearing clothes like that.
- What were you in Japan?

RULE

We use the past continuous to describe short actions / long actions in the past.

- 2 Look at the picture. What were the people doing? Complete the sentences using the past continuous form of the verbs in the box.

carry listen
not look shop
steal wear



- Two friends at a market.
- Kat three bags.
- She a blue dress.
- She at her handbag.
- A man her purse.
- Her friend didn't notice because she to music.

- 3 Complete the questions using the past continuous form of the verbs in the box. Then ask and answer the questions with a partner.

do feel shine sit talk wear

- What clothes you three days ago?
- What your parents at six o'clock yesterday evening?
- Who you to this time last week?
- the sun last Sunday?
- Where you this time yesterday?
- How you last Friday?

Past simple and past continuous

- 4 Study sentences 1–4. Then match them with rules a–d. Which tenses do we use in each sentence? How do you say *when* and *while* in your language?

- We were waiting for a bus when I took this photo.
- The girl was wearing a colourful dress.
- They saw my Manchester United shirt.
- While I was talking to him, my sister was learning Japanese words.

RULES

We use these past tenses to talk about:

- a long action in the past (past continuous).
- a shorter action in the past (past simple).
- two simultaneous, longer actions.
- a longer, continuous action interrupted by a shorter action.

- 5 Complete the sentences using the correct forms of the past simple and past continuous.

- I (listen) to the radio when I (hear) my phone.
- My friends and I (chat) when the bus (arrive).
- I (see) an accident while I (cycle) to school.
- My mum (not shop) when I (phone) her.
- When I (take) the photo my cousins (wear) the same clothes.

- 6 **USE IT!** Work in pairs to ask and answer questions about a celebration you remember. Take turns to ask and answer questions 1–5 and invent answers. Then change roles.

- What were you celebrating at the event?
- How were you feeling before you went?
- Did you enjoy the event?
- What did you do after this?
- Can you remember what you were wearing?



Finished?

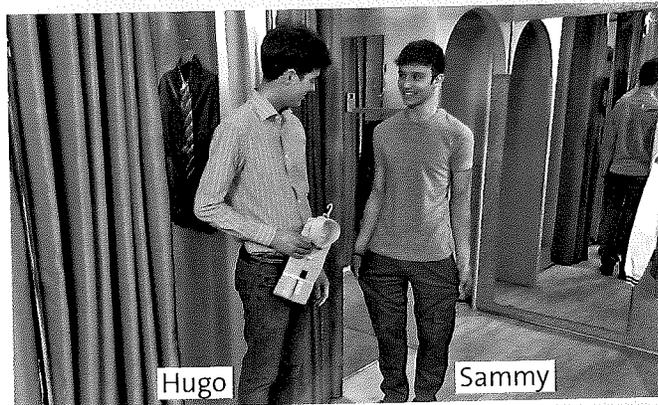
Look at the photos on page 12. Imagine you are one of the people in the photos. Use the questions in exercise 6 to write a paragraph about what was happening and what you were doing.

1 SPEAKING • Expressing preferences

I can comment on people's clothes.

THINK! Do you like shopping for clothes? Who do you go with? Where do you go?

Hugo Hi, Sammy.
 Sammy Oh, hi, Hugo.
 Hugo Those are cool trousers.
 Sammy Really? I think they're a bit baggy.
 Hugo They're supposed to be like that. I bought a pair like that a ¹..... ago and they're so comfortable. They look really good.
 Sammy Maybe I'll buy them, then. That's an ²..... you're wearing.
 Hugo It's not really my style, but I'm going to a ³..... next week and Mum wants me to wear something ⁴..... What do you think of this one?
 Sammy That's better. It's ⁵....., though.
 Hugo You're right, it is.
 Sammy But your mum does want you to ⁶..... smart.
 Hugo Mmm, true. Why don't I try it on and then ⁷.....?



4 1.11 **PRONUNCIATION:** /u:/ and /ʊ/ Listen and repeat. Which sound, /u:/ or /ʊ/, has each word got?

- | | | |
|---------|----------|---------|
| 1 blue | 4 good | 7 shoes |
| 2 boots | 5 hoodie | 8 suit |
| 3 cool | 6 look | 9 you |

5 **Work in pairs.** Ask and answer questions about the items below. Use the key phrases.



What do you think of these cool boots?

They look really good!

6 **USE IT!** Work in pairs. Read the situation. Then prepare and practise a new dialogue using the key phrases and the dialogue in exercise 1 to help you.

Student A: You see a friend in a shop. He / She asks your opinion. You're not sure, so you show your friend something different.

Student B: You meet a friend in a shop. You want his / her opinion on something you're thinking of buying. Listen to your friend's suggestion. You think it's too expensive, so suggest going to another shop.

1 1.10 Complete the dialogue with the phrases in the box. Then watch or listen and check. What does Hugo think of Sammy's trousers? Why is Hugo buying a shirt?

decide expensive few weeks
interesting shirt look smart wedding

2 1.10 Cover the dialogue and circle the words in *italics* in the key phrases that Hugo and Sammy use. Which phrase do they not use? Watch or listen again and check.

KEY PHRASES

Shopping for clothes

They're a bit ¹*baggy / tight*.
²*It's / They're so* ³*expensive / comfortable*.
 Those are cool ⁴*trousers / jeans*.
⁵*You / They* look really good.
⁶*It's / They're* not really my style.
 Why don't ⁷*I / you* try ⁸*it / them* on?
⁹*It / They* really suit(s) you.

3 **Work in pairs.** Practise the dialogue.

1 WRITING • A fact file

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

THINK! When were your grandparents teenagers? What do you know about their teenage years?

Fads and fashions of the fifties

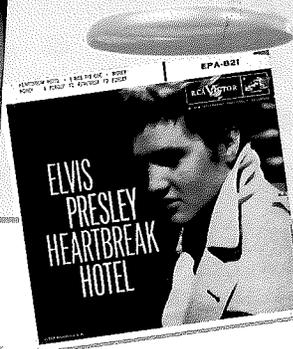
FACT FILE

FASHION

People used to dress more smartly in the fifties. For example, when they went out, girls often used to wear long skirts and white socks. Boys used to wear jackets and smart trousers.

MUSIC

The fifties were famous because it was the decade when rock 'n' roll became popular. The music of singers like Elvis Presley and Buddy Holly was fresh and exciting. While their parents were at home, teenagers were out dancing to the live bands.

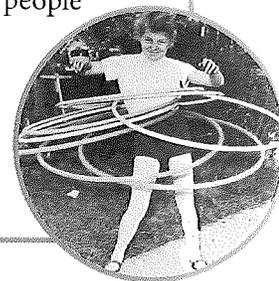


TECHNOLOGY

At that time technology was more basic. Television started to become popular in the 1950s, but people only had black-and-white TVs, for instance.

CRAZES

There were crazes for fun things, such as frisbees and hula hoops. One company sold more than twenty-five million hula hoops in a four-month period in 1958.



- 1 Read the fact file. What things were popular in the fifties? Work in pairs. Tell your partner what was popular in the fifties using the phrases.

KEY PHRASES

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, ...

Language point: Giving examples

- 2 Read the fact file again and find the words for giving examples in the box.

for example for instance like such as

- 3 Complete 1–4 with the words and phrases from the box in exercise 3 and your own ideas.

- 1 You can do a lot with mobile phones: , you can
- 2 You can buy a lot of gadgets now,
- 3 My parents like bands
- 4 When my grandad / grandma was young, he / she did other things

- 4 **USE IT!** Follow the steps in the writing guide.

WRITING GUIDE

A TASK

Write a fact file about fads and fashions from a decade in the past century.

B THINK AND PLAN

- 1 What period are you writing about?
- 2 What was fashionable then? How do those fashions compare to fashions for young people today?
- 3 What were the most popular crazes of the time?
- 4 What music was popular? Where did people listen to it and how did they buy it?
- 5 What technology was new and important? What gadgets were popular?

C WRITE

Use your notes from section B and the headings from the model text to help you.

D CHECK

- used to
- examples
- past tenses
- key phrases

Vocabulary

1 Complete the sentences with the words in the box.

app comics craze followers
gadget social media

- Hula hoops were a in the 1950s.
- My favourite electronic is my phone.
- I've downloaded a free game on my tablet.
- I use to share photos and chat with friends.
- The singer with the most Twitter is Katy Perry.
- I used to read *Batman* when I was younger.

2 Complete the adjectives and clothes words.

- That j _____ t is really cool. Is it new?
- You can't wear b _____ y jeans to an interview!
- This skirt is too t _____ t. Can I try a larger size?
- We wear s _____ s on the beach, but not to school!
- I prefer c _____ l clothes to black and grey.
- Your new school uniform is very s _____ t.

Language focus

3 Complete the sentences with *used to* and the verbs.

- Girl Was life different in the sixties? What music
1 (people / listen)
to? What clothes
2 (you / wear)?
- Mum Life was very different. We
3 (not listen) to
music online because there weren't any
computers. We 4
(have) vinyl records instead. Girls
5 (wear) mini-skirts.
And we 6 (not play)
video games!

4 Write sentences using the past continuous.

- What / Tim / do / at four o'clock?
- He / watch / a film on TV
- We / not wear / coats
- you / talk / to Tom on Skype?
- I / sleep / when you called
- They / not listen / to music

5 Complete the sentences. Use the past simple or the past continuous form of the verbs in brackets.

- Tom (watch) the news when I (arrive).
- Jane (not wear) her new coat when I (meet) her.
- I (not go) to school because I was ill.
- (you see) the sports programme last night?
- I (lose) my phone when I (travel) home on the bus yesterday.
- I (buy) some new boots when we (shop) in Oxford Street.

Speaking

6 Complete the dialogue with the words in the box.

a bit look so style suit try

- Amy These trousers are 1 cool.
Lisa They're not my 2 I don't like baggy trousers.
Amy Why don't you 3 them on? You 4 really good in green.
Lisa OK. What do you think?
Amy Maybe you're right. They're 5 baggy. Try these. They aren't so baggy.
Lisa These feel good.
Amy Yeah. They really 6 you.

Listening

7 1.12 Listen to Lily talking to her grandad. Choose the correct words.

- Lily's grandad was a teenager in the seventies / eighties.
- He had his first computer in the late eighties / early nineties.
- Grandad and his friends used to repair / clean their motorbikes in their free time.
- He used to listen to music on CDs / vinyl records.
- He met Lily's grandma at the cinema / a disco.
- Lily's grandma was wearing a dress / trousers when he first saw her.



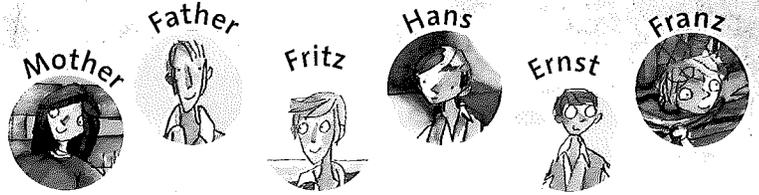
1 STORY IN ENGLISH • The Swiss Family Robinson by Johann David Wyss

Remember!

Use the pictures to help you understand the story.

 **STORIES IN ENGLISH** Reading stories in English is great for learning new vocabulary. Over eight units, you'll read the story of the Swiss Family Robinson. There are tips to help you in each chapter.

1 BEFORE YOU READ Look at the pictures of the family. Find them in the pictures in the story. Where is the Swiss family? What are they doing?

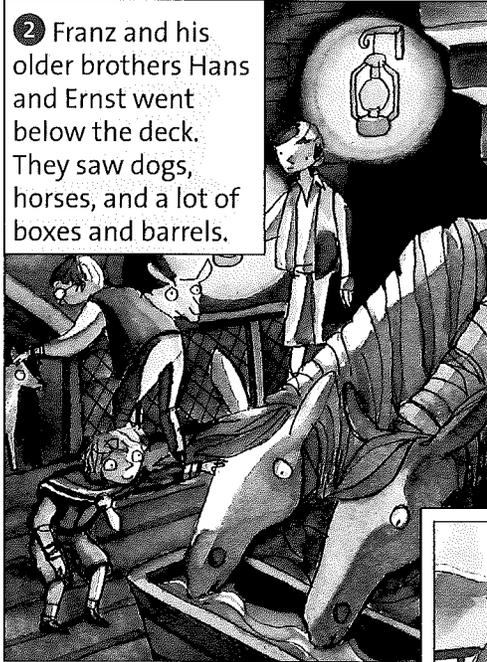


Chapter 1 • The storm

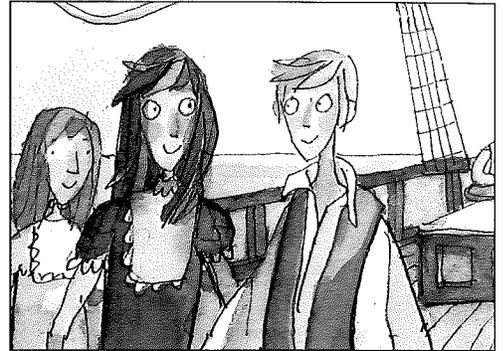
1 The Swiss family were on a ship in the Pacific. 'Can we explore downstairs?' asked little Franz. 'OK,' said Mother.



2 Franz and his older brothers Hans and Ernst went below the deck. They saw dogs, horses, and a lot of boxes and barrels.



3 Their oldest brother, Fritz, spoke to some children on the deck. 'We're going to live in Australia,' said a Scottish girl, Jenny Montrose, excitedly.



4 Suddenly the sky went dark. Father stopped writing his journal. 'There's going to be a storm,' he told Fritz. 'Find your brothers and bring them to our room.'



5 In bed that night, the Swiss family listened to the storm. Big waves hit the ship noisily. 'Are we going to be all right?' Ernst asked his father. Just then, there was a terrible noise at the front of the ship. Father ran to the deck. When he came back, his face was white. 'The ship has hit some rocks. Everybody's getting into the ship's boats,' he said. 'Be quick!'



6 But when the family arrived on the deck, there was no boat for them. Mother cried, 'The ship's sinking. I can feel it!'



2  **READING CHECK** Work in pairs. Cover the text and tell your partner the story. Use these words:

boats rocks ship storm waves

3  **WHAT DO YOU THINK?** Work in pairs. Talk about what happens in the next chapter. Think about the weather. Are there other people or animals on the ship? What does the family do next?

2 Sensations

VOCABULARY • Senses

I can ask and answer questions related to the senses.

- ✿ Extra listening and speaking p89
- ✿ Curriculum extra p97
- ✿ Culture p105
- ✿ Project p112

THINK! How many senses are there? Which do you think you use most? Which is your strongest sense?

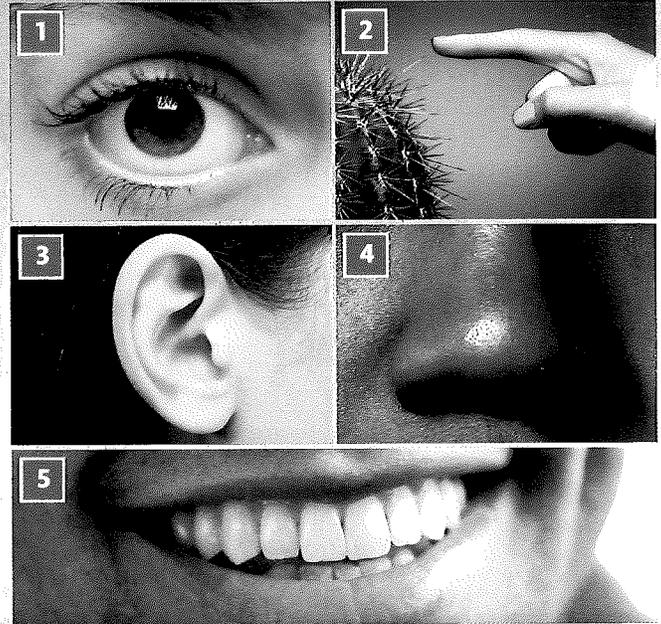
1 Look at photos 1–5 and match them with the senses in the box.

hearing sight smell taste touch

2  1.13 Read the magazine quiz and complete the table with the words and phrases in blue. Listen and check.

Hearing	Sight	Smell	Taste	Touch
sound				

3 Do the quiz. Which sense is the most important for you? Compare your result with a partner.



What's your strongest sense?

Are you a visual person, who likes looking at things? Perhaps you prefer to use your sense of hearing and listen to things? Do our quiz and make a note of your choices to see which senses are most important to you.

1 You are in a restaurant and you ask the waiter to bring you the most unusual dish on the menu. When the dish arrives, what do you do first?

-  Smell it.
-  Ask someone about it.
-  Feel it.
-  Taste it.
-  Look at it closely.

2 Which two of these things do you prefer?

-  The taste of a delicious meal.
-  The sight of a beautiful sunset.
-  The smell of flowers in the summer.
-  The feel of a warm bed on a winter's night.
-  The sound of beautiful music.

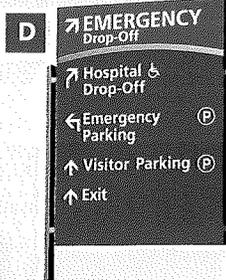
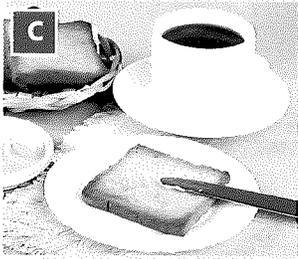
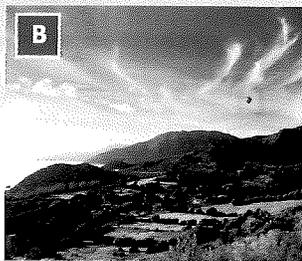
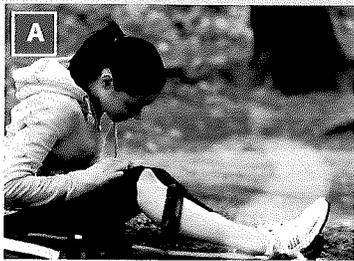
3 What do you think about books?

-   I like to hold and smell them when they're new.
-  I like the covers and photos.
-  I really like recipe books. I can almost taste the food when I read them.
-  I prefer audio books or listening to stories.

4 Choose the two conditions which you think are most difficult.

-  Colour-blindness, when you can't see some colours.
-  Tone-deafness, when you can't sing or play instruments very well because you don't have a 'good ear'.
-   'Anosmia', when you can't smell anything or taste very little.
-  Losing sensation in some of your toes or fingers.





4 1.14 Watch or listen. What is each person talking about? Match speakers 1–5 with photos A–E.



5 1.14 Study the key phrases. Watch or listen again. Choose the correct words.

KEY PHRASES

Talking about likes and dislikes

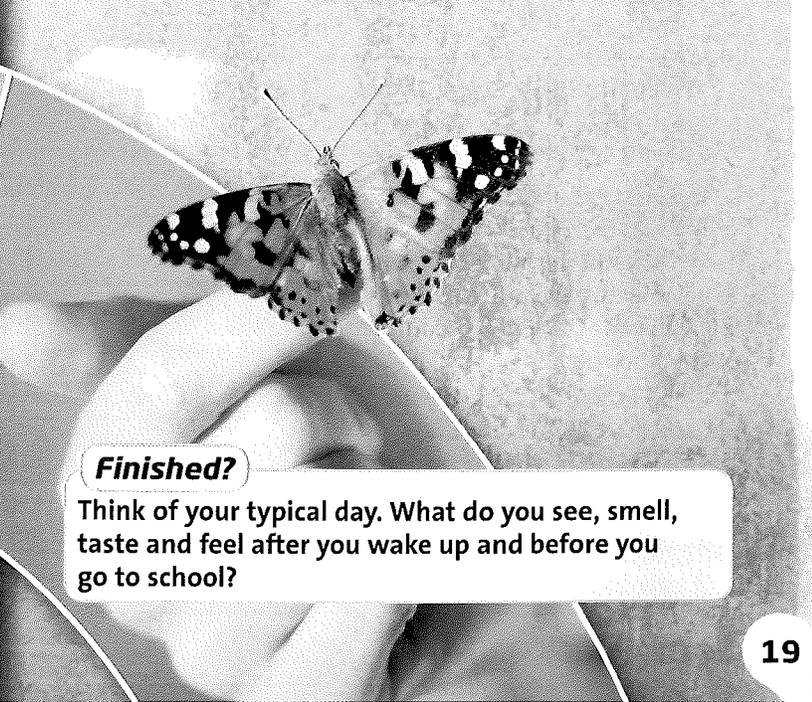
What are your favourite ¹smells / sounds?
 It reminds me of ²holidays / the summer.
 I love the ³sight / smell / taste of coffee in the morning.
 Are there any ⁴smells / sounds that you dislike?
 I ⁵can't stand / hate the smell of our school canteen.
 It ⁶looks / smells / tastes like old vegetables.
 Is there anything that you don't like ⁷looking at / touching?
 I can't stand the ⁸feel / sight / smell of blood.

6 **USE IT!** Work in groups. Ask and answer the questions. Use some of the key phrases.

- 1 What are your favourite sights, sounds and tastes? What do they remind you of?
- 2 What are your least favourite sights, sounds and tastes? How do they make you feel?
- 3 Is there anything that you like or don't like to feel or touch? Why?

5 Which two of these activities do you prefer to do to relax?

- Watch TV
- Have a warm drink
- Listen to music
- Exercise and then have a shower or a bath



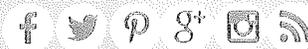
Finished?

Think of your typical day. What do you see, smell, taste and feel after you wake up and before you go to school?

THINK! What smells can you remember from when you were younger? Is there a connection between smells and memory?

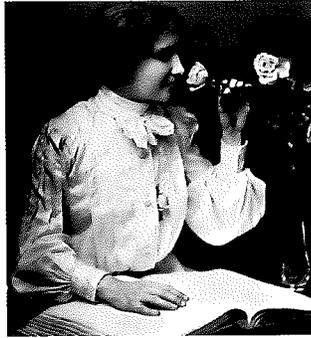
HOME ABOUT ARTICLES ARCHIVE CONTACT

Follow your nose ...

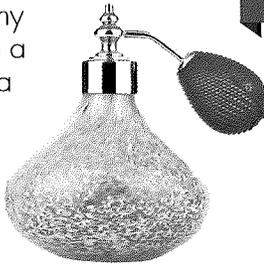


Meet three people whose sense of smell has made a difference to their lives.

A **Helen Keller** was a famous activist for the deaf and blind, and was deaf and blind herself. She had an extraordinary sense of smell, and could identify people's jobs by the odour on their clothes. 'When a person passes,' she said, 'I get a scent impression of where he has been – the kitchen, the garden, or the sickroom.' She also described smell as something 'that transports us across thousands of miles and all the years we have lived.' A smell can remind us of another time and place.



B **James Bell** has worked for a perfume company for over twenty years. He says, 'You start with a superior sense of smell, but you must train it, like a concert pianist.' James passed a 'smell test' and the company sent him to study at a perfumery school in France, where he learned to recognize about 2,800 synthetic and 140 natural materials. Since that time he has helped to create some of the world's favourite fragrances.



C Journalist **Lucy Mangan** has never smelled the fragrance of a rose. She has never tried different perfumes in a shop. Lucy is anosmic, which means she can't smell anything. She has been anosmic since birth. As 75–95% of the flavour of food comes from its smell, meals have never had much flavour. She can feel the different textures of lasagne, steak or fish, but for her they're all quite tasteless.



1 Read the article. Then complete the headings for paragraphs A–C with the words in the box.

distance food memory nose smell

- A Scent and
- B Training a
- C Life without

2 **1.15** Read and listen to the article again and write *true* or *false*. Correct the false sentences.

- 1 Helen Keller had a good sense of smell.
- 2 She says there's a connection between smells and memory.
- 3 A person with a normal sense of smell can become a professional perfumer.
- 4 James Bell failed his first 'smell test' at the perfume company.
- 5 Lucy had a sense of smell when she was a baby.
- 6 Anosmic people can't taste anything.

3 Find synonyms in the text for the words below.

- | | |
|--------------|--------------|
| 1 incredible | 4 identify |
| 2 excellent | 5 artificial |
| 3 educate | 6 organic |

4 **VOCABULARY PLUS** Use a dictionary to check the meaning of the words in blue in the text. For more practice go to page 20 in the Workbook.

5 **USE IT!** Talk about which objects and places smell best to you. Which of them bring back memories?

I love the smell of fresh bread. It really reminds me of my grandma's house. It brings back memories of visiting her house when I was little.



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

I can talk about experiences that started in the past.

Present perfect: affirmative and negative

- 1 Cover the article on page 20. Complete the sentences with the words in the box. Then check your answers.

had helped smelled tried

- 1 He has to create fragrances.
 - 2 She has never the fragrance of a rose.
 - 3 She has never different perfumes.
 - 4 Meals have never much flavour.
- 2 Read the sentences in exercise 1 again. Then choose the correct words to complete the rules.

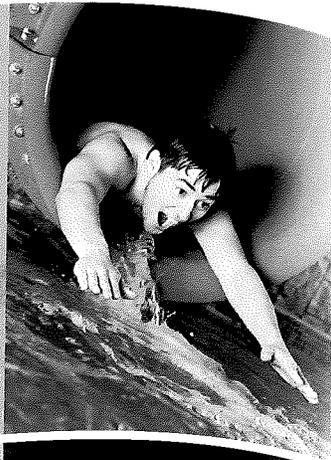
RULES

- 1 The present perfect describes life experiences or recent events that started at some time / an exact time in the past and are important in the present.
- 2 We form the present perfect with *be / have* and a past participle.
- 3 Regular / Irregular past participles end in *-ed*.
- 4 We use *never* to make affirmative / negative sentences.

- 3 Complete the sentences with the correct present perfect form of the verbs in brackets.

Water-slide tester

It's the best job in the world! I ¹ (visit) a lot of countries with my company, and I ² (try) a lot of great water slides. They ³ (not decide) on the next destination, but I'm hoping for a trip to Jamaica.



Chocolate taster

I ⁴ (work) here for a long time. In my life, I think I ⁵ (taste) more than a thousand different chocolate products. I ⁶ (not try) any this afternoon – we only taste for an hour a day.



STUDY STRATEGY

Learning irregular verbs

When you aren't sure about a verb form, check in the irregular verbs list on page 104 of the Workbook. When you find an irregular verb, copy it into your notebook. Revise and test yourself every week.

- 4 Read the study strategy. Complete the sentences using the present perfect forms of the verbs.

not begin buy not eat not see speak

- 1 You any breakfast!
- 2 We a lot of English today.
- 3 I that film. Is it good?
- 4 The match It starts in ten minutes.
- 5 She a fantastic new bike.

for and *since*

- 5 Study the examples and complete the rules with *for* and *since*.

James has worked for a perfume company for twenty years.
Lucy hasn't had a sense of smell since birth.



RULES

- 1 We use to talk about the point in time an activity started.
- 2 We use to talk about the period of time up to the present.

- 6 Complete the sentences with the present perfect forms of the verbs in brackets and *for* or *since*.

- 1 I this happy weeks. (not feel)
- 2 We him last month. (not see)
- 3 They that dog years. (have)
- 4 She in London 2010. (live)

- 7 USE IT! Write sentences about experiences using the present perfect. Use the time expressions below. Find people who have had similar experiences.

always for weeks never
since this year today

I have never visited Jamaica.

I haven't watched TV for weeks.

Finished?

Test your memory! Write a paragraph describing the answers the people in your class gave in exercise 7.

2 VOCABULARY AND LISTENING • Sensations and experiences

I can use prediction skills when listening for specific information.

THINK! When was the last time that you had a memorable day? What did you do?

Feelings

questionnaire

1 Name the two most delicious and the two most disgusting things that you've ever eaten.

2 What's the most wonderful place that you can remember?

1 1.16 Match adjectives 1–10 with the extreme adjectives in blue in the questionnaire. Then listen and check.

- | | |
|---------------|------------|
| 1 nice | 6 bad |
| 2 interesting | 7 sad |
| 3 angry | 8 scary |
| 4 tasty | 9 horrible |
| 5 good | 10 tired |
- 1 nice wonderful

2 1.17 Listen and order photos A–D. Which questions from the questionnaire are the people answering?



3 Have you ever felt totally exhausted? Why?

4 What are the most amazing and most awful films you've seen this year?

5 Have you ever touched a weird or fascinating animal? What was it like?

6 Have you ever been on a really terrifying ride at a theme park?

7 Is there anything which makes you feel really furious?

8 Have you ever felt really miserable after an exam?

3 Read sentences 1–6 in exercise 4. Decide what type of answer you should be listening for.

- Nina rode an alpaca when she was ...
..... age
- Her friend thinks that alpacas probably smell
..... adjective

4 1.17 Listen again and complete the sentences. Were your answers in exercise 3 correct?

- Nina rode an alpaca when she was
- Her friend thinks that alpacas probably smell
- The furthest that Jo has ever cycled is
- A durian is a type of
- People can't take durians on buses because
- Zoe's brother hasn't tried the rollercoaster because

5 **USE IT!** Work in pairs. Read the *Feelings questionnaire* again and answer the questions for you. Then ask and answer the questions with a partner.

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

I can ask people about their experiences.

Present perfect: questions

1 Complete 1–5 with the words in the box. How do you say *ever* in your language?

ever have haven't has hasn't

- 1 Have you ridden a horse?
- 2 No, I
- 3 you guys been to a theme park?
- 4 your brother been on a rollercoaster?
- 5 No, he

2 Read the sentences in exercise 1 again. Then choose the correct answer to complete the rule.

RULE

We use questions in the present perfect when we are asking ...

- a if a person experienced something at some time.
- b an exact time when a person experienced something.

3  Order the words to make questions. Then ask and answer the questions with a partner.

- 1 a frightening film / you / have / lately / seen / ?
- 2 this year / has / improved / your English / ?
- 3 cooked a meal / ever / for you / your friends / have / ?
- 4 what / you / today / eaten / have / ?
- 5 you / ever / has / bitten / an animal / ?
- 6 in the last five years / countries / have / visited / you / what / ?

4 Write questions for the answers using the present perfect and the words in brackets.

- 1 Yes, I've often cooked spaghetti. (ever)
- 2 I've bought a Ferrari. (What)
- 3 They've moved to Los Angeles. (Where)
- 4 He's invited six people. (How many)
- 5 Yes, it finished at two o'clock. (meeting)



Present perfect and past simple



5 Study examples a–d. Then answer questions 1–3.

- a I've eaten a few interesting things since we've lived in Asia.
- b I ate some last year at a market.
- c I've ridden an alpaca.
- d I rode the alpaca when I was six years old.

- 1 Which verbs are in the present perfect and which are past simple forms?
- 2 Which sentences describe a finished action at an exact time in the past?
- 3 Which sentences describe an action in the past when we don't know the exact time, or it isn't important?

6  1.18 Read the dialogue and choose the correct words. Then listen and check.

- Zoe ¹Have you been / Did you go anywhere exciting recently?
- Sam No, not recently. We ²have been / went to a water park last month though.
- Zoe Really? ³Did you enjoy / Have you enjoyed it?
- Sam Yes, it was awesome. What's the most amazing ride that you've ever tried?
- Zoe It was called *The Tower of Power* at Siam Park. ⁴Did you try / Have you tried it?
- Sam No, ⁵I've never been / I didn't go there. What was it like?
- Zoe It looked terrifying and at first ⁶I didn't want / I haven't wanted to go on it, but I enjoyed it. ⁷I haven't experienced / I didn't experience anything like it since then.

7  USE IT! Practise the dialogue in exercise 6 with a partner. Then prepare and practise new dialogues using either idea A or B. Use the present perfect and past simple forms.

A be / anywhere interesting

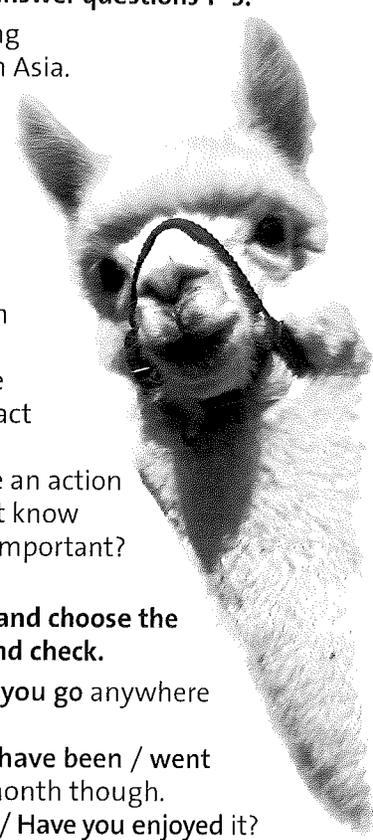
B see / any good films

Have you been anywhere interesting recently?

Yes, I went to the mountains at the weekend.

Finished?

Prepare and practise the dialogue you didn't use in exercise 7.



2

SPEAKING • Planning free time

I can discuss ideas about how to spend free time.

THINK! What do you like doing in the evening and at the weekend?

- Louise Have you ¹been / seen to Bowl You Over, the new bowling club?
- Grace Actually, I've never ²been / had bowling. I've heard it's a bit boring.
- Louise You've never ³been / made bowling? Seriously? Let's try it next weekend. We can invite Lori and Jack, too.
- Grace It doesn't sound much fun to me, but we'll see what they say. I'm hungry. Have you ⁴had / taken lunch?
- Louise No, I haven't ⁵ate / eaten since breakfast. Let's have lunch together.
- Grace What do you fancy eating?
- Louise I don't know. Fish and chips, I suppose.
- Grace Wait a second. There's a great restaurant really near here. Come on.
- Louise OK.
- Grace Here it is.
- Louise Can't we ⁶had / have fish and chips?
- Grace Why not try something different? The food here is delicious. I think you'll enjoy it.
- Louise OK. I'll give it a try.
- Grace Great.



Louise

Grace

1 1.19 Choose the correct words in the dialogue. Then watch or listen and check. What does Louise want to do next weekend? Where does Grace suggest going for lunch?

2 1.19 Cover the dialogue and complete the key phrases. Watch or listen again and check.

KEY PHRASES

Making plans for free time

- I've heard it's a bit ¹.....
- It doesn't sound ²..... to me ...
- What do you fancy ³.....?
- Can't we ⁴.....?
- Why not try ⁵.....?
- I think ⁶.....

3 Practise the dialogue with your partner.

4 1.20 **PRONUNCIATION:** Stress for emphasis Listen and repeat the sentences. Which sentence has more stressed words? Why?

- Have you been to Bowl You Over?
- You've never been bowling? Seriously?

5 Work in pairs. Read situations 1–5. Take turns to suggest doing something after school. Use the key phrases.

- 1 watch a scary film
- 2 have a pizza
- 3 go for a bicycle ride
- 4 play a video game
- 5 buy a baggy shirt

What do you fancy doing?

Let's watch a scary film after school.

It doesn't sound much fun to me.

6 **USE IT!** Work in pairs. Read the situation. Then prepare and practise a new dialogue. Use the key phrases and the dialogue in exercise 1 to help you.

Student A: You want to go out for a walk in the mountains at the weekend. Listen to what your friend suggests instead and respond.

Student B: You don't want to go for a walk in the mountains at the weekend. You fancy watching a film then having dinner. Suggest what type of film and food you want.



2 WRITING • A competition entry

I can use intensifiers to add interest to my writing.

THINK! What do you like about the place where you live? Has it got any special sights and sounds?

WIN a sensational holiday!

Enter the **You haven't lived until ...** competition. Describe the sights, sounds, tastes and feelings that visitors to your country can experience. Our winner will spend two weeks in Australia!



- 1 Read the magazine advert and last year's winning entry about Ireland. What do you have to do to enter the competition? What's the prize? What do we learn about Irish people?

Language point: Intensifiers

- 2 Find the words in the box in the *Experience Ireland* text. What type of word (adjective, noun or verb) do they always come before?

absolutely really very

- 3 Study the examples and answer the questions.

very loud ✓	very amazing X
really loud ✓	really amazing ✓
absolutely loud X	absolutely amazing ✓

- 1 Which adjective is an extreme adjective (it describes a strong opinion): *loud* or *amazing*?
 - 2 Do we use *very* with normal or extreme adjectives?
 - 3 Can we use *really* with both normal and extreme adjectives?
 - 4 What other intensifiers can we use with adjectives? Find examples in the text.
- 4 Read the key phrases and find them in the *Experience Ireland* text. Think of how to complete the first two phrases about your town.

KEY PHRASES

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).

Experience IRELAND
 Because you haven't lived until ...

... **you've seen** an absolutely spectacular monument, older than the Pyramids in Egypt. Newgrange is a prehistoric monument and a UNESCO World Heritage site. Ireland has many fascinating and extremely beautiful sights, and they're all worth seeing.

... **you've heard** the music of an Irish folk band. The sound of ten or twelve people playing accordions, flutes and a bodhrán is really amazing, and VERY LOUD! It's quite an experience.

... **you've tasted** brown bread ice cream. It's one of the most delicious things in the world. Don't forget to try the other excellent Irish specialities, like sea salt ice cream, dried seaweed or smoked eel. Surprisingly, it's delicious!

... **you've felt** the warmth of the Irish people. The weather's not too cold either – surprisingly, Ireland has a lot of sunshine in the summer, but you might still need an umbrella. We're looking forward to seeing you.

accordion

brown bread ice cream

seaweed

bodhrán (n) a one-sided drum played with a small stick. Pronounced /'bɑ:ɔrɪn/

- 5 **USE IT!** Follow the steps in the writing guide.

WRITING GUIDE

A TASK

Write an entry for the 'You haven't lived until ...' competition. Use information about a place you like and know well. Include some of the key phrases.

B THINK AND PLAN

Brainstorm ideas and decide whether they belong in the paragraph on sights, sounds, tastes or feelings.

C WRITE

Use your notes from B to write a first draft of your description.

D CHECK

- use of adjectives and intensifiers
- you have organized your ideas in a logical way

Vocabulary

- 1 Complete the sentences with the correct form of the words in brackets.**
- Beethoven started losing his in his twenties. (hear)
 - I love the of roses. (smell)
 - My granddad lost his in an accident. (see)
 - TV is a great way to relax. (watch)
 - You should call a doctor if you lose in your arm or leg. (sense)
 - Is kangaroo meat? (taste)
- 2 Order the letters to make extreme adjectives.**
- rifusuo
 - suatehdex
 - relbimsea
 - sidcuoeli
 - yigfiterrn
 - scfaitinang

Language focus

- 3 Complete the sentences using the present perfect form of the verbs.**
- You don't know Harry. You him. (not meet)
 - Jamie loves rollercoasters. He a ticket for the highest one in the world. (buy)
 - I my maths homework. (not do)
 - Jane an accident. The doctor is seeing her now. (have)
 - We where we're going on holiday this year. (not decide)
 - I think I my ankle. It really hurts. (sprain)
- 4 Reorder the words to make sentences. There is one extra word.**
- have / for / 2014 / lived / we / since / in Rome
 - been / to / has / the USA / never / gone / she
 - ever / my cousin / met / you / have / never / ?
 - had / a laptop / have / for / I / my birthday / since
 - a week / worked / for / he / at the shop / has / since
 - have / biscuits / how / eaten / today / ate / many / you / ?
 - studied / long / you / how / have / English / since / ?

