

# *Get* **INVOLVED!**

B1

**Workbook**  
with Digital Workbook



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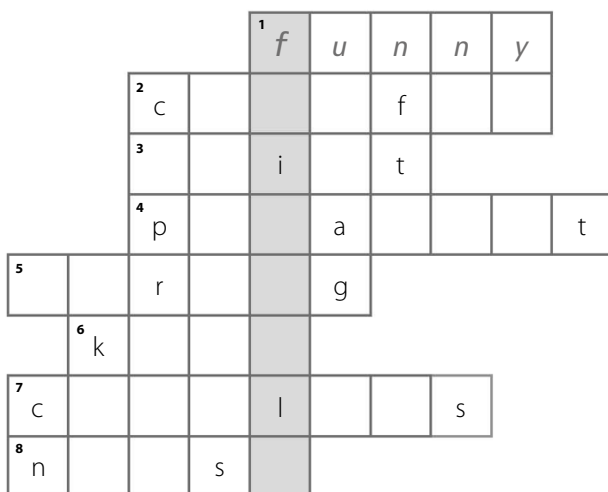
## Vocabulary

### Personal qualities

#### 1 ☆ Read the clues and complete the crossword to find the mystery word.

- Sam makes me laugh. He's really funny.
- Be \_\_\_\_\_ when you carry your drink because you might drop it.
- Eva makes a lot of noise. She is never \_\_\_\_\_!
- When Ali is in a bad mood, he isn't very \_\_\_\_\_ to other people.
- This isn't interesting – it's really \_\_\_\_\_!
- My uncle is very \_\_\_\_\_ – he always does nice things for other people.
- My little brother is very \_\_\_\_\_ – he always drops and breaks things.
- Please stop being so \_\_\_\_\_, and be quiet!

**Mystery word:** I like Karl because he's \_\_\_\_\_.



#### 2 ☆☆ Choose the best adjective to describe each person.

##### 1 calm/creative

I never get angry or upset.

##### 2 brave/sensible

I'm careful, and I don't do stupid things.

##### 3 generous/enthusiastic

I'm always happy and excited to try new things.

##### 4 positive/curious

I always try to see the good things in a situation.

##### 5 sociable/reliable

You can trust me to do what I say I will do.

#### 3 ☆☆ Complete the sentences with the adjectives in the box. There are two adjectives you don't need.

brave confident creative curious  
generous ~~patient~~ sociable talented

- Just be patient and wait!
- We've got a very good team, so I'm \_\_\_\_\_ that we can win the game.
- My little sister is very \_\_\_\_\_ – she wants to learn about everything!
- You spend too much time on your own. You should be more \_\_\_\_\_!
- Dan is never scared – he's really \_\_\_\_\_!
- Sofia was very \_\_\_\_\_ and bought everyone a pizza!

#### 4 ☆☆☆ 1 Write the adjectives for personal qualities in the personal profile. Listen and check.



Hi, my name's Tara. I'm a very

1 sociable person because I love being with other people. My friends tell me I'm not very 2 \_\_\_\_\_, and it's true – I get quite annoyed when I have to wait! School is important to me and I'm 3 \_\_\_\_\_, so I always do my homework on time. I'm quite 4 \_\_\_\_\_ when I have money, and I love buying presents for other people. I always try to be 5 \_\_\_\_\_, so my friends know they can depend on me if they need me. I love music, and I'm learning to play the guitar. My teacher wants me to play in a concert next month, but I don't feel very 6 \_\_\_\_\_ about playing in front of other people yet!

#### 5 ☆☆☆ What qualities do you think you need for these jobs? Complete the sentences with your own ideas.

- Police officers need to be \_\_\_\_\_ because \_\_\_\_\_.
- Sports coaches must be \_\_\_\_\_ because \_\_\_\_\_.
- Doctors need to be \_\_\_\_\_ because \_\_\_\_\_.