5 Complete the mini-dialogues with the correct form of the verbs in brackets.

- A What is Tim's girlfriend like?
B I don't know. I her. (not meet)
- A to Italy? (they / ever / be)
B Yes, they They last year. (go)
- A a car? (your brother / ever / drive)
B No, He's too young.
- A a snake? (you / ever / touch)
B No, I one! (never / see)
- A to Tom recently? (you / speak)
B No, I I him for ages. (not see)

Speaking

6 Complete the dialogue with the phrases in the box.

can't we fancy fun heard
let's sound try

- Claire Shall we eat out?
Stuart What do you ¹ ?
Claire There's that new Japanese place. Why not ² that? I've ³ it's very good.
Stuart I hate sushi. ⁴ get a pizza?
Claire That doesn't sound much ⁵
Stuart OK. ⁶ go to the Indian restaurant.
Claire I like the ⁷ of that. I'll call them.

Listening

7 1.21 Listen to a conversation. Write true or false.

- Logan spent two weeks in South America.
- He saw alpacas on a farm.
- Mia has never seen an alpaca.
- Logan didn't take any photos on his trip.
- Mia fell off when she went horse riding.
- Logan wants to try horse riding.

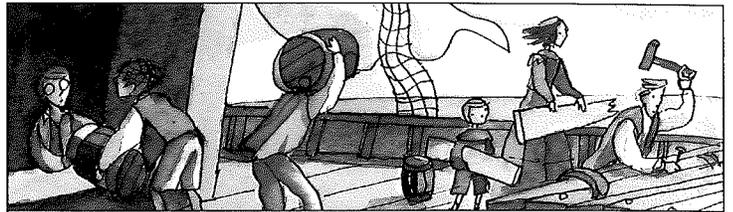
Remember!

Use your dictionary to help you understand words you don't know.

- 1** **BEFORE YOU READ** Work in pairs. The family is on the ship which has hit some rocks in a storm. Imagine you are with them. Answer these questions:
 What do you see? What do you hear? What do you smell? How do you feel?

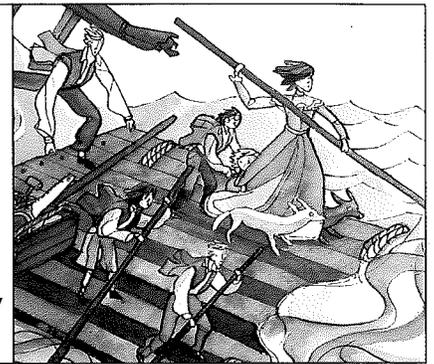
Chapter 2 • The raft

1 The next morning, the weather was better. The Swiss family went up onto the deck. The front of the ship was under the water, but they were near an island. There was nobody else on the ship, but there were two friendly dogs.

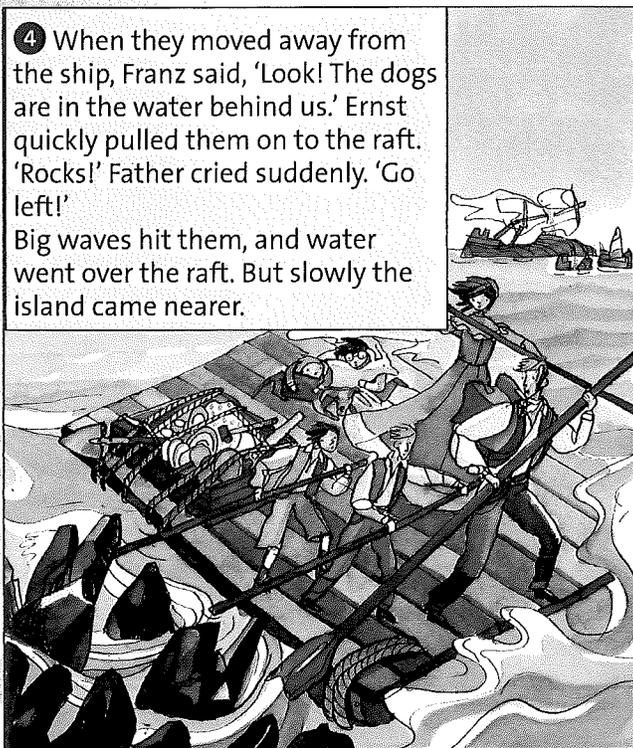


2 The older boys brought some barrels up from below deck. Father brought some tools and made the barrels into a raft with ropes and wood.

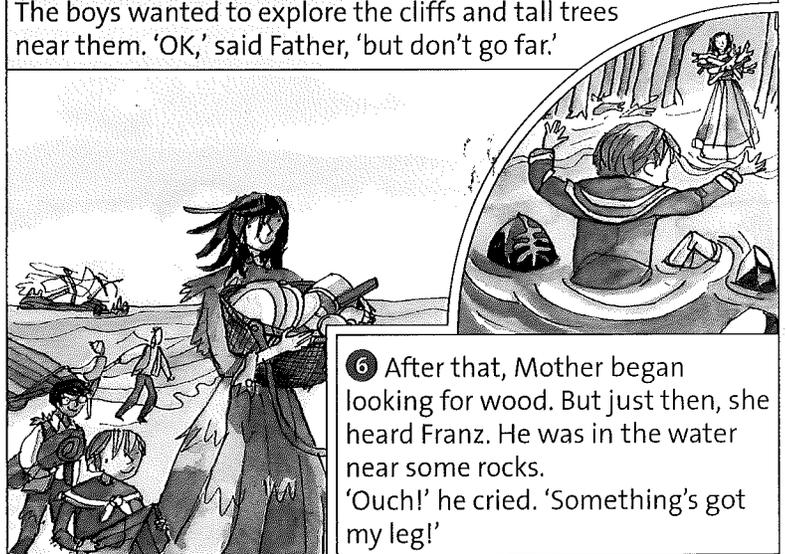
3 That afternoon, the raft was ready. Father and the boys put it into the sea. Then the family took their things, and they got on it. But the waves were big and their raft was very little. Could it carry them all to the island?



4 When they moved away from the ship, Franz said, 'Look! The dogs are in the water behind us.' Ernst quickly pulled them on to the raft. 'Rocks!' Father cried suddenly. 'Go left!' Big waves hit them, and water went over the raft. But slowly the island came nearer.



5 Mother was very happy when they arrived at the beach. The boys wanted to explore the cliffs and tall trees near them. 'OK,' said Father, 'but don't go far.'



6 After that, Mother began looking for wood. But just then, she heard Franz. He was in the water near some rocks. 'Ouch!' he cried. 'Something's got my leg!'

- 2** **READING CHECK** Work in pairs. Cover the text and tell your partner the story. Use these words:

barrels beach island raft
 rocks tools waves

- 3** **WHAT DO YOU THINK?** Talk about what happens in the next chapter. Think about what they do on their first day on the island. What do they see? Do they go back to the ship?

3 Adventure

VOCABULARY • Natural features

I can express my preferences about places and activities.

- ✦ Extra listening and speaking p90
- ✦ Curriculum extra p98
- ✦ Culture p106
- ✦ Song p117

THINK! Can you name two natural features that your country is famous for? Which ones have you visited?

- 1 Complete the table with the words in blue in the quiz. Then compare your answers with a partner.

Land	Water
	sea

- 2  1.22 Do the quiz with a partner. Then listen and check your answers.

WORLD of ADVENTURE

WE'VE FOUND SOME OF THE BEST PLACES IN THE WORLD FOR ADVENTURES. DO OUR COMPETITION QUIZ FOR A CHANCE TO WIN THE ADVENTURE OF A LIFETIME!



1 The Red Sea is a great place for scuba-diving. Which of these is not a sea?

- a the Yellow Sea
- b the Black Sea
- c the Blue Sea

2 The Grand Canyon is an enormous, deep valley. The river which made it is the ...

- a Nile
- b Colorado
- c Congo

3 Kilimanjaro is a 6,000-metre mountain which has a dormant volcano. It's the highest point in ...

- a Africa
- b Asia
- c Europe

4 In Namibia, there is an enormous cave called 'Dragon's Breath'. It holds the world's biggest underground lake. How deep is it?

- a 10 metres
- b 100 metres
- c 1,000 metres

5 Brazil is a fantastic place for adventure. You can visit the spectacular falls at Iguazu, or watch the wildlife in the Amazon rainforest, which is bigger than ...

- a the USA
- b South America
- c Western Europe

THE GRAND CANYON

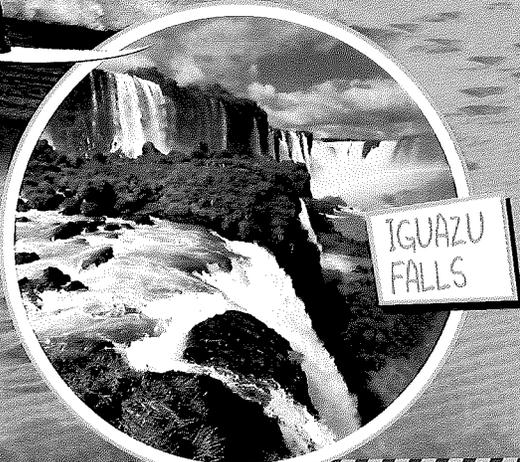




THE GOBI DESERT



DRAGON'S BREATH



IGUAZU FALLS



MT KILIMANJARO

6 You can surf some of the world's biggest waves in the Atlantic ocean off the beaches of Ireland and Portugal. Which of these is not an ocean?

- a Indian
- b North
- c Pacific

7 Beautiful cliffs of ice are home to penguins in ...

- a Iceland
- b the Arctic
- c the Antarctic

8 In the Gobi March, competitors run 250 kilometres through the dunes of the Gobi Desert. The race is part of a four-race desert challenge which also includes the ...

- a Sahara, Atacama and the Antarctic
- b Alps, Andes and Himalayas
- c Islands, Highlands and Lowlands

3 1.23 Watch or listen to five people talking about places and activities. What place would each person like to visit?



4 1.23 Study the key phrases. Then watch or listen again and complete the responses.

KEY PHRASES

Talking about preferences

- Would you rather ... ?
- Which would you prefer: ... or ... ?
- I'd love to ¹.....
- I'd rather ².....
- I'd much prefer to ³.....
- It's my dream to ⁴.....

5 1.23 Watch or listen again. What reasons does each person give for his / her choices?

6 **USE IT!** Work in pairs. Ask and answer questions 1–5. Explain your answers. How many of your answers are the same?

- Would you prefer to ... ?
- 1 see the Sahara Desert or Antarctica
 - 2 explore the Grand Canyon or a rainforest
 - 3 go scuba-diving or surfing
 - 4 visit a volcano or a cave
 - 5 travel to Africa or Australia

Finished?

Think about two natural features in your country or two features in the world that aren't in the quiz. Using the key phrases, prepare a paragraph about which one you'd prefer to see and why.

3 READING • An epic adventure

I can identify an author's audience and intention.

THINK! What's the longest journey you've ever done? What's the longest time you've been away from your home?

Rachel Ridley



HOME ABOUT CONTACT FOLLOW

Follow the dream

Hey! Do you dream of exotic places? Of trips to distant deserts and mountains? Do you dream of adventure? Well, Liz Clark has been living that dream, and I've been following her inspirational blog.



23rd March, 3.29 p.m.

When Liz finished university in California, she wasn't sure about her future. Then one day she met one of her old professors and he offered to lend her his yacht for as long as she wanted it.

Over the next three years, Liz learned to sail – and in October 2005, she set off on her journey. It was hard for Liz to leave behind her friends and family, but over ten years and more than 25,000 miles later, she's still travelling. She's been to so many fascinating places. Among other countries, she has stopped off in Mexico, Costa Rica, Panama and the Galapagos Islands.

During the day, Liz sails, cooks and maintains the yacht. When she stops somewhere, she surfs, does yoga and writes her blog. Adverts on Liz's blog have been paying for her trip, and from her photos it looks like she's been having a fantastic time. There are beautiful beaches, and there's crystal clear water and perfect surf.

But life on the ocean can also be difficult. 'It feels so great to inspire others to live their dreams,' says Liz, 'but it's impossible to explain to them what this life is really like; I've worked hard and it hasn't always been easy or fun.'

She also gets very lonely, and though the kindness of strangers helps her to keep going, she's looking for some company on the boat to stay with her as she carries on her journey around the world. Liz, I think I'll join you! Does anyone else want some adventure?



1 Read the blog post and answer the questions to identify the purpose of the text.

- 1 Who is writing? Why?
- 2 Who is the author writing for?
- 3 What question does she want her readers to answer?

2 1.24 Read and listen to the text again and answer the questions.

- 1 How long has Liz Clark been travelling?
- 2 How did she get her yacht?
- 3 What does Liz do when she stops somewhere?
- 4 How does Liz pay for her trip?
- 5 Why does Rachel offer to join Liz on her journey?

3 VOCABULARY PLUS Use a dictionary to check the meaning of the phrases in blue in the text. For more practice go to page 28 in the Workbook.

4 USE IT! Work in pairs. Think of three advantages and three disadvantages of going on a trip on your own.



3 LANGUAGE FOCUS • Present perfect simple and present perfect continuous

I can talk about actions which have been in progress.

- 1 Study the examples of the present perfect simple and continuous from the blog on page 30. Then complete rules 1–3.

Present perfect simple

She has stopped off in Mexico ...

She's been to so many fascinating places ...

'I've worked hard' ...

Present perfect continuous

Liz Clark has been living that dream ...

I've been following her inspirational blog ...

Adverts on Liz's blog have been paying for her trip ...

She's been having a fantastic time ...

RULES

- The present perfect continuous is formed by: subject + *have(n't) /(n't) + + verb + -ing.*
- The present perfect simple / continuous describes general life experiences or recent events that are still important now.
- The present perfect simple / continuous also describes events in the past that are still important now or are still happening now. It emphasizes the duration of the activity.

- 2 1.25 PRONUNCIATION: /æ/ and /ə/ Listen to the examples. How do we pronounce *have* and *has* when they are weak forms?

Have (/ə/) you been travelling?

Yes, I have (/æ/).

Has (/ə/) it been fun?

Yes, it has (/æ/), but it hasn't (/ə/) been easy, and the weather has (/ə/) been terrible.

Remember!

Some verbs that aren't possible in the continuous form:
be have got know like love hate

- 3 Read the text and choose the correct forms of the verbs.

- 4 Complete the sentences with the correct present perfect form of the verbs in brackets.

1 I (swim) in the Atlantic. I remember it clearly.

2 They (run) for hours, so they're feeling tired.

3 We (visit) Argentina a couple of times.

4 (you / sit) in the sun for long? Your face is very red.

5 They (climb) that mountain for eight hours now.

6 I (buy) a new kayak. They're sending it from Canada.

- 5 USE IT! Work in pairs. Imagine you are strangers and you want to find out about each other. Ask and answer questions using the present perfect continuous, the words in the box and the ideas below. Then find another pair and interview them.

do feel listen live speak use

... English recently?

What music ... to recently?

... in this town for long?

How ... lately?

What ... all day?

How long ... this book?

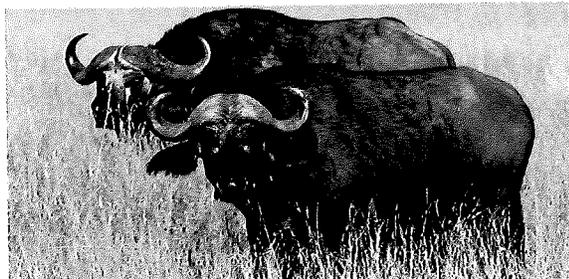
Have you been speaking a lot of English recently?

Yes, I have. I've been talking to my English cousin online.

Finished?

Test your memory! Write a paragraph about your partner's answers to the questions in exercise 5.

Sophie



♥ 21 likes

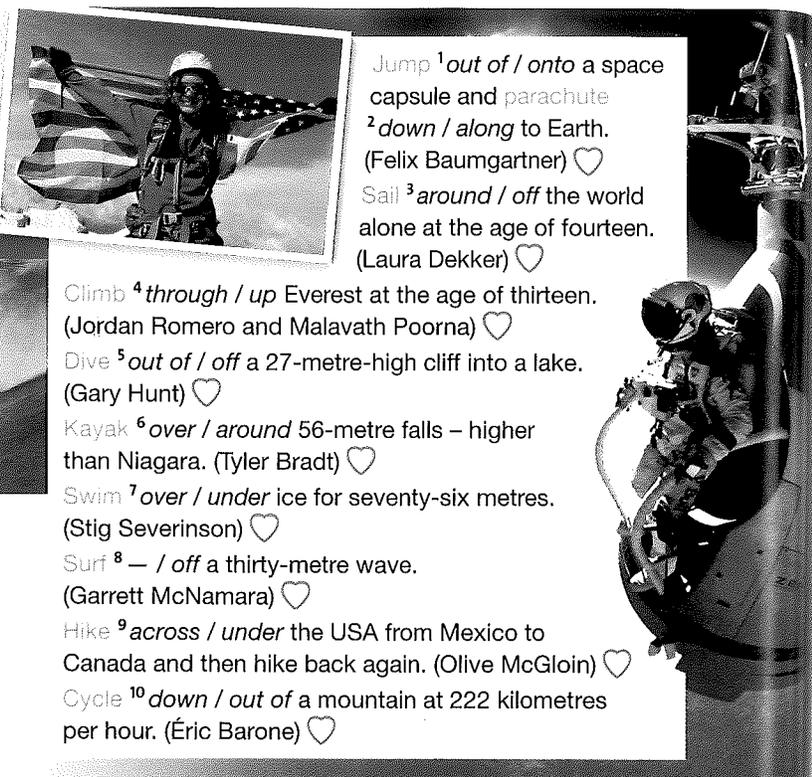
Sophie Hey George, how are you? Have you ¹been / been being well? We're still on our trip in Kenya and ²it's been / it's been being fantastic. ³I've been sitting / I've sat in a jeep for the last three hours and the animals don't seem shy. ⁴I haven't been using / I haven't used binoculars because they come very close. Look at this photo which ⁵I've been taking / I've taken from the jeep. This is such a great experience – ⁶we've had / we've been having a great time. I don't want it to end!



3 VOCABULARY AND LISTENING • Extreme adventures

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

THINK! Have you ever watched any videos of extreme adventures or sports? What sport was it?



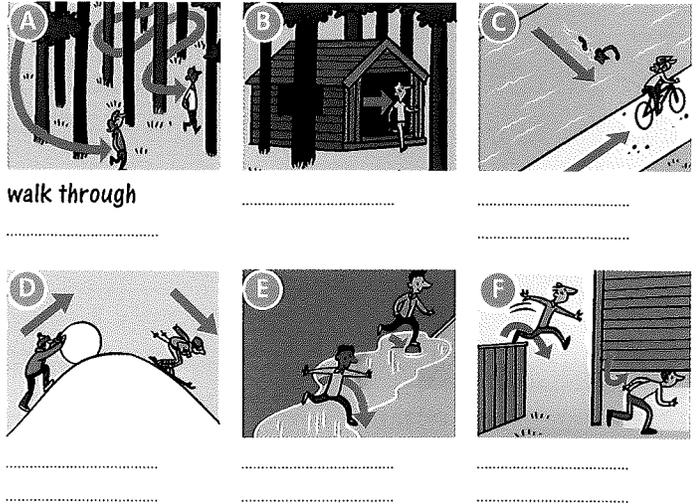
Jump ¹ *out of / onto* a space capsule and parachute ² *down / along* to Earth. (Felix Baumgartner) ♥
 Sail ³ *around / off* the world alone at the age of fourteen. (Laura Dekker) ♥

Climb ⁴ *through / up* Everest at the age of thirteen. (Jordan Romero and Malavath Purna) ♥
 Dive ⁵ *out of / off* a 27-metre-high cliff into a lake. (Gary Hunt) ♥
 Kayak ⁶ *over / around* 56-metre falls – higher than Niagara. (Tyler Bradt) ♥
 Swim ⁷ *over / under* ice for seventy-six metres. (Stig Severinsson) ♥
 Surf ⁸ *– / off* a thirty-metre wave. (Garrett McNamara) ♥
 Hike ⁹ *across / under* the USA from Mexico to Canada and then hike back again. (Olive McGloin) ♥
 Cycle ¹⁰ *down / out of* a mountain at 222 kilometres per hour. (Éric Barone) ♥

1 **1.26** Look at pictures A–F below. Match the prepositions in the box with the actions. Say what each person is doing. Then listen and check.

across along around down off on
 out of over through under up

He's walking through the forest.



walk through

2 Read *Your Top Ten Extreme Adventures* and check the meaning of the sports verbs in blue. Then choose the correct prepositions.

3 **1.27** Listen to a TV programme about the achievements in exercise 2. Which of these sports are mentioned?

cycling hiking kayaking mountain climbing
 sailing scuba-diving skydiving surfing

4 **1.27** Listen again and answer the questions.

- 1 What record did Éric Barone break?
- 2 What did he cycle over?
- 3 How old was Laura Dekker when she finished sailing around the world?
- 4 Has anyone younger beaten her record?
- 5 Where were the teenage Everest climbers from?
- 6 According to the presenter, which person has the most votes?

STUDY STRATEGY

Learning through English

If you can repeat facts and information in English, it helps you remember both what you've learned and how you say it in English.

5 Read the study strategy. Close your book and make a note of five things you learned from the TV programme. Compare your answers with a partner.

6 **USE IT!** Work with a partner. Ask and answer questions about some of the activities in the article on this page. Use the ideas below.

Do you like the look of ...? Have you ever tried ...?
 Would you like to try ...? What do you think of ...?

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

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

Present perfect simple + *just*

1 Study these sentences from exercise 3 on page 32. Then answer the questions.

We've just seen the videos about them.
I've just finished a sailing trip.

- Do we use the present perfect with *just* to talk about recent events or events a long time ago?
- What's the position of *just* in an affirmative present perfect sentence?

2 Complete the sentences with *just* and the present perfect simple form of the verbs in brackets. Then write the question form.

I've just done my first parachute jump. (do)

Have you just done your first parachute jump?

- I something funny. (see)
- They home. (arrive)
- Sam into the lake. (dive)
- We past my friend's house. (drive)
- He the world record again. (break)

3 Explain the situations with your own words. Use the correct present perfect simple form with *because* and *just*.

My left ski is broken ...

My left ski is broken because I've just had an accident.

- The team are celebrating
- I haven't got any money now
- We're covered in snow
- My room is tidy
- He looks frightened

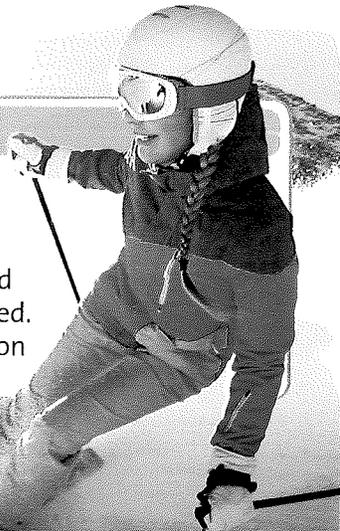
Present perfect simple + *still, yet and already*

4 Study sentences 1–3. Then match them with rules A–C.

- Have you decided yet?
- I still haven't decided.
- He's already decided.

RULES

- This describes an action which happened sooner than we expected.
- This emphasizes an expected action which hasn't happened.
- This asks if an expected action has happened or not.



5 Complete the rules with *still, yet or already*.

RULES

- We use with negative forms of the present perfect. It goes before *hasn't* or *haven't*.
- We use in affirmative sentences. It goes between *has / have* and the main verb.
- We use in questions and negative sentences. It goes at the end of the sentence.

6 Order the words to make sentences.

- my friends and I / our next adventure / decided on / already / have
- yet / our parents / we / asked / haven't
- I've / a surfboard / already / borrowed
- still / transport / organized / haven't / we
- we / bought / yet / any food / haven't

7 Read Naomi's wish list. Write sentences about what she has and hasn't done. Use *still, yet and already*.

★ ★ My wish list ★

- parachute over the desert ✓
- see Iguazu Falls X
- try surfing ✓
- sail along the Costa del Sol ✓
- climb up Kilimanjaro X
- fly over the Amazon X



8 USE IT! Think about what you have and haven't done today, this year and in your life. Write sentences about each time period with the present perfect and *still, yet or already*.

I've already had two classes today.

I still haven't been skiing this year.

I haven't been abroad yet.

Finished?

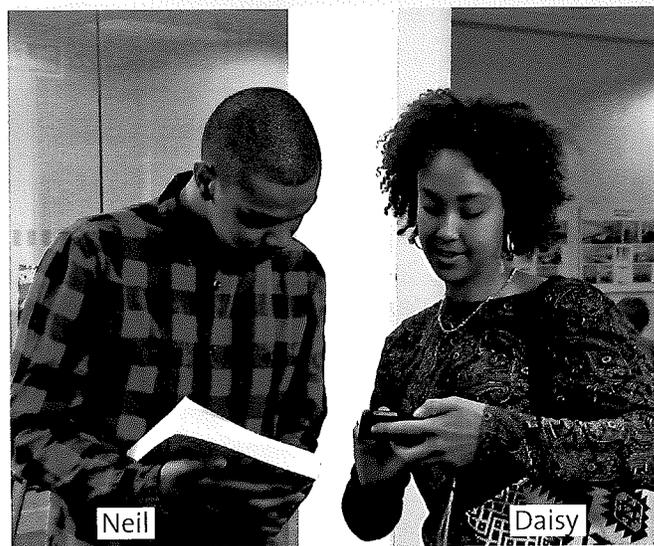
Look at the photos on pages 28–33. Write sentences about what each person (or animal) has just done, or hasn't done yet.

3 SPEAKING • Exchanging news

I can request and respond to personal news.

THINK! Imagine that you haven't been in contact with a friend for a month. What do you talk about?

Daisy Oh, hey, Neil!
 Neil Oh, hi, Daisy. I haven't seen you for ages.
 Daisy I know. I've been ¹.....
 Neil Really? What have you been up to?
 Daisy I've just got back from an ²..... in Zambia.
 Neil Wow! Was it good?
 Daisy It was amazing! I've done a lot over the last few weeks. I went ³..... on the Zambezi River and I saw the Victoria Falls.
 Neil That sounds great. Did you take many ⁴.....?
 Daisy Yes, I've already posted ⁵.....! What about you? Have you been doing anything special?
 Neil Not really. I've been studying ⁶..... We've got exams all week.
 Daisy Oh. Good luck with that.
 Neil Thanks. Bye, Daisy. It was good to see you again.



1 1.28 Complete the dialogue with the phrases in the box. Then watch or listen and check. Where has Daisy just been? What has Neil got all week?

adventure holiday away every day
 hundreds kayaking photos

2 1.28 Study the key phrases. Cover the dialogue and try to remember who says the phrases, Daisy (D) or Neil (N). Watch or listen again and check.

KEY PHRASES

Exchanging news

- 1 I haven't seen you for ages.
- 2 What have you been up to?
- 3 Have you been doing anything special?
- 4 We've got exams all week.
- 5 Good luck with that.
- 6 It was good to see you again.

3 Work in pairs. Practise the dialogue.

4 Work in pairs. Match the phrases. Then ask and answer the two questions with your partner.

- | | |
|-----------------------|---------------------|
| 1 What have you | a anything special? |
| 2 I haven't seen you | b been up to? |
| 3 I've been studying | c to see you again. |
| 4 Have you been doing | d for ages. |
| 5 It was good | e all week. |

5 USE IT! Work in pairs. Read the situation. Prepare and practise a new dialogue. Use the key phrases and the dialogue in exercise 1 to help you.

Student A: You meet a cousin who you haven't seen for a few months. Ask him / her what they've been up to. You've got exams next week, so you've been busy, too.

Student B: You've just finished a summer job in an adventure centre. Tell Student A about it. Ask him / her what they've been up to.

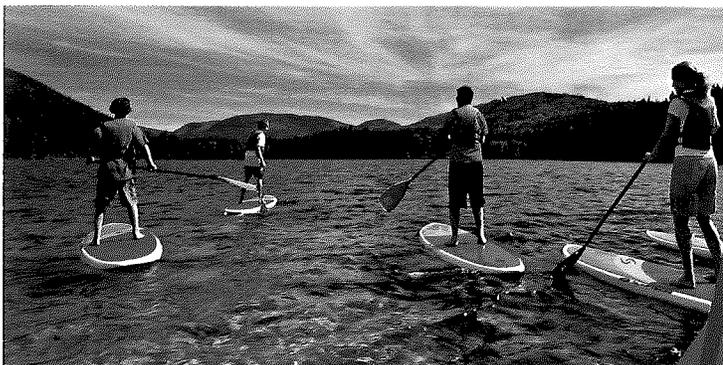


Exams in progress

3 WRITING • A FAQ page

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

THINK! What does FAQ mean? Where do you see FAQs?



SUP FAQs

1 Look at the photo. Then check the meaning of the words in blue in the SUP FAQs and read the text. Do you stand or lie on the surfboard when you do SUP? Do you think it's a difficult sport? Would you like to do it? Why / Why not?

KEY PHRASES

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).

2 Which paragraph in the SUP FAQs tells readers ... ?

- 1 the ideal location to do this sport
- 2 what they need to buy to practise the sport
- 3 where the sport began
- 4 how to paddle-board
- 5 a skill that will help them to learn quickly

Language point: Relative clauses

3 Match the words in blue in the SUP FAQs with the words in the box.

an idea an object a person a place

4 Complete sentences 1–5 with *who*, *which* or *where*.

- 1 That's the shop I bought my board.
- 2 Mike's the friend lent me his life jacket.
- 3 Equipment is expensive isn't always the best.
- 4 I watched a video showed the best techniques.
- 5 I don't know anybody has tried it.

What is SUP?

1 SUP is Stand Up Paddle-boarding. It's a water sport which has become very popular recently. It involves standing on a board and using a paddle to move.

How long has it been a sport?

2 It probably started in Hawaii in the 1960s. Instructors who were teaching surfers used to stand on their boards.

Is it similar to any other sport?

3 SUP is easy to learn if you've already stood on a surfboard, but it requires different skills.

What equipment do I need?

4 A lifejacket, a board, a paddle, and a leash which attaches to your ankle so that you don't lose your board. Have a lesson before you buy any equipment.

What are the best places for SUP?

5 On a lake, a river or the sea. When you're learning, it's best to find a place where there's calm water.

Where can I find out more?

6 Check out online communities for SUP events.

5 **USE IT!** Follow the steps in the writing guide.

WRITING GUIDE

A TASK

Write an FAQ section for a website about an adventure sport. Research a sport to find out what it involves. Choose from:

coasteering orienteering sandsurfing

B THINK AND PLAN

Think of questions which can help give useful information about the sport. Choose from these topics, or think of your own.

- origins
- courses
- best places to do it
- clubs and information
- how to do it
- equipment

C WRITE

Write at least five questions and answers. Use the model text and the key phrases to help you.

D CHECK

- question words
- natural features vocabulary
- sports verbs
- relative clauses

Vocabulary

1 Complete the sentences with the correct prepositions.

- 1 My ambition is to sail the world.
- 2 Parachuting isn't for me. I couldn't jump of a plane.
- 3 Tahiti is fantastic for surfing huge waves.
- 4 It takes about six months to hike the USA.
- 5 Over six thousand people have climbed Everest.
- 6 Nobody has kayaked Niagara Falls and survived.

2 Match the words in the box with the sentences. There are two extra words.

cave cliff dune falls lake
ocean volcano wave

- 1 An area of water surrounded by land.
- 2 A dangerous mountain.
- 3 A sandy hill in the desert or on the beach.
- 4 A high rock face, often on the edge of the sea.
- 5 Moving water on the sea.
- 6 A hole in the side of a hill or underground.

Language focus

3 Complete the dialogue with the words in the box.

just yet (x3) already still (x2)

- Martin Have you finished your homework
1.....?
- Sammy No, there's too much! I started it at six o'clock, but I 2..... haven't finished.
- Martin Have you done the maths exercises
3.....?
- Sammy Yes, I've 4..... finished them, but I 5..... haven't written my English essay.
- Martin Well, I've 6..... finished the essay, but I haven't started the maths
7..... I haven't had time.

4 Order the words to make sentences.

- 1 visited / yet / I / the USA / haven't
- 2 under / he / just / has / swum / the ice
- 3 you / haven't / replied / to my email / still
- 4 to / she / yet / spoken / your parents / has / ?
- 5 already / we / twice / seen / have / this film

5 Complete the sentences with the present perfect simple or continuous form of the verbs in brackets.

- 1 I four of his books, but not recently. (read)
- 2 We for hours. How much longer will it take? (climb)
- 3 His English is good. How long it? (learn)
- 4 I Rome three times. I love it there. (visit)
- 5 I'm tired because I since six a.m. (work)

Speaking

6 Complete the dialogue with the sentences in the box.

I've got a swimming competition this weekend
What have you been up to
Good luck with that
It was good to see you again
I haven't seen you for ages

- May Hi, Tom. 1.....
- Tom That's because I've been away.
- May Really? Where?
- Tom I've been hiking in Scotland.
- May That sounds fun.
- Tom What about you? 2.....?
- May I've been training. 3.....
- Tom Really? 4.....
- May Thanks. 5.....
- Tom Yes, you too. See you around.

Listening

7 1.29 Listen to four people talking about adventures. Match speakers 1-4 with sentences a-e. There is one extra sentence.

Speaker 1 Speaker 3

Speaker 2 Speaker 4

- a We haven't enjoyed hiking because of the weather.
- b I saw a shark when I was diving.
- c I don't want to do another jump.
- d It's a dangerous place for camping.
- e I haven't got to the top of the mountain yet.

Remember!

Read the text to understand the general sense. Then read it more carefully again to focus on words you don't know.

1 **BEFORE YOU READ** Work in pairs. Answer these questions about the family's time on the island.

- a What do they eat? b Where do they sleep? c What are the dangers?

Chapter 3 • On the island



1 Mother put her hands under the water, and quickly pulled a big blue lobster off Franz's leg. 'Here's our dinner!' she cried happily. The family ate it hungrily. Franz thought of names for the two dogs: 'Bello' and 'Juno'.



2 In the evening, Father put up ropes between three trees. He put cloth from the ship over them. 'Here's a tent for us,' he said.



3 The next morning, Father and Fritz left the beach for the forest. They found a river. Near the river were tall coconut trees, but how could they bring the coconuts down?

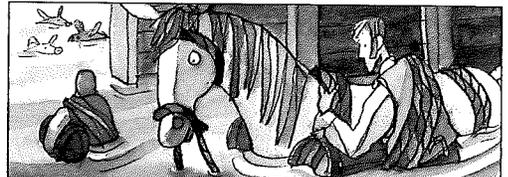
4 Suddenly, the monkeys in the trees began throwing coconuts at them! 'They're angry with us,' Fritz laughed. Then he and Father began hitting the trees, and the monkeys threw more coconuts down.



5 Just then, a little monkey fell from a tree. 'Catch it, Fritz!' Father cried.

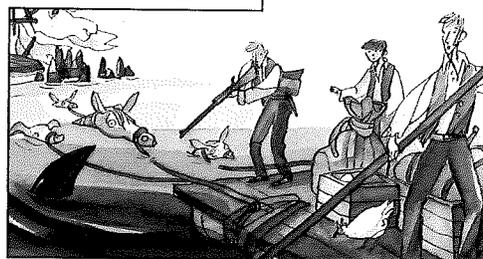


6 Fritz caught the little monkey and carried it in his arms. 'Let's call him Knips,' he said. From the hill, they could see most of the island. 'We're the only people from the ship here,' Father thought.



7 The next day, Father, Fritz, and Hans took the raft to the ship. They found seeds and guns. And the animals were alive, too. Father tied barrels to the animals. Then he tied ropes from these to the raft. 'Now they can swim easily behind us,' he said.

8 They moved slowly through the water. Then, suddenly, something dark went under the raft. It was a big shark! Fritz took a gun and stood up. 'Careful!' Father cried. 'Don't fall!'



2 **READING CHECK** Work in pairs. Correct six mistakes in the chapter summary.

Mother pulled a big lobster off Franz's ^{leg} arm. Later that night, Father put wood between two trees, and made a tent for them. In the morning, monkeys threw apples at Father and Fritz. One monkey fell from the trees, and Father caught it. The next day, Father, Fritz, and Hans took animals from the ship, and tied them to boxes. The animals swam behind the raft. Suddenly, they saw something dark in the water. It was a very big rock!

3 **WHAT DO YOU THINK?** Work in pairs. Talk about what happens in the next chapter. Think about any other dangerous animals they meet and if they find somewhere on the island to live.

4 Material world

VOCABULARY • The environment and consumerism
I can give my opinion on world issues.

- ✦ Extra listening and speaking p91
- ✦ Curriculum extra p99
- ✦ Culture p107
- ✦ Project p113

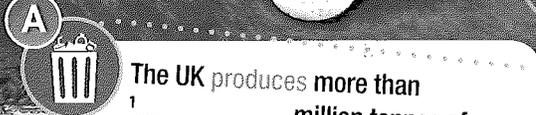
THINK! What types of pollution do the photos show? Can you think of three more problems in the world today?

- 1 Check the meaning of the words in blue in the eco-intellect fact file.
- 2  1.30 Read the fact file and complete the sentences with the words and phrases in the box. Then listen and check. Which fact is the most surprising to you?

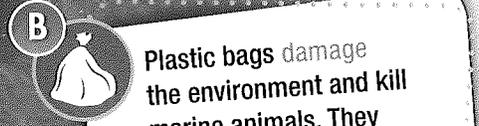
4% seventeen twenty-five minutes £700 100
1993 every year hours minutes weeks

Check your eco-intellect!

THE EARTH PROVIDES EVERYTHING WE NEED, BUT HOW MUCH DO YOU THINK ABOUT IT? DEVELOP YOUR ECO-INTELLECT BY LEARNING HOW YOUR ACTIONS CAN AFFECT THE WORLD WE LIVE IN.



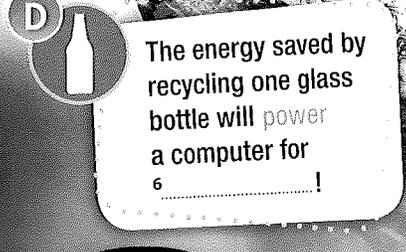
A  The UK produces more than 1 million tonnes of rubbish 2 On average, each person in the UK throws away their own weight in rubbish every seven 3



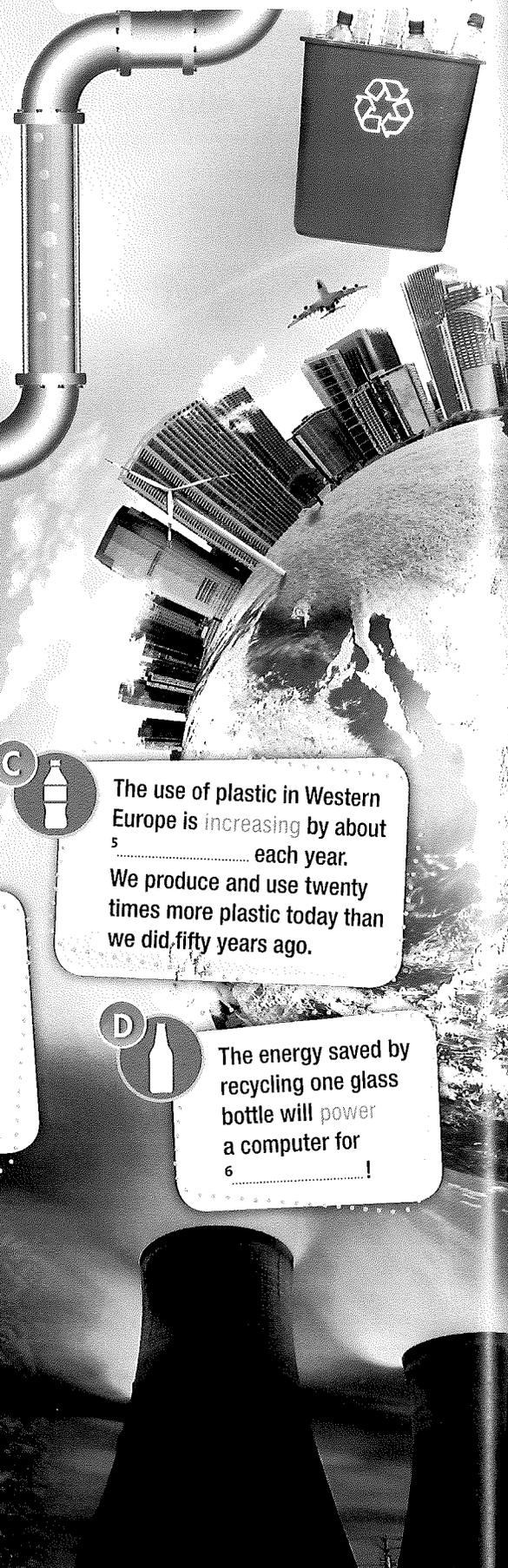
B Plastic bags damage the environment and kill marine animals. They pollute our towns and cities. We use each plastic bag for an average of only twelve 4



C The use of plastic in Western Europe is increasing by about 5 each year. We produce and use twenty times more plastic today than we did fifty years ago.



D The energy saved by recycling one glass bottle will power a computer for 6 !



E

Recycling one aluminium can saves enough energy to power a television for three ⁷.....
It takes six weeks to recycle your old drink can into parts of a plane, car or a new can!

F



We must protect our world. We're running out of natural resources and destroying rainforests. Twenty-four trees make one tonne of newspaper. A tonne of recycled newspaper saves ⁸..... trees.

G



In some parts of the world, people can't afford to buy food. In other parts, people buy more than they need. A typical UK family wastes approximately ⁹..... of food every year.

H



Having a shower instead of a bath reduces the amount of water we waste. A toilet made before ¹⁰..... uses 60% more water than toilets made since then.



3 1.31 Watch or listen to four people talking about the environment. Which person is not concerned about the future of our planet? Why? Do you agree?



4 1.32 Watch or listen again twice: make notes the first time and complete the key phrases the second time.

KEY PHRASES

Expressing opinions

- I'm worried about ¹.....
- It's important that we ².....
- We need to stop ³.....
- We need to start ⁴.....
- We need to ⁵.....
- I'm quite concerned about ⁶.....
- It's (not) a big deal.

Remember!

Let's **stop throwing** so much rubbish away.
We need to **start recycling** things.

5 **USE IT!** Work in groups. Read the quote and talk about whether you agree with it or not. Explain why. Then make suggestions about how we can all waste less.

There is no such thing as 'away'. When you throw something away, it must go somewhere.

Finished?

Write three things that your school can do to reduce waste. What three things can you do at home?

THINK! What does 'a superfood' mean? Can you think of any superfoods?

The food of the FUTURE

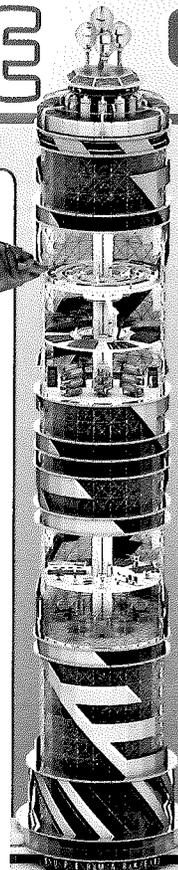
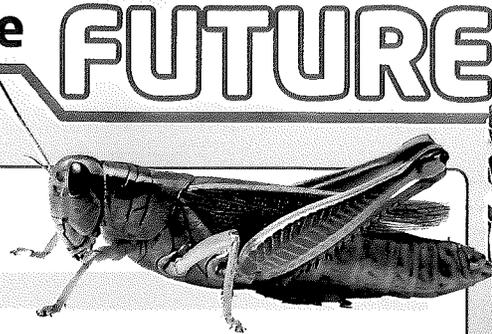
INSECTS

The superfood of the future

There are a lot of hungry people in the world, so how do we deal with it? In the next thirty years, we'll need to provide enough protein for billions more mouths, and with all these extra people there will be even less space for farming. One solution is for us to eat insects. They are a great source of protein and they don't need as much space or water as farm animals.

So why don't we eat insects regularly? The fact is that many people in Asia, Africa and South America already do. The problem is that Europeans and North Americans don't want to. Some governments are now trying to convince them why it is a good idea. The Nordic Food Lab in Copenhagen, for example, developed the 'Insect Deliciousness' project. Its chefs have been to five continents to discover an incredible world of insect flavour. In Australia, they tasted honey ants. **They** ate fried caterpillar in Tanzania, and in Mexico, they enjoyed desert-ant eggs. Will they and other similar organizations persuade Europeans and Americans to take a bite from a caterpillar or an ant? What's your view? How many people will eat insects in the future? How much food made with insects will you eat?

[read more]



WORLD FOOD FACTS

Did you know that ...

- ... seventy-five per cent of the world's food comes from only twelve types of plant and five types of animal? **These** are only a few of the hundreds of thousands of types of plants and animals on Earth.
- ... when we farm animals for meat, we need huge amounts of water and land? **This** kind of farming is seriously damaging the environment and we're running out of resources.
- ... the Earth's population will be about 9.7 billion by 2050? That's almost two billion more people than today.
- ... 165 million children are hungry because their parents haven't got enough money for food? That's too many hungry children.

1 Read the online article and the food facts. Which problems do the texts mention?

pollution resources farming crime

2  1.32 Read and listen to the article again and answer the questions.

- 1 How much food does the world get from twelve types of plant and five kinds of animal?
- 2 How many people will there be on Earth by 2050?
- 3 What problem will that cause?
- 4 Why are insects the solution?
- 5 In what parts of the world do people eat insects?

3 Read the article again. What do each of the words in **bold** refer to? How do you know?

4 VOCABULARY PLUS Use a dictionary to check the meaning of the words in blue in the text. For more practice go to page 36 in the Workbook.

5  **USE IT!** Work in pairs. How worried are you about world hunger? Is it a good idea to eat insects? Why / Why not?

I'm not too worried about world hunger because there are many kinds of food we can eat.

I agree, but I think it's important that we start eating different things.

4

LANGUAGE FOCUS • Quantifiers

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

1 Complete the sentences with the quantifiers in the box. There is one extra quantifier.

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

- 1 A hundred and sixty-five million children haven't got food.
- 2 That's too hungry children.
- 3 There are hungry people in the world, but only people are trying to do something about it.
- 4 We'll need to provide protein.
- 5 Insects don't need as space or water.
- 6 How people will eat insects in the future?
- 7 How food made with insects will you eat?

2 Answer the questions in the rules with the words in exercise 1.

RULES

- 1 Which quantifiers can we use with countable nouns?
- 2 Which quantifiers can we use with uncountable nouns?
- 3 Which quantifiers can we use to say there are small quantities of something?
- 4 Which quantifiers can we use to say there are large quantities of something?
- 5 Which quantifier means 'sufficient'?

3 Read the tips for reducing waste. Then choose the correct options.

4 Complete the dialogues.

A

Myra How ¹..... meat do you eat each week?

Pete I love meat, so I eat a ²..... of it. Twice a day in fact.

Myra That's ³..... much meat!

B

Simon Do you eat ⁴..... fruit?

Maria I think so. I eat a ⁵..... pieces of fruit every evening. But my mum says it's ⁶..... enough.

5  **USE IT!** Work in pairs. Write and practise new dialogues. Use the dialogues in exercise 4, replace the words in blue with the words in the box and a time phrase. Change the quantifiers if necessary.

chocolate / eat milk / drink
rubbish / recycle water / waste

How much water do you drink each day?

How much rubbish does your family throw away each week?

Finished?

Write some rules for your class about how everyone can help reduce waste. Use quantifiers wherever possible.

REDUCE your Waste in 4 easy steps



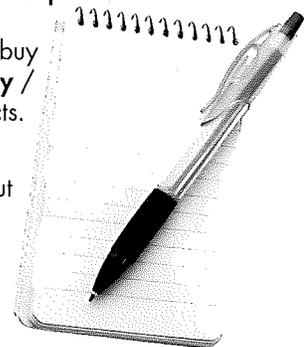
Does your family throw away too 'much / many food? Here are a few tips you can follow to reduce waste.

TIP 1 Make a shopping list before going shopping.
²A lot of / A few food goes in the bin as ³not enough / a little people write down exactly what they need to buy at the shops.

TIP 2 Check the fridge and food cupboards before you shop and buy only what you really need.
It's amazing ⁴how many / how much things we buy that we already have. We throw away ⁵too many / enough things just to make room for new products.

TIP 3 Buy the freshest food you can.
You may spend ⁶a little / a few pounds more, but fresh food is much better for you.

TIP 4 Take ⁷a lot of / a little time to create a menu for the week. You can do it quickly, and it means that you won't buy things you don't need.



4 VOCABULARY AND LISTENING • Adjectives: describing objects

I can distinguish between facts and opinions.

THINK! Who do you think should be responsible for finding solutions to world problems?

1 Study the adjectives in the box. How do you say them in your language?

automatic digital ecological electronic
 hi-tech home-made multi-functional
 natural recycled second-hand smart
 solar useful waterproof

STUDY STRATEGY

Marking word stress

To help you pronounce words more easily, listen for the stressed syllable in each word.

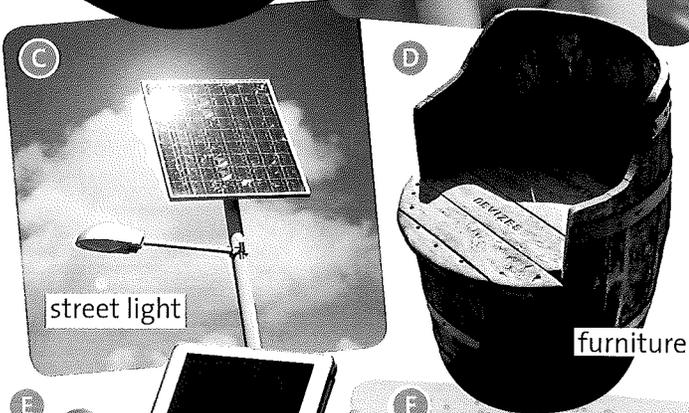
2 **1.33** Read the study strategy. Then listen to the adjectives in exercise 1. Underline the stressed syllable in each word.

3 Look at photos A–F. Use the adjectives in exercise 1 to describe the objects.



vacuum cleaner

watch



street light

furniture



junk

phone

4 **1.34** Listen to a radio programme about unusual shoes. Why are the shoes unusual?

5 **1.34** Listen again and complete the sentences with the correct adjectives in exercise 1.

- Murray talks about special shoes that can help children and are at the same time.
- A lot of children have problems because they wear shoes which are not the right size for their feet.
- Murray says that the shoes are very simple and not at all.
- The shoes are practical and useful, but they aren't
- The next story will be about clothes made from and natural materials.

6 Which of these statements taken from the listening are fact (F) and which are opinion (O)? How do you know?

- There are millions of children in the world who don't have shoes.
- That sounds a bit hi-tech.
- That's really useful, isn't it?
- At the moment, people are wearing them in Ecuador.

7 **1.34** Listen to the radio programme again and complete the key phrases.

KEY PHRASES

Expressing purpose

That sounds a bit hi-tech / useless / cool / silly / etc.

How does it ¹.....?

It works by ²..... simple changes to the shoe.

How's that ³.....?

Can the kids use them for ⁴.....?

Children can use them to ⁵.....

8 **USE IT!** Work in groups. Think of an invention that can help people. Then ask and answer questions using the key phrases. Whose object is the most useful?

My object's an electronic skateboard.
 We invented it to get to places quickly.

That sounds cool. Can you use it for getting to school?

Yes. You can use it to go ...

4

LANGUAGE FOCUS • Question tags

I can use question tags to check information.

1 Underline the question tags in sentences 1–5 and the verbs they refer to.

- That sounds a bit hi-tech, doesn't it?
- So, children can use them for several years, can't they?
- One shoe won't fit everyone, will it?
- That's really useful, isn't it?
- People are wearing them in ... , aren't they?

2 Read the sentences in exercise 1. Then choose the correct options to complete rules 1–5.

RULES

We use question tags to check information. In the question tag, we use:

- a **positive** / **negative** verb for negative sentences.
- a **positive** / **negative** verb for affirmative sentences.
- the **same** / **different** auxiliary verb as in the sentence.
- a form of **do** / **will** when there is no auxiliary verb in the sentence.
- modal verbs when there is / isn't a modal in the statement.

3 Choose the correct options.

- The bottles go in the recycling bin, **do** / **don't** they?
- You can help us, **can** / **can't** you?
- Pollution is a huge problem, **doesn't** / **isn't** it?
- They won't pollute the air, **will** / **won't** they?
- I'm right, **am** / **aren't** I?
- We can reduce waste, **can't** / **don't** we?

4 Complete the sentences with the phrases in the box.

aren't they can't you does it
shouldn't we won't it

- We should exchange books with each other,?
- They're using too much water,?
- The company doesn't waste water,?
- You can recycle this phone,?
- The population of the city will increase in the next ten years,?

5 Complete the dialogue with the correct question tag.

- Megan That's not another new bag,
1?
- Alex It looks great, 2?
- Megan Yes, but those aren't sweet packets,
3?
- Alex They are! The whole bag is made with recycled packets. It's really clever,
4?
- Megan Yeah. I want one, too!
- Alex I'll get you one for your birthday.
- Megan Really? You won't forget,
5?
- Alex Don't worry. I won't.



6 1.35 PRONUNCIATION: Intonation Listen to these sentences. Does the speaker's voice go up or down in the question tag? Practise saying them.

- The bag wasn't expensive, was it?
- They can buy them online, can't they?
- You'll call me, won't you?

7 USE IT! Work in pairs. Check personal information using question tags and the ideas in the box.

abilities birthday family last weekend
likes / dislikes next holiday

Your birthday is in June, isn't it?

Yes! You went to the cinema last weekend, didn't you?

No, I didn't. You've got two sisters, haven't you?

Finished?

Write some positive sentences about your partner that you believe to be true. Then say the sentences using question tags to check that you're right.

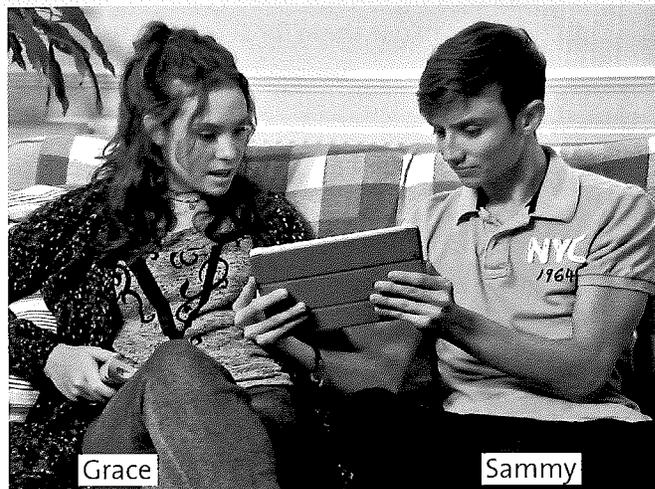
4

SPEAKING • Comparing products

I can express my preference when comparing things.

THINK! When you're buying someone a present, how do you decide what to buy?

- Sammy I'm looking for jewellery for my
1 What do you think of this
pendant? It's real gold.
- Grace Oh, it's nice, but it's quite 2
- Sammy I like the size of it, but it's a bit too
3
- Grace Wow! It's, like, £70! I mean, it's not as
4 as that silver one.
- Sammy Oh yes, I much prefer that one. It's
Mum's style.
- Grace Which one is 5
- Sammy OK, let's see. Right, the silver one is much
6 expensive. It's only £30.
- Grace Well, get that one then.



Grace

Sammy

- 1 1.36 Complete the dialogue with the phrases in the box. Then watch or listen and check. Which pendant does Sammy buy?

cheaper expensive less
mum nice small

- 2 1.36 Cover the dialogue and read the key phrases. Choose the words that Sammy and Grace use. Watch or listen again and check.

KEY PHRASES

Comparing products

What do you think of ¹this / these ... ?

I like the ... of ²it / those.

It's ³a bit / much too ...

It's (not) ⁴as / so ... as ...

I much prefer ⁵that one / those ones.

Which one is ⁶better / cheaper?

- 3 Work in pairs. Practise the dialogue.

Language point: Fillers

- 4 We use fillers to give us time to think. Study the two uses of like in the dialogue in exercise 1. Which one is a filler?

- 5 Work in pairs. Look at the two objects recycled from magazines. How many key phrases can you use to describe and compare them?

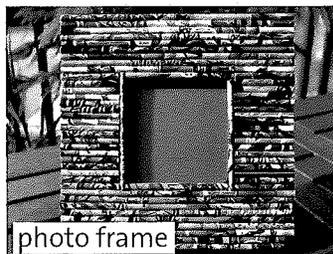
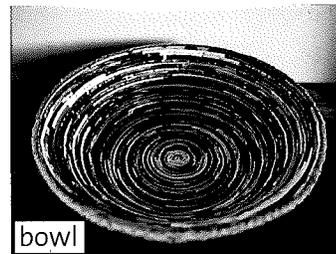
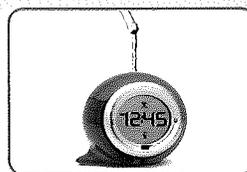


photo frame



bowl

- 6 USE IT! Work in pairs. You want to buy a present for a friend. Compare these products and decide which one you'll buy. Use the key phrases and the dialogue in exercise 1 to help you.

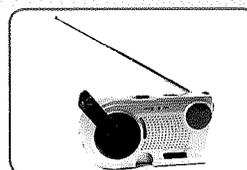


WATER CLOCK

£19.99

No need for batteries. This clock works using water!

Colours: red, silver, blue



WIND-UP RADIO

£35.50

No need for batteries. Wind this radio up for one minute to listen for twenty minutes.

Colours: black and white, grey

4 WRITING • A product review

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

THINK! Where can you read product reviews? Do you read or write them? Why / Why not?

SHOP | DEPARTMENT | SPECIAL OFFERS | BEST BUY

LOGIN

BASKET

CUSTOMER REVIEWS

DOME TENT

£199.99 ★★★★★

Two-person tent

You like moving from place to place when you go camping, don't you? This dome tent pops up in seconds. They've made it so that it's very easy to put back down, too. It's also extremely light to carry, and we found it really comfortable to sleep in. Our only problem was that it nearly blew down in the wind.



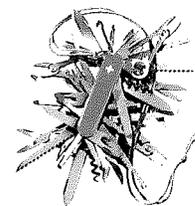
[more reviews]

SWISS ARMY KNIFE

£295 ★★★★★

The best Swiss army knife in the world!

This knife has got every kind of tool possible. I always take it with me *in case* I need it. You can use it to cut your nails, to open cans or to fix any machine that breaks. It weighs almost half a kilo, so it's quite heavy. But you won't need to carry other tools with you. The biggest disadvantage is the price. It's very expensive, so you might need to *save first in order to* afford it.



[more reviews]

SIGN UP FOR OUR NEWSLETTER

Receive the latest offers and news direct to your inbox

your email address

SIGN UP



- 1 Read the product reviews. What things are good about each product? What things are bad about each product?
- 2 Work in pairs. Think of something you have bought recently and use the key phrases to talk about its advantages and disadvantages.

KEY PHRASES

Advantages and disadvantages

It's very ... to ...
We found it really ...
My only problem was that ...
The biggest disadvantage is ...

Language point: Clauses of purpose

- 3 Find the words in blue in the two reviews. What form of the verb follows *to* and *in order to*? When do we use clauses of purpose?

- 4 Complete the sentences with clauses of purpose and your own ideas.

- 1 I went to town
- 2 She studied hard
- 3 We saved money
- 4 You called me

- 5 USE IT! Follow the steps in the writing guide.

WRITING GUIDE

A TASK

Write a short review of the two products in exercise 6 on page 44.

B THINK AND PLAN

- 1 What are the advantages of each product?
- 2 What are the disadvantages of each product?
- 3 How many stars will you give each product?
- 4 Will you recommend them?

C WRITE

Your reviews should include:

- product title, price, and a description
- your opinion of the product
- star rating

D CHECK

- appropriate vocabulary
- key phrases
- clauses of purpose

4 REVIEW

Vocabulary

1 Complete the sentences with the correct form of the verbs in the box.

damage produce recycle run out of
save throw away waste

- We shouldn't bottles – it is better to them.
- You can energy by using public transport.
- Plastic bags the environment and kill sea animals.
- You energy when you leave the window open in winter.
- We can use solar and wind energy to clean electricity.
- We are natural resources.

2 Complete the words.

 EcoHome the ¹e house of the future.

EcoHomes are built only with ²r materials and ³n products like wood. These are ⁴h houses that are full of ⁵e devices to save energy. Everything is ⁶a , so you save time, too. On the roof are ⁷s panels to produce electricity.

Language focus

3 Choose the correct words.

- Does your family recycle **much** / **many** bottles?
- Do you eat too **much** / **many** chocolate?
- How **much** / **many** hours do you study every day?
- We throw away a **lot of** / **many** rubbish.
- There are only a **few** / **a little** apples left.
- There isn't **enough** / **many** fuel to heat the house.
- I only eat a **few** / **a little** meat each week.
- I ate too **much** / **many** sweets and now I feel sick.

4 Complete the sentences with *much, many, a lot of, enough, a few or a little*.

- I've only got money. Can you lend me some?
- There isn't food in the fridge.
- We eat pasta – it's our favourite food.
- How time have you got?
- I've only got minutes.
- There weren't people on the bus.
- Sugar is bad for you, but in your diet is OK.
- There's not food for nine billion people.

5 Complete the sentences with question tags.

- You haven't bought more chocolate,?
- They love spending money,?
- You can't lend me ten euros,?
- You didn't throw the bottles away,?
- You won't be late again,?
- The house doesn't have solar panels,?

Speaking

6 Complete the dialogue with the phrases in the box.

does it work do you think I much prefer
much too the colour
This green one is more Which one

- Liz Let's get Dad a torch for his birthday.
Harry OK. What ¹ of this solar torch?
Liz It's cool. How ²?
Harry It uses the power of the sun.
Liz That's no good indoors.
³ practical. It's got batteries.
Harry I like ⁴ of that one. But ⁵ the solar torch. It's more original.
Liz ⁶ is cheaper?
Harry The green one is only twelve euros. The solar torch is ⁷ expensive.
Liz OK. We'll get the green one.

Listening

7 1.37 Listen to Joe and Clare talking about a class environment project. Write *true* or *false*.

- Joe is talking about a class project.
- His class wants the school to use recycled paper.
- They have given families recycling bins.
- They want people to change their habits.
- Clare has showers at home.
- There is a lot of food wasted at the school canteen.

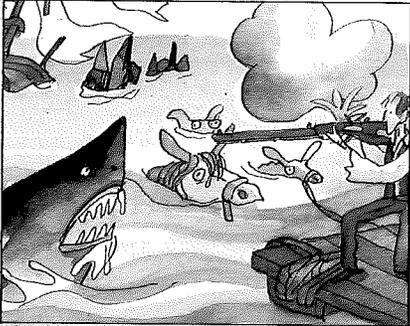
4 STORY IN ENGLISH • The Swiss Family Robinson

Remember!

Before you use your dictionary, try to guess the meaning of the words you don't know. Then use your dictionary to check.

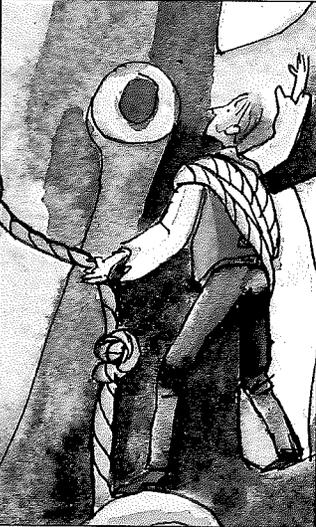
1 **BEFORE YOU READ** Work in pairs. What can you recycle on an island? Think about what materials there are and what you can make from them.

Chapter 4 • The tree house



1 The shark came nearer to the raft. At the last minute, Fritz shot it. 'You hit it!' Hans cried. After that, they watched the water carefully, but the shark didn't come back.

2 That night, the family heard a noise, and looked out of the tent. Yellow eyes watched them in the dark. 'Jackals!' Ernst cried. Just then, Bello and Juno attacked, and all of the jackals ran away.

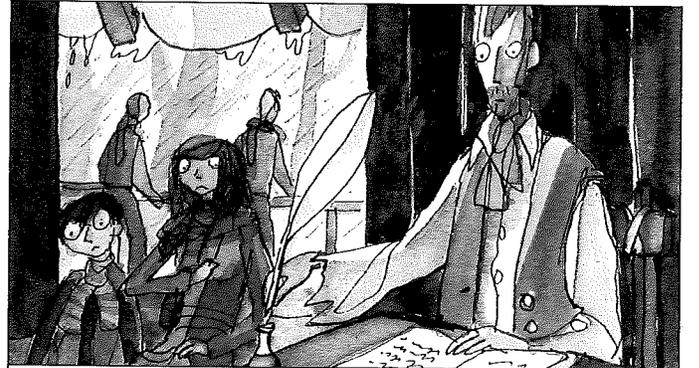


3 'We need a better house,' Father said the next morning. They found some big trees on a hill. Father threw a rope over a branch, and went up into the biggest tree. 'Here's our new house!' he said. Father and the older boys put long pieces of wood between branches for the floor. Then they made the rooms.

4 They put big cloths over them. When the tree house was ready, Hans asked, 'What can we call it?' Fritz saw a falcon in the sky. 'How about Falconwood?' he said.



5 In the autumn, Mother made a garden with their seeds. The boys looked for food in the forest. They put it in barrels for the winter. Father made a room for their animals under the tree house. Then he put his tools in the beach tent.



6 When the winter came, the family stayed in their tree house. And their animals stayed in their home at the foot of the tree. It rained for weeks. 'We haven't got much food,' Father wrote in his journal one day. 'Will our animals live? Will our seeds grow?'

2 **READING CHECK** Work in pairs. Cover the text and tell your partner the story. Use these words:

animals jackals tree branches
tree house seeds

3 **WHAT DO YOU THINK?** Work in pairs. Talk about what happens in the next chapter. Think about how they get food.

5 Years ahead

VOCABULARY • Uses of get
I can talk about different ages and life events.

- ✿ Extra listening and speaking p92
- ✿ Curriculum extra p100
- ✿ Culture p108
- ✿ Song p118

THINK! Do you like being the age that you are now? Why / Why not?

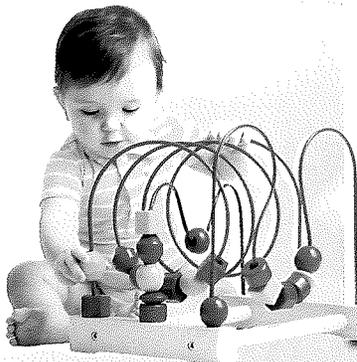
1 Check the meaning of the phrases in the box. Decide in which age group you are most likely to do each one.

10-16 16-20 20-30 30-40 40-50 50+

get a bank account get a boyfriend / girlfriend
get a degree get a driving licence
get a job get a new hobby get a pension
get a phone get a social media account
get married get old get rich

2  2.02 Do the quiz. Compare your answers with a partner. Then listen and check.

THE GENERATIONS QUIZ

0-5 years

Which two of these things can children normally do before they're five?

- a get a new hobby
- b read and write a 200-word story
- c get a bank account

6-12 years

Surveys show we are happiest around nine to ten years old. Why?

- a It's when we get rich.
- b It's when we get a pension.
- c It's when we have the most fun and the fewest worries.



13-19 years

Around 78% of teenagers have got a phone and over 80% have got a social media account. How old do you usually need to be to get a social media account?

- a thirteen b fourteen c fifteen

20-29 years

When they have got a degree or finished their studies, people in their twenties often get a job. Which of these things can't you do in the UK until you're twenty-one?

- a get a driving licence
- b adopt a child
- c get a boyfriend or girlfriend



30–49 years



5

At this age, many people are married. According to scientists, if you get married, you'll probably ...

- a be happy
- b die younger
- c live longer

70–100 years



8

People are getting older. In 1980, the average life expectancy in Europe was forty-three. What is it now?

- a about seventy
- b about eighty
- c about ninety

50–59 years



6

People often become grandparents at this age. What is the record number of grandchildren to one grandparent in the world?

- a 99
- b 140
- c 247

60–79 years



7

When people get a pension they often lead a quiet life, but not always! In the Senior Olympics event in the USA, for example, older people compete in every Olympic sport. What's the world record for the women's 100 metres for women over seventy?

- a 10.6 seconds
- b 14.6 seconds
- c 20.6 seconds

- 3 2.03 Watch or listen to five people talking about their opinions on different ages. Which person thinks they will get a good job?



- 4 2.03 Watch or listen again. Which key phrases do you hear? Then complete the phrases with your own ideas about the different stages of your life.

KEY PHRASES

Making predictions about the future

- 1 Hopefully, I'll
- 2 I'll definitely
- 3 I definitely won't
- 4 I'm pretty sure that I'll
- 5 I might
- 6 Maybe I'll
- 7 I doubt that I'll
- 8 I don't think I'll

- 5 **USE IT!** Work in pairs. Complete the questions with phrases from this page and your own ideas. Then ask and answer the questions. Use the key phrases in your answers.

- 1 What's the best age to
- 2 Do you think that you'll one day? Why (not)?
- 3 What do you want to do when
- 4 When do you think you'll

(Finished?)

Look again at the age groups in exercise 1. Which one do you think is the best age? Why?

5 READING • Future humans

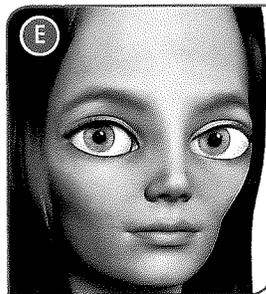
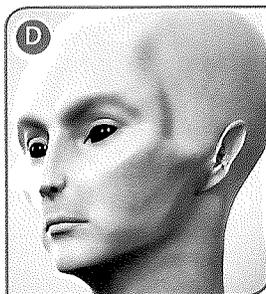
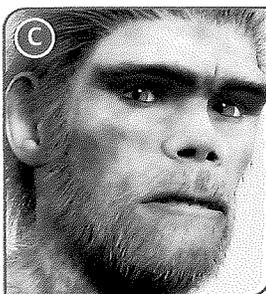
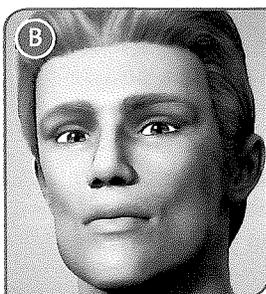
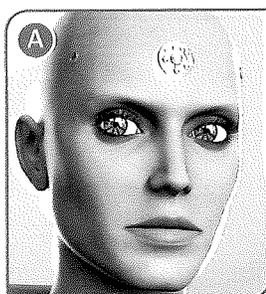
I can match visual information to a text.

THINK! How are you different from your parents and grandparents? Will people in the future be different? Why?

FACES OF THE FUTURE

Humans have adapted and changed through the ages and, unless a catastrophe destroys the Earth, we'll probably survive and continue to change. Scientists are already saying that children born now might live until they're 150. Further into the future, perhaps people won't die but simply buy new body parts as they get older!

What other changes are possible in the years ahead?



1 Homo Informaticus If we continue to use computers and screens more and more, our eyes and brains will probably get bigger in order to process more information.

2 Neo-humans If there's a terrible war or an epidemic, survivors might leave the cities and live in caves. They'll become stronger, hairier and more agile.

3 Homo Perfectus If scientists manipulate human genes, will some people pay to have children who are better looking, healthier and more intelligent than 'normal' humans?

4 Cyborgs Soldiers of the future might be part human, part machine, with super-strong body parts, auto-zoom eyes and a brain connected by Wi-Fi to super computers.

5 Space humans If Earth gets too crowded, humans will colonize other planets. If they adapt to a different atmosphere and gravity on another planet, they won't look the same as humans on Earth.

Which possibilities do you think are most likely?

Comments

1 Read the article on the future of human beings. Match paragraphs 1–5 with pictures A–E.

2 2.04 Read and listen to the text again and answer the questions.

- 1 Who might live to be 150 years old?
- 2 What will probably cause our brains to get bigger?
- 3 What will people possibly do as the result of an epidemic or war?
- 4 What are the possible ways the children of the future will be different from now?
- 5 What might happen if Earth gets overcrowded?
- 6 What two types of future humans will have more strength than we have today?

3 VOCABULARY PLUS Use a dictionary to check the meaning of the words in blue in the text. For more practice go to page 44 in the Workbook.

4 **USE IT!** Work in pairs. Which of the ideas in the article do you think will happen in the future? Compare your ideas.

I doubt that we'll look the same.

I think computers will do everything for us.

First conditional with *if* and *unless*

1 Match 1–3 with a–c using the article on page 50.

Situation

- 1 Unless a catastrophe destroys the Earth,
- 2 If scientists manipulate human genes,
- 3 If humans adapt to conditions on another planet,

Result

- a will people pay to have healthier children?
- b the human race won't look the same.
- c we will probably survive.

2 Choose the correct options to complete the rules.

RULES

- 1 We use the first conditional to talk about a possible event and its result in the future / past.
- 2 We introduce the situation with *if* or *unless* + present / past simple.
- 3 We describe the result with *will* and *won't* / *do* and *doesn't* + infinitive without *to*.
- 4 We use *unless* to say *if ... not* / *if ... when*.
- 5 When the *if* clause is first / second, we use a comma. When the *if* clause comes first / second, we don't need a comma.

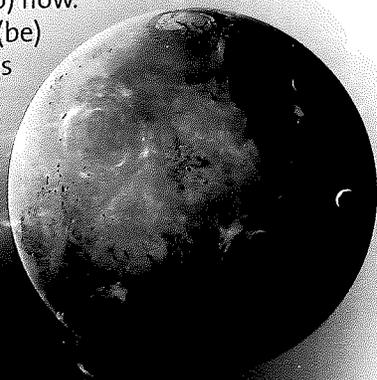
If Earth gets too crowded, we'll colonize other planets.
We'll colonize other planets if Earth gets too crowded.

3 Complete the sentences with the first conditional form of the verbs in brackets. Then rewrite sentences 4–6 using *if*.

If we (survive), our brains (get) bigger.

If we survive, our brains will get bigger.

- 1 If people (live) on other planets, they (miss) the Earth.
- 2 He (get tired) if he (not rest).
- 3 We (not look) the same if we (live) on Mars.
- 4 Her teacher (get angry) unless she (do) her homework.
- 5 You (miss) the bus unless you (get up) now.
- 6 There (be) a catastrophe unless we (protect) the environment.



4 Match 1–6 with a–f. Use *I won't* and *unless*.

I won't pass my exams unless I study hard.

- | | |
|----------------------------|--------------------------|
| 1 pass my exams | a run |
| 2 get a driving licence | b have a lot of problems |
| 3 get the bus | c make a lot of money |
| 4 get rich | d study hard |
| 5 get stressed | e meet someone nice |
| 6 get married | f have some lessons |

5 2.05 PRONUNCIATION: Linking

Listen and repeat the sentences.

I won't get a job unless I study hard.

Computers will do everything for us.

might vs. *will*

6 Study the examples and read the rules. Which situation does the writer think is more likely?

Children born now might live until they're 150.
People will continue to change.

RULES

We use *might* to make predictions when we aren't certain.

We use *will* to make predictions when we are certain.

7 Choose the correct options.

- 1 Lauren won't / might not get a new bank account. She's happy with the one she has now.
- 2 I'll / I might live to be 100.
- 3 One thing's for sure – people will / might continue to write about the future.
- 4 I won't / might not buy that. I'm not sure.
- 5 Liverpool will / might win. You never know!

8 USE IT! Work in pairs. Ask and answer the questions with your own ideas.

- 1 If I tell you a secret,
- 2 What will happen if
- 3 If you're rich in the future, will you
- 4 Will you be unhappy if
- 5 If there are trips to other planets, will

What will happen if you learn to speak English perfectly?

I might move to Australia.

Finished?

Write a paragraph about twenty years in the future. Think about what you'll look like, your job, your house, etc. Use *if*, *unless*, *will* and *might*.

5 VOCABULARY AND LISTENING • Lifestyle choices

I can talk about lifestyle choices for the future.

THINK! How old will you be in ten years' time? Where do you think you will be?

Where do YOU see YOURSELF in ten years' time?

LOVE

FUN

MONEY

TRAVEL

HEALTH

Decklen

I see myself finishing university first. Then I'm going to get a good job, settle down and have a family. Can't wait! 😊

Earlybird

Why do people tie themselves down? Why not take some time out? Go travelling while you're young!

DeeLee33

That's what I think! I don't want a good job. I want to have fun. I'll take up a sport like karate or skydiving and enjoy myself. In two years, I hope that I'll be doing my black belt, and I'll be happy.

Earlybird

Me, too! I'm going to travel around Australia and teach myself to surf.

Marcus

Where are you going to earn money to get to Australia? ☹️ 😎

Earlybird

I'm going to start up my own business, make a million dollars in two years, and then I'll retire young and travel the world. Why waste time working all your life?

Marcus

I think it's important to look after yourself – but what about others? I'd like to get involved with a charity and spend some time abroad helping people.

DeeLee33

I totally agree. Good luck with that, Marcus! 🙌

- 1 🎧 2.06 Read and listen to the online forum. Check the meaning of the phrases in blue. Which do you think are good ideas for a healthy life?

STUDY STRATEGY

Remembering new vocabulary

Remember new vocabulary, like the phrases in exercise 1, by writing your own examples. If you make sentences that are true for you, it's easier to remember the new phrases.

- 2 Read the study strategy. Complete the sentences with your own ideas. Compare your ideas with a partner and try to remember the best sentences.
- I enjoy myself when I
 - When I'm older, I'm going to travel around and other countries.
 - I want to take up a sport like
 - Don't waste time
 - I'd like to get involved with a charity, for example,
 - To look after yourself, you should
- 3 🎧 2.07 Listen to the four people from exercise 1 talk about their future plans and lifestyle choices. Which order do they speak in?

- 4 🎧 2.07 Listen again and write true or false. Correct the false sentences.

- Speaker 1 thinks that having money is the most important thing.
- Speaker 2 has been to university.
- Speaker 3 is ambitious.
- Speaker 4 thinks education is important.

Language point: Reflexive pronouns

- 5 Find five sentences with reflexive pronouns in the online forum. Then complete sentences 1–3 with the reflexive pronouns in the box. There is one extra pronoun.

himself myself ourselves yourself

- I saw in the mirror.
- He sent an email.
- We always enjoy on holiday.

- 6 🗨️ USE IT! Work in pairs. Tell each other about your plans and ideas for the future. Use the phrases in blue in the online forum to help you.