## Past simple, past continuous and used to

### 1 ☆ Complete the table with the words in the box.

did didn't ~~was~~ wasn't were weren't

	Past simple	Past continuous
+	We played football.	It 1 <u>was</u> raining. We were laughing.
-	Theo 2 _____ enjoy the film.	I 3 _____ sleeping. They 4 _____ having dinner.
?	5 _____ you see Chloe yesterday?	What was Ben doing? Where 6 _____ your friends going?

### 2 ☆☆☆ 2 Choose the correct form of the verbs to complete the blog post. Listen and check.

#### My teenage hero

While I 1 looked/was looking online last week, I 2 was finding/found Hannah Testa's website. She's an amazing teenager! While she 3 grew up/was growing up, she 4 saw/was seeing the amount of plastic pollution all around her. She could see that adults 5 didn't do/weren't doing enough to solve this problem, so she 6 was deciding/decided to take action herself. She 7 was starting/started a Plastic Pollution Awareness Day, to make people think about the amount of plastic they throw away, and in 2017 she 8 won/was winning a Teen Earth Day Hero award from CNN. And she did all this while she 9 studied/was studying for exams at school! Amazing!



### 3 ☆☆ Choose the correct option to complete the sentences.

- I made lots of new friends \_\_\_\_\_ money for charity.  
a when I raised      b while I raised  
c while I was raising
- It wasn't raining \_\_\_\_\_ this morning.  
a when we left      b while we were leaving  
c while we left
- \_\_\_\_\_ Jacob, he was chatting to Eva.  
a While I saw      b While I was seeing  
c When I saw
- \_\_\_\_\_ for the bus, I checked my phone for messages.  
a When I waited      b While I was waiting  
c While I waited

### 4 ☆☆☆ Look at the pictures. Complete the sentences with the correct form of the verbs in the box and *when* or *while*.



arrive ~~cycle~~ not do fall  
find start stop walk

- Mia was cycling to her friend's house \_\_\_\_\_ she \_\_\_\_\_ off her bike.
- \_\_\_\_\_ Mum \_\_\_\_\_ home, Liam and George \_\_\_\_\_ their homework!
- We \_\_\_\_\_ our game of rugby \_\_\_\_\_ it \_\_\_\_\_ to rain.
- Sasha \_\_\_\_\_ a bag \_\_\_\_\_ she \_\_\_\_\_ through the park.

### 5 ☆☆☆ Write about three things that happened to you. The things can be real or imaginary. Use *when* and *while*, and use the past simple and past continuous. You can use the ideas in the box or your own ideas.

do my homework/fall asleep  
wait for the bus/find a bag  
walk home/meet a celebrity  
watch TV/see someone I know

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## Verb and noun collocations: helping others

### 1 ☆ Match 1–8 with a–h to make phrases.

- |           |                |
|-----------|----------------|
| 1 start   | a money        |
| 2 raise   | b an award     |
| 3 win     | c society      |
| 4 support | d a campaign   |
| 5 change  | e knowledge    |
| 6 achieve | f a difference |
| 7 gain    | g a goal       |
| 8 make    | h other people |

### 2 ☆☆ Match definitions 1–5 with the phrases in the box. There are two extra phrases.

achieve a goal   gain knowledge  
make a difference   raise money  
sign an online petition   start a campaign  
win an award

- to do something that you want to do  
achieve a goal
- to learn more about something \_\_\_\_\_
- to add your name to a list of people who support an idea \_\_\_\_\_
- to get a prize for something good that you did \_\_\_\_\_
- to help other people in some way \_\_\_\_\_

### 3 ☆☆ Complete Amy's goals for the new school year with the verbs in the box.

achieve   change   encourage  
gain   make   start

#### *My goals for the new school year*

- Always try to be kind to my friends and encourage them.*
- Try to \_\_\_\_\_ more knowledge about problems in the world.*
- \_\_\_\_\_ an online petition about an environmental issue.*
- Try to \_\_\_\_\_ a difference in my community.*
- Support people who want to \_\_\_\_\_ the world to make it better.*
- Work hard to \_\_\_\_\_ all my goals!*

### 4 ☆☆☆ Complete the phrases in the dialogue.

Look at these plans to build houses on our park. Can you believe it?