I'd like to take time out and travel around the world.

I think it's a good idea to take up a sport and enjoy yourself.

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

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

will and be going to

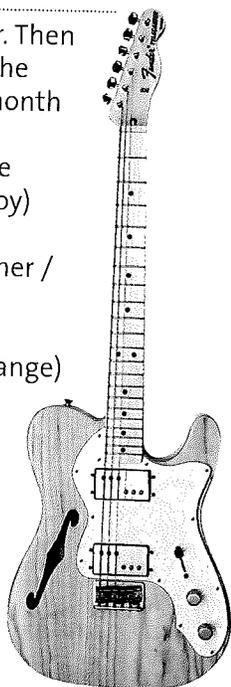
- Complete the sentences from the online forum on page 52. Then answer questions 1 and 2.
 - I'm start up my own business.
 - retire young.
 - What are the negative and question forms of the examples?
 - Which sentence refers to a general prediction and which refers to a definite plan or intention?

2 Choose the correct options. Then ask and answer the questions with a partner.

- Do you think you will / are going to travel into space?
- How many people will / are going to live on Earth in 2100?
- Do you think that one day you'll / you're going to be famous?
- Who will / is going to take up a new sport this summer?
- Will you / Are you going to watch TV tonight?

3 Complete the dialogue with the correct form of will and be going to and the verbs in brackets.

- Joe I've decided that ¹.....
(I / teach) myself the guitar.
- Sam Great! That ²..... (be) fun.
When ³..... (you / start)
learning?
- Joe I'm not sure. I don't think that
⁴..... (my mother / buy) me a
guitar, so first of all ⁵.....
(I / buy) myself a cheap guitar. Then
⁶..... (I / visit) the
outdoor music festival next month
to practise with other people.
- Sam Oh, that's a good idea. I'm sure
⁷..... (you / enjoy)
yourself there.
⁸..... (the weather /
be) good, do you think?
- Joe I've no idea, but
⁹..... (I / not change)
my plans.
- Sam I'm sure ¹⁰.....
(you / learn) quickly.
- Joe I hope so.



Future continuous

- Study the sentence from the online forum on page 52. Then complete the rules.

In two years, I hope that I'll be doing my black belt and I'll be happy.
NOT I'll be being happy.



RULES

- The future continuous predicts or describes an action which we think will be finished / will be in progress at a specific point in the future.
- We use / don't use continuous tenses with state verbs such as *be*.

- Order the words to make sentences. There is one extra word in each sentence.

- watching TV / you / be / will / been / this time tomorrow / ?
- the match / won't / don't / we / be / watching / on Sunday
- will / staying / you / are / in a hotel / be / this time next week / ?
- studying here / I / be / won't / to / when I'm older
- humans / living / live / be / will / in the future / on Mars / ?

- USE IT!** Work in pairs. Write questions using the future continuous and words from the boxes. Ask and answer the questions about your future.

What
Where
How
Do

do
feel
live
study
watch
wear
work

in fifty years' time
this time tomorrow
on Saturday morning
on TV tonight
later
next year

What do you think you'll be doing on Saturday morning?

Do you think humans will be living longer in fifty years' time?

Finished?

Write what you'll be doing at 7.30 p.m. this evening, and at 7.30 p.m. this Saturday.

5

SPEAKING • Making arrangements

I can make plans and future arrangements.

THINK! Are you busy over the next few days? What are your plans?

- Aldo So, Pamela, you've got a busy day ahead.
 Pamela I know, it's ¹boring / crazy.
 Aldo That's what happens when you're ²important / fun! Don't forget you've got a meeting this afternoon with the television executives. They're going to be asking about your new plans for the TV show.
 Pamela Yes, what time does that start?
 Aldo The meeting starts at 12.30 in the city centre, so you have to be there a little ³earlier / later. I'll try to book your taxi for 11.45.
 Pamela But I have auditions for the new show today, remember? The auditions start at ten.
 Aldo Yes, I know. We're going to make sure you'll be ⁴late / on time.
 Pamela I hope so. We'll see ... Oh, by the way, I'm meeting the director for lunch today at 2.00 p.m.
 Aldo What? Why didn't you tell me?
 Pamela I'm telling you now! Can you remind me to tell him about the ⁵fun / new plans, too?
 Aldo OK, whatever you say!



Remember!

We use the present simple to talk about future events if they happen regularly:
 My maths class is at 2.00 p.m.

- 1 2.08 Choose the correct words in the dialogue. Then watch or listen and check. What three things is Pamela doing today?
- 2 2.08 Cover the dialogue and complete the key phrases. Watch or listen again and check.

KEY PHRASES

Talking about plans

You've got a ¹..... ahead.
 Don't forget you've got a ²..... this afternoon.
 I have ³..... today, remember?
 Can you remind me to tell him ⁴....., too?

- 3 Work in pairs. Practise the dialogue.

- 4 Work in pairs. Take turns to remind each other to do these things this evening. Use the key phrases.
 - 1 history homework
 - 2 guitar lesson
 - 3 help with dinner
 - 4 go to bed on time

You've got your history homework this evening, remember?

Remind me to help with dinner.

- 5 USE IT! Work in pairs. Read the situation and prepare and practise a new dialogue. Use the key phrases and the dialogue in exercise 1 to help you.

Student A: Tell Student B about everything you have to do today: exams, then a football match.

Student B: Listen to Student A talk about his / her plans. Remind him / her that there is an end-of-term party after the exams this evening.

5 WRITING • A reflective letter

I can link ideas to show reason and cause.

THINK! When you're older, what will you remember about being a teenager?

A letter to my 25-year-old self

16th June

Hi there,

My teacher has asked me to write a letter to the future me, so here goes! I'm fifteen and I'm living in Cork. I don't see myself leaving Cork, but we'll see.

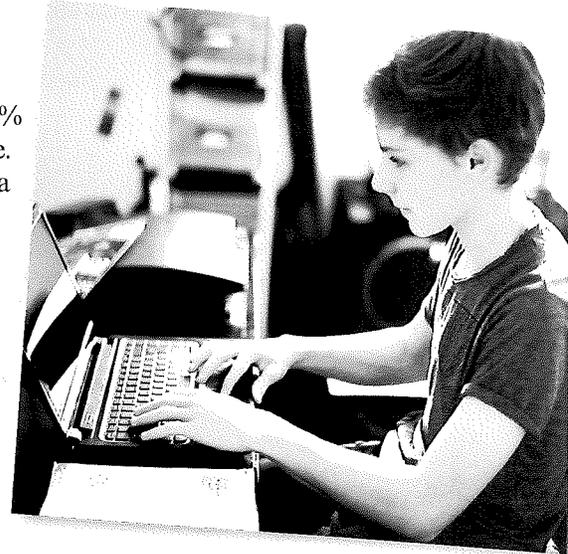
I wonder what you're doing now? I'd like to go to university, but I'm not 100% sure about that. I'm good at maths, so maybe I'll be an engineer in the future. I'm teaching myself to play the piano, too, so who knows – I might become a pop star.

I guess that in ten years' time the world will be different. I suppose that robots will be doing more jobs. I don't imagine that people will be living in colonies on the moon or Mars. Overall, I'm optimistic about the future, so I'm looking forward to it.

I hope your life is going well.

Bye for now,

Niall



- 1 Read the letter. Where is Niall and what is he doing? Then put a–c in the order they appear. Is the writer very sure about the future? How do you know?

- a ambitions and skills
- b present situation
- c predictions about the world and technology

KEY PHRASES

Speculating about the future

I (don't) see myself + verb + -ing	I guess that ...
I'm not 100% sure about ...	I suppose that ...
I wonder what ...	I don't imagine that ...
I hope ...	Who knows ...

- 2 Read the key phrases and underline them in the text.

Language point: so

- 3 Study the examples of *so* in blue in the text. When we use *so* to describe cause and effect, does it go at the beginning, middle or end of a sentence?

- 4 Match 1–3 with a–c using *so*.

- | | |
|-----------------------|------------------------|
| 1 It's raining ... | a we'll go again soon. |
| 2 I feel terrible ... | b let's stay indoors. |
| 3 We love London ... | c I'm going to bed. |

- 5 USE IT! Follow the steps in the writing guide.

WRITING GUIDE

A TASK

Write a letter to your 25-year-old self.

B THINK AND PLAN

Make notes on the following topics:

- 1 How will your situation change?
- 2 What skills and ambitions do you have? What job would you like to do?
- 3 What will the world be like when you are twenty-five? Think about the environment and technology.
- 4 Are you optimistic or pessimistic about the future? Why?

C WRITE

Use your notes to write your letter.

Paragraph 1: About you

I'm ...

Paragraph 2: Your career

I wonder what you're doing now ...

Paragraph 3: The world

I guess that in ten years' time ...

D CHECK

- present continuous
- *so*
- *be going to* and *will*
- future continuous
- lifestyle phrases

Vocabulary

1 Complete the sentences with the words in the box.

bank account degree job
married present up

- Emily's getting married. I must get her a
- Dad got his first when he was sixteen.
- My sister got in church last Saturday.
- I can't get early in the mornings.
- My big sister got a when she got a weekend job and earned some money.
- If you get a, you'll get a good job.

2 Complete the dialogue with the verbs in the box.

have earn settle spend
start take travel (x2)

- A Are you going to university after school?
B Yes, but first, I'm going to ¹ some time out. I need to ² money to help me through university. I also want to ³ some time abroad. So I'll ⁴ around and get jobs in different countries.
A I don't want to ⁵ the world without money. I want to ⁶ up my own business and get rich fast. Then I can ⁷ down and ⁸ a family.

Language focus

3 Complete the sentences in the first conditional with the verbs in brackets.

- I go to the festival unless Dad for my ticket. (not go / pay)
- She her exams unless she for them. (not pass / revise)
- If you something, you hungry later. (not eat / be)
- We to the beach tomorrow unless it (go / rain)
- If you early, you on time. (leave / arrive)

4 Choose the correct option.

- Evie hates rap. She **won't / might not** go with you.
- Everything **will / might** be OK – don't worry.
- We **won't / might not** have enough money for a taxi. Let's ask how much it is.
- I'm sure you **'ll / might** enjoy the film.
- It **will / might** rain later. Who knows?

5 Choose the best words to complete the email.

Mail ✉

Hi Ali,

I'm going to the USA with my family next week! We've got an early flight, so we ¹ get a taxi to the airport. I'm so excited! This time next week, we ² walking down Hollywood Boulevard. I hope we ³ see some celebrities! I want to visit a movie studio, but I don't know if we ⁴ have time. Hotels are expensive, so we ⁵ stay just two nights there. After Los Angeles, Dad ⁶ rent a car and drive to San Francisco. Maybe I ⁷ go surfing there. Next we ⁸ visit the Grand Canyon. We ⁹ camping there for a few days. I ¹⁰ post photos on Facebook.

Bye,
Teddy

- | | | | |
|-------------|----------------|------------------|-----------|
| 1 a will be | b are going to | 6 a is going to | b will be |
| 2 a will | b will be | 7 a am going to | b will |
| 3 a will | b are going to | 8 a are going to | b will |
| 4 a will | b will be | 9 a are going to | b will be |
| 5 a will | b are going to | 10 a will | b will be |

Speaking

6 Choose the correct answers.

- What will you do if you fail your driving test?
a Sure. b I'll take it again. c I hope so.
- We've got a busy day tomorrow.
a I know! b Who knows? c It's great.
- Are you coming with us to the concert?
a I don't know. b Don't forget. c Cool!
- The bus leaves at six.
a Yes, definitely. b Right. c Don't forget.
- Can you remind me to buy the tickets?
a I think so. b It's right. c OK. I'll text you.

Listening

7 2.09 Listen to an interview with a scientist, Dr Smith, and complete the notes.

Dr Smith thinks that the world will be a ¹ place in the future. More people will work from ² and robots will do a lot of the ³ jobs. People won't have flying ⁴ But people will be driving ⁵ cars. People probably won't ⁶ on other planets for a very long time. Dr Smith doesn't know what ⁷ people will be listening to. These things are ⁸ to predict.

5 STORY IN ENGLISH • The Swiss Family Robinson

1 **BEFORE YOU READ** Imagine you've got your own space at home. What are you going to put in it? What are you going to use it for?

Remember!

Look at the pictures before you read the story and try to decide what happens.

Chapter 5 • The cave house

1 After winter, spring came. All their animals were alive, and little green plants grew in the garden. 'Very good!' Father said. 'Let's go to the beach for my tools.'

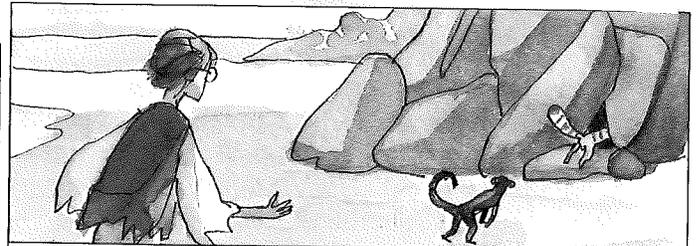


2 When they arrived, they couldn't see the ship any more, but they found pieces of wood by the sea. Their tent was in pieces – with Father's tools, cloth, and barrels all over the beach.



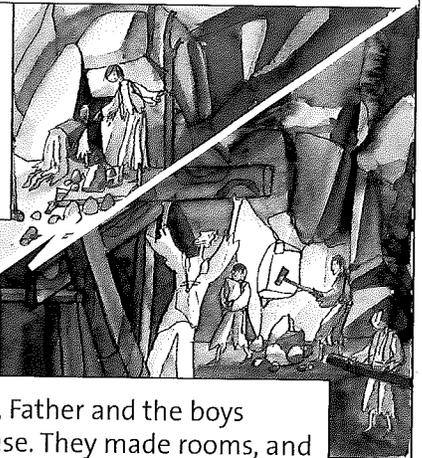
6 One hot day, the family were near the river. Their thirsty animals began drinking. Suddenly a very big snake came out of the water. 'Quick! Move the animals to the cave!' Father cried.

7 They stayed in the cave all day. Father and the boys stood at the windows with guns, but the snake didn't come. 'Perhaps it went away,' Father said that evening. 'I'm going to look.' When he opened the door, their horse ran out into the swamp. Fritz went after it before Father could stop him.



3 Knips went into a hole in the cliffs. 'Where is he?' thought Ernst. He looked into the hole. 'Hey, everyone!' he called. 'There's a big cave behind this cliff! What a good new home for us!'

4 They went into the cave. 'You were right, Ernst,' Father said. 'This can be our winter house.'



5 For weeks after that, Father and the boys worked on the cave house. They made rooms, and cut windows in the rock.

8 Fritz wanted to catch the horse. But the snake waited out in the swamp. And now it saw Fritz. It moved nearer.



2 **READING CHECK** Work in pairs. Cover the text and tell your partner the story. Use the words below.

cave snake spring swamp tent

3 **WHAT DO YOU THINK?** Work in pairs. Talk about what happens in the next chapter. What happens to Fritz? What do the other members of the family do?

6 Learn

VOCABULARY • Schools and exams

I can express opinions by agreeing or disagreeing.

- ✿ Extra listening and speaking p93
- ✿ Curriculum extra p101
- ✿ Culture p109
- ✿ Project p114

THINK! What are the best and worst things about going to school?

- 1 2.10 Use the word *school* and the words in the box to make compound nouns (two nouns that together make another noun). Listen and check. Which types of school can you see in the photos?

boarding school

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

- 2 2.11 Check the meaning of the phrases in the box and use them to complete the questionnaire. Listen and check. Then ask and answer the questions with a partner.

do homework enrol in fail exams
get a qualification get good marks
get into college go to lessons
obey rules pass exams take classes

Plan your ideal school!

What is your ideal school like?
Choose from these ideas.



1 Type of school

What kind of school do you decide to ¹..... yourself in?

- a single-sex school c boarding school
b mixed school d homeschooling

2 Subjects

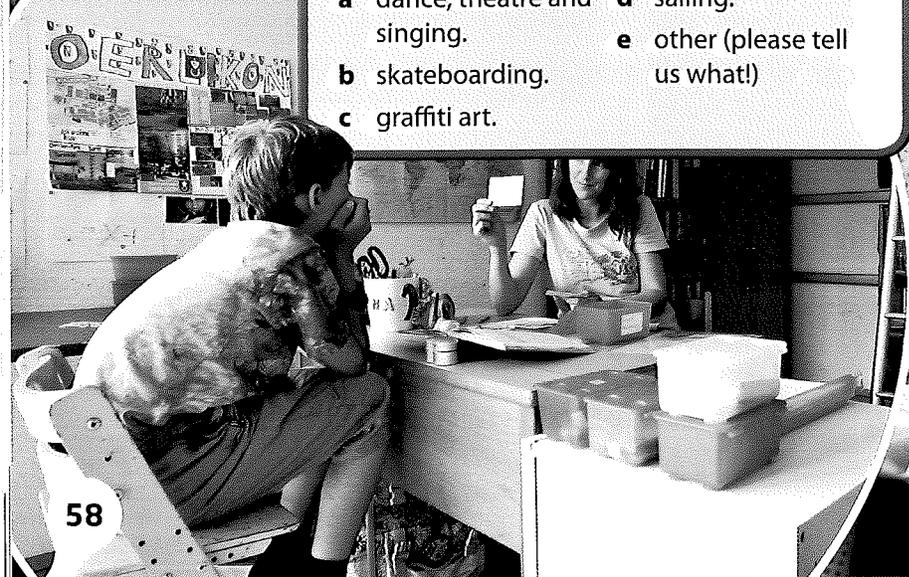
Traditional school subjects are a bit boring, so you want a school where you can take ²..... in:

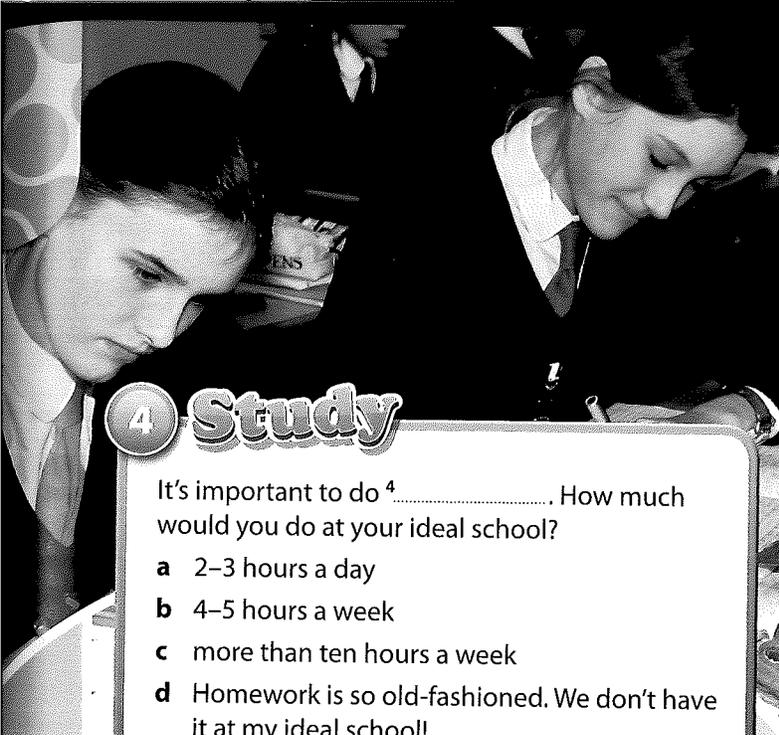
- a dance, theatre and singing. d sailing.
b skateboarding. e other (please tell us what!)
c graffiti art.

3 Timetable

What hours do you choose to go to ³.....?

- a from 8.30 a.m. to 3.30 p.m.
b from 9.00 a.m to 4.00 p.m.
c from 10.00 a.m to 2.00 p.m.
d A timetable? No, thanks. I go to lessons when I feel like it.

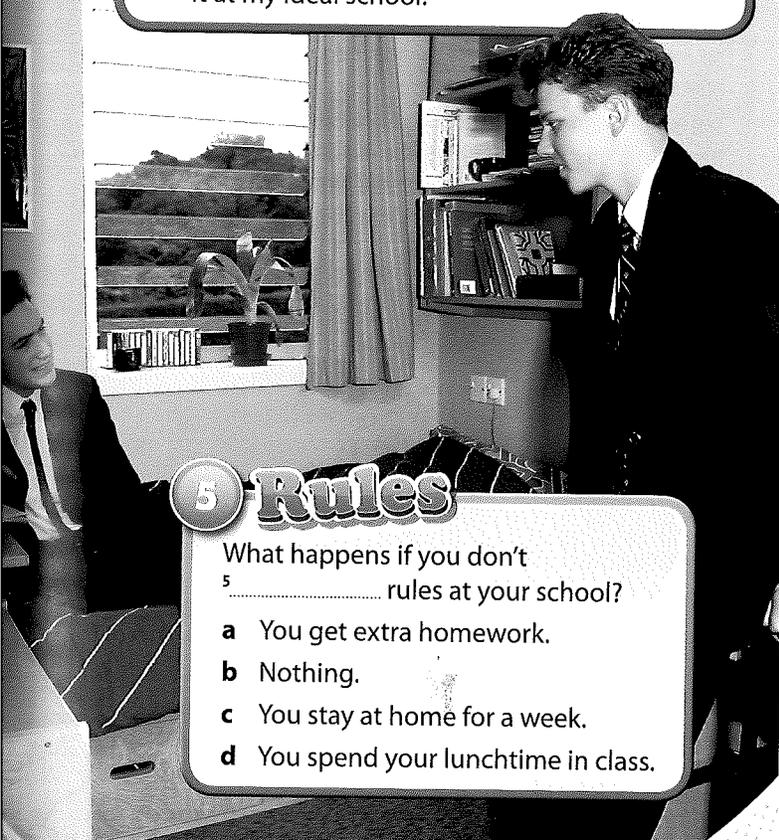




4 Study

It's important to do ⁴..... How much would you do at your ideal school?

- a 2-3 hours a day
- b 4-5 hours a week
- c more than ten hours a week
- d Homework is so old-fashioned. We don't have it at my ideal school!



5 Rules

What happens if you don't ⁵..... rules at your school?

- a You get extra homework.
- b Nothing.
- c You stay at home for a week.
- d You spend your lunchtime in class.

6 School-leavers

You're finally in your last year. The most important thing for you is to:

- a ⁶..... exams so you can get ⁷..... and find a job.
- b not ⁸..... exams.
- c get ⁹..... and get ¹⁰..... to study for your future career.
- d enjoy your last year with your friends.

3 2.12 Watch or listen to three people talking about school and answer the questions.



- 1 What type of school does Emma prefer?
- 2 Why does she like this type of school?
- 3 Does Max agree with Emma's opinions? Why / Why not?
- 4 What does Max say is more important than getting good results?
- 5 Why does Elizabeth think some people cheat?
- 6 What is Elizabeth's opinion of homeschooling?

4 2.12 Watch or listen again and complete the key phrases.

KEY PHRASES

Expressing opinions

I definitely think that ¹.....
 I'm not sure I agree ².....
 It all depends on ³.....
 I feel that's much ⁴..... getting good results.
 That's a good point.
 I like the idea of ⁵.....

5 USE IT! Work in pairs. Give your opinions on these statements using the key phrases. Decide on the best and the worst idea.

Age of school-leavers to increase to 19

All secondary schools will have uniforms by September

SCHOOL HOLIDAYS WILL BE REDUCED TO THREE WEEKS IN SUMMER

All schools will become single-sex schools

Some people aren't interested in doing exams and going to college, so I definitely think that changing the school-leaving age to nineteen is a mistake.

That's a good point.

Finished?

Write sentences using the key phrases and the ideas you chose in the questionnaire. Then tell a partner about your ideal school.

THINK! Which things would you change about your school? Why?

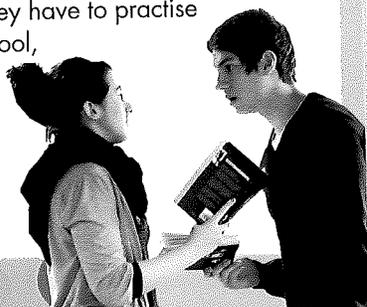
BRIT School, London



Are you looking for a secondary school with a creative atmosphere? You'll be able to find it at the BRIT School.

BRIT School students can take special classes in technology and performing arts like dance, singing, music and drama. However, they also do ordinary subjects, such as English, maths, science and foreign languages. After they graduate, many students will be able to have very successful careers as singers or actors.

Young people can join the school from the age of fourteen. Its unusual curriculum means students do exams and take part in performances and exhibitions. The timetable is challenging: they have to practise at break time and after school, but they can't forget to do their homework on time! If you study hard and have a passion for performing arts, you won't be able to resist the BRIT School.



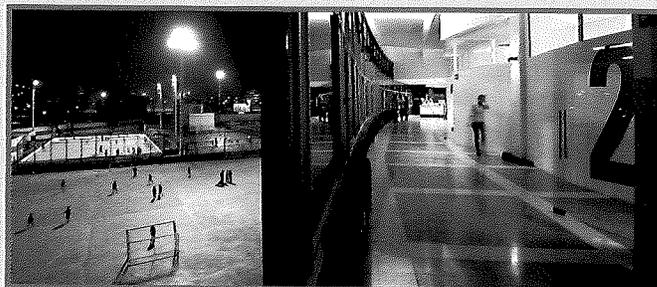
RIVER PLATE SCHOOL

Buenos Aires, Argentina

This is definitely a school with a difference. The school has over 2,000 students, and is located in the stadium of one of South America's most important football teams.

River Plate is unique because it's the only sports institution in the world that's got its own kindergarten – with students as young as five years old – school, college and university. If you get good marks at the school, you can get into college or university at the same location. Students can watch football matches and see famous players practise. But they can also do other sports, like swimming in the indoor pool and playing basketball on the school court.

The school started in 1928 for young football players, but in those days, girls couldn't attend the classes. People believed that girls couldn't play football as well as boys. Now the school and its ideas have changed and everyone has the chance to be part of this historic institution.



1 Read the reviews about two unusual schools. Which school used to be single-sex? At what age can you attend these schools?

2 2.13 Read and listen to the reviews again. Complete the sentences using information from the reviews in your own words.

- 1 BRIT School students go to lessons in
- 2 As well as doing exams, BRIT School students also
- 3 The BRIT school is ideal for students who
- 4 River Plate School is unusual because
- 5 River Plate School is a good place for not only football, but also
- 6 Girls couldn't attend River Plate School

3 **VOCABULARY PLUS** Use a dictionary to check the meaning of the words in blue in the texts. For more practice go to page 52 in the Workbook.

4 **USE IT!** Work in pairs. Make a list of the advantages and disadvantages of each school. Which school would you prefer to go to?



6 LANGUAGE FOCUS • can, could, be able to

I can talk about past, present and future ability.

1 Study the sentences from the texts on page 60. Do they talk about ability in the past, present or future?

- 1 After they graduate, many students **will be able to** have very successful careers as singers or actors.
- 2 Young people **can** join the school from the age of fourteen.
- 3 They **can't** forget to do their homework!
- 4 If you study hard and have a passion for performing arts, you **won't be able to** resist the BRIT school.
- 5 People believed that girls **couldn't** play football as well as boys.

2 Match sentences 1–5 in exercise 1 with rules a–c.

RULES

- a We use *can* and *can't* to talk about ability in the present.
- b We use *could* and *couldn't* to talk about ability in the past.
- c We use *will / won't be able to* to talk about ability in the future.

3 Choose the correct options.

- 1 'Will you be able to / Can you hear the bell in your classroom?'
'Yes, we can. It's really loud!'
- 2 In the future, we **could / will be able to** do all our exams online.
- 3 At my last school, we **won't be able to / couldn't** use tablets in class.
- 4 These days, many students **can / could** find out what their homework is from the school's website.
- 5 'In the past, **will students be able to / could students** use computers in class?'
'No, they couldn't.'
- 6 Turn the music down. I **can't / couldn't** study.



4 Complete the report with the words and phrases in the box. You can use them more than once.

can can't couldn't will be able to



HOMESCHOOLING

Many people think that homeschooling is much easier than going to school. They think homeschoolers ¹..... get out of bed at any time they like and simply have a relaxing day. The truth is that homeschoolers ²..... do whatever they like: they have a timetable like students at ordinary schools. In the past, teachers or parents taught children at home who ³..... go to school. This was often because they lived too far away from the nearest school.

Today, many parents choose to homeschool their children. They believe that if they teach their children at home, they ⁴..... learn better this way. They also think their children ⁵..... get better exam results in the future.



5 USE IT! Work in pairs. Which of these school issues are the same now as in the past? Which will be different in the future? Use *can, can't, could, couldn't* or *will / won't be able to*.

- | | |
|----------------------|--------------|
| 1 choice of subjects | 4 class size |
| 2 ways of learning | 5 rules |
| 3 school uniform | |

The issues we think are the same now as in the past are ...

In the past, students *couldn't* choose unusual subjects. In the future, they *will be able to* make more unusual choices.



Finished?

Write three things you *couldn't* do when you were three years old and three things you *will be able to* do when you're twenty.

6

VOCABULARY AND LISTENING • Courses and careers

I can distinguish between certainty and doubt.

THINK! What job do you want to do when you leave school? What qualifications are necessary for this job?

Do you want to work in ... ?



1 **2.14** Complete the phrases with the words in the box. Then listen and check.

a degree good marks a lawyer
management a position school

- attend university / college /
- do a course / an apprenticeship /
- study engineering / science /
- train to be an engineer / a physicist /
- get the right qualifications / a job /
- apply for a job / a course /

2 **2.15** Match the words in the box with photos A–J. Listen and check. Which careers would you like to do a course in? Rate them from 1 to 10 (1 = like the least, 10 = like the most).

construction engineering entertainment
journalism IT law management
nursing science teaching

3 Find out the job titles of the people who do the jobs in exercise 2. Can you add other jobs and people to the list?

nursing – nurse

4 **2.16** Listen and write *true* or *false*. Correct the false sentences.

- Aisha wants to be an engineer.
- Aisha thinks that she will get good marks in her exams.
- Mia used to want to be a nurse.
- Mia doesn't want to go to university.
- Max's mum says he should be a professional sleeper.
- Max has applied for an apprenticeship in computing.

5 **2.16** Listen again and decide who is the most certain about their future. What words help you to identify this?

6 **USE IT!** Work in groups. Ask and answer questions 1–5 about the jobs in exercises 2 and 3. Then tell the rest of the class which jobs are most popular in your group.

- Which careers involve helping people?
- Which careers are more physical?
- Which careers can make you more money?
- Which careers involve studying for many years at university?
- Which job would you like to do?

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

I can talk about obligation and necessity.

1 Study these sentences. Then complete rules 1–4.

You **have to** be a really strong swimmer.
 I **must** get really good marks.
 I **don't have to** make a decision right now.
 My friends say I **should** become a nurse.
 You **mustn't** do something you aren't sure about.
 I **don't need to** do an apprenticeship.

RULES

- We use to say something is necessary because of a situation or a rule.
 We use and *need to* when the speaker feels that it is very important to do something, or when we talk about written rules.
- We use and its negative form to give advice, or to say something is a good or bad idea.
- We use to talk about something that is prohibited.
- We use and to say something isn't necessary.

2 Complete the school rules using the verbs in exercise 1.

SCHOOL RULES

- Students arrive at school before the bell rings.
- Students wear a school uniform, but they dress smartly.
- Students cheat in exams.
- Students do their homework on time.
- Students ask for help if they feel they're not making progress.

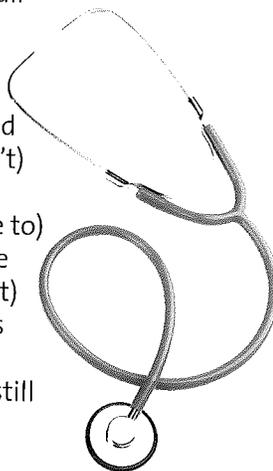
WHAT ARE THE RULES?

3 Study these situations. Write sentences describing the solution using the verbs in brackets.

Lee wants to be a doctor. He spends all his time watching TV. (need to)

Lee **needs to study more.**

- Chad has an interview for college on Monday. He has a busy weekend planned with his friends. (shouldn't)
- Rea is studying to be a physicist. She isn't very good at maths. (have to)
- Marina talks too much in class. She failed her last history test. (mustn't)
- Aidan is a homeschooler. He wants to have more friends. (should)
- It's the summer holidays. Nicola's still studying. (don't have to)



4 2.17 PRONUNCIATION: Silent letters Listen. Which letters are silent? Practise saying the sentences.

- You **mustn't** speak during the exam.
- Jo **should** apply for this course.

STUDY STRATEGY

Improving your English

Think of ways you can improve your English when you're in class and when you aren't in school. What **must** you do? What **should** you do? What **shouldn't** you do?

5 Work in pairs. Read the study strategy. Think of ways to improve your English.

We **must** try to watch YouTube videos in English.

We **shouldn't** chat in class.

6 USE IT! Work in pairs. Talk about the rules at your school. Which rules would you change? Would you add any? Decide which two rules are the most important.

At our school, we **don't have to** do homework.

I think more people actually do their homework because they know it helps them to learn better.

The two rules we think are most important are ...

Finished?

Imagine there's a new person in your class. Write a list of your school rules for them.

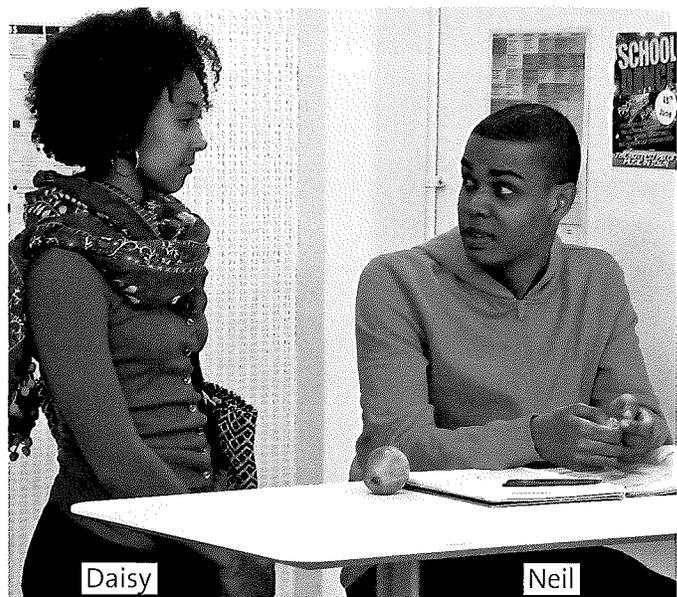
6

SPEAKING • Asking for and giving advice

I can ask for and give advice.

THINK! Who do you ask for advice about problems at school and friendships?

- Daisy Hi, Neil. Is anything the ¹.....? You look really ².....
- Neil I'm really concerned about the engineering course I'm doing. It's too ³..... and I'm really not enjoying it. I know I'm not going to pass.
- Daisy Have you spoken to your teachers about it?
- Neil No. I'm so worried, I haven't told ⁴..... What would you do if you were me?
- Daisy My advice is to get help now. If you don't, things will only get ⁵.....
- Neil I don't know what to do. I think an apprenticeship would be better for me, but it's too ⁶..... now.
- Daisy Don't panic. It's never too late, but you need to speak to someone about it.
- Neil You're ⁷..... I'll go and talk to my teacher now. Thanks, Daisy.
- Daisy No problem.



Daisy

Neil

- 1 2.18 Complete the dialogue with the words in the box. Then watch or listen and check. What's Neil's problem? What does Daisy advise Neil to do?

anyone difficult late matter
right upset worse

- 2 2.18 Watch or listen again and underline the phrases Daisy and Neil use to:

- 1 express feelings 3 give advice
2 ask for advice

- 3 Cover the dialogue in exercise 1 and read the key phrases. Which two key phrases aren't in the dialogue? Which category in exercise 2 should they go in?

KEY PHRASES

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).

- 4 Work in pairs. Practise the dialogue.

- 5 USE IT! Work in pairs. Ask for and give advice for each situation. Which piece of advice was the best?

- 1 I cheated in a test.
2 Another student is bullying my best friend.
3 I'm always late for school.

I cheated in a test. What should I do?

You need to tell your teacher.

- 6 USE IT! Work in pairs. Read the situation and prepare and practise a new dialogue. Use the key phrases and the dialogue in exercise 1 to help you.

Student A: Ask your partner what the problem is: he/she looks tired. Listen, find out some more information, then offer some advice.

Student B: You're not sleeping well and you're always tired. You're worried that your school work is getting worse. You listen to music and text your friends when you should be asleep.

6 WRITING • An opinion essay

I can order opinions in an essay.

THINK! What ways can people learn outside the classroom?

Is school the best place to learn?

There are many alternatives to school, such as homeschooling or studying online. But is school the best place for young people to learn?

In my opinion, it's better to learn in school for several reasons. *Firstly*, in school, students often have to work together, so they learn from each other and become sociable. *Secondly*, school students must obey rules. This provides a structured day where students attend classes in a wide variety of subjects. They learn the importance of doing work on time and preparing for exams. This teaches them how to behave in society and future jobs. *Finally*, at school, students have the chance to participate in team sports and other projects that involve a group of people.

To conclude, students learn many things and in many ways at school. All in all, I think school is the best place to learn.

- 1 Study these ways of learning. Which ones help you to learn? Why?

doing things I enjoy drawing pictures
listening to teachers making notes
moving around reading on my own
talking to my classmates

- 2 Read the essay. What is the writer's conclusion about school?

- 3 Which key phrases can you find in the essay?

KEY PHRASES

Giving your final opinion

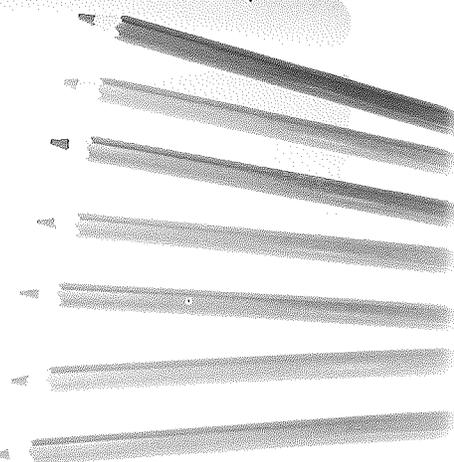
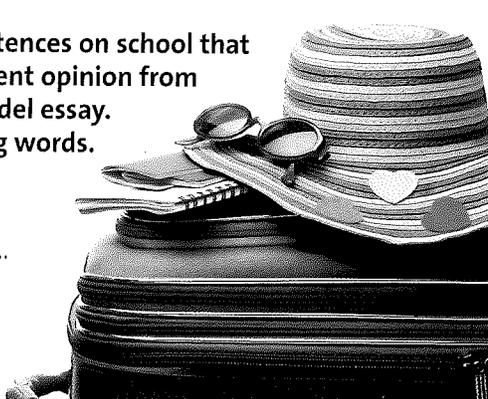
All in all, ... In my opinion, ...
As a result, ... To conclude, ...
I feel / believe / think ... So, ...

Language point: Ordering information

- 4 Study the words in blue in the text. Which word can lastly replace?

- 5 Write three sentences on school that express a different opinion from those in the model essay. Use the ordering words.

Firstly, ...
Secondly, ...
Lastly, / Finally, ...



- 6 Use the key phrases to write:

- 1 an opening sentence to come before your three sentences in exercise 5.
- 2 a conclusion to come after your three sentences in exercise 5.

- 7  **USE IT!** Follow the steps in the writing guide.

WRITING GUIDE

A TASK

Write an opinion essay with this title: *Should school holidays be shorter?*

B THINK AND PLAN

- 1 How long are school holidays in your country?
- 2 Why do we have school holidays?
- 3 What do you do in the holidays?
- 4 Do the holidays create any problems? If so, what are they?
- 5 Would you like the holidays to be longer or shorter? Why?

C WRITE

Paragraph 1: Introduce the question in the title.
Many people think ...

Paragraph 2: Give your opinion.

In my opinion, ... Firstly, ... Secondly, ... Finally, ...

Paragraph 3: End the essay by answering the question directly.

All in all, ...

D CHECK

- number of paragraphs
- ordering of information
- key phrases
- *can, could, be able to*
- *have to, need to, must, should*

6 REVIEW

Vocabulary

1 Match the words in the box with definitions 1–7.

boarding school mixed school
primary school school rules school uniform
secondary school single-sex school

- 1 Special clothes you must wear to school.
- 2 School for children from four to eleven years old.
- 3 School for children over eleven years old.
- 4 Students live at this school.
- 5 Boys and girls go to this school.
- 6 Only girls go to this school.
- 7 Students must follow these.

2 Match 1–8 with a–h.

- | | |
|------------|------------------------|
| 1 obey | a to be an engineer |
| 2 study | b an apprenticeship |
| 3 pass | c an exam |
| 4 do | d lessons |
| 5 enrol | e college |
| 6 get into | f for a job |
| 7 apply | g yourself in a course |
| 8 go to | h rules |

Language focus

3 Complete the sentences with *could*, *couldn't*, *can*, *can't*, *will be able to* and *won't be able to*.

- 1 It's a terrible film because the hero act.
- 2 She's having French lessons, so she study in Paris next year.
- 3 When I was younger, I dance at all.
- 4 Now I dance and sing very well.
- 5 I'm afraid we come to the course next week. We're going away.
- 6 I run very fast when I was young, but I'm too old now.
- 7 I understand the film because it was in French.
- 8 Students take exams online in the future.

4 Choose the correct words.

- 1 It's a great film. You **should** / **don't have to** see it.
- 2 You **mustn't** / **shouldn't** leave your motorbike there. It isn't safe.
- 3 He's lucky because he **mustn't** / **doesn't have to** wear a uniform.

- 4 We **mustn't** / **don't need to** use mobile phones. It's against the rules.
- 5 She **should** / **have to** respect other people.
- 6 I **have to** / **should** walk to school because there isn't a bus.
- 7 Young people **must** / **should** go to school until the age of sixteen. It's the law.
- 8 You **mustn't** / **don't need to** go to the library if you don't want to.

5 Write true sentences with *have to* and *don't have to*.

- 1 I / walk to school
- 2 wear / school uniform
- 3 best friend / leave home early
- 4 mum / drive to work
- 5 I / learn Spanish
- 6 friends and I / help at home

Speaking

6 Choose the correct answers.

- 1 What should I do?

a That's for sure.	b Yes, definitely.
c My advice is to speak to a teacher.	
- 2 What's the matter?

a That's right.	b Nothing.
c Are you OK?	
- 3 You should tell your parents.

a Are you sure?	b What's up?
c What should I do?	
- 4 Have you spoken to anyone about it?

a Yes, you're right.	b Don't panic.
c No, I haven't.	
- 5 I know I'm going to fail the exam. I don't know what to do.

a Don't panic.	b Are you sure?
c I should work harder.	
- 6 What would you do?

a That's right.	b I'd ask for help.
c I'm really worried.	

Listening

7 2:19 Listen to four people talking about school. Match speakers 1–4 with sentences a–e. There is one extra sentence.

Speaker 1 Speaker 3
Speaker 2 Speaker 4

- a The school-leaving age should be sixteen all over the USA.
- b Our secondary school isn't very good.
- c I only go home in the holidays.
- d I don't want to wear a school uniform.
- e I study at home.

6 STORY IN ENGLISH • The Swiss Family Robinson

Remember!

Use your own words when you tell the story.

1 BEFORE YOU READ Work in pairs. Discuss if you think you're able to do the following:

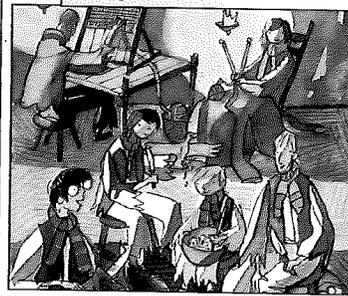
fish for food hunt in a forest make a boat sail a boat

Chapter 6 • A message

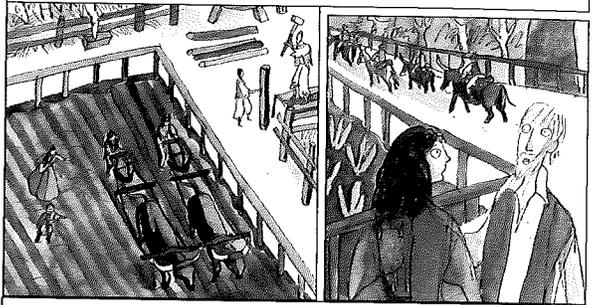


1 Fritz heard Father and Hans behind him. 'Don't move!' they cried. Then he heard their guns, and when he looked down, the snake was dead at his feet. 'Hooray! We killed it!' Hans cried excitedly. 'This winter, we can be safe from storms and snakes in the cave house!' Father said.

2 When the rains came, Father made some cloth from plants and animal hair. Mother made new clothes from this for everyone.



3 Over many years, the family changed their garden into a little farm. They grew food on the farm, and had lots of animals.



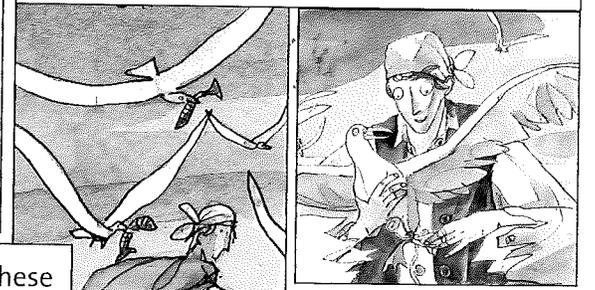
4 Little Franz was twelve now, and he liked to explore the island with his older brothers. They often went away for days. 'I worry about them,' Mother said. 'I worry sometimes, too,' Father answered, 'but they must learn to be men.'

6 For many days, Fritz explored the island by boat. He swam in the sea, and he hunted in the forest.

One afternoon, Fritz caught lots of fish. Suddenly, lots of birds came down from the sky, and they began to take all the fish from his boat.



5 The next summer, Fritz made a new boat with Father. They made it from wood and animal skins. When the boat was ready, Fritz took his boat out across the bay to explore the island. Mother and Father watched from the beach. 'Is he going to be OK?' Mother asked, 'Elizabeth, he's twenty-one,' Father answered. 'I was twenty-one when I met you – remember?' Mother smiled at that, but she didn't feel better about Fritz.



7 Fritz caught one of these birds. Just then, he saw a piece of cloth on its leg. 'It's a message!' he thought excitedly. He quickly took the piece of cloth off the bird's leg, and opened it.



2 READING CHECK Work in pairs. Cover the text and tell your partner the story. Use these words:

birds boat explored farm new clothes

3 WHAT DO YOU THINK? Work in pairs. Talk about what happens in the next chapter. Who is the message from? Who does Fritz find on the beach?

7 Big ideas

VOCABULARY • Verbs: taking action

I can talk about suggestions for change.

- ✿ Extra listening and speaking p94
- ✿ Curriculum extra p102
- ✿ Culture p110
- ✿ Song p119

THINK! Do you believe strongly in something? Have you, or someone you know, ever campaigned about an issue? What was the campaign about?

- 1 **2.20** Match the verbs in blue in the text with the noun forms in the box. Listen and check.

an aim a ban a belief a boycott a campaign
a donation an end a proposal a protest
a signature a supporter a volunteer

campaign – a campaign

- 2 Read the online petitions and decide if you support the ideas. Then work with a partner and explain why you agree or disagree with each.
- 3 Use the verbs in exercise 1 to create your own petition. It can be serious or funny. Can you persuade anyone in the class to sign it?

BAN SCHOOL UNIFORMS!

SUPPORT OUR CAMPAIGN FOR FREE ICE CREAM!

Petition power!

Do you want to campaign for change?

Everyone CAN make a difference, and you don't need to donate money or volunteer. You simply need to sign a petition online. Here are a few active campaigns from the internet ...



Say NO to orca shows

We would like governments to ban the use of orcas for entertainment. We believe that these intelligent, sociable animals should not be in captivity. We'd like people to boycott the shows and sign our petition. Please support our cause!

SIGN THE PETITION



94% of target reached

[learn more >](#)

CHANGE

BEFORE

REAL photos of REAL people!

We want to protest about magazines which never show real photos of real people. When editors only use altered photos of models, they don't help people to feel good about their looks. We aim to send a clear message to the fashion industry.

[learn more >](#)

SIGN THE
PETITION

72% of target reached

AFTER

- 4 2.21 Watch or listen to four people. Which petitions have they just signed?

Yana has just signed a petition about ...



- 5 2.21 Watch or listen again. Which verbs in exercise 1 do Yana and Mitchell use?

- 6 2.21 Read the key phrases. Watch or listen again. Who says each phrase: Yana (Y), Zara (Z), Will (W), or Mitchell (M)? Which three phrases don't they use?

KEY PHRASES

Suggesting changes

- I think people should (support victims more)
- We need to ...
- We must ...
- I think it's the best thing to do.
- I hope they introduce (a law against it soon).
- I'd like people my age to be able to (vote).
- Let's create a petition.

- 7 **USE IT!** Work in pairs. Make suggestions for the problems below. Use the words in exercise 1 and the key phrases to help you. Decide which two changes you would make.

- Your nearest swimming pool is closing.
- People don't use the bins on the street.
- There's too much traffic in the town centre.
- The local park wants to ban dogs.

We must campaign to keep the swimming pool open.

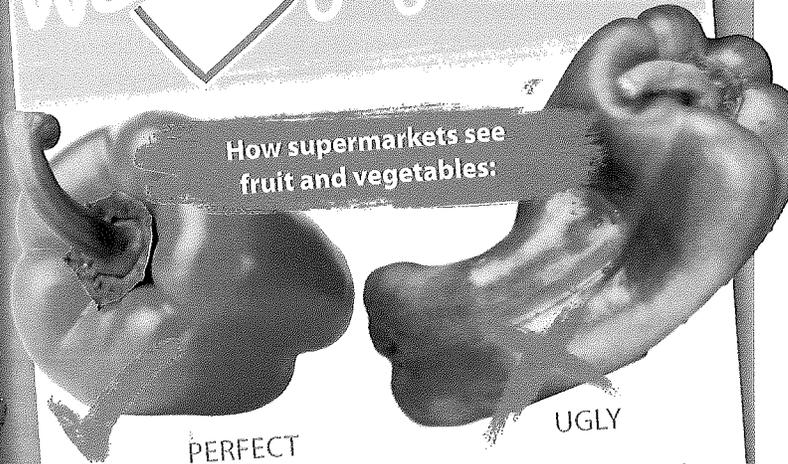
Let's create a petition.

Finished?

Write a letter to your local newspaper to request a change in the law to one of the problems in exercise 7. Explain what the problem is and what you think they should do.

we ugly fruit!

How supermarkets see fruit and vegetables:



PERFECT

UGLY

Supermarkets reject 20–40% of fruit and vegetables because they aren't 'perfect.' We propose that supermarkets sell 'ugly' fruit and vegetables at a lower price. Help us end food waste and allow more people to buy cheap, healthy food. Please support our campaign.

[learn more >](#)

47% of target reached

7 READING • Being kind

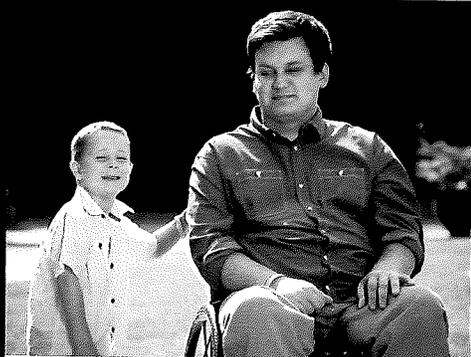
I can scan a text to locate information.

THINK! When did someone last do something kind for you? What was it?

CHANGING THE WORLD WITH KINDNESS

Sometimes a spontaneous act of kindness can change another person's life. Read about these incredible people and their actions that helped to make the world a better place for someone else.

DANIEL'S STORY



Life can't be easy for musician Daniel Black. After a cycling accident in 2009, he couldn't walk or play the guitar any more. Doctors thought that with expensive surgery he might walk again. He had saved £22,000 when he heard about a young boy with a serious illness who also needed surgery to allow him to walk. Daniel decided to donate all the money he had to the boy's family. The result? The little boy was able to get his surgery. Daniel received a special award at the Pride of Britain Awards.



SARAH'S STORY

Waitress Sarah Hoidahl bought lunch for two soldiers in her restaurant when she heard they didn't get paid due to government problems. She wanted to support and thank them for serving their country. On her TV show, talk show host Ellen DeGeneres gave a reward to Sarah for her kindness: the lunch money (\$27.75) and an extra \$10,000!

GLEN'S STORY

Glen James was an unemployed office worker and homeless when he did something both honest and kind. When he found a bag with \$42,000 in it, Glen decided to do what most people wouldn't do: he gave it to the police to return to its owner. A man called Ethan Whittington, who must be very kind himself, read about Glen and started a campaign to collect money for him. The campaign raised an amazing \$160,000 and Glen's life hasn't been the same since.



These stories may persuade you that when you spread a little kindness, there may not be a personal benefit, but you'll feel good about yourself and you could encourage people to be kind to you, too. Perhaps your kindness will help someone to be kind to another person!

- 1 Read the study strategy below. Then scan the online article above to find out what jobs Daniel Black, Sarah Hoidahl and Glen James had.

STUDY STRATEGY

Finding specific information

To find specific information, don't read the text in detail. Follow these steps:

- 1 Identify the type of information, or key words, you're looking for.
 - 2 Read the text quickly. Look out for the key words. Don't stop at difficult words.
 - 3 Read the text around the key words again and check.
- 2 **2.22** Read and listen to the online article again. Why are these numbers mentioned?

1 £22,000	3 \$10,000	5 \$160,000
2 \$27.75	4 \$42,000	

- 3 **2.22** Read and listen to the article again. Write *true* or *false*. Correct the false sentences.

- 1 The writer doesn't believe that there are advantages to being kind.
- 2 Daniel Black and the boy both got the medical treatment they needed.
- 3 Ellen DeGeneres didn't take Sarah Hoidahl for lunch.
- 4 The writer thinks most people would give a bag of money to the police if they found one.
- 5 Receiving money changed Glen James's life.

- 4 **VOCABULARY PLUS** Use a dictionary to check the meaning of the nouns in blue in the text. What is the verb form of each one? For more practice go to page 60 in the Workbook.

- 5 **USE IT!** Work in pairs. Which story did you like best? Why? Who, in your opinion, should get the award for kindest person: Daniel, Sarah or Glen? Why?

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

I can talk about possibility in the present and future.

1 Complete the sentences with the modal verbs from the article on page 70. Which sentences suggest 'a) possibility and b) certainty'?

- 1 A spontaneous act of kindness change another person's life.
- 2 Life be easy for musician Daniel Black.
- 3 With expensive surgery, he walk again.
- 4 Ethan Whittington, who be very kind himself ...
- 5 You not benefit personally, but you'll feel good about yourself.
- 6 You encourage people to be kind to you, too.

4 Rewrite the sentences using the words in brackets.

- 1 It's possible he'll give the money to charity. (might)
- 2 She could get an award next week. (perhaps)
- 3 It's possible to learn a lot from kind people. (can)
- 4 Jane's not answering her phone, so obviously she's asleep. (must)
- 5 Jason is ill, so there's no way he'll be playing football tomorrow. (can't)

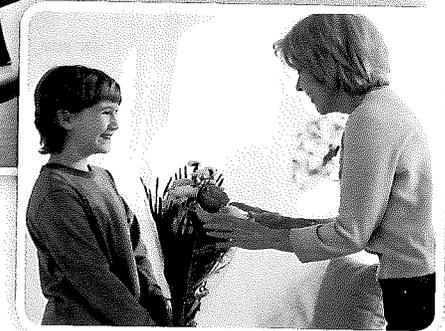
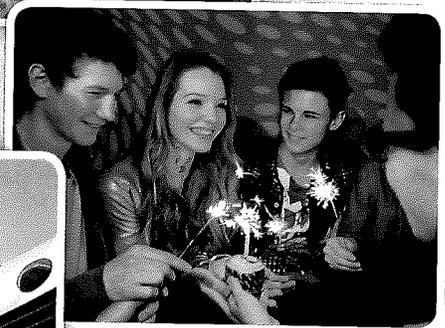
5 USE IT! Work in pairs. Look at the photos. Take turns to suggest possible explanations for the people in these situations. Use *can*, *can't*, *may*, *might*, *could*, *must* and *perhaps*.

He might be helping them find their way.

The girls may be friends.

He can't be afraid of heights.

She must be his grandma.



Finished?

Look at the four photos on page 109. Write sentences about the photos using *might*, *may*, *must* and *can't*.

2 Choose the correct options to complete the rules.

RULES

- 1 We use modal verbs *could*, *may* and *might* + infinitive without *to* to talk about things that are possible in the present and the past / future.
- 2 We use *can* to say that something is possible now / in the future.
- 3 We can use *can't* and *must* for deduction in the present. We use *can't* / *must* when we are sure something is true and *can't* / *must* when we are sure something is not true.

Remember!

Spread kindness to others today, *perhaps* it'll change their lives!

Spread kindness to others today, it *could* / *may* / *might* change their lives.

3 Find and correct the mistakes in the sentences.

- 1 You might changed Jo's day by smiling at her.
- 2 Being kind could the answer to society's problems.
- 3 Perhaps people can't be kinder in the future.
- 4 Glen, Daniel and Sarah must being very kind people.
- 5 You perhaps give money to a homeless person in your area instead of giving it to charity.
- 6 You can be hungry! You have just eaten a whole pizza!



7

VOCABULARY AND LISTENING • Personal qualities

I can understand people talking about qualities they admire.

THINK! What personal qualities are important?

- 1 **2.23** Check the meanings of the adjectives in the box. Match the adjectives with explanations 1–12. Listen and check.

brave clever confident fair
generous heroic honest kind
organized patient sympathetic thoughtful

Someone who ...

- 1 considers both sides equally
- 2 remembers your birthday
- 3 is the opposite of *shy*
- 4 does dangerous things but doesn't seem scared
- 5 listens to your problems
- 6 is intelligent
- 7 does very brave things
- 8 plans things carefully
- 9 gives people more than they need
- 10 waits for others
- 11 cares about other people
- 12 returns a lost wallet

- 2 Which words can you use to describe yourself? Which adjectives do you think are important qualities for these people?

a police officer your friend your mother

- 3 **2.24** Listen to three students having a discussion with their teacher. What are they talking about?

- 4 **2.24** Listen again. Write the adjectives the students use to describe each person.

- 1 Robert
- 2 Edwin
- 3 Marilyn

- 5 **2.24** Answer the questions. Listen again and check.

- 1 Where does Robert Lee get the unwanted food from?
- 2 Why is it a clever idea?
- 3 What animals was Edwin Sabuhoro trying to protect?
- 4 How does his eco-tour company provide a good solution to problems in Rwanda?
- 5 What opportunities do the bike trips give to city kids?
- 6 In what countries can you find Marilyn Price's programmes?

- 6 **2.25** PRONUNCIATION: /ə/ and /e/ Listen and repeat.

- | | |
|-----------------|-------------------|
| 1 <u>clever</u> | 3 <u>friend</u> |
| 2 <u>heroic</u> | 4 <u>generous</u> |

- 7 **USE IT!** Work in groups. Using the ideas below, talk about people you admire. Use adjectives in exercise 1. Decide which person you'd give a Special Person Award to.

- a member of your family
- a famous person
- someone from your town

I really admire my cousin because he's so clever.

Remember!

She / He's *so* kind.

She / He's *such a* generous person.

I admire him because he's *really / very / extremely* brave.

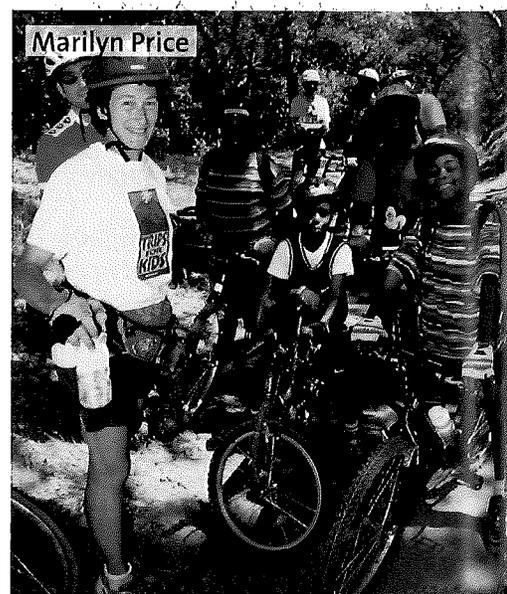
Donating unwanted food



Edwin Sabuhoro



Marilyn Price



1 Read these sentences from exercise 3 on page 72. What tense are the **bold verbs**?

- 1 If more people were like Robert, the world would be a better place.
- 2 If those people had jobs, they wouldn't need to sell baby gorillas.
- 3 If I had to choose just one person, it'd be a grandmother ...
- 4 If I were you, I'd start thinking of other ideas.

Remember!

If I were you, I'd start thinking of other ideas. (not 'if I was you...')



2 Study the rule and choose the correct options.

RULE

We use *if* + present / past simple to describe a(n) likely / unlikely situation, then *would* with a verb without *to* to describe the result / location.



Remember!

If I became a volunteer, would I have to work in the evening?
Would I have to work in the evening if I became a volunteer?

3 Complete the text. Use the second conditional to write the verbs in the correct form.

If I ruled the world ...

What changes ¹..... (you / make) if you ruled the world? Here's what some people said:

'If I ²..... (be) a member of the government, I ³..... (support) the poor.'
Ana, 16

'I ⁴..... (stop) bullying in schools if I ⁵..... (have) the power.'
Jez, 15

'If I ⁶..... (be) president of the world, I ⁷..... (stop) teachers giving homework!'
Kara, 14

'I ⁸..... (allow) young people to vote if I ⁹..... (can) make changes.'
Andreas, 16

'If it ¹⁰..... (be) up to me, I ¹¹..... (introduce) taxes on junk food.'
Fin, 15

4 2.26 Listen and check your answers. Then tell a partner which changes you would make.

5 Complete the sentences. Use your own ideas.

- 1 If I did nothing all day, ...
- 2 If they closed all schools, ...
- 3 I would help my neighbour if ...
- 4 My parents would support me if ...
- 5 The world would be a better place if ...

6 **USE IT!** Work in pairs. Take turns to ask and answer questions using situations 1–6 and your own ideas. Use the second conditional.

What would you do or say if you ...

- 1 found money?
- 2 saw someone in danger?
- 3 met anybody in the world?
- 4 desperately needed help?
- 5 suddenly became rich?
- 6 found chocolates on your desk?

If you found £50 in the street, what would you do?

If I found £50 in the street, I'd give it to the police.



Finished?

Think of other situations like the ones in exercise 6, e.g. forget / do homework, have the money, buy a computer game, have a superpower, etc. Ask your partner what he / she would do in each situation.

7 SPEAKING • Supporting a point of view

I can give reasons to support my opinions.

THINK! Do you think we should recycle our rubbish? Why / Why not?

Louise Hi, there. Would you mind helping me with a ¹.....?

Hugo What's it about?

Louise It's about what types of recycling people do every day. We believe we must recycle our ²..... and we want the government to make it necessary everywhere.

Hugo But don't people already recycle?

Louise Unfortunately, not ³..... does, as people can choose not to recycle. If the government made it necessary, this would lead to everyone recycling their rubbish.

Hugo But won't this perhaps be too difficult to ⁴.....?

Louise The main reason for recycling is to save the planet. It might need a lot of ⁵....., but it's definitely worth the ⁶.....

Hugo I suppose you're right. OK, I'll answer your questions.



Louise

Hugo

- 1 2.27 Complete the dialogue with the words and phrases in the box. Then listen and check. What does Louise want the government to do? Does Hugo agree with her in the end?

effort everyone organize
rubbish survey work

- 2 2.27 Cover the dialogue and complete the key phrases. Watch or listen again and check.

KEY PHRASES

Building an argument

We believe we must ¹..... rubbish.

We want the government to ².....

This would lead to everyone ³.....

The main reason for ⁴..... is to

⁵.....

It's ⁶..... the effort.

- 3 Work in pairs. Practise the dialogue.

- 4 Work in pairs. You want to start a campaign for a three-day school week. Think of three reasons why it would be a good idea. Then compare your ideas with the class.

One reason for a three-day school week is ...

- 5 USE IT! Work in pairs. Read the situation. Then prepare and practise a new dialogue. Use the key phrases and the dialogue in exercise 1 to help you.

Student A: You want your school to give its unwanted food to homeless people. Present your argument to Student B.

Student B: Listen to Student A. You're not convinced – you think it will be very difficult to organize. Respond with questions.



7 WRITING • A discussion essay

I can contrast ideas and give my opinion.

THINK! What ways can people help in their community?

EVERYONE SHOULD JOIN A NEIGHBOURHOOD WATCH SCHEME. DISCUSS.



A If everyone joined a neighbourhood watch scheme, fewer crimes might happen. But is it right to expect everyone in a community to join such a scheme?

B On the one hand, people may feel frightened that they would be in danger if they tried to stop a crime in progress.

C On the other hand, it's important to take action to protect our communities. I'm not in favour of people doing anything that could be dangerous. However, anybody can safely help to prevent a crime by calling the police when they see something suspicious. Also, if criminals realized that a community had such a scheme, they would not commit crimes in that neighbourhood.

D All things considered, I would encourage everyone to join a neighbourhood watch scheme. The main reason I am for this is to make criminals less likely to commit crimes. As a result, neighbourhoods will be much safer for everyone.

1 Read the essay. Is the writer for or against neighbourhood watch schemes?

Language point: Contrasting ideas

2 Study the phrases in blue in the text and answer the questions.

Which phrase ...

- 1 introduces the writer's final opinion?
- 2 rephrases the original argument in a question?
- 3 introduces ideas for one side of the argument?
- 4 introduces ideas for the other side of the argument?

3 Add the writer's arguments to the chart.

For

Against

4 Study the key phrases. Which one doesn't appear in the text? Write sentences using the key phrases and your own ideas about neighbourhood watch schemes.

5 **USE IT!** Follow the steps in the writing guide.

WRITING GUIDE

A TASK

Write a discussion essay on one of the topics below:

- *The government should make all rich people donate money to charity. Discuss.*
- *Anyone accused of cyberbullying must not be allowed to attend school. Discuss.*

B THINK AND PLAN

- 1 Explain the essay title in other words.
- 2 What are arguments to support the title?
- 3 What are arguments against the title?
- 4 Are you for or against the idea in the title? Why?

C WRITE

Paragraph 1: Introduce the title by rephrasing the question it asks.

Paragraph 2: Present ideas for one side of the argument.

Paragraph 3: Present ideas for the other side of the argument.

Paragraph 4: Give your opinion and say why.

D CHECK

- all ideas are related to the title
- verb forms in second conditional
- the use of modal verbs of possibility and deduction
- phrases introducing contrasting ideas
- phrases introducing reasons
- your opinion is clear

KEY PHRASES

Considering all options

People may ...

It's important to ...

I'm (not) in favour of ...

I'm against ...

However, ...

I would encourage everyone to ...

7 REVIEW

Vocabulary

1 Match verbs 1–6 with their synonyms a–f.

- | | |
|------------|------------|
| 1 allow | a give |
| 2 donate | b support |
| 3 campaign | c prohibit |
| 4 help | d let |
| 5 suggest | e fight |
| 6 ban | f propose |

2 Match the words in the box with sentences 1–8.

brave confident fair generous honest
organized patient thoughtful

- She always gives things to her friends.
- He never doubts that he will do well in life.
- My best friend always tells the truth.
- Our maths teacher spends time explaining things.
- He never forgets his friends' birthdays.
- She climbed up the tree to get the cat.
- Our head teacher treats everyone exactly the same.
- His desk is tidy and he can find things easily.

Language focus

3 Rewrite the sentences using the words in brackets.

- It's possible things will be better in the future. (may)
.....
- Perhaps they will ban junk food in schools. (could)
.....
- They could become volunteers. (perhaps)
.....
- It's possible to make people feel good by being kind. (you can)
.....
- Perhaps she will make a big donation to our charity. (might)
.....
- Perhaps he will help them. (could)
.....

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

- We (become) volunteers if we (have) more time.
- I (not encourage) you to take part in the protest if it (be) dangerous.
- If I (be) you, I (tell) your parents.
- If we (have) a lot of money, we (donate) more to charity.

- If I (find) a bag in the street, I (take) it to the police station.
- If I (be) President, I (allow) people to vote at sixteen.

5 Write six questions for the sentences in exercise 4.

- If you had more time, would you become a volunteer?

Speaking

6 Complete the dialogue with the phrases in the box.

Could you It's due to The main reason is
That's why This could lead
What's it about? Where do I sign?

- Tim Excuse me. ¹ sign our petition?
- Girl ²
- Tim We want two hours more sport at school.
- Girl Why?
- Tim ³ that students don't get enough exercise. ⁴ to health problems.
- Girl You may be right.
- Tim Obesity is also a problem. ⁵ bad food, but also not enough exercise.
- Girl OK. You've convinced me. ⁶

Listening

7 2.28 Listen to a conversation about the school canteen and complete the blog post.



Healthy Food Campaign

We are fed up with the horrible
¹ food at the school
² We've decided to
³ for healthier meals.
We have planned two actions:

- We are starting a ⁴ which all students can sign, even if they bring ⁵ or go home for lunch.
- We want students to stop eating at the canteen for one ⁶

We are organizing a ⁷ tomorrow at 12.30 in the ⁸ to discuss these actions and any other ideas you might have.

Remember!

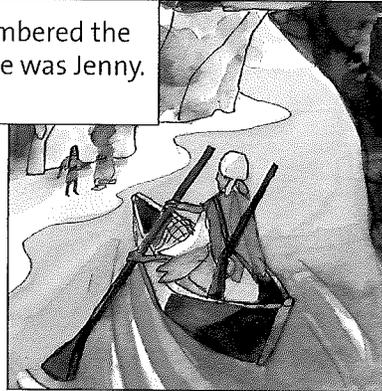
Think about how Jenny feels about being alone. How do you know?

1 **BEFORE YOU READ** Work in pairs. If you were on an island and had only two books with you, which two books would you have? Why?

Chapter 7 • A new member of the family

1 Fritz read the message. He remembered the Scottish girl from the ship. 'Her name was Jenny. I must find her,' he thought.

My name's Jenny. My father's a Scottish captain - James Montrose. Please find me! I'm living on an island near Australia - in a bay to the north of it.



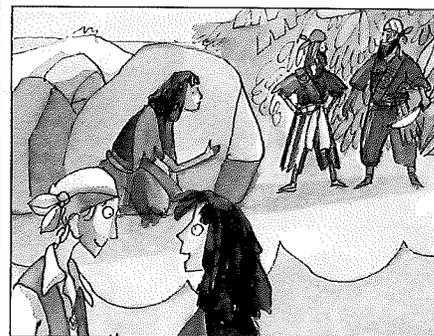
2 Fritz looked for Jenny for two days. In the end, he found a sea cave, and he took his boat far into it. After some time, he came out of the cave into a little bay. There were tall cliffs all around it. He saw a girl in animal skins on the beach near these cliffs.

'Hey! You there!' he cried.

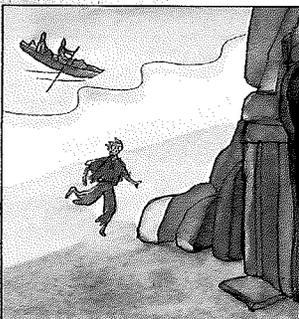
3 When the girl saw Fritz in his boat, she began running away. 'Wait!' he called. 'Jenny Montrose!' She stopped at this, and waited for him.



4 In Jenny's cave home, they talked about their last night on the ship... 'I got into a boat, but it sank near the cliffs,' Jenny said. 'So I swam into the cave, and found this bay.'



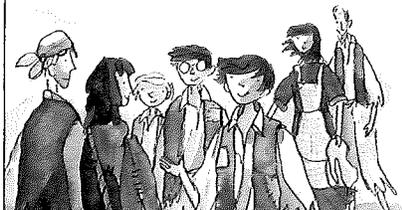
5 'We couldn't see it from our hills,' Fritz told Jenny. 'And I couldn't climb the cliffs,' Jenny answered. 'So I wrote messages.' 'But why did you run away from me?' Fritz asked her. 'Pirates came here last year,' Jenny said. 'I ran away from them. When I saw you, I thought, "More pirates are here!"' Jenny had some books with her. 'They're from the ship,' she said.



7 Fritz's brothers were excited when they met Jenny. They asked her lots of questions, and took her around the farm. Father made a room for Jenny in the cave. She was happy. 'I've got a family again,' she thought.

8 When the winter came, the boys read books for the first time in years. 'Fritz's English is very good now,' Father said one day. 'Jenny's books are helping him.' Mother laughed. 'It's not the books,' she said. 'It's Jenny.'

6 The next day, Ernst ran to the cave house. 'Fritz is coming. And there's somebody with him!' he told Mother and Father.



2 **READING CHECK** Work in pairs. Cover the text and tell your partner the story. Use these words:

bay cave cliffs Jenny pirates

3 **WHAT DO YOU THINK?** Work in pairs. Talk about what happens in the next chapter. What does the family hear? Who do Fritz and Father meet? Who leaves the island?

WHICH BOOK AND FILM GENRES DO YOU PREFER?

1 You've had a long day. Choose an activity to help you relax.

- a** doing puzzles **b** doing sport or exercise
c listening to music

2 If you could be somewhere else, which of these places would you choose?

- a** the moon **b** the top of a mountain
c a beach at sunset

3 Which of these qualities do you value most?

- a** imagination **b** intelligence
c humour

4 Choose the best combination of school subjects for you.

- a** history / science **b** PE / maths
c art / music

5 Which of these jobs would you like to try for a day?

- a** private detective **b** Formula One driver
c dance instructor

6 Which of these are you most likely to see when you go to the cinema?

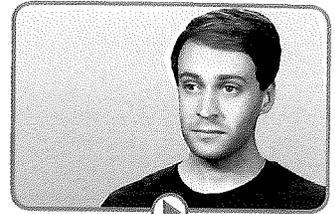
- a** zombies **b** spies
c princes and princesses

Mostly a answers:
Mystery and fantasy are your favourite genres. You like reading horror stories and watching science fiction films.

Mostly b answers:
Adventure and drama are your genres. You enjoy reading thrillers and you love watching action films.

Mostly c answers:
Comedy and romance are your genres, and you love watching a good musical.

4 2.30 Watch or listen to four people talking about their favourite books. What genre(s) is each book?



5 2.30 Study the key phrases. Then watch or listen again. Who says each phrase: Will (W), Emma (Em), Elizabeth (E), or Alicia (A)?

KEY PHRASES

Talking about films and books

- The films are really good, but they're not quite as good as the books.
- It's very (exciting).
- It's really (original and entertaining).
- It's a (crime novel).
- It's about (a missing woman).
- In the end ...

6 **USE IT!** Work in groups. Take turns to describe a famous book or film using the key phrases. Guess other people's books and films.

It's an animation and a musical. It's fantastic. It's about a princess who goes on a long journey to find her sister. In the end she finds her sister and saves her country.

Is it Frozen?

Finished?

Look at the film posters on page 95. Write a description of one of the films. If you haven't seen any of them, imagine what one of the films is about. Read your description to your partner for him / her to guess.

KEY

THINK! Have you heard of the Guinness World Records? Do you know any film records?

★ ★ ★
FILM RECORDS
★ ★ ★

home posts blog contact me

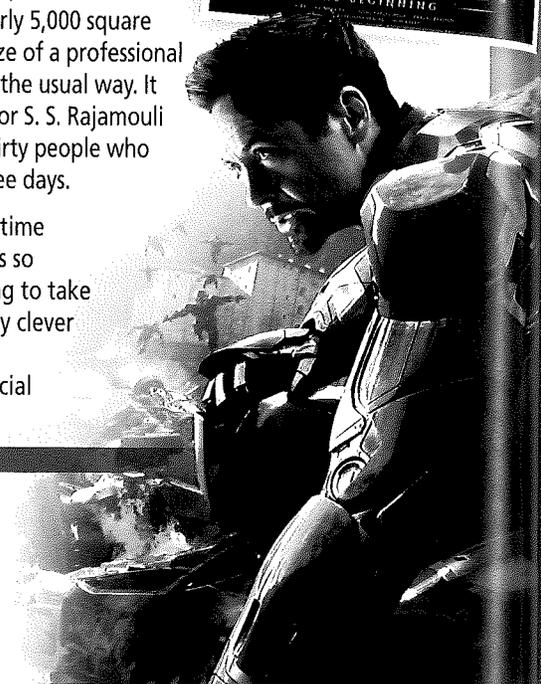
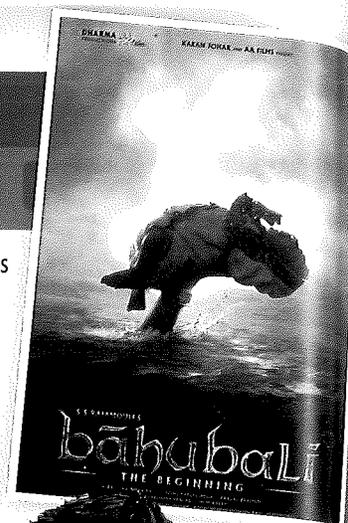
The record books are full of great film trivia, but we usually only hear about awards and gossip about the stars. I like the gossip, but what about the film trivia we aren't told about? Some film records are much more interesting. For example, did you know that Robert Downey Jr. was paid more than any other actor for his role as Iron Man in the *Avengers* films (the huge sum of eighty million US dollars)? And I bet you can't guess which film has the record for the most tickets sold. I was amazed! Well, apparently more cinema tickets were sold for *Gone with the Wind*, a 1930s romance, than for any other film. I haven't even seen it but it sounds terrible! The classic science fiction film *Star Wars* comes a close second, and I'm sure that it's a much better movie.

One truly unbelievable film record was set by a man called Ashish Sharma in Mathura, India, in 2008. He sat in a cinema and watched films for an incredible 120 hours and twenty-three minutes – that's forty-eight films in total. As for the longest film ever made, a Swedish director is

working on one at the moment that will be 720 hours – or thirty days – long. I don't know what genre it is – maybe all genres! Not even Mr Sharma will be able to watch all of that in one go!

Another film-related record from India is about the world's largest film poster. It was made to advertise India's biggest action film of 2015, *Bahubali*. The size of it is extraordinary! At nearly 5,000 square metres, it's more than half the size of a professional football pitch! It wasn't made in the usual way. It was designed by the film's director S. S. Rajamouli and it was made by a team of thirty people who worked around the clock for three days.