That's awful! Everyone uses the park! Do you think we should 1 start a campaign to save it?

There's one already, and there's an 2 \_\_\_\_\_ petition. I think we should definitely 3 \_\_\_\_\_ it.

Good idea! What else can we do?

Well, they need money to make some leaflets.

Cool. We could have a bake sale to 4 \_\_\_\_\_ some money, and we could 5 \_\_\_\_\_ our friends to do the same.

Yes. We need to do everything we can to help the campaign achieve its 6 \_\_\_\_\_ of keeping the park open!



### 5 ☆☆☆ Answer the questions for you.

- How could you raise money for a local charity?

\_\_\_\_\_

- What goals do you want to achieve this year?

\_\_\_\_\_

- What is the best way to gain knowledge about what is happening in the world?

\_\_\_\_\_

\_\_\_\_\_



## Subject and object questions

### 1 ☆ Are the questions S (subject) or O (object) questions?

- 1 What inspired you to start the campaign? S
- 2 Who do you want to help? —
- 3 Who encourages you to work hard at school? —
- 4 What do you want to do now? —
- 5 Who do you try to influence? —
- 6 Who thinks it is important to help other people? —

### 2 ☆☆ Look at the pictures and complete the questions in the dialogues.



Who helped you (who/help) clean up the beach?

All my classmates helped me.

(what/find)?

We found lots of old plastic!



(what/sell) to raise some money?

I sold some of my old computer games.

(who/buy) them?

Some of my friends bought them.



(who/win) the award?

Jess won it. She was really happy.

(what/win)?

She won a medal and £500!



(what/happen) to you last night?

I hurt my arm while I was skateboarding.

(who/call)?

I called my dad.

### 3 ☆☆☆ Complete the questions in the dialogue.

**Milena** Sorry I left the campaign meeting early. I met some friends in town.

**Kobe** Oh, 1 who did you meet?

**Milena** I met Anya and Sam. We went to a café for lunch.

**Kobe** Nice. 2 what did you eat?

**Milena** I had a pizza. It was great, and it didn't cost me anything.

**Kobe** Really? 3 how much did it cost?

**Milena** Sam paid for it. He got some money for his birthday, so he invited us. Then we went to the cinema. But the film was awful!

**Kobe** Oh, dear. 4 what film was it?

**Milena** Anya chose it, but it was a mistake. Luckily, someone called me in the middle of the film, so I had to go out.