It seems that I could spend a lifetime researching film records – there's so much to find out! Next, I'm going to take a look at special effects. It's really clever how some effects are made. I wonder what the best ever special effects were ... ?



1 Quickly read the blog and find the author's opinion on the following:

- 1 the amount of money earned by Robert Downey Junior
- 2 *Gone with the Wind*
- 3 Ashish Sharma's record
- 4 the size of the film poster
- 5 special effects

2  2:31 Read and listen to the blog again. Choose the correct answers.

- 1 The writer believes that gossip about film stars ...
 - a is usually only about awards that stars win.
 - b is less interesting than some other film facts.
 - c isn't interesting.
- 2 *Gone with the Wind* ...
 - a is not a modern film.
 - b doesn't hold any film records.
 - c made eighty million dollars.
- 3 Ashish Sharma ...
 - a plans to watch the film that will be 720 hours long.
 - b has watched forty-eight films in his lifetime.
 - c has had a film record for several years.

STUDY STRATEGY

Reading out loud

Reading out loud will improve your pronunciation and speaking.

3 Read the study strategy. Practise reading the blog out loud.

4 VOCABULARY PLUS Use a dictionary to check the meaning of the words in blue in the text. For more practice go to page 68 in the Workbook.

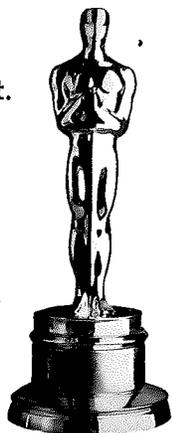
5  **USE IT!** Work in pairs. Which record did you find the most interesting? Why? What do you think about the huge amounts of money some actors receive?

8 LANGUAGE FOCUS • Present and past passive: affirmative and negative

I can talk about films using the passive in the present and past.

1 Complete the sentences with the correct form of *be* or *not be*. Check your answers in the film records text.

- 1 What about the film trivia we told about?
- 2 It designed by the film's director S. S. Rajamouli.
- 3 It made in the usual way.
- 4 It's really clever how some effects made.



2 Study the sentences in exercise 1. Complete rules a–d with the words in the box. Then find more passive sentences in the blog on page 80.

am, are or is by not was or were

RULES

We use the passive when we are more interested in the action, rather than the person doing the action.

- a In the present, we form the passive with the subject + + the past participle.
- b In the past, we form the passive with the subject + + the past participle.
- c We form the negative passive with the subject + *be* + + past participle.
- d We use to talk about the person / thing that does an action in the passive.

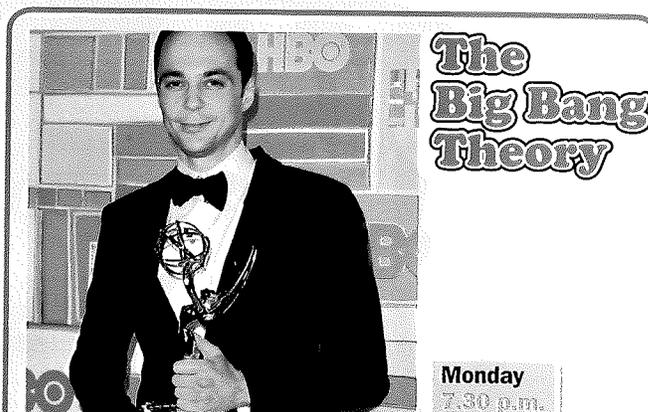
3 Correct the mistakes in the sentences. Then decide if they are true or false. Discuss your answers with a partner.

- 1 More films are make in India than in any other country each year.
- 2 In 1923, a sign is put up in the Hollywood hills which said 'Hollywoodland'.
- 3 The Academy Awards wasn't called 'Oscars' until 1939.
- 4 *The Big Bang Theory* showed on TV for the first time in 2009.
- 5 Emmy Awards are gave to film directors.
- 6 Films aren't seen their directors until the premiere.

4 Complete the review with the correct passive form of the verbs in the box.

award(x2) set play show watch

Reviews



The Big Bang Theory is a successful TV comedy series which ¹..... for the first time in 2007. The show was created by television writers Chuck Lorre and Bill Prady. It ²..... in Pasadena, California. The main male characters are scientists and fans of science fiction, fantasy and comic books. Sheldon Cooper ³..... by Jim Parsons. In 2014, he ⁴..... his fourth Emmy for Best Actor in a Comedy Series. In 2011, he ⁵..... a Golden Globe for Best Actor in a TV Comedy Series. Some of the most popular episodes ⁶..... by over twenty million viewers in the USA when they were first shown.

5 USE IT! Work in pairs. Use the information in the box to tell each other about two films you've seen recently. Use passive forms where possible. Which film would you enjoy most?

actor / character / director
film title genre plot

It's a ... and it was made in ...

It's about ...

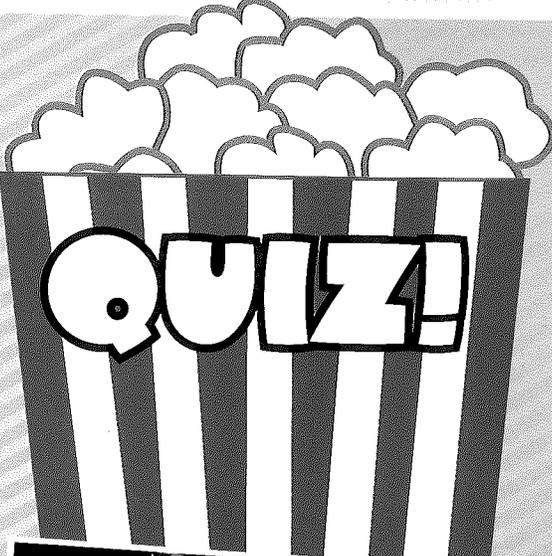
The main characters are ... ,
who's played by ... , and ...

It's an entertaining / funny /
exciting / original film.

Finished?

Think about the first film you ever saw. Write a description of it using the ideas in exercise 5. Read it to a partner for him / her to guess the film.

THINK! What jobs do you associate with a) the film industry and b) writing fiction?



QUIZ!



- 1 Which film was director James Cameron awarded an Oscar for?
 - a *Avatar*
 - b *The Terminator*
 - c *Titanic*
- 2 Who was the graphic novel series *The Dark Knight* written by?
 - a Stan Lee
 - b Frank Miller
 - c Neil Gaiman
- 3 The spy James Bond was played by which actor in *Spectre*?
 - a Jude Law
 - b Daniel Craig
 - c Matt Damon
- 4 Veronica Roth wrote a series of books that was adapted for films. What is the name of the series that was a winner of many awards?
 - a *Divergent*
 - b *Matched*
 - c *Maze Runner*
- 5 These three stars have received Oscar nominations for Best Actor / Actress. Which one of them has actually won an Oscar?
 - a Bradley Cooper
 - b Robert Downey Jr.
 - c Jennifer Lawrence



- 1 **2.32** Study the words in blue in the quiz. Which are nouns and which are verbs? Write the noun and verb forms for each word. Listen and check.

director (n)

direct (v)

- 2 Do the quiz.

- 3 **2.33** Listen to the recorded quiz to check your answers. Correct any wrong answers.

- 4 **2.33** Listen again and answer the questions.

- 1 How many Oscars was *Titanic* awarded?
- 2 When was the first story in *The Dark Knight* graphic novel series published?
- 3 When was the first film in the *Divergent* series released?
- 4 How many times has Robert Downey Jr. received an Oscar nomination for Best Actor?
- 5 How many Oscar nominations have Jennifer Lawrence and Bradley Cooper received in total?

- 5 **2.34** PRONUNCIATION: /ɔ:/ and /ɑ:/ Listen and repeat.

- 1 award
- 2 author

- 3 star
- 4 part

- 6 **USE IT!** Work in pairs. Nominate your favourite book, actor, film, director or writer for an award.

I nominate ... for an award because ...

I think that ... should win an award because ...

8

LANGUAGE FOCUS • Present and past passive: questions

I can ask questions using the passive in the present and past.

1 Underline the verb forms and circle the subjects in these sentences.

- Was the book adapted for film?
- What is the series of books called?
- Where was the film made?
- Is the actor nominated for an award every year?

2 Match the sentences 1–4 in exercise 1 with rules a–d.

RULES

Passive questions in the present are formed with ...

- am / is / are + subject + past participle.
- a question word + am / is / are + subject + past participle.

Passive questions in the past are formed with ...

- was / were + subject + past participle.
- a question word + was / were + subject + past participle.

Remember!

Who was the film directed by?
Which award was she nominated for?

3 Correct the mistakes in the sentences.

- What he was given as a prize?
- Is this crime novel written last year?
- What was award to the actor?
- Who was the film directed for?
- Were this book written by a man?

4 Read the description on the right. Write questions in the passive about the information in blue.

- When ?
When was the Edible Book Festival started?
- What ?
 - Where ?
 - Was ?
 - Who ?
 - Are ?

5 Work in pairs. Take turns to ask and answer the questions in exercise 4. Answer in complete sentences.

6 USE IT! Work in groups. Each group writes three questions about films and books using the passive voice. Each group reads out their questions to the other groups to answer. The group with the most correct answers are the winners.

Who was *Star Wars: The Force Awakens* directed by?
Who was *The Maze Runner* written by?

The first question is ...

I think the answer is ...

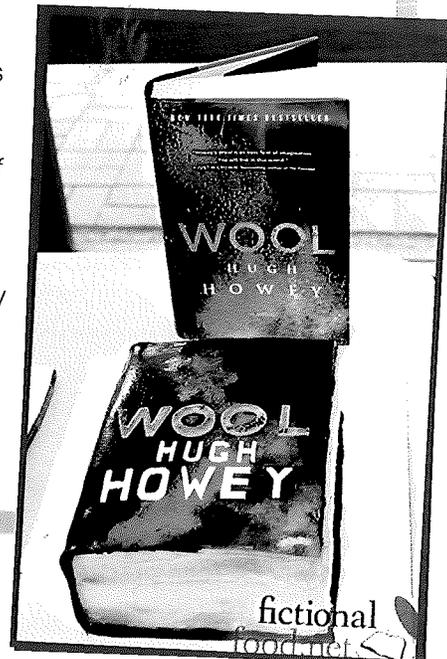
Finished?

Write three more questions about books or films using the passive voice. Ask people in the class for the answers.

DELICIOUS BOOKS

You've read the books, seen the films, now eat the cakes! The Edible Book Festival was started in 2000. It is held every year around 1st April.

¹The latest books are made into cakes and are displayed ²at events all over the world. We all know *The Hunger Games* is a series of three books that ³was adapted for film. But have you seen the amazing *Hunger Games* trilogy cake? It was made by ⁴Crystal Watanabe. Edible books for *Game of Thrones* and *Wool*, which was written by Hugh Howey, were also made by her for the festival! So what happens at the end of the festival? ⁵The books are eaten, of course!



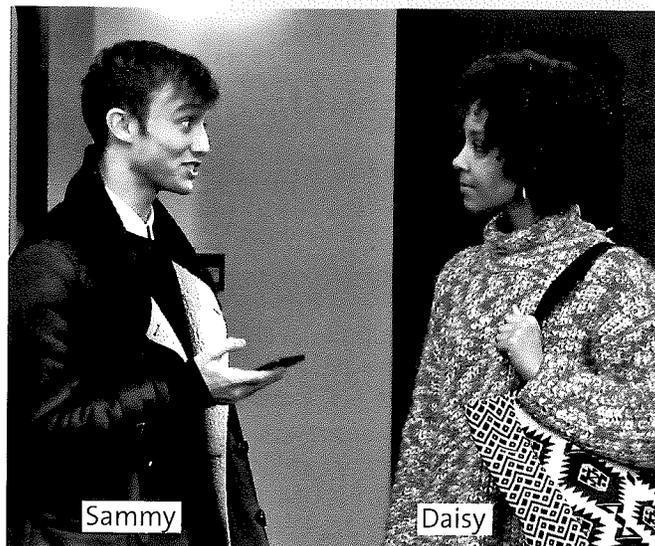
8

SPEAKING • Recommending and expressing preferences

I can recommend films and books and say which ones I prefer.

THINK! How often do you watch films a) on TV, b) at the cinema and c) online?

- Daisy Hi, Sammy.
- Sammy Hi, Daisy. ¹How / When about going to the cinema tonight?
- Daisy All right. ²What / When about *Extreme Escape*? It ³acts / stars Jack Huston. I'm a big ⁴classic / fan of his.
- Sammy I don't ⁵fancy / prefer an adventure film. I'd rather see a science ⁶fantasy / fiction film.
- Daisy Well, you might prefer *Beyond Mars*.
- Sammy I saw that last week. I'd prefer to see something I haven't seen.
- Daisy I fancy *Karo's Two Dreams*. It's a fantasy.
- Sammy I'm not really into that kind of thing, but it's had great ⁷results / reviews. I'd prefer that to *Extreme Escape*.



- 1 2.35 Choose the correct words in the dialogue. Then watch or listen and check. What genres of films do they mention? Which film do Sammy and Daisy decide to watch?

- 2 2.35 Cover the dialogue and complete the key phrases. Watch or listen again and check.

KEY PHRASES

Recommendations and preferences

How / What about ¹.....?

I'm a big fan ².....

I don't ³..... an adventure film.

I'd ⁴..... a science fiction film.

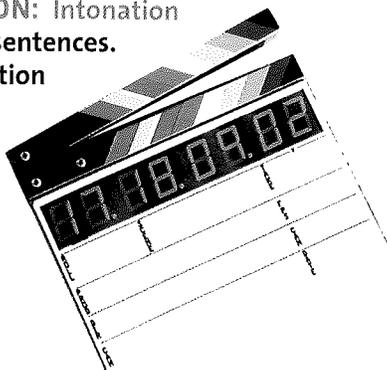
You ⁵..... *Beyond Mars*.

I'd prefer to see ⁶.....

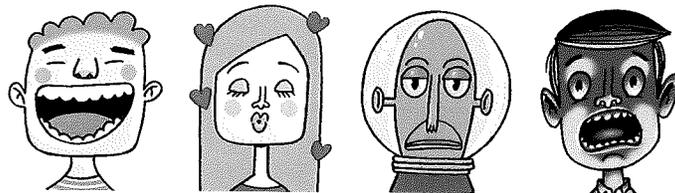
I'm not really ⁷..... thing.

- 3 Work in pairs. Practise the dialogue.

- 4 2.36 PRONUNCIATION: Intonation Listen and write the four sentences. Does the speaker's intonation go up or down at the end of each sentence? Draw an arrow to show how the speakers end the sentences. Then practise saying them.



- 5 Work in pairs. Talk about which type of films you prefer watching, and which ones you aren't keen on.



I'm a big fan of comedies. I'm not really into horror films.

Remember!

I prefer watching ... = in general
I'd prefer to watch ... = now

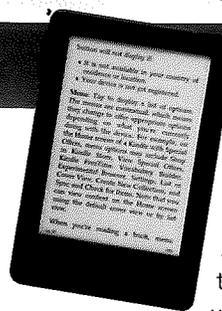
- 6 USE IT! Work in pairs. Read the situation and prepare and practise a new dialogue. Use the key phrases and the dialogue in exercise 1 to help you.

Student A: Suggest watching one of these films:
X-Men: Apocalypse – adventure with Jennifer Lawrence
Finding Dory – comedy with Ellen DeGeneres
London Has Fallen – crime film with Gerard Butler
Note: you don't like crime films.

Student B: Student A suggests you watch a film. Your favourite actor is Jennifer Lawrence. You'd really like to see a funny film today.

THINK! Why do people read reviews of films and books?

Finding Audrey



I'd like to talk about a book I read recently called *Finding Audrey*. It was written by Sophie Kinsella. It's a mixture of comedy and romance. The main character is a fourteen-year-old girl called Audrey. The book is about how she is bullied and suffers from anxiety. First, her therapist helps her, but it's only when Audrey is introduced to her brother's friend Linus that she really begins to recover. The thing I liked most about the book was that it deals with a serious problem, but is funny at the same time.

It shows the effects bullying can have on victims while dealing with the problems teenagers have with their families and friends.

All in all, I'd recommend *Finding Audrey* to all teenagers, and adults too. It's a well-written book with some great characters. I enjoyed it because it really makes you think about issues like anxiety and bullying.



1 What is important to you when choosing a book to read? Put the following ideas in order from 1–5 (1 = most important, 5 = least important).

- the genre
- characters that I can relate to
- famous writer
- easy to read
- ideas that I can learn from
- well written

2 Read the review. Which features in exercise 1 are mentioned?

3 We use details to support our ideas or opinions. Read the six sentences and match the details with the ideas.

- 1 It's a mixture of comedy and romance.
- 2 It deals with a serious problem.
- 3 I'd recommend the book.
 - a I think it's well written and has great characters.
 - b Audrey falls in love with her brother's friend, but he's in love with her sister!
 - c It shows the effects bullying can have.

4 Study the key phrases. Which phrases don't appear in the book review? Why don't they appear there?

KEY PHRASES

Writing a review

I'd like to talk about ...	The main character(s) is / are ...
It was written by ...	The thing I liked most about ...
It was directed by ...	was ...
The book is about ...	All in all, I'd recommend ... to ...
It's a mixture of ...	I enjoyed ... because ...
It stars ...	

5 **USE IT!** Follow the steps in the writing guide.

WRITING GUIDE

A TASK

Write a review of a book or a film you recommend.

B THINK AND PLAN

Complete these ideas for the book or film before you begin writing.

Title: _____

Author / Director: _____

Genre(s): _____

Main character: _____

Other characters: _____

Plot: _____

C WRITE

Paragraph 1: Introduce the title and the author or director / stars.

Paragraph 2: Summarize the story.

Paragraph 3: Say why you liked it.

Paragraph 4: Conclude and make a recommendation.

D CHECK

- present tenses to tell the story
- passive forms
- film and book vocabulary
- clear paragraphs

Vocabulary

1 Match the sentences with the words in the box.

adventure comedy crime fantasy horror
musical romance science fiction

- 1 'I nearly fell off my seat, it was so funny!'
- 2 'I'm not into magicians and strange talking animals.'
- 3 'It was really scary. I couldn't sleep.'
- 4 'I love exciting stories and that one was fantastic.'
- 5 'It was a lovely story and they were a beautiful couple.'
- 6 'The setting was on a strange planet in the year 3010.'
- 7 'I didn't guess who the murderer was until the end, did you?'
- 8 'The music was good, but the story was terrible!'

2 Complete the film review.

The Martian is a film by the British ¹d
Ridley Scott. It is an ²a of a
³s f novel by
⁴w Andy Weir. It is the story of how
an astronaut who is alone on Mars survives. The
astronaut is played by the American ⁵s
Matt Damon. Other ⁶a include Jessica
Chastain and Jeff Daniels. The film is very popular
and Matt Damon was ⁷n for lots of ⁸a
He won the Golden Globe for Best
Actor in 2016.

Language focus

3 Complete the sentences with the present or past forms of the passive.

- 1 *The Hunger Games* books by Suzanne Collins. (write)
- 2 The series for film between 2012 and 2015. (adapt)
- 3 The Oscar ceremony every year in Hollywood. (hold)
- 4 *Titanic* fourteen Oscars, more than any other film. (award)
- 5 These days, more films in India than in Hollywood. (make)
- 6 Computer technology to create special effects in modern films. (use)

4 Make the active sentences passive.

Justin Lin directed *Fast & Furious 6*.
Fast & Furious 6 was directed by Justin Lin.

- 1 Matt Damon played the astronaut in *The Martian*.
- 2 They filmed the landscape of Mars in Jordan.
- 3 They create many special effects in the studio.
- 4 They held the first Academy Awards ceremony in 1929.
- 5 They don't show films in 3D at our cinema.
- 6 They award Oscars to film directors and actors.

5 Write questions and answers for the passive sentences in exercise 4.

Was *Fast & Furious 6* directed by Justin Lin? Yes, it was.

Speaking

6 Match questions 1–6 with responses a–f.

- 1 What do you fancy doing?
 - 2 How about going to see the new James Bond film?
 - 3 What would you prefer to see, then?
 - 4 Do you prefer comedies or romances?
 - 5 Have you seen any good films recently?
 - 6 Do you like *The Revenant*?
- a Yes, I have – *The Hunger Games*.
b I like them both.
c I don't know. We could go to the cinema.
d I don't know. I haven't seen it.
e I'm not a big fan of James Bond.
f I'd rather see *The Martian*. It's in 3D.

Listening

7 2.37 Listen and choose the correct words.

- 1 Sally has got a detective / spy novel to read for school.
- 2 She hates / loves reading.
- 3 Dan has / hasn't seen the film *Sherlock Holmes*.
- 4 The plot of the film wasn't / was written by Arthur Conan Doyle.
- 5 Dan preferred the film / book.
- 6 Sally would / wouldn't read it if it wasn't for school.

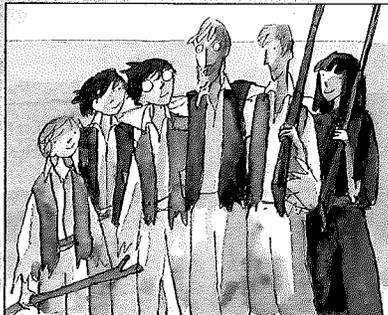


Remember!

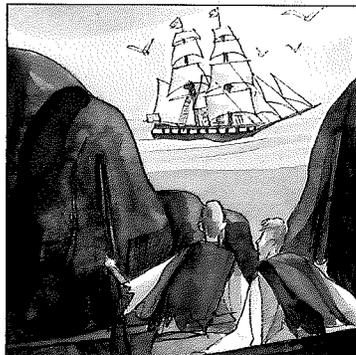
Read the text out loud to improve your pronunciation.

1 **BEFORE READING** Work in pairs. If the story of *The Swiss Family Robinson* was a film, which genre would it be? Who would star in the film?

Chapter 8 • To England



1 'This is an important day,' Father said one morning. 'We arrived on this island seven years ago – so no work today.' At once Jenny and the boys ran up the hill excitedly.



2 The next morning, Father and Fritz took the boat out. When they left the bay, they suddenly saw a ship in front of them. 'Pirates!' said Fritz. They quickly moved their boat behind some rocks.

3 Then Fritz looked out from behind the rocks, and said, 'They aren't pirates. They're British!' So they went to the ship.



4 When they arrived, the captain met them. 'I'm James Montrose,' he told them. 'Captain Montrose!' Father cried. 'Your daughter Jenny's with us.' 'That's wonderful!' the captain said. 'I waited in Australia for her, but her ship never came. I looked for her for years, but found nothing. Then four months ago, we caught some pirates. They told us about a girl on this island.'

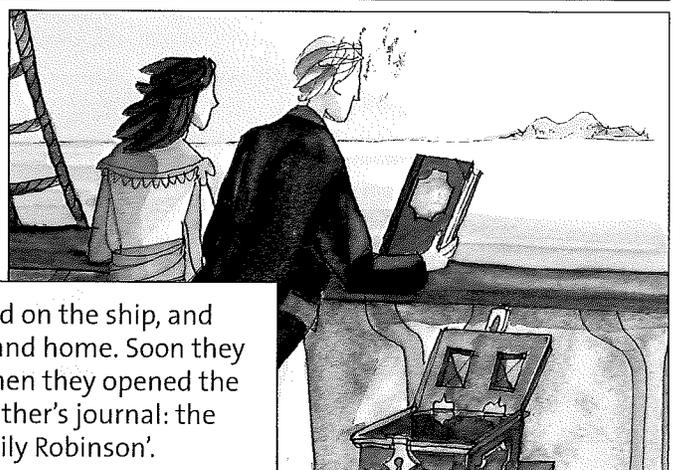
5 That afternoon, the captain visited the island. Jenny took him in her arms happily.



6 A week later, Fritz told Mother and Father, 'Jenny's leaving for England tomorrow. And I want to marry her, and go with her.' 'Then let's tell Captain Montrose,' Father said. And they did.



7 The next day, the captain married Jenny and Fritz. When they said goodbye to the family, Father gave a box to them. 'Open it later,' he said.



8 Jenny and Fritz stood on the ship, and looked back at their island home. Soon they could see it no more. Then they opened the box. In it, they found Father's journal: the story of 'The Swiss Family Robinson'.

2 **READING CHECK** Work in pairs. Cover the text and tell your partner the story. Use these words:

box captain marry pirates ship

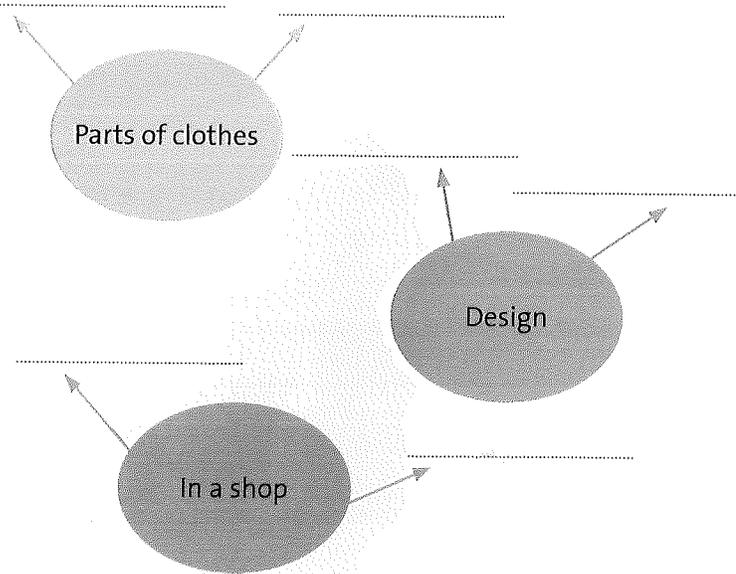
If you enjoyed this story, read *Dominoes One Peter Pan*, or *The Teacher's Secret and Other Folk Tales*.

1 Options EXTRA LISTENING AND SPEAKING • Buying clothes

I can talk about clothes and ask for help in a shop.

1 Write the words in the correct place.

button fitting room sleeve
spots stripes till



2 **3.02** Listen to Sam, who is shopping for some football shorts with his friend, Amy. Does Sam buy anything in the shop?

3 **3.02** Listen again and answer the questions. Write A for Amy and S for Sam.

- 1 Who wants to buy some clothes?
- 2 Who is helping?
- 3 Who doesn't like the black shorts?
- 4 Who doesn't like the buttons on the jacket?
.....
- 5 Who doesn't like the colour of the jacket?
.....
- 6 Who thinks that the cheaper jacket is better?
.....

4 **3.02** Choose the correct words in the key phrases. Then listen again and check.

KEY PHRASES

Trying on clothes

- Can I ¹have / try these on in a smaller size?
Where are the ²fitting / shopping rooms?
Is this in the ³sale / size?
It's a real ⁴bargain / design!
It doesn't ⁵fit / suit.
Do you have this in a ⁶shorter / larger size?

5 **3.03** Complete the conversation with the key phrases. Listen and check. Then listen again and repeat.

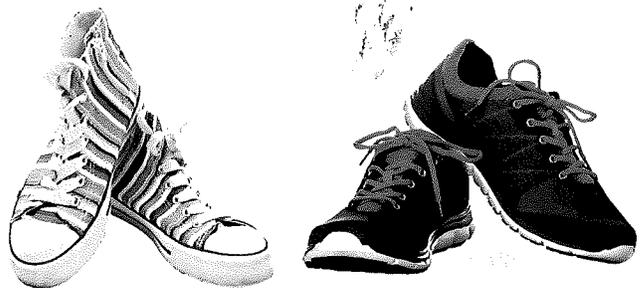
- Eva Look at this blue dress, Adam. I love the spots, and it's so cheap. ¹.....!
- Adam What about the red one? You look good in red. ².....?
- Eva I hope so. OK, I'm going to try them on. ³.....?
- Adam Over there, near the tills. I'll have a look at those T-shirts while you're there.
- Eva Oh no, ⁴.....
- Adam Yes, it's too baggy. What about the red one?
- Eva The same. Have you seen the shop assistant?
- Adam Yes ... she's right behind you!
- Eva Oh, excuse me. ⁵....., please?
And ... I quite like the yellow T-shirt with the stripes, but it's too short.
⁶.....?
- Shop assistant Yes, of course. What size do you take? We have medium and large.

6 **USE IT!** Work in groups of three. Imagine you are in a shop. Look at the photos below. Prepare and practise a new dialogue using the model in exercise 5 and the key phrases.

Student A: Help your friend to buy some shoes.

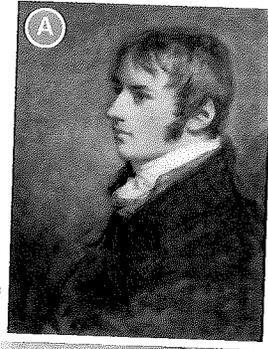
Student B: Help your friend to buy a jacket.

Student C: You are the shop assistant. Listen to students A and B and answer their questions.



2 Options EXTRA LISTENING AND SPEAKING • Discussing a picture
I can talk about a picture.

Portrait of John Constable
by Daniel Gardner



The Hay Wain by
John Constable



The Tiger by
Franz Marc

- 4 **3.04** Complete the key phrases with the word pairs in the box. Then listen again and check.

foreground / background left / right
top / bottom Can / Do picture / portrait
bottom / top What's / Who's is / was

- 1 Match the words in the box with definitions 1–8. Then look at the pictures. Which words would you use to describe each picture?

colourful gloomy landscape original
portrait rural traditional urban

- 1 a picture of scenery
 - 2 with a lot of colour
 - 3 quite different from other things
 - 4 of or in the countryside
 - 5 a picture of a person
 - 6 of or in a city or town
 - 7 not very modern
 - 8 dark and depressing
- 2 **3.04** Listen to Laura and Simon. Which picture does Laura choose to buy?
- 3 **3.04** Listen to the conversation again and write true or false. Correct the false statements.
- 1 Laura is buying a present for her aunt's birthday.
 - 2 *The Hay Wain* is a painting of an urban scene.
 - 3 Laura and Simon are at the National Gallery in London.
 - 4 John Constable was an English landscape painter.
 - 5 Simon thinks *The Hay Wain* isn't a very interesting painting.
 - 6 Laura's aunt prefers modern art and unusual pictures.

KEY PHRASES

Talking about a picture

- 1 it a picture of?
I can see a ... in the 2
There is a ... on the 3
It's a 4 of ...
Who 5 it painted by?
6 you see the clouds ... ?
I like the colour of the ... at the 7

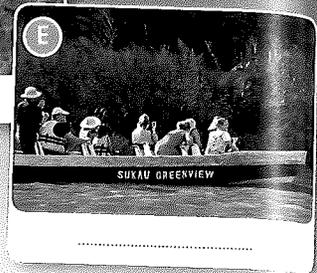
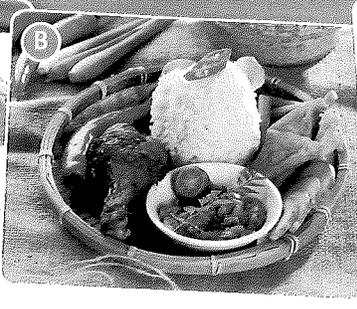
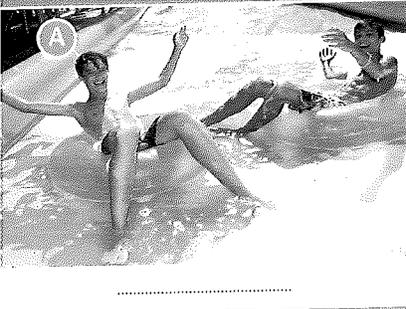
- 5 **3.05** Choose the correct words in the dialogue. Listen and check. Then find the picture in Unit 2 that Rachel and Lewis are discussing.

- Rachel 1 Who's / What's it a picture of?
Lewis It's a 2 portrait / picture of a beautiful woman with red hair. She is smelling some flowers.
Rachel Who 3 is / was it painted by?
Lewis It says here it was painted by the English painter John William Waterhouse. It's called *The Soul of the Rose*.
Rachel 4 Can / Do you see the roses on the 5 left / right?
Lewis Oh, yes.
Rachel Well, I really like that, and I also like the white building in the 6 foreground / background. What do you think of it?
Lewis I'm not sure. I think it's a bit too romantic.

- 6 **USE IT!** Work in pairs. Find another picture in this book. Prepare and practise a new dialogue using the key phrases and the dialogue in exercise 5.

Study Abroad Holidays

See. Hear. Taste. Experience. So much more than a study holiday!



1 Match the phrases in the box with photos A–E.

host family traditional dishes
trips water park zipline

2 3.06 Listen to Carla calling a travel agency. Which of the things in the box does she talk about?

accommodation activities clothes food
studying a language transport weather

3 3.06 Listen to the telephone conversation again and correct the words in bold.

- This is Carla's **second** holiday with a host family.
- There's a **double** bed in the bedroom.
- She can **drive** to school in the morning.
- She won't have **dinner** with the host family.
- She wants to try some traditional dishes, but she doesn't eat **vegetables**.
- It's hot and **rainy** in Malaysia in July.

4 3.06 Complete the key phrases with the words in the box. There are two extra words. Then listen again and check.

about activities again bedroom
big far food keen right weather

KEY PHRASES

Checking details

- How ¹..... is the ²..... ?
 What ³..... transport?
 How ⁴..... is the school?
 Is that ⁵..... ?
 What kind of ⁶..... is there for dinner?
 Are the ⁷..... included in the price?
 What's the ⁸..... like in July?

5 3.07 Complete the dialogue with words from the key phrases. Use three words for each gap. Then listen and check.

Alex Hi, this is Alex Smith. Can I speak to Mr Jones, please?
 Mr Jones Hello, Alex. How can I help you?
 Alex I'm phoning about the trip to France in June. I'm staying with a host family in Lyon, ¹..... ?
 Mr Jones Yes, you and Will Turner are staying with the Dupont family.
 Alex Is it a house or a flat? ²..... the bedroom? And ³..... the school?
 Mr Jones Let me check. It's a house, the bedroom has a single bed so it's quite small, and it's about three kilometres from the school.
 Alex ⁴..... then? Is there a bus?
 Mr Jones Yes, there is.
 Alex And are the bus tickets ⁵..... price?
 Mr Jones No, sorry.
 Alex OK. One more thing – ⁶..... food is there for dinner?
 Mr Jones Well, you can try some traditional French dishes.
 Alex Perfect! Thank you very much.

6 USE IT! Work in pairs. Look at the photos. Prepare and practise a new dialogue using the key phrases and the dialogue in exercise 5.



4

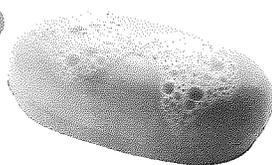
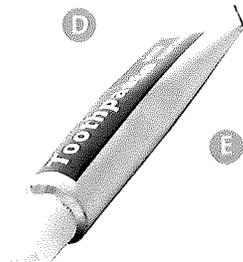
Options

EXTRA LISTENING AND SPEAKING • Explaining what you want to buy

I can ask about and buy things in a shop.

1 Match the words in the table with pictures A–H.

a	tube box bottle can packet bar	of	deodorant shampoo batteries toothpaste soap aspirin washing-up liquid light bulbs
---	---	----	--



4 **3.08** Study the key phrases. Who says them? Write C for Customer and S for Shop assistant. Then listen again and check.

KEY PHRASES

Asking about things in a shop

- Can I help you?
- I need something for ...
- Is this what you mean?
- How many are there ... ?
- You use it for ...
- Which type do you want?

5 **3.09** Put the dialogue in the correct order. Then listen and check.



- One box, please.
- Yes, I need something for making light. I'm sorry, I can't remember the word!
- Which type do you want? Eleven watt or 13.5 watt?
- Light bulbs? Is that what you mean?
- OK. One box of light bulbs. That's £1.18, please.
- Can I help you?
- Eleven watt, please.
- Yes, light bulbs!
- How many do you need?

2 **3.08** Listen to two conversations. Which objects from exercise 1 do the customers buy?

3 **3.08** Complete the information in lists 1 and 2. Listen again and check your answers.

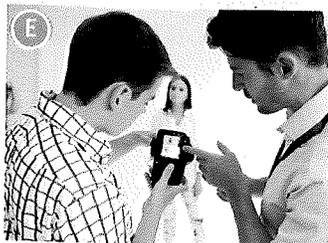
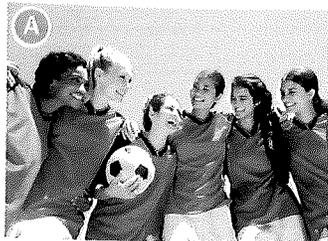
1	Item	1	.....	2	Item	5	.....
2	Quantity	2	.....	6	Type	6	.....
3	Box size	3	.....	7	Tube size	7	.....
4	Price	4	.....	8	Price	8	.....

6 **USE IT!** Work in pairs. Choose an object in exercise 1 or use your own ideas. Prepare and practise a new dialogue using the key phrases and the dialogue in exercise 5.

I can ask for and make suggestions when choosing a new hobby.

1 Match the words in the box with after-school activities A–E.

- a band a dance class a drama group
a photography club a sports team



2 Listen to a conversation between two students. Who is making suggestions, Lucy or Matt?

3 Listen to the conversation again and choose the correct answers.

- Matt is sad because ...
 - he hasn't got any friends.
 - he didn't get picked for the sports team again.
 - he hasn't got sports equipment.
- Lucy's brother needs someone to ...
 - play the drums in his band.
 - play the guitar in his band.
 - be a singer in his band.
- Lucy suggests going to see ...
 - her brother's band perform.
 - a dancing competition.
 - the drama group perform.
- Matt says the photography club is a good idea because ...
 - he can decide who joins the club.
 - Lucy will be a member of the club.
 - it's easy to start a photography club.

4 Listen again and tick (✓) the key phrases you hear.

KEY PHRASES

Making suggestions

- Why don't you ... ?
- It's worth (verb + -ing) ...
- You could always ...
- You could try ...
- How about (verb + -ing) ... ?
- Why not try ... ?
- Let's ...
- You've got nothing to lose by (verb + -ing) ...
- Have you thought of ... ?
- It can't be hard to ...

5 Complete the dialogue with words from the key phrases. Then listen and check.

- Alan Hey Rosie, have you joined any of the clubs yet? ¹..... not try the new photography club? I'm in it!
- Rosie Oh yeah, Matt's club. It's ²..... talking to him.
- Alan Or how ³..... dancing?
- Rosie That's on Fridays, isn't it? I can't do it.
- Alan OK. You ⁴..... try one of the sports teams then.
- Rosie No way! I've never done any sports.
- Alan It's never too late. Look, there's a football match on Saturday. ⁵.....'s go together. You've got ⁶..... to lose by watching!
- Rosie Sorry, Alan. I already have plans for the weekend.
- Alan Oh, never mind. ⁷..... you'll find a club that you like.

6 USE IT! Work in pairs. Imagine your friend asks for suggestions about after-school activities. Choose activities in exercise 1 or use your own ideas. Prepare and practise a new dialogue using the key phrases and the dialogue in exercise 5.