**Kobe** Ha ha. 5 who called you?

**Milena** It was Matt. He called to ask me to give some old things to raise money for an animal charity, so I said yes.

**Kobe** That was nice of you. 6 what did you give?

**Milena** I gave my old skateboard. It's a really good one, but I don't use it now.





## An article

# From headbands to education for all



World of Children  
SETTING THE GOLD STANDARD

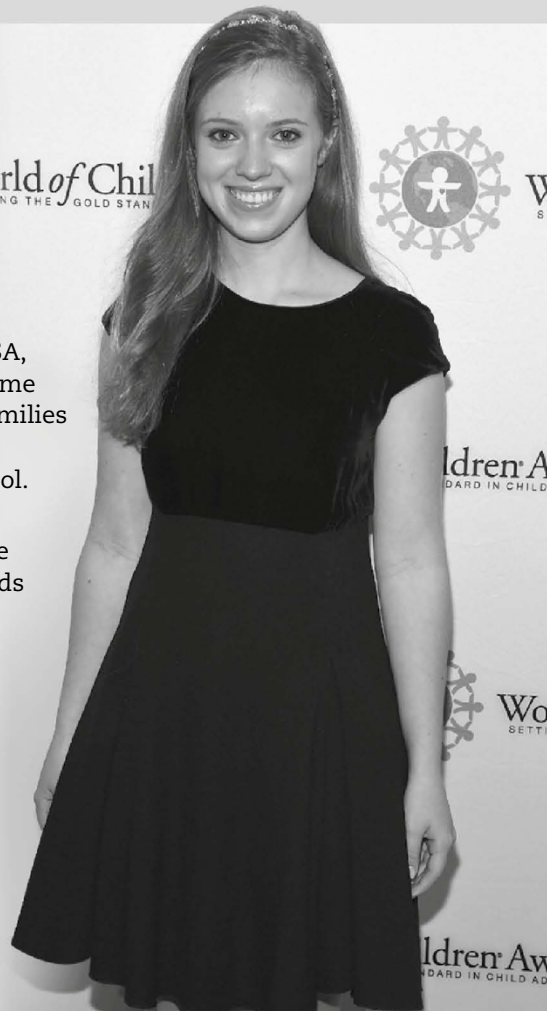


Mary Grace Henry is an amazing teenager. While she was growing up in the USA, she learnt that education is very important. She read about the problems in some African countries, where many girls don't go to school. This is because their families are poor, and because some traditional cultures don't believe that education is important for girls. Mary Grace decided to raise money to send one girl to school.

At first, she wasn't sure how to raise money. Then, one day, her dad gave her a headband as a gift. The headband soon broke, and Mary Grace had an idea. She asked for a sewing machine for her birthday, and she started making headbands to sell at her school.

The headbands were popular, and Mary Grace soon raised enough money to achieve her first goal of sending one girl to school. She realised that she could do more, and decided to continue. She started a business called Reverse the Course. Soon her goal changed to sending 100 girls to school.

Reverse the Course became a successful business. It made and sold hundreds of headbands and other hair accessories. Students helped her with the sewing. All the money went to helping girls in Africa. In 2014, Mary Grace won an award for her work. She also travelled to Africa to meet some of the girls she helped. This made her even more determined to continue helping others. Reverse the Course helped 123 girls to receive an education before it ended in 2018.



### Subskill: Skimming

When you read a text quickly for the general meaning, don't worry if you don't understand every word. Keep reading to the end, and just think about the main message.

#### 1 ☆ Read the Subskill. Then read the article quickly and choose the best title.

- a Why fashion is important
- b Making a difference to other people's lives
- c How a visit to Africa inspired a business

#### 2 ☆☆ 3 Read and listen to the article again. Choose the correct answers.

- 1 Mary Grace Henry ...
  - a lived in Africa when she was young.
  - b didn't enjoy her own education.
  - c learnt about how difficult life was for girls in Africa.
- 2 Many girls in Africa ...
  - a don't believe that education is important.
  - b can't go to school for various reasons.
  - c have a lot of problems at school.
- 3 Mary Grace got the idea for her business ...
  - a because of a present she received.
  - b after she got her sewing machine.
  - c when she saw some headbands at school.

#### 4 When Mary Grace started selling headbands ...

- a she didn't raise any money.
- b a lot of people liked them.
- c other people encouraged her to do more.

#### 5 What inspired Mary Grace to continue her work?

- a winning an award
- b her visit to Africa
- c the need to earn money for herself

#### 6 What do we know about Mary Grace's business now?

- a It now makes other things as well as headbands.
- b It changed the lives of more than a hundred girls.
- c Only some of the money from the company helped girls in Africa.

#### 3 ☆☆☆ Answer the questions. In questions 4 and 5, you need to write your own opinion.

- 1 What was Mary Grace's first goal?
- 2 Why did Mary Grace ask for a sewing machine for her birthday?
- 3 Why did Mary Grace's goal change?
- 4 Why do you think Mary Grace started with a small goal?
- 5 How do you think Mary Grace felt when she met some of the girls she had helped?



## A radio programme

### Subskill: Prediction

Read the questions and different options before you listen, and ask yourself what you might hear in the listening.