6

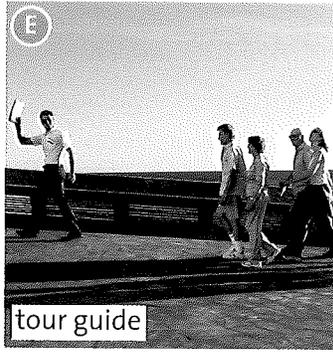
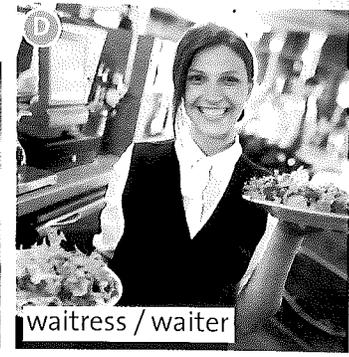
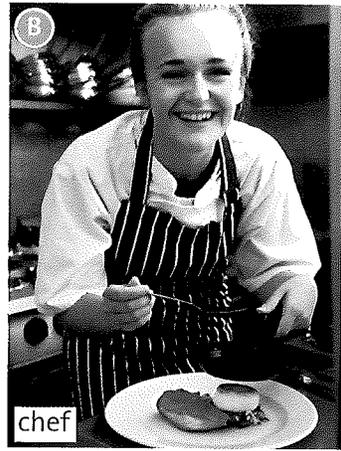
Options

EXTRA LISTENING AND SPEAKING • Talking about summer jobs

I can talk about what I want to do in the future.

1 Match the job titles with the correct category.

Catering	Retail	Tourism
.....
.....
.....



2 Listen to Monica and Ross talking about what they're going to do this summer. Which two categories from exercise 1 do they talk about?

3 Listen again and complete the sentences.

- 1 Monica is years old at the moment.
- 2 Monica thinks that working in the summer is a idea.
- 3 Monica is interested in working in a kitchen this summer.
- 4 Monica can do a course if she gets good marks.
- 5 Ross and Monica's dad works in
- 6 Ross isn't going to work as a this year.

4 Match the two parts of the key phrases that Monica and Ross use. Listen again and check.

KEY PHRASES

Future plans

- | | |
|--------------------------------------|-----------------------------------|
| 1 I need to start thinking about ... | a a chef. |
| 2 I'd like to be able to ... | b being young for a while. |
| 3 I really want to be ... | c know what you want to do. |
| 4 You sound like you ... | d not! |
| 5 We should enjoy ... | e what I want to do with my life. |
| 6 I hope ... | f work in catering. |

5 Complete the dialogue using the key phrases. Then listen and check.

Joey I¹ what I want to do this summer.
 Anna Really?
 Joey Yes. I'd² work in tourism when I leave school. So I think I should get a summer job to get some experience.
 Anna Is there any job you're particularly interested in doing?
 Joey I really³ a tour guide.
 Anna⁴ what you want to do.
 Joey What about you? Will you get a job this summer?
 Anna⁵ not! I think we⁶ being young for a while!

6 USE IT! Work in pairs. Prepare and practise a new dialogue about your plans for this summer. Use the topics in exercise 1, the dialogue in exercise 5 and the key phrases.

1 Look at the placards in photos A–C. What are the people campaigning about?



2 **(b)** 3.14 Listen to an interview. Which campaign in exercise 1 is the person supporting?

3 **(b)** 3.14 Listen to the interview again. Number key phrases a–e in the order you hear them.

KEY PHRASES

Interviewing a campaigner?

- a What are you hoping to achieve?
- b What does your placard say?
- c Can you explain how you feel about ...?
- d Why are you campaigning?
- e Can you tell (our listeners) what you're doing?

4 **(b)** 3.14 Listen to the interview again. Write *true* or *false*. Correct the false sentences.

- 1 The protest is in the capital of the UK.
- 2 There are about two hundred protesters in the square.
- 3 The reporter is interviewing one of the organizers.
- 4 The placard says 'End wars! Give peace a chance!'.
- 5 They will protest again if the government doesn't stop the war.

5 **(b)** 3.15 Listen to another interview and complete the reporter's questions. Then listen again and repeat.

Reporter Can you tell the 1.....?
Francesca Yes, I'm joining in a march through the town centre.

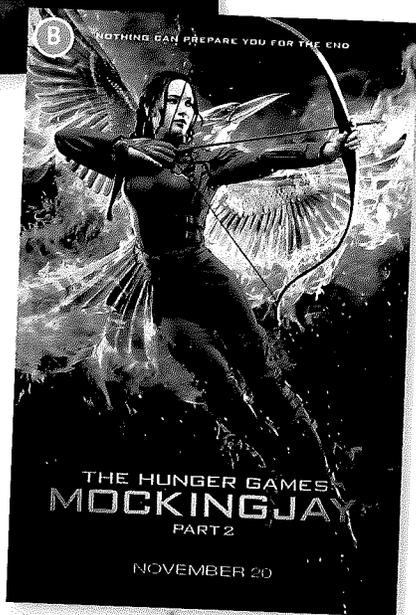
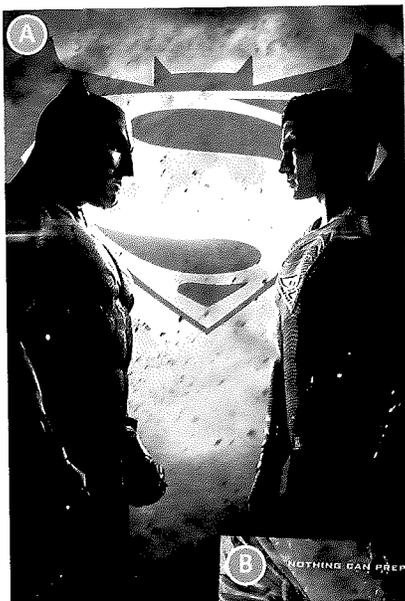
Reporter 2.....?
Francesca Our local cinema is going to close next month.

Reporter Can you 3.....?
Francesca I think it's unacceptable. If it closes, there won't be anything for teenagers to do here.

Reporter 4.....?
Francesca I hope the company will realize how we feel and that it won't close the cinema.

6 **USE IT!** Work in pairs. Prepare answers to the reporter's questions in exercise 5. Use one of the campaigns in exercise 1 or your own ideas. Then practise your new interview with a partner.

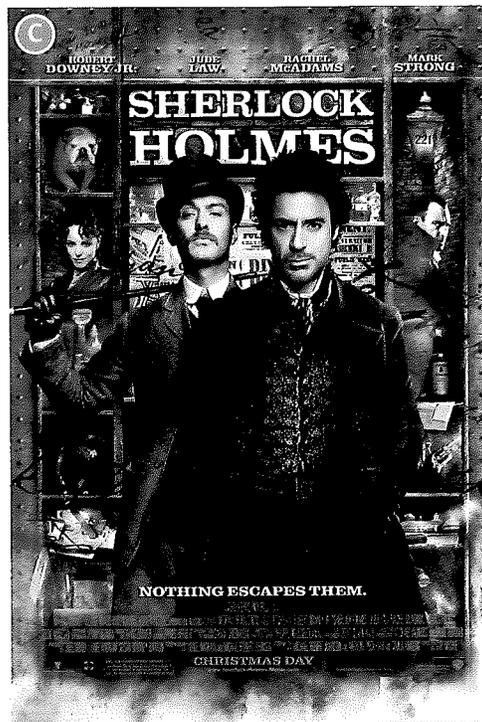
- 1 Look at film posters A and B. What types of films are they? Who do you see in the posters?



- 4 **3.16** Work in pairs. Answer questions 1–5 for each film A–B. Listen again and check.

- 1 Who are the actors?
- 2 Who are the main characters?
- 3 What is the nationality of the director?
- 4 What did the viewer think of the film?
- 5 Who would the viewer recommend it to?

- 5 **3.17** Look at poster C. Complete the dialogue with the key phrases. Then listen and check.



- 2 **3.16** Listen to two interviews about the films in the posters, and check your answers to exercise 1.

- 3 **3.16** Complete the key phrases with *in*, *of*, *by* or *to*. Then listen to the interviewer's questions again and check.

KEY PHRASES

Talking about films

- Which film have you just been ¹..... see?
 Who's ²..... it?
 Who was the film directed ³.....?
 What did you think ⁴..... the film?
 Who would you recommend it ⁵.....?
 Who are the main characters played ⁶.....?

- Interviewer ¹.....?
 Denise *Sherlock Holmes!* It's a crime film.
 Interviewer OK, and ².....?
 Denise Robert Downey Jr. plays Sherlock Holmes. Dr Watson is played by Jude Law.
 Interviewer ³.....?
 Denise A British director, Guy Ritchie.
 Interviewer ⁴.....?
 Denise The action was amazing, and the plot was a bit confusing, but I was never bored.
 Interviewer ⁵.....?
 Denise I'd recommend it to people who like action and crime films!

- 6 **USE IT!** Work in pairs. Choose a film that you have seen recently and prepare answers to the interviewer's questions in exercise 5. Then practise your new dialogue.

I can classify and describe textiles, and say what clothes they are suitable for.

- 1 Check the meaning of the words in the box. Which six words are adjectives? What do they usually describe?

comfortable delicate fabric fibre smooth
soft synthetic water-resistant

- 2 Read the article. What are the advantages and disadvantages of the different types of fabric? Read the text again and complete the table.

	Natural			Synthetic	
Fabric	wool	cotton	silk	nylon	polyester
Advantages					
Disadvantages					

3. 3.18 Read and listen to the article again. Write true, false or doesn't say.

- Our grandparents used to wear exactly the same types of fabric that we wear today.
- Synthetic fibres came before natural fibres.
- Silk is an example of a natural fibre.
- Cotton is stronger than silk.
- Natural fabrics became less popular after the 1960s.
- New technology can change the clothes we wear.

- 4 USE IT! Write sentences about the type of fabric you can use for different types of clothes. Give reasons for your answers.

A good fabric for (a)	blouse shorts hat socks tracksuit trousers T-shirt hoodie suit	is	wool cotton silk nylon polyester	because it's	warm. water-resistant. strong. cheap. comfortable. smooth. soft.
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What are your clothes made of?

The clothes you're wearing today are very different from the clothes your grandparents were wearing when they were your age. When your grandparents were young, many of the fabrics used in modern clothes didn't even exist.

Clothes are made mainly of two kinds of fibres: natural and synthetic. Natural fibres come either from plants or animals. In the first half of the 20th century, most clothes were made of natural fibres like wool, cotton and silk.

Wool is used for warm clothes, such as suits and hats. Its disadvantages are that you have to be careful when you wash it and that it can sometimes feel uncomfortable next to the skin. In the past, people used to wear clothes made of wool for sports like golf, skiing and even swimming!

Cotton's main advantages are that it is strong, comfortable and not expensive. However, it can lose its colour and it dries very slowly. Silk is a delicate fabric, but it is also strong. It is smooth and soft, and also very comfortable to wear. However, it is expensive and difficult to clean.

Synthetic fabrics like nylon and polyester didn't become popular until the 1960s. These fabrics are strong, cheap and water-resistant. The disadvantage is that they can be uncomfortable to wear for a long time.

Fashion and technology change all the time. Today, many people are wearing bamboo socks and sweaters. Others are buying clothes made of smart fabrics that can change colour. What materials do you think your grandchildren will wear?



- 1 Check the meaning of the words in the box. Do you know any other adjectives to describe colours? .

complementary harmonious pastel
primary secondary vibrant

- 2 Read the text. Write the names of colours 1–6 on the colour wheel. Which colours are primary and which are secondary?

1 yellow - primary

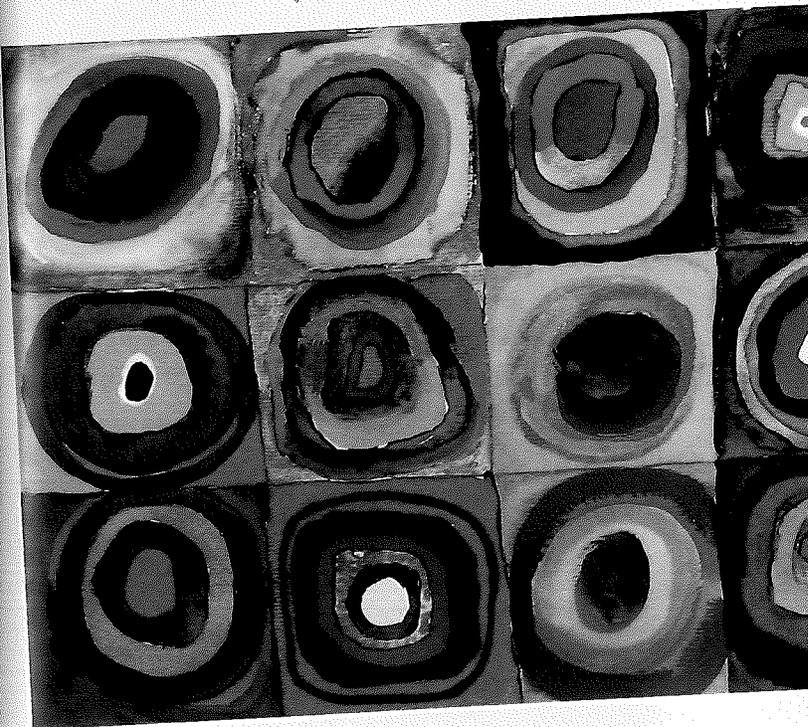
- 3  3.19 Read and listen to the text again. Complete the sentences using the words in exercise 1.

- 1 Yellow and purple are colours.
- 2 Blue and red are colours.
- 3 A colour is bright and strong.
- 4 Green and yellow are colours.
- 5 Orange and purple are colours.
- 6 A colour is pale and soft.

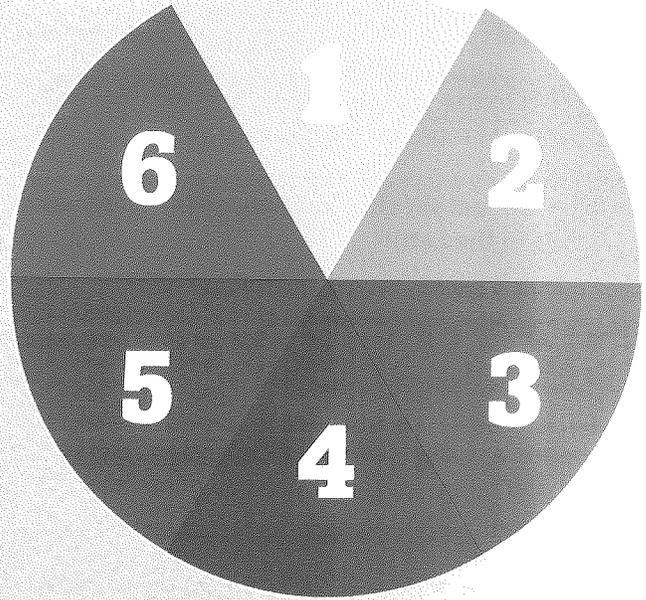
- 4  USE IT! Work in groups. Look at Wassily Kandinsky's painting *Squares with Concentric Circles*. Choose two squares in the painting and say how the colours in each square are related. Which square do you like best and why?

... and ... are harmonious / complementary colours.

I like ... because it looks ... It reminds me of



The COLOUR Wheel



Have you ever thought about how colours are related? Why do some colour combinations look good and others don't?

In the 17th century, the English scientist Isaac Newton was studying light when he made an important discovery. He found out that white light is made up of all the colours of the rainbow. Newton then arranged the rainbow colours in a circle, creating the first colour wheel.

Red, blue and yellow are the three primary colours that sit on the colour wheel. The secondary colours green, orange and purple sit between these colours. Each secondary colour is created by mixing two primary colours.

The colour wheel divides colours into warm and cool categories. Warm colours, like orange and yellow, are on the red side of the wheel, while cool colours, like green and purple, are on the blue side. Colours can also be harmonious or complementary. Complementary colours are any two colours which are directly opposite each other, like red and green. Harmonious colours sit next to each other on the wheel.

Famous artists and decorators have used the colour wheel to help them choose the right colours ever since it was invented. Pablo Picasso, however, didn't believe in it: 'Why do two colours, put one next to the other, sing? Can one really explain this? No.' But everyone agrees that colours can affect our feelings. A vibrant red, for example, is often associated with anger or danger, while yellow is a happy colour. Blue can make people feel calm; pastel pink, which is a gentle pink, sometimes makes them think of romance, and green is the colour of nature.

Do you have a favourite colour? What do you associate it with? What does it remind you of?

1 Match the words in blue in the fact sheet with definitions 1–7.

- 1 changes from liquid into gas
- 2 changes from gas into liquid
- 3 rainfall
- 4 water when it exists in the air
- 5 the part of the land or body of water at the top
- 6 ice is in this state
- 7 water at room temperature is this

2 Read the fact sheet. What happens to water when it falls to the Earth?

3 Label the diagram with the words in the box.

condensation evaporation precipitation
water returns to the sea



THE WATER CYCLE

Now here is a challenge for you. Go and get a glass of water and take a look at it. Can you guess how old it is? Well, your water perhaps fell from a cloud just a couple of weeks ago, but it has been around for the same length of time as planet Earth! That means that your glass of water was around when the first creatures swam in the sea and when the dinosaurs roamed the Earth. But how is this possible?

The fact is that the quantity of water on the Earth remains the same over time and it constantly goes through the water cycle. In the cycle, there is continuous movement of water on, above and below the surface of the Earth. Firstly, the sun heats the water in the rivers, seas and oceans, and it evaporates into the air. Plants and trees lose water, too, and this also goes up into the air. The water vapour then cools and condenses into small drops which form clouds. You can see how condensation happens if you look again at your glass of water on a hot day. After a short time, water from the air condenses onto the cold glass. Back to the sky, though, and the next step is that the clouds gradually get heavier and heavier until they can't hold the water any more, and it falls to Earth as rain, sleet or snow.

Water can change state from liquid to vapour to solid during the cycle, but any form of water that falls from the clouds is called precipitation. When on Earth, some of the water runs into rivers, lakes and streams and becomes surface water. Some enters the ground and forms underground rivers or lakes before eventually flowing back to the seas and oceans. The cycle is complete.



4 3.20 Read and listen to the fact sheet again. Answer the questions.

- 1 What is true about the amount of water on Earth?
- 2 Why does water vapour condense?
- 3 What happens to a glass of water on a hot day?
- 4 Name two forms of precipitation. Do you know any more?
- 5 What are the three states that water can be in?

5 USE IT! Work in pairs. Create a poster to show what happens in the water cycle. Include information from this page.

- 1 Read paragraphs 1 and 2 of the text quickly to find the words below. What part of speech are they? Explain their meaning in your own words.

community conditions label movement
plantation price profit

- 2 Read the article. What is Fairtrade?

MAKE BANANAS FAIR

Bananas are the most popular fruit in the world. British people eat thirteen million every day, or five billion a year. Bananas don't grow in the UK. They grow in tropical regions and have to be transported. So how is it possible that a banana only costs eleven pence in supermarkets?

- The reason is that the farmers who produce bananas often get very little money because the companies who buy them want to make big profits. Some farmers earn so little that they can't buy food for their families. Life isn't easy on a banana plantation. The farmers often work long hours. They can get hurt by dangerous pesticides. Sometimes they don't even have clean water.
- Fairtrade is an international movement which tries to help farmers and workers in developing countries. Fairtrade products, which include items like bananas, coffee, sugar, cocoa, rice and cotton, have a special label. When you buy a product with the Fairtrade label, you know that the farmer who produced it received a fair price and worked in good conditions. The farmers also receive some extra money, called a Fairtrade premium, to use in their community.
- Foncho is a Fairtrade banana farmer in Colombia who belongs to a farmers' co-operative. 'We experienced very difficult times when we weren't in Fairtrade,' he says. Today, as a Fairtrade farmer, he gets a minimum price for his bananas and his co-operative also gets the Fairtrade premium. This means that he can build a house and put food on the table for his family. It also means that his children get an education.
- Next time you are shopping in the supermarket, look for the Fairtrade label. If enough people choose to buy Fairtrade goods, more companies will pay the farmers a fair price.

- 3  3.21 Read and listen to the article again. Write true or false. Correct the false sentences.

- People in the UK don't grow bananas.
- The UK's climate is too warm for bananas to grow there.
- Some banana farmers don't earn enough because companies don't pay a fair price.
- Fairtrade only helps banana farmers.
- Foncho buys bananas from farmers and sells them to supermarkets.
- Foncho's co-operative gets extra money to use in their community.

- 4  USE IT! Work in groups. Make a poster about Fairtrade. Include pictures.

Write about workers' conditions like this:

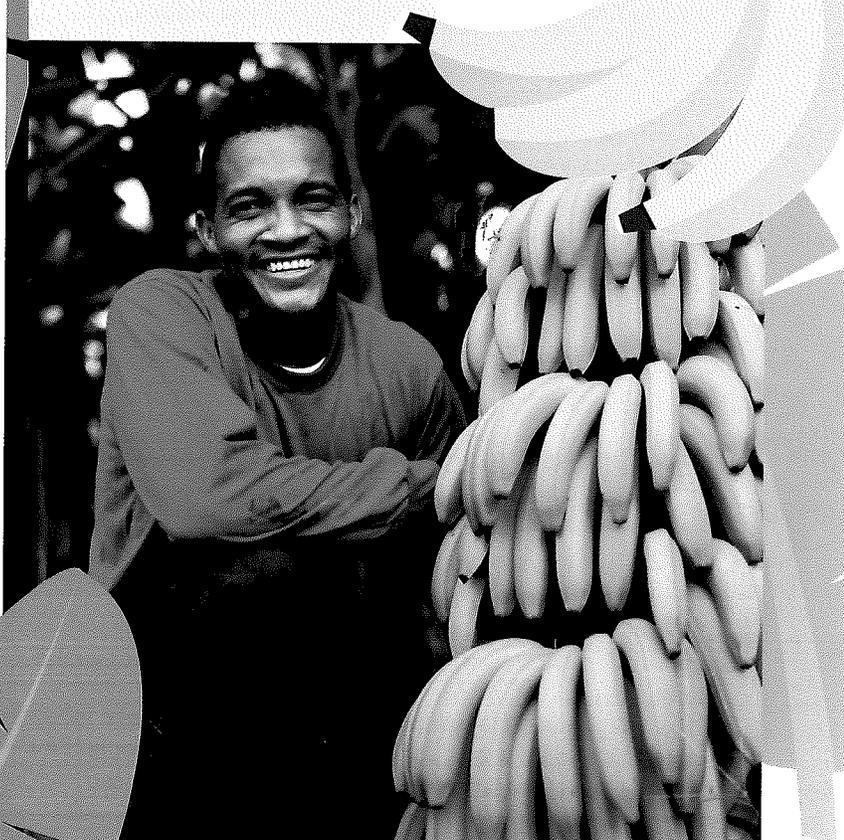
Workers often	work earn
	can't don't

Write about consumers' actions:

Consumers	don't should	buy pay	more enough
-----------	-----------------	------------	----------------

Include a slogan, for example:

Buy ... / Give ... / Pay ... / Help ...



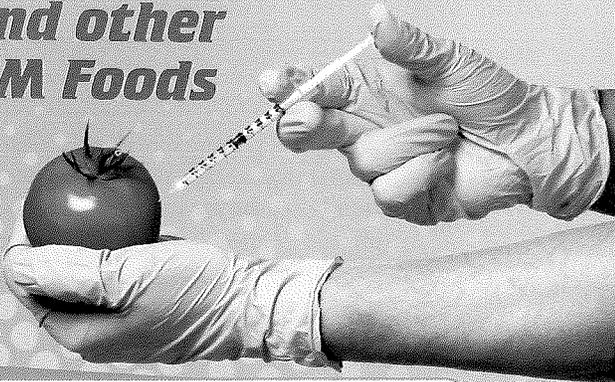
1 Check the meaning of the words in the box. Use the words to complete the text below.

alter crops diseases gene
genetic engineering herbicides
nutrients weeds

2 **3.22** Read and listen to the text. Match headings A–E with paragraphs 1–5.

- A What genetic engineering can do
- B Doubts about genetic engineering
- C An example of genetic engineering
- D Defining genes
- E Genetic engineering and weeds

The Fish Tomato and other GM Foods



1 Did you know that scientists have put a fish ¹..... into a tomato? They did it to develop tomatoes which can grow in cold temperatures.

2 So what are genes? Genes are instructions which exist inside every cell of every living thing. Each cell in the human body contains about 25,000 to 35,000 genes which determine your eye colour, how tall you are, what skills you have, and so on. So if you ²..... a plant gene, you can change a specific characteristic like colour, shape or height.

3..... changes the genes of plants or animals to make genetically modified organisms (GMOs). Scientists believe that GMOs can help us in many ways. For example, GM ⁴..... can produce more food which contains more ⁵..... They can also have an engineered resistance to insects and ⁶....., and stay fresh for longer. GMOs can make fish grow larger and make cows produce healthier milk. Some people think that if we want to feed the world's population, we will need GMOs.

3 Answer the questions.

- 1 Why did scientists genetically modify a tomato?
- 2 What do genes do?
- 3 What are two ways in which GMOs can help us?
- 4 What effect can herbicides have on crops?
- 5 What sort of plants can resist herbicides?
- 6 Why do some people oppose the use of GMOs?

4 **USE IT!** Work in pairs. Ask and answer the questions.

- 1 Do you think GM food is a good idea?
- 2 Are you happy to eat GM vegetables or fruit? Why / Why not?
- 3 Are you happy to eat meat from a GM animal? Why / Why not?
- 4 How much more will you pay for organic food?
- 5 Will we be able to feed the world if we use GM food?
- 6 Will we put our health in danger if we use GM food?

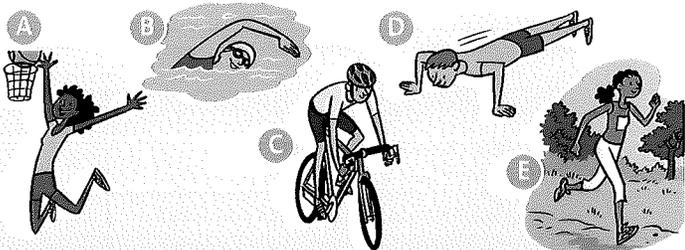
4 But does genetic engineering work? Farmers use ⁷..... to kill weeds, but these chemicals can also damage crops. In the USA, farmers use GM crops which resist herbicides, so that they can destroy ⁸..... without damaging the crop. However, some 'superweeds' are becoming immune to the herbicides, so the farmers have to use more and more chemicals.

5 Food is very important to all of us and many people believe we are what we eat. These people are worried about the overuse of chemicals and the possible effects of eating GMOs. Some governments oppose them. What do you think?



1 Check the meaning of the words in the box. Then match them with pictures A–E.

cross-country running cycling jumping
push-ups swimming



2 Check the meaning of the words in blue. Then read the article to find the answer to these questions:

- 1 How much physical activity should children get?
- 2 Why do young people like sport?

3 3.23 Read and listen to the article again and answer the questions.

- 1 How does exercise benefit the mind?
- 2 What is the main reason young people in the USA like sport?
- 3 What percentage of UK teenagers don't get enough exercise daily?
- 4 What types of vigorous activity are mentioned?
- 5 What do push-ups and jumping help you to get?
- 6 What life skills can sport teach us?

4 Work in pairs. Read the table below, which shows the favourite sports of young people in the UK. Talk about the table and say whether the same sports are popular in your country.

... per cent of children do ...

A lot / some / not many children do ...

In my country more / fewer children do ...

The advantages of physical exercise

Did you know that exercise benefits every part of the body, including the mind? Physical exercise causes the body to produce endorphins: chemicals that help a person to feel more relaxed and happier, and even help some people to sleep better. It is an essential part of a healthy lifestyle.

But do young people get enough exercise? In contrast to what many people believe, it seems they do actually like sport. In the USA, young people say that the main motivation for doing sport is to have fun. They also want to improve their skills and to stay in shape. Research in the UK shows that young people like competitive team sports such as football and basketball, but they also enjoy individual sports like swimming and cross-country running. About 80% of British teenagers say they have done competitive sport in the last twelve months. Despite this, however, a recent survey showed that in the UK 16–17% of young people aged twelve to fifteen are overweight, and nearly 75% of teenagers do not get the recommended amount of daily activity outside school. This is very bad news as, to stay healthy, teenagers must do at least sixty minutes of physical activity every day. This should vary between moderate activity, such as walking and cycling, and vigorous activity, like running and tennis.

On three days a week, they should do exercises to build strong muscles, such as push-ups, and strong bones, such as jumping and running. As well as making you fit and healthy, participating in sport teaches important lessons like teamwork, fair play, respect and how to follow rules.

Whatever your age, there is strong scientific evidence that being physically active can help you lead a healthier and happier life. Are you doing enough to stay healthy?



Sport	Percentage
Football	50.0
Basketball	27.3
Swimming, diving or lifesaving	26.6
Gymnastics	24.8
Walking or hiking	22.5
Rounders	20.9
Cycling	20.4
Netball	19.3
Badminton	18.9
Rugby	17.9

5 USE IT! Choose a sport from exercise 4. Research and write a short description of it including the following information:

- how long it has been a sport
- where you can play / do it
- how many people can play
- what the rules are
- what equipment you need to have

Read your description to a partner. Can they guess the name of the sport?

This sport became popular in the 1890s. You can do this sport on the road, down mountains, or in special stadiums called velodromes. It is an individual sport, but there are teams for special races ...

1 What do you know about politics and democracy? Match words 1–6 with definitions a–f.

- | | |
|----------------|--|
| 1 citizens | a have the same opinion as another person |
| 2 vote | b a game with tickets with numbers on them – you win if your numbers are chosen. |
| 3 slaves | c do dishonest or illegal things in exchange for money |
| 4 agree | d people legally belonging to a country or state |
| 5 be corrupted | e choose a government or public figure |
| 6 lottery | f people who are forced to work without pay |

2 Read about democracy in Ancient Greece. What are the three main ways it was different from modern democracies?



The birthplace of DEMOCRACY

The origin of the word 'democracy' is Greek: it means 'the people's government', and it started in Attica, the region of Greece where Athens is located, in about the 4th century BC. It was the people's government because citizens participated in the government directly: there were no representatives to make decisions for them like there are today. Instead they voted in person about issues that concerned them. This early system wasn't perfect, however, because only men over thirty could take part. Younger men, women, slaves and foreigners couldn't vote. In Ancient Greece, each individual had the opportunity to propose a law and the Assembly voted to accept or reject the proposal. Usually the men in the Assembly voted by raising their hands, but for important votes when they needed to be very accurate, they introduced a pebbles system: each voter used

3 3.24 Read and listen to the text again. Write true or false. Correct the false sentences.

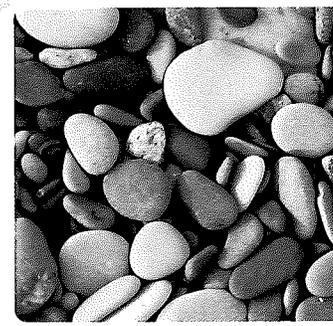
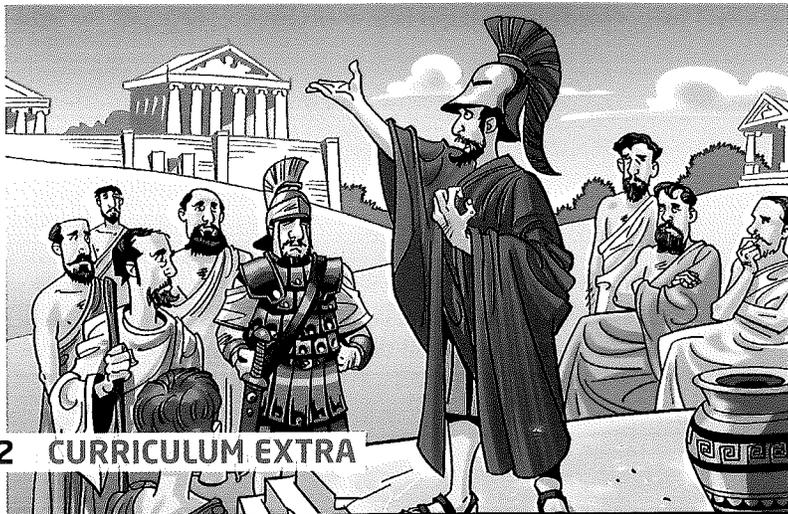
- 1 Citizens in Ancient Greece made decisions through representatives.
- 2 You could have a role in public life if you were a woman over thirty.
- 3 The Assembly considered proposals from individual citizens.
- 4 The pebbles system was easier to count when there were important votes.
- 5 The Ancient Greeks selected all public administrators using a lottery system.
- 6 When they didn't have the correct experience or knowledge, people worked together on different tasks.

4 Work in pairs and discuss the question.

If you were the prime minister of your country, what three things would you change? Say why for each one.

5 USE IT! Find out about three political institutions in your country and write a paragraph about them.

a white pebble to agree with a proposal and a black pebble to disagree. This is very different from what happens today. In democratic systems, where people are elected to public office, there is always a concern that these people will be corrupted by ambition and greed. Ancient Greece tried to solve this problem by selecting public administrators by a lottery system, not by electing them. The only elected people were officials with two specific positions: those managing large sums of money and the generals of the army, where they needed specific experience. Of course, not all citizens had the right qualities for the different tasks, but they solved this problem by creating groups of people who worked together and learned from each other.



GLOSSARY
pebbles (n) smooth round stones that are found in or near water

1 Match the words in the box with definitions a–e.

author background legacy plot themes

- a ideas that are repeated throughout a story
.....
- b the main events in a story
- c the writer of a book, article or document
.....
- d the conditions or situation at a specific time
.....
- e something that exists now because of events
that took place in the past

2 Read the article. Match each word from the box in exercise 1 with one of the paragraphs A–E.

3  3.25 Read and listen to the article again and answer the questions.

- How old was H.G. Wells when he wrote *The War of the Worlds*?
- Which three historical events influenced the story?
- Who are the main characters?
- What happens to the aliens after they invade Earth?
- Does the book have a happy ending?

4  USE IT! Work in pairs. Choose a well-known story from a novel or film. Write two lines to begin a summary. Don't name the story or characters. Give it to another pair and ask them to name the story.

THE WAR OF THE WORLDS

A

The British author H.G. Wells was born in Kent, England, in 1866. In his lifetime, he wrote over 100 books in different genres, but his most famous works are his science fiction novels *The Time Machine* (1895), *The Invisible Man* (1897) and especially *The War of the Worlds* (1898). He was nominated for the Nobel Prize in Literature four times. He is sometimes called 'the father of science fiction' and his novels are still popular today.

B

The War of the Worlds was written in response to the historical events of the late 19th century when there were many new discoveries and inventions like electricity, X-rays and the radio. There was also a very real danger of war in Europe. In 1894, Mars' orbit brought it close to Earth, and resulted in discussion about the possibility of life on the red planet.

C

In *The War of the Worlds*, aliens from Mars invade Earth. They land in England, where they build war machines to attack humans. The narrator and his wife realize the danger they are in, so they escape and are lucky to survive. Eventually, the aliens are killed by bacteria in the Earth's environment.

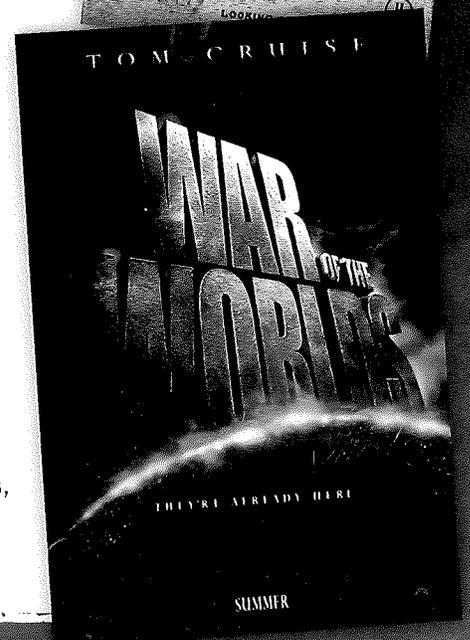
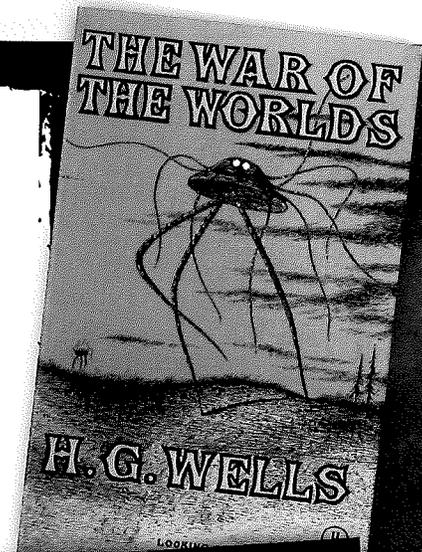
The story ends with hope for a new beginning and a better world as the survivors offer kindness and sympathy to each other.

D

The book is about technology and the necessity of scientific research, but H.G. Wells also focuses on the horrors of war and destruction, and the dangers of using technology for power. The book can be seen as both optimistic and pessimistic.

E

About fifty years after its publication, *The War of the Worlds* was adapted for film. Since then, there have been at least ten films, many television shows, radio dramas, games and even an album! The novel has also influenced the work of scientists: a teenager called Robert Goddard read the story in 1998 and was inspired to study outer space. His research eventually led to the landing of robotic probes on Mars.



1 Options

CULTURE • Hairstyles

I can report back on a class survey about hairstyles.

1 Look at the photos. Then read the article. Which photo(s) match(es) each decade?



2 **3.26** Read and listen to the article again and answer the questions.

- How were disco fans different from rock fans in the 1970s?
- What did the mullet hairstyle look like?
- What did punks put in their hair to create a Mohawk?
- Why was a hairstyle called 'the Rachel'?
- What new hair colour became popular in the 2010s?

3 **YOUR CULTURE** Work in pairs. Answer the questions about your country.

- Which hairstyles are most popular in your country at the moment?
- Which of the following are fashionable for men in your country?

beard long hair moustache shaved head

- What colour hair dye is the most popular in your country?

black blonde brown grey red other

4 **USE IT!** Do a class survey using the questions below. Then report the results.

- Which hairstyle from the text do you like most?
- Which hairstyle from the text do you like least?
- Did you use to have a different hairstyle when you were younger? Describe it.
- What hair colour would you like to try?

The most / least popular hairstyle in the class is ...

The number of people who like / don't like it is ...

The most / least popular hair colour is ...

The number of people who like / don't like it is ...

... people used to have a different hairstyle in the past.

Hair through the decades

Like fashion trends, hairstyles come and go. Here's a look at hair crazes over the past fifty years.

1970s

Afro vs. long

The 1970s was the decade when disco became popular. Followers of the disco scene were more likely to wear big hair or have afros. Rock fans, on the other hand, had really long hair.

1980s

Mullet vs. Mohawk

Pop music fans in the 1980s usually chose the hairstyle worn by their favourite bands: the mullet. It was short on the top and long at the back. For punks in the seventies and eighties, the favourite hairstyle was the Mohawk. Punks shaved their hair at the sides and sometimes used glue or egg whites to make the long hair in the middle stand up!

1990s

The 'Rachel'

This hairstyle was named after Rachel Greene, a character from the 1990s American sitcom *Friends*. The actress Jennifer Aniston, who played Rachel in the show, used to have medium-length hair that was cut in layers at the bottom.

2000s

Extensions

The craze for very long, straight hair in the first decade of the 21st century made hair extensions extremely popular.