- 1 ☆ Read the Subskill. Then read the task in exercise 2 and guess what the radio programme is about.
  - a a discussion about the advantages and disadvantages of being famous
  - b tips about how to make a difference and inspire other people
  - c personal stories about meeting inspiring people

- 2 ☆  4 Listen to part of a radio programme. Match people 1–4 with their advice a–d.



1 Yash Gupta \_\_\_\_



2 Walt Disney \_\_\_\_



3 Didier Drogba \_\_\_\_



4 Felix Finkbeiner \_\_\_\_

- a don't give up after failing
- b start small
- c use your personal experience for ideas
- d use your talents to help other people

- 3 ☆☆ Listen again. Are the sentences T (true) or F (false)?

- 1 Yash Gupta needed his glasses to study. T
- 2 Yash started to raise money to help people in poorer countries to buy glasses. \_\_\_\_
- 3 Didier Drogba now plays football in Ivory Coast. \_\_\_\_
- 4 Felix Finkbeiner started by planting a lot of trees. \_\_\_\_
- 5 Felix's organisation has planted trees in lots of countries. \_\_\_\_


- 4 ☆☆☆ Answer the questions. In questions 4, 5 and 6, you need to give your own opinions.

- 1 What happened to Yash Gupta when he broke his glasses?  
*He couldn't study.*
- 2 Why didn't people like the idea of Mickey Mouse?
- 3 Why did Felix think it was important to plant trees?
- 4 What difference do you think Yash Gupta makes to young people's lives?
- 5 Why do you think Felix wanted to encourage children to plant trees, rather than adults?
- 6 Which tip do you think is the most useful? Why?

## Giving an opinion

- 1 ☆ Choose the correct word to complete the phrases.

- 1 What did you think/felt of the trip?
- 2 **Won't/Don't** you think that it was a bit boring?
- 3 **How/What** do you reckon?
- 4 In my **opinion/idea**, the tickets are too expensive.
- 5 **I/I'm** reckon that Jo would love this!
- 6 I loved it! I thought it was **terrible/awesome**!
- 7 I didn't enjoy it at all. It was really **awful/amazing**!

- 2 ☆☆  5 Complete the dialogue with the phrases in the box. There are two phrases you don't need. Listen and check.

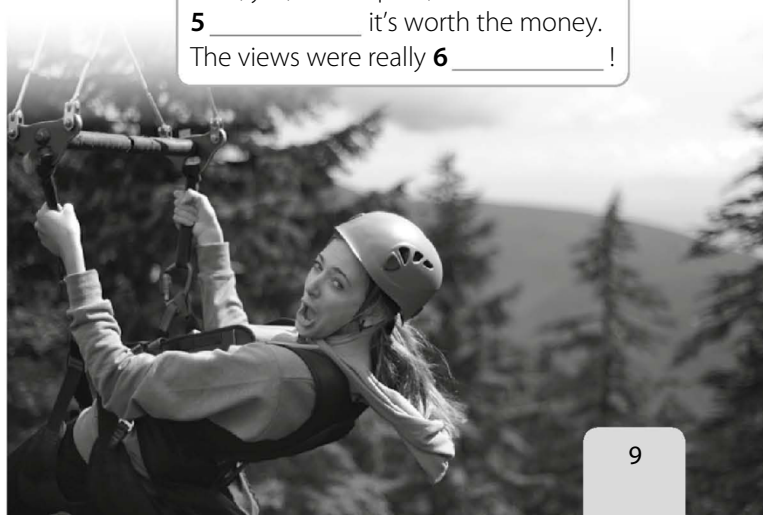
Didn't you think fantastic I thought  
my opinion terrible ~~What did you think~~  
What do you reckon you ask me

- 1 What did you think of the zip wire?

- 2 \_\_\_\_\_ it was incredible!

- 3 \_\_\_\_\_ it was a bit quick? If
- 4 \_\_\_\_\_, it's too expensive for something that only lasts about a minute!

Well, yes, it was quick, but in  
5 \_\_\_\_\_ it's worth the money.  
The views were really 6 \_\_\_\_\_!





# 1 Writing

## A profile

- 1 ☆ Complete the sentences with the words in the box.

although because so

- 1 A lot of teenagers think they can't make a difference \_\_\_\_\_ they are too young.
- 2 We wanted to help people after the earthquake, \_\_\_\_\_ we started raising money for them.
- 3 \_\_\_\_\_ our school is quite small, we raised over \$2,000.

- 2 ☆☆ Join the sentences with the words in brackets.

- 1 She has her own company. She is still a student. (although)  
\_\_\_\_\_
- 2 I'm going to sign the online petition. I think this is an important issue. (because)  
\_\_\_\_\_
- 3 The children have no books. They can't study. (so)  
\_\_\_\_\_

- 3 ☆☆☆ Read the notes. Write a profile using *although, because* and *so*.

### Patricia Manubay

believed education was very important  
wanted to help children from poor families – didn't always  
have books, pens etc. needed for school  
set up the organisation Dream Boxes  
people donate things kids need for school  
sends them to students who need them

## Super skills

### CRITICAL THINKING

#### Verbal and non-verbal communication

Match 1–6 with a–f to give advice on good communication skills for presentations.

- |                     |                       |
|---------------------|-----------------------|
| 1 You need to speak | a look at the ground. |
| 2 You should make   | b enough.             |
| 3 Don't cross       | c your arms.          |
| 4 Remember          | d to sit up straight. |
| 5 You shouldn't     | e good eye contact.   |
| 6 You didn't smile  | f loudly and clearly. |



# 1

## Vocabulary review

### Personal qualities

- 1 Read what two people say about their dream jobs. Choose the correct words to complete them.

A: I hope to be a ski-instructor one day. To learn how to ski, it's important to be **1 curious/patient** and not get upset when you can't do something. You must stay **2 sensible/calm** and keep trying. I thought you had to be **3 careless/brave** to go fast down the mountains, but it isn't really very scary once you can ski. But you do have to be **4 careful/reliable** and stay on the parts of the mountain that are safe.

B: My dream job would be to design computer games. Of course, you have to be **5 creative/positive** because every new game needs new ideas. Game designers usually work in teams, so they need to be **6 curious/sociable**. It isn't a good job for people who are **7 quiet/noisy** and like being on their own. They also need to be **8 unfriendly/reliable**, so everyone in the team can depend on them.

### Helping others

- 2 Choose the correct option to complete the forum posts.

Can teenagers **1** \_\_\_\_\_ a difference in the world? Tell us what you think!

Yes, I think they can. I **2** \_\_\_\_\_ a campaign in my football club to help children with disabilities to play football. Over 300 people **3** \_\_\_\_\_ my online petition, and we've started a new team!  
**Mateo, Spain**

We don't have any power or money, so I think the best thing we can do is study, to **4** \_\_\_\_\_ knowledge about the problems of the world. Then, when we're older, we can start working to **5** \_\_\_\_\_ our goals. **Trish, USA**

Of course! If we work together and **6** \_\_\_\_\_ each other, kids can really **7** \_\_\_\_\_ the world!  
**Cristiano, Brazil**

- |             |             |          |
|-------------|-------------|----------|
| 1 a do      | b make      | c have   |
| 2 a started | b made      | c got    |
| 3 a started | b wrote     | c signed |
| 4 a gain    | b learn     | c take   |
| 5 a win     | b achieve   | c arrive |
| 6 a decide  | b support   | c rely   |
| 7 a change  | b encourage | c gain   |



## Grammar review

### Past simple and past continuous

- 1 Read the letter to a magazine. Complete it with the correct form of the verbs. Use the past simple or past continuous.

#### Teenage heroes!

We asked our readers to tell us about why they decided to take action.

A few months ago, I 1 was watching (watch) TV at home when I 2 \_\_\_\_\_ (see) a programme about elephants dying in Africa. I felt really sad, so I 3 \_\_\_\_\_ (start) raising money to help save them. While I 4 \_\_\_\_\_ (put) up a poster one day, some of my classmates 5 \_\_\_\_\_ (ask) me what it was for. When I 6 \_\_\_\_\_ (explain), they 7 \_\_\_\_\_ (promise) to help too. Now we organise lots of events and regularly send money to an elephant charity.

Ana Oliveira

### Subject and object questions

- 2 Complete the questions in the mini-dialogues.

1

Who did you ask (ask) to help you with the campaign?

I asked Adam and Ellie.

2

Who \_\_\_\_\_ (see) at the cinema?

Paula saw me there.

3

Who \_\_\_\_\_ (send) the information about the petition?

Clara sent it to me.

4

What \_\_\_\_\_ (do) to help advertise the event?

I made some posters.

5

Who \_\_\_\_\_ (send) the information to?

I sent it to all my friends.

## Round-up

1 2 3 4 5 6 7 8

Complete the article with one word in each space.



#### Becoming a RAKtivist!

I 1 was walking home from school last week 2 \_\_\_\_\_ I saw something amazing! A woman got off the bus with her shopping, but she had too 3 \_\_\_\_\_ bags to carry. 4 \_\_\_\_\_ I was watching and thinking about what to do, a teenager walked up to the woman and offered to help. The teenager 5 \_\_\_\_\_ know the woman – he just wanted to help. It really made me think! We see situations like this 6 \_\_\_\_\_ day, where someone needs a bit of help. But what 7 \_\_\_\_\_ we do? Usually nothing! It doesn't take very 8 \_\_\_\_\_ time or effort to do something kind. A random act of kindness (or RAK for short) is something kind that you do to help someone you don't know. And a RAKtivist (like me) is someone who does this. So 9 \_\_\_\_\_ do I help? Well, anyone I can, usually in small ways, like opening a door for them or giving them my seat on the bus. The 10 \_\_\_\_\_ amazing thing about being a RAKtivist is that you meet a 11 \_\_\_\_\_ of people, and you make their lives just a little bit better.

## Self-evaluation

Read the objectives for this unit. How well can you do each one? Put a tick (✓).



- |   |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|
| 1 I can describe people and talk about their personal qualities.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 I can use collocations to talk about helping people.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 I can use the past simple and past continuous with <i>when</i> and <i>while</i> .                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 I can use subject and object questions.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 I can read an article for gist.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 I can follow a radio interview.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 I can give my opinions and ask other people's opinions.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 I can write a profile of a person and use the conjunctions <i>because</i> , <i>so</i> and <i>although</i> . | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

If you choose 😞, ask your teacher for extra help.



## Vocabulary

## Skills and abilities

## 1 ☆ Find 12 verbs in the word square.

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

## 2 ☆☆ What have the teenagers done? Look at the photos and complete the sentences with the verbs in the box.



has designed   has learnt   has sung  
've made   ~~'ve ridden~~   've written

- I 've ridden a horse!
- My sister \_\_\_\_\_ an app.
- I \_\_\_\_\_ a birthday cake for a friend.
- Tim \_\_\_\_\_ in a competition.
- My brother \_\_\_\_\_ Japanese.
- I \_\_\_\_\_ a novel.

## 3 ☆☆ Complete the magazine article with the present perfect form of the verbs in the box.

build   catch   climb   ~~do~~   drive   ride   swim   write

### Amazing skills!

Some teenagers are pretty awesome! We look at five teenagers with amazing skills.

#### A tiny house

Not many teenagers **1** have done DIY, but American Annabel O'Neill has. She **2** \_\_\_\_\_ her own small house on wheels. She did it so she had somewhere cheap to live while she was a student. And now she **3** \_\_\_\_\_ a book about her experiences.

#### Nine hours in the water

Australian teenager Ned Wieland **4** \_\_\_\_\_ across