2010s

Grey hair

This decade introduced a strange new fashion of young women with grey hair. Not natural grey hair, but a dye to change the colour to silver grey.

The beard and the moustache

OK, so they're not really hairstyles, but the long beard and curly moustache will be remembered as the look of the 2010s. They were so popular that images of moustaches even decorated blouses, hats and all sorts of clothes.



1 Think of a place you know well. What kind of sounds can you usually hear there? Read the article and say how the sound map is different to other maps.

2 3.27 Read and listen to the article again and answer the questions.

- 1 When did the sound map project start?
- 2 Who made the sound map recordings?
- 3 What kind of sounds can you hear on the map?
- 4 How do the recordings help us when using the map?
- 5 What are the two strongest senses connected to memory?
- 6 What other type of map does the writer suggest?

3 YOUR CULTURE Work in pairs. Ask and answer the questions about your country.

- 1 What sounds do you think would make an impression on visitors to your country?
- 2 What smells that are common in your country do you like most?
- 3 Which sounds and smells do you dislike?

4 USE IT! Write a short paragraph about common sounds and smells in your country. Use your answers from exercise 3 to help you.

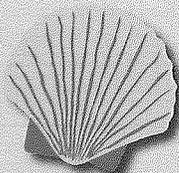
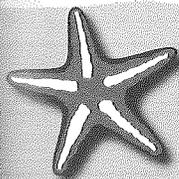
Sounds of our shores

For thousands of years, maps have been part of human history. From cave paintings to paper maps to GPS, people have created and used maps to help them explain and navigate their way through the world.

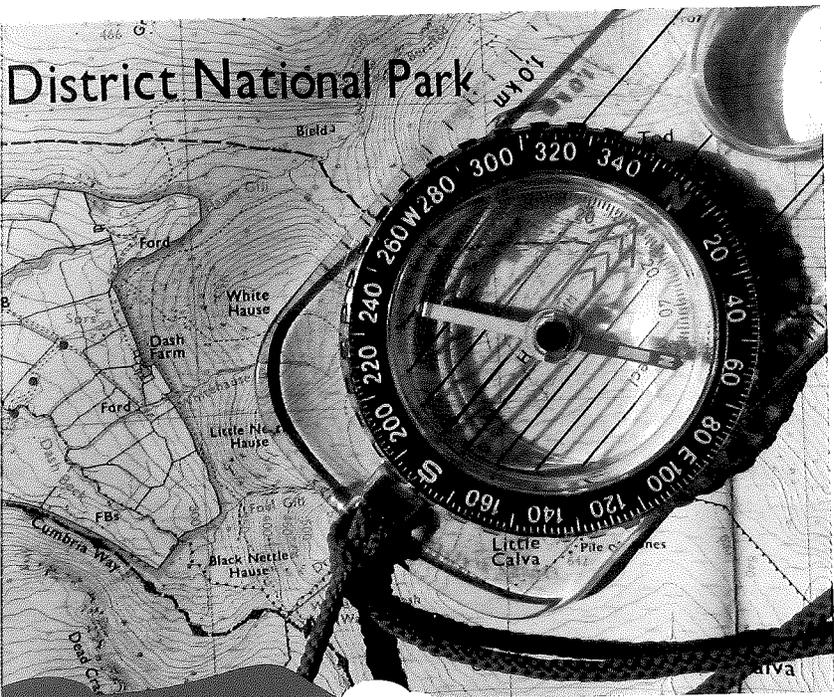
In the summer of 2015, the British Library, the National Trust and the National Trust for Scotland made a very special map of the UK coastline based on sound. The project organizers asked members of the public to make short audio or video recordings of their favourite seaside sounds and upload them to the map on their website, with photos, a location and a description. These sounds included noises like rain falling, children laughing, people on a rollercoaster in England and the sound of the wind hitting boats in Scotland.

The organizers wanted a record of how different life is from place to place across 10,800 miles of Britain's beaches, towns and ports. By using our hearing, we get a more complete picture of the country than we do when we just use our sight.

Hearing and smell are the two strongest senses connected to memory. A sound can transport you back in time and help you to remember the exact feelings you had at that moment. Just imagine if we could create a map that included the senses of touch and smell, too! We would be able to smell the delicious aroma of fish and chips and feel the sand running through our fingers. What things would you like to hear and smell?



1 Read the blog about the Duke of Edinburgh's award. Which part of the experience was the best for Kelly? Why?



2 **3.28** Read and listen to the blog again and answer the questions.

- 1 How old do you need to be to do the award?
- 2 How many sections do you need to complete?
- 3 How many days is the Adventurous Journey?
- 4 How high is Scafell Pike?

3 **YOUR CULTURE** Work in pairs. Plan an Adventurous Journey in your country.

The journey can be on foot, by bicycle, boat, or any other kind of physical activity. Decide:

- 1 where to go in your country (e.g. a mountain)
- 2 how to make the journey (e.g. on foot, by bicycle, by boat, etc.)
- 3 what to take (e.g. food, clothes, equipment)
- 4 your project focus (e.g. history, culture, tourism, environment)

4 **USE IT!** Write a short description (35–50 words) of your Adventurous Journey plan. Use your answers in exercise 3 to help you.

The Duke of Edinburgh's Award – my experience

Hi, I'm Kelly from Newcastle. I'm fifteen and I've just finished the bronze Duke of Edinburgh's Award.

What is the Duke of Edinburgh's Award?

It's an adventure qualification for fourteen to twenty-four-year-olds.

There are three levels: bronze, silver, and gold.

What do you have to do?

It involves four sections:

- * Volunteering: I've been working for a charity helping children with special needs.
- * Physical: I've learned ballet.
- * Skills: I've learned to play the trumpet.
- * An Adventurous Journey: My group climbed two mountains in the Lake District.

It usually takes about six months to finish everything.

My Adventurous Journey

The hardest part was the Adventurous Journey section. The expedition should take two days and one night, but the planning and training takes months. On day one, we hiked to the top of Scafell Pike, the highest mountain in England! It's 978 metres high and it took three hours to get to the top. We camped at the bottom and the next day we climbed another mountain called Helvellyn.

Preparing for the expedition

You need an aim for your expedition, so my group have been studying volcanic rock. Before the expedition, we had to learn how to put up tents, read maps, and cook our own food outside. The Adventurous Journey was the best part because we learned to work as a team. There were six of us in my group. Now we're closer friends than we've ever been before.

Thanks for checking out my blog. Good luck with your own Adventurous Journey!



GLOSSARY

award (n) a prize or money that you give to somebody who has done something very well

expedition (n) a journey to find or do something special

hike (v) go for a long walk in the country

adventurous (adj) an adventurous person likes to do exciting, dangerous things

1 Read the article. Match headings 1–6 with paragraphs A–F.

- 1 Time and location
- 2 Advice for buyers
- 3 Have fun and make money
- 4 Advice for sellers
- 5 How to recycle items you don't need
- 6 What car boot sales are

2  3.29 Read and listen to the article again. Then answer the questions.

- 1 What can you buy at car boot sales?
- 2 How much do sellers need to pay for a space at a car boot sale?
- 3 Why is it important to arrive early?
- 4 How is shopping at car boot sales different from going to shops?
- 5 What advantages do car boot sales have for sellers?

3  YOUR CULTURE Work in pairs. Answer the questions about your country.

- 1 Do car boot sales take place in your country? If so, what are they called? Where do they usually take place?
- 2 Is it more common for people in your country to buy and sell second-hand goods at markets or online?

4  USE IT! Work in pairs. Find out how your partner shops using the ideas below. Then write a paragraph about the similarities and differences in the way you both shop.

- where (small shops, large shops, shopping centres, markets, car boot sales, etc.)
- what (only new, second-hand)
- how often (once a week / month, etc.)
- unwanted (throw away, exchange, sell)

Car boot sales

A

How many old toys, books, games and clothes do you have in your room at home? Why can't you throw them away? How about making some money and getting rid of your old things? How? Recycle them at a car boot sale, of course!

B

Car boot sales are events where people can buy, sell, or exchange unwanted possessions. They are called car boot sales because people typically drive to the location and sell their things out of or in front of their cars.

C

Car boot sales normally take place at the weekend during the summer months throughout the UK. Look online for popular car boot sales near you.

D

First of all, check that everything you want to sell is clean and in good condition. That way you'll get a better price. Then decide on a minimum price you're happy to accept for the items. Don't forget to find out how much you need to pay to be a seller. Usually, it costs around £10 to rent a table

or space at a car boot sale. Finally, make sure you arrive early. Give yourself enough time because there are often long queues of cars waiting to get in.

E

Car boot sales are ideal places to pick up second-hand clothes and other products that are as good as new. Buyers can enter for free and, unlike in shops, you can negotiate and ask the seller to reduce the price. Alternatively, if you've got something another seller likes, you can exchange it for an item they have that you want.

F

A car boot sale is a great way to get rid of some unwanted items and have a fun day out during the summer. In just a few hours, you can sell all those old clothes and CDs and earn enough money for cinema tickets!



Hairdresser Pshenko wears clothes she bought from a car boot sale



I can talk about what to include in a time capsule.

1 What things do you think are inside a time capsule?
Read the article and check your ideas.

2  3.30 Read and listen to the article again and choose the correct options to complete the sentences.

- 1 The article is about ...
 - a making time capsules.
 - b opening time capsules from 100 years ago.
- 2 The writer thinks time capsules are a good way to ...
 - a think about what you want in the future.
 - b teach people in the future about the past.
- 3 Inside the time capsule are ...
 - a everyday things.
 - b only official documents.

3  **YOUR CULTURE** Work in pairs. Imagine your school is making a time capsule about life in your country now. What do you include?

Think of five objects that tell people about ...

- 1 school
- 2 nature
- 3 places
- 4 food
- 5 everyday life

4  **USE IT!** Change pairs. Tell your partner about your five objects in exercise 3. Work together to make one list of the five best objects.

Time travellers

Can you imagine what your school was like 100 years ago? Do you think students 100 years in the future will be able to imagine your life now? They might not, unless you help them. That's why they buried the Shiksha Time Capsule in India. It was the country's first 100-year time capsule. Shiksha means 'education' in Hindi, which is one of the official languages of India, as well as English.

So what's inside the Shiksha Time Capsule? There are ten things to represent education in India today, including a school bag, a uniform, a box of marbles, slate and chalk, and a book with messages from children about what they think school will be like in 100 years.

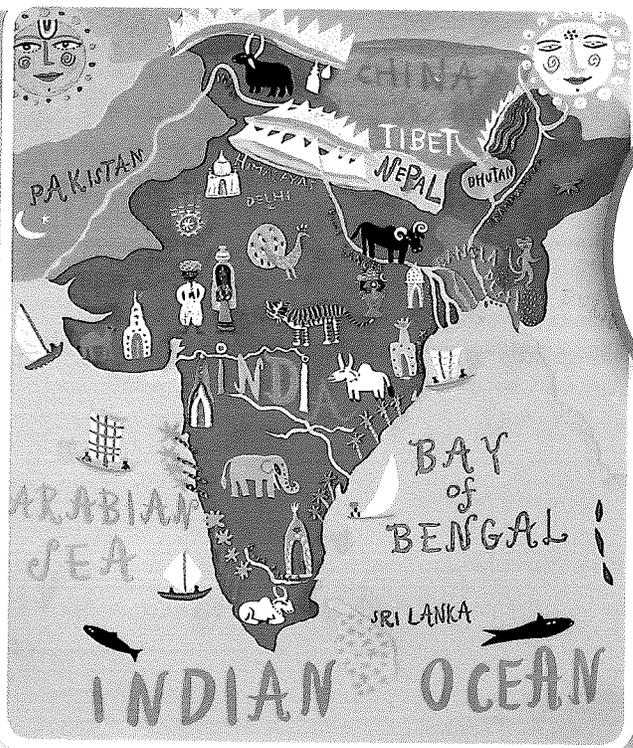
Time capsule craze

The Shiksha Time Capsule inspired other people to do the same. At the Institute of Technology Kanpur in India, students 100 years from now will find photographs, a movie about the school, the logo from the school jacket, a history book, a map, a copy of a coursebook, a flag and information about everyday life, like a list of birds that fly around the school and a menu from the canteen. All the documents in the time capsule are on a 16GB USB stick. If people

in the future can't put the USB stick in their computers, they'll be able to plug it into a notebook which is also in the time capsule.

The students buried their time capsule and put a ten-ton rock on top to show where it is. Now they just have to wait!

Did you know? India has 122 main languages but 125 million Indians speak English. This means it's the second largest English-speaking country in the world after the USA.



1 Look at the photos and answer the questions. Then read the article and check your answers.

- 1 What job categories can you see?
- 2 Why do you think some teenagers work in their holidays?

2  3.31 Read and listen to the article again and answer the questions.

- 1 What time of year do most teenagers do work experience in the UK?
- 2 Why does the writer think work experience is useful?
- 3 How long are placements?
- 4 What does Paul want to do when he finishes school?

3  YOUR CULTURE Work in pairs and answer the questions.

Do teenagers usually do work experience in your country?



Why not? Do you think it's a good idea to do work experience? Why / Why not?

Which types of jobs are most popular? How old are people when they do work experience?

4  USE IT! Imagine your country has a new rule: All fourteen-year-olds must do work experience in the school holidays. Prepare a class debate. Follow instructions 1–3.

- 1 Group A: you agree with the rule. Group B: you disagree with the rule. In pairs, write a list of reasons to support your opinion.
- 2 Take turns to present your reasons.
- 3 Decide which group presented the best argument.

The world of work experience

Forget relaxing with friends. The end of the school year is a time for working for most fourteen- and fifteen-year-olds in the UK. Around half a million teenagers in the UK do work experience every summer. This is a useful way to find out which jobs you might enjoy in the future. It is also important if you are applying for university, or to help you get a job in the future. For example, if you want to study to be an engineer, you could do work experience with a car manufacturer. Other popular work experience placements are in teaching, marketing, media, and finance. Placements usually last two weeks.

Some teenagers have no idea what job they want to do. In this case, they need to think about their passions. For example, if you are interested in music, you could work in a music shop. Alternatively, if you love animals, you could work on a farm.

My work experience:

Hi, I'm Paul, and I've just done two weeks' work experience on a farm near where I live. It was brilliant. I enjoyed giving the animals their food in the morning. I also made sure the animals had exercise and I kept everything clean. At night, I helped to put the animals inside. It was hard work but I loved it. I hope the farm will give me a job when I finish school.

1 Read the article about the Hideaway Youth project. Why did the project win an award?

2  3.32 Read and listen to the article again and answer the questions.

- 1 How old are the young people who are supported by the Hideaway Youth Project?
- 2 What are the aims of Hideaway?
- 3 What happened in 1965?
- 4 What programmes should young people join if they want to become healthier?
- 5 What can people learn at the Young Men's Project and the Young Women's Project?
- 6 Why was 2014 an important year for Hideaway?

3  YOUR CULTURE Work in pairs and answer the questions about your country.

- 1 Are youth projects like Hideaway common in your country?
- 2 Do you think enough is being done in your country to support young people? Why / Why not?

4  USE IT! Research a youth project in your country and write a fact file about it. Find out:

- what the project is called
- where it is
- when it was started
- what its main aims are
- who can join
- what people can do there
- what the benefits of joining are for young people

HIDEAWAY YOUTH PROJECT

Helping young people to make
a difference

Aims

Hideaway tries to support young people aged eleven to twenty-five in Moss Side, Manchester. The organization aims to give young people a way of expressing their opinions and making positive contributions to society.

History

In the 1960s, the city of Manchester had problems with crime, violence and unemployment. The founders of the Hideaway Youth Project wanted to provide a safe place and support for young people in the Moss Side area in particular. A 'hideaway' is a place where you can go to hide or to be away from other people.

Since opening in 1965, the project has helped thousands of teenagers of different cultures, religions and races. They can share their stories and get advice, as well as take part in activities that develop skills. Many of these teenagers then go on to become project volunteers themselves. 'It's a second home for a lot of people,' says project leader Julie Wharton. If it didn't exist, many of these people wouldn't have anywhere to go.

Activities

Programmes include:

Powerhouse – fun sports activities such as football and basketball, or specialist sessions on cooking and art.

Healthy Living – young people learn about how important it is to eat well and do regular exercise.

Young Men's Project and Young Women's Project – these two separate projects support and encourage young men and women to talk about sensitive topics. This helps to create a safe talking environment where people learn how to be open and honest. The sessions promote acceptance and tolerance, and help participants to build self-confidence.

Award winners

In 2014, the Hideaway Youth Project won the Youth Work Award for their success in helping young people be the best that they can be.



- 1 Make compound nouns using the words in the boxes. Then scan the text to find three compound nouns from the list. What do they mean?

best book story work

sellers shop telling worm

- 2 Read the web page to find out which festival is the oldest.

Let's celebrate BOOKS!

Do you want to meet other people who just love a good story? Then check out these perfect festivals for all bookworms!

International Agatha Christie Festival

Agatha Christie, the famous mystery writer, is the best-selling novelist of all time. Her books, translated into over 100 languages, are read and loved by people all over the world. Since 2004, fans of Agatha Christie have been meeting every year at the festival.

Where?

Torre Abbey, Torquay in Devon

When?

September (usually the 11th to the 20th)

What?

Listen to talks on Agatha Christie's books, watch theatre groups perform her plays, take part in writing and drama workshops, go to murder mystery parties and taste food that appears in Agatha Christie's books!

Cape Clear Storytelling Festival

Ireland is a nation of storytellers and the art of oral storytelling goes back over a thousand years. Since 1994, the Cape Clear festival has been allowing writers from all over the world to share their romantic, terrifying, amazing or horrible stories with hundreds of visitors.

Where?

Cape Clear – a small island off the south coast of Ireland

When?

September (usually the first weekend)

What?

Listen to fascinating stories told by master storytellers, tell your own story and listen to good music.

- 3  3.33 Read and listen to the text again and answer the questions.

- Which month is most popular for book festivals?
- You like acting and want to attend a suitable workshop. Which festival would you go to? Why?
- Your neighbours want to take their young children to a book festival. Which one would you recommend? Why?
- You don't like large festivals. Which festival should you not go to? Why not?
- You prefer hearing stories to reading books. Which is the best festival for you? Why?

- 4  YOUR CULTURE Write about a book or film festival in your country. Do research online and complete the table.

Name of the festival	
History of the festival	
Where it takes place	
When it takes place	
What you can do there	

- 5  USE IT! Work in pairs. Tell your partner about the festival you wrote about in exercise 4.

Edinburgh International Book Festival

This festival really is huge – seventeen days, 750 events, 800 authors from forty countries! It has grown so much since it started in 1983. There's something for people of all ages: from graphic novels and manga to classic dramas, as well as action and adventure. If there was a best festival award, we'd nominate this one!

Where?

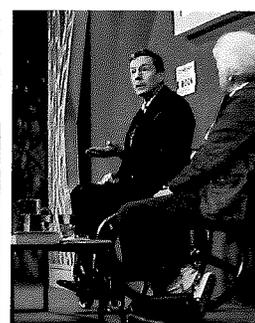
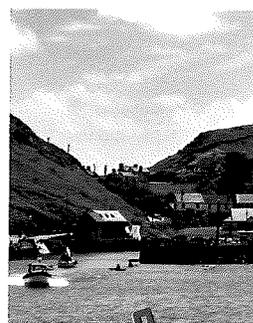
Charlotte Square Gardens, Edinburgh

When?

August (usually the 15th to the 31st)

What?

Listen to famous writers talk about their best-sellers, attend writing workshops, vote for your favourite books and choose from thousands of titles in the festival bookshop.



- 1 Read the advert and match sections A–D with the types of information in the box. Which information is not in the advert?

how they feel how they look
 how they smell how they sound
 why people like them

A

For ten years, XG have been making headphones with the best quality sound. The new XG StyleSounds use the newest technology AND are the best-looking headphones we've ever produced. The XG StyleSounds are not just headphones. They're a fashion item, too:

- They come in six different colours – pink, purple, yellow, orange, green and blue.
- The inside comes in black or white.

B

They don't just look great; they feel great, too. Headphones used to be heavy and uncomfortable. But the XG StyleSounds are so light that they're comfortable even for hours at a time.

So, what about the sound?

C

We've mixed sound system technology with cinema audio technology to create headphones that'll make you go 'wow'! The XG StyleSounds have been recommended by all the top music magazines. They're a must-have for teenagers who are serious about music.

D

Don't believe us? Here's what our customers say:

Caroline, aged fourteen: 'I used to have small headphones that go in your ears. But I always broke them or lost them. I'll never lose my yellow XG StyleSounds because they're so bright and colourful!'

Nathan, aged fifteen: 'I've always had XG headphones, but the StyleSounds are definitely the best ones XG have ever made. I love them!'

Kyle, aged thirteen: 'I can't stand the feel of in-ear headphones but normally big headphones are so ugly. I like the XG StyleSounds because they feel good and they look cool, too.'

- 2 Would you like to buy the XG StyleSounds? Why / Why not? If yes, which colour would you choose?
- 3 Design and write an advert. Follow the steps in the project checklist.

PROJECT CHECKLIST

- 1 Work in small groups. Choose an object to advertise. It can be clothes, electronics, something for school, or for fun. It can be a real object or something you imagine.
- 2 Decide who will write each section, e.g. 'how it feels', 'how it looks', etc. Then write the texts.
- 3 In groups, check, correct and write the final texts. Find or take photos and place them in your advert.
- 4 Print the advert and present it to your class.
- 5 Put all the adverts on the wall.

- 4 Read the other adverts. Which object would you like to buy? Did the advert make you want to buy it? Why / Why not?

THE

XG StyleSounds

ARE HERE!



- 1 Read the survey and the summary. Then answer the survey questions. Are your answers the same as the most popular ones?

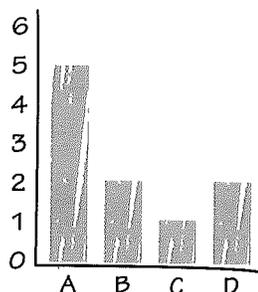
- 2 Write a survey about food and eating habits. Follow the steps in the project checklist.

A survey about shopping habits

by Katrina White

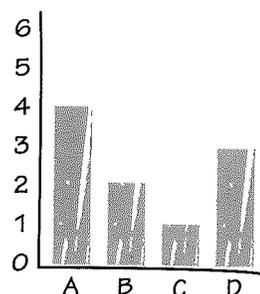
- 1 How often do you go shopping?

- A every week ||||
 B once or twice a month ||
 C hardly ever |
 D something different ||



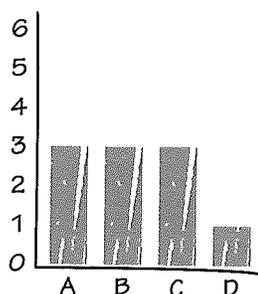
- 2 What do you mainly buy?

- A clothes ||||
 B computer games ||
 C films / music |
 D something different |||



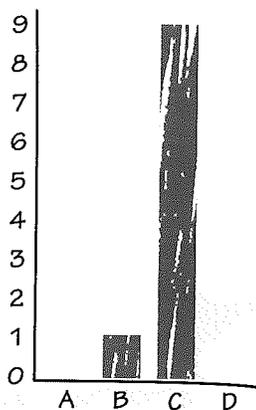
- 3 Where do you usually go shopping?

- A large chain shops |||
 B independent / designer shops |||
 C markets |||
 D something different |



- 4 Do you accept a plastic bag from shops?

- A No, I always bring my own. —
 B Not if I can carry what I buy. |
 C Yes, always. |||| ||||
 D something different —



PROJECT CHECKLIST

- 1 Read questions 1–4 below. Think of four different answers for each one.
 - 1 How often do you eat fruit and vegetables?
 - 2 How many cans of fizzy drink do you have each week?
 - 3 What's your opinion of organic products?
 - 4 How much local produce do you think you eat?
- 2 Write each question with the four possible answers.
- 3 Ask ten people the questions, and note their answers. Then draw charts to represent the results.
- 4 Write a short summary with conclusions about the results.
- 5 Stick your questions, answers, results and summary on some paper.

- 3 Exchange your survey with the rest of the class. Who has the most interesting answers and results?



Summary

Here are some conclusions about the shopping habits of the people that I interviewed:

- * Most people go shopping regularly. Half of them go every week.
- * Clothes are the most popular things that people buy.
- * There isn't one type of shop that is the most popular. People like shopping in different places.
- * Not enough people use their own bags. Everyone except one always takes a plastic bag from shops.

- 1 Read the school website and write *true* or *false*. Correct the false sentences.
 - 1 The website has useful information for new students.
 - 2 The website is mostly about things that happened in the past.
 - 3 The website is mostly about Year 10.
 - 4 There are fun and serious events on the website.
- 2 Would you like to go to Blanchmount School? Why / Why not?
- 3 Make a school website. Follow the steps in the project checklist.
- 4 Which website is the most interesting? Why?

PROJECT CHECKLIST

- 1 Make a list of information about your school. Think about information new students need to know, and things that are going to happen soon.
- 2 Write an introduction to your school under the heading 'About our school'.
- 3 Choose two events from your list that are happening soon. Write about these under the heading 'Upcoming events'.
- 4 Add any extra sections you want. Find or take a photo for each section of the website.
- 5 Type up your text and insert your photos, or make a poster showing what your website will look like.
- 6 Print out the websites and put them on the wall.

Welcome to Blanchmount School!

ABOUT OUR SCHOOL

Blanchmount School is a mixed school with about 1,200 students. Classes start at 8.30 a.m. and finish at 3.30 p.m. The timetable includes traditional subjects as well as more unusual lessons such as dance, theatre, and even surfing. Our students have about two hours of homework a day. They can't join in fun activities like surfing unless they finish all their homework!

USEFUL INFORMATION

- School exams are from 16th–21st March. Students must arrive on time and should bring a pencil and rubber.
- Year 8 and 9 students will be able to register for Mr Kay's new after-school theatre club from 10th February. Sign up early to get a place.

UPCOMING EVENTS

- Year 10 students are going on a language exchange trip to Germany in May. They are looking forward to staying with host families in Munich and enrolling in language classes.
- The Family Fun Day is happening again this year, on 2nd February. Everyone bakes or cooks something delicious for the food stalls.



Last year's great Family Fun Day

PROJECT • A film poster

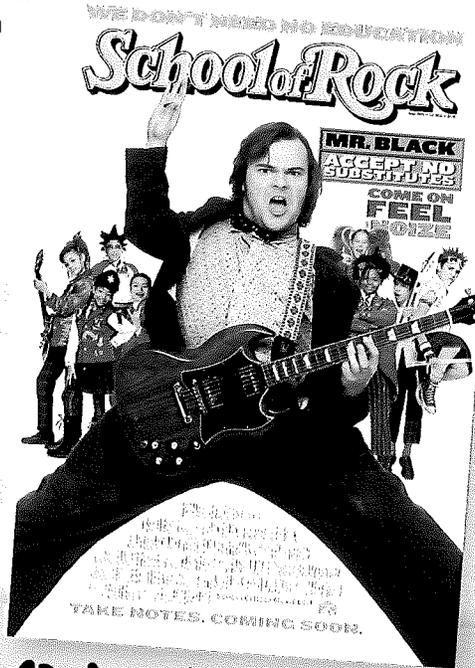
I can make a poster describing a film.

- 1 Look at the film poster and try to answer the following questions:

What genre of film it is?
Who is the main actor?

Read the text to
check your answers.

Who was the film
directed by?



- 2 Have you seen the film? If you haven't seen it, would you like to? Why / Why not?

- 3 Work in pairs. Think of a film that you would make if you were a film director, which would involve the students in your class in the plot. Make a poster describing the film. Follow the steps in the project checklist.

PROJECT CHECKLIST

- 1 Discuss with your partner what genre of film you'll make.
 - 2 Discuss the plot of the film and write a short plot summary, including what your class does in the film.
 - 3 Decide which famous actors will be in your film, and who is going to direct it. Find some photos of them online or in a magazine.
 - 4 Make a poster for the film. Include information about: the director, the plot and the actors.
- 4 Display your poster in the classroom. Which poster do you like best? Why?

SCHOOL OF ROCK

Genre: Comedy and musical

Plot summary

Dewey Finn is a 'slacker' – someone who doesn't do much with his life: he hasn't got a job and doesn't earn any money. He loves music and plays the guitar in a band, but even his bandmates are tired of him, and they throw him out of the band. So he pretends to be a substitute teacher (a teacher who teaches at a school temporarily when the usual teacher isn't available) at a very traditional local school. When he's there, he realizes that his students have a lot of musical talent, so he creates a rock band for them and enters them into a local talent competition, the *Battle of the Bands*, against the wishes of the school principal. If they win the competition, he'll be able to pay his rent!

Jack Black

Joan Cusack

Stars

Jack Black as Dewey Finn; Joan Cusack as the principal of the school; and a class of thirteen-year-olds as the school band members.

Jack Black is a famous American comedy actor. He's very funny in films like *Kung Fu Panda* and *Gulliver's Travels*. He's also in a real-life band, so he's perfect to star as Dewey in *School of Rock*.

Director

The film is directed by Richard Linklater. He always has good music in his films and he likes working with young actors. His films are always interesting.



the school band

SONG

A Craze

So I was feeling good
And looking cool
When she walked by
The girl from school
I was wearing my ¹jacket / top and rocking my jeans
Looking at her
Looking at me

And she says:
Hey, there!
Are you for real?
What you ² have / wear
Is so last year
It's not cool
To wear that in school
And you don't look good
In a hood

So I'm on a new app
It's the latest ³craze / fad
Buying clothes online
Is the only way
But I'm asking myself, what can I do?
What can I wear for the girl at school
That she'll really like, that's really cool?

I wasn't feeling good
Or looking cool
When I walked past a shop
Saw some fancy shoes
Guess what else
⁴Blue / Smart suits and boots
I thought of her
And I knew what to choose

Now she's saying: Hey! You're looking cute
In your new ⁵fine / plain suit
You're looking good
With your fancy boots
Your look was all wrong
For us to get along
But now I like your style
You're my kind of guy

I used to like that ⁶app / gadget
It was the latest craze
Buying clothes online
Was the only way
But now she's with me and we shop together
She helps me choose the clothes we like together

We're a craze for each other
And that's the only craze we ⁷need / want
We're a craze for each other, yeah, yeah, yeah
The only craze we need

Craze for each other (craze for each other)
We're a craze for each other (craze for each other)
Yeah, yeah, yeah

1 1.34 Work in pairs. Name the clothes in the pictures. Listen to the song. Which clothes are not in the song?



2 1.34 Read the song lyrics and choose the correct words in blue. Then listen again and check.

3 Cover the song lyrics. Match 1–5 with a–e to make sentences from the song.

- 1 What you wear
- 2 You don't look good
- 3 Buying clothes online
- 4 Now she's with me
- 5 I thought of her

- a is the only way
- b and I knew what to choose
- c with a hood
- d is so last year
- e and we shop together

4 Read the song lyrics again and write true or false. Correct the false sentences.

- 1 In the first verse, the boy thinks he looks good.
- 2 The girl from school likes what he's wearing.
- 3 The girl thinks he doesn't suit his hoodie.
- 4 The boy buys some boots that he likes online.
- 5 The boy and girl now go shopping together.

5 USE IT! Work in pairs. Ask and answer the questions.

- 1 What's your style?
- 2 What's the latest craze in your country?

song

On an Adventure

Chorus:

I've just been on an adventure
 But I want to go again
 I already know where I'm going
 And I want to take you
 Will you come, too?

- 1 I've just got back from Mexico
 I haven't ¹ all of it yet
 While I was there
 I went in some caves
 My feet got very wet
- 2 Another day I ²
 I didn't think I dared
 I was in the plane
 Then I just ³
 And I really wasn't scared

Chorus:

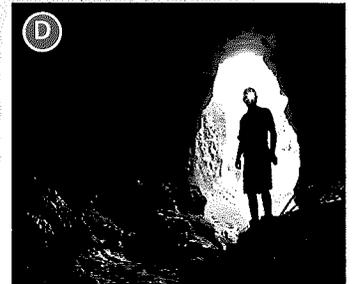
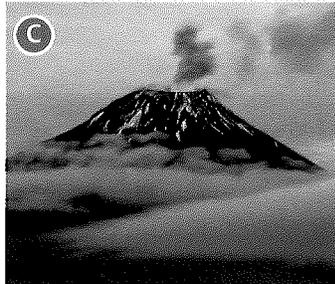
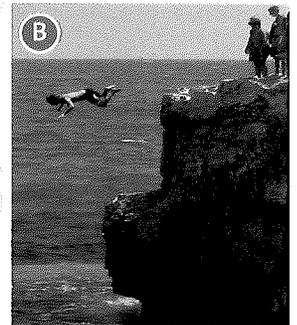
I've been on an adventure too
 But I want to go again
 I already know where I'm going
 And I want to take you
 Will you come too?

- 3 I'd already ⁴
 When we went to the USA
 But this was much higher up
 And a very windy day.
- 4 From the top you could see a volcano
 I haven't seen one before
 I wanted to go and visit it
 I want to ⁵ so much more!

Chorus:

So we're both going on an adventure
 We're going to do everything we want to do
 We've already ⁶ where we're going
 And we're going together, too.

- 1  1.35 Look at the photos and listen to the song.
 Match the photos with verses 1–4.



- 2  1.35 Complete the song with the words in the box. Then listen again and check.

been cliff diving decided jumped out
 went parachuting seen travel

- 3 Cover the song lyrics. Complete the sentences with words in the song. Read the song lyrics and check.

- 1 I've been on an adventure.
 2 I know where I'm going.
 3 I haven't seen all of it
 4 I haven't seen one
 5 And we're going together,

- 4 Match the verbs, prepositions and nouns to make activities from the song.

1 been
 2 jumped
 3 seen
 4 went

on
 to
 out of
 -

a volcano
 an adventure
 a plane
 the USA

- 5  USE IT! Work in pairs. Ask and answer the questions.

- 1 Which things in the song have you already done?
 2 Which things would you like to do? Why?

SONG

What It's All About

Chorus:

I'm gonna talk about my future
I wanna know what it's going to be
Unless I think about the future
I won't know what's gonna happen to me

- One day I'll be on TV
When I'm too old for a tennis court
I'll get involved with a charity
To help young people do sport
- I'm gonna go to college
And learn what I need to know
To get a good job when I graduate
I know where I want to go

Chorus:

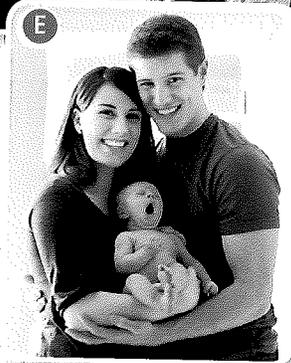
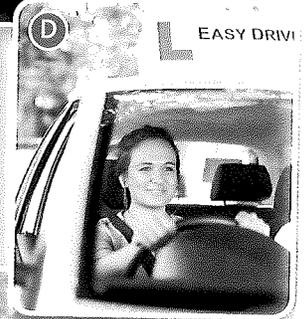
We're gonna talk about our future
We want to work it out
When we think about the future
We'll know what it's all about (yes, we will)

- I'm gonna take up tennis
I want to be a pro
If I train hard every day
That's the way to go
- One day I'm gonna get married
Have a baby and a wife
I'll buy a house and be happy
And live with the love of my life

Chorus:

We're gonna talk about our future
We want to work it out
When we think about the future
We'll know what it's all about (yes, we will)
We're gonna talk about our future
We want to work it out
When we think about the future
We'll know what it's all about
Yes, we will

1 Look at photos A–F. What life events and lifestyle choices do they show?



- 2 1.36 Listen to the song. Put the verses in the correct order.
- 3 1.36 Listen to the song again. Which life event from exercise 1 is not in the song?
- 4 Complete the definitions with words from the song.
 - 1 To something means to start doing something regularly as a hobby.
 - 2 A is the short form of the word 'professional'.
 - 3 To means to find the answer to a problem.
 - 4 To means to take an active part in something.
 - 5 A is an organization that collects money to help people who need it.

5 USE IT! Work in pairs. Ask and answer the questions.

What do you think you are going to be doing in ...

- one year?
- two years?
- ten years?
- twenty years?

SONG

If I Ruled the World

If I ruled the world
I would do what's right
I would ban all weapons
I would stop all ¹flights

If I was number one
I'd get rid of hunger
Make a law that's fair
Make the rich people ²poor

If you help me
I could make it
Could you be ³fine?
Donate your time?

If I was honest with you
I would need you to

Be ⁴careful and fair
If we're to get anywhere
Be thoughtful and clever
Coz we can't stop, ever!
Be patient and brave
Coz we've got to ⁵help the world
Be generous and heroic
We'd have to go for it

Let's go for it! (Yeah)
Let's go for it! (Yeah, yeah, yeah)

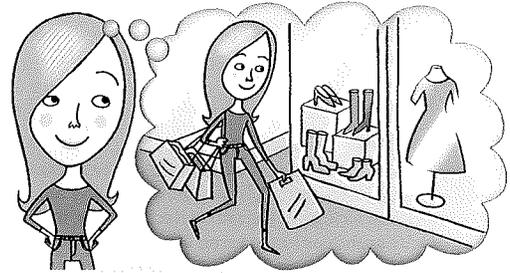
If I ruled the world
I might introduce a way
To allow everybody
To have their ⁶pay

If I was in charge
I'd encourage everyone
To give what they can
And create the world they want

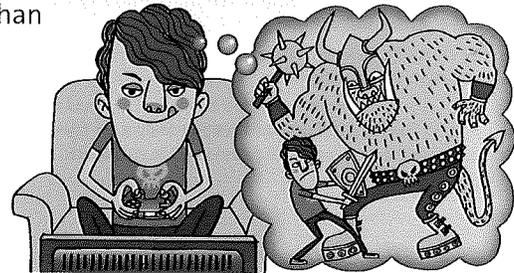
If we could change the world
We'd have to go for it
Let's go for it! (Yeah)
Let's go for it! (Yeah)
Let's go for it! (Yeah)
Let's go for it!
Let's go for it!
Let's go for it! (Yeah, yeah, yeah)

- 1  **Work in pairs. Look at Amy, Nathan and Bella. They are imagining that they rule the world! What would they do?**

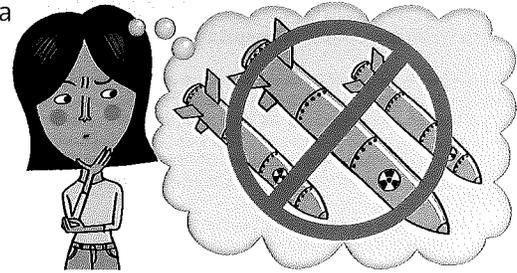
Amy



Nathan



Bella



- 2  1.37 **Listen to the song. Is the song about Amy, Nathan or Bella?**

- 3  1.37 **Read the song lyrics and correct the words in blue. Then listen again and check.**

- 4 **Read the song lyrics again. Write *true* or *false*. Correct the false sentences. Then find phrases in the lyrics which demonstrate your answer.**

- 1 The singer isn't sure what she would do if she ruled the world.
- 2 She can do everything by herself.
- 3 She says that to change the world will take a few years.
- 4 She wants to help some people to have a choice, but not all.
- 5 She wants everybody to help make a better world.

- 5  **USE IT! Work in pairs. Ask and answer the questions.**

- 1 What would you do if you ruled the world?
- 2 Would you do the same things as in the song? Why / Why not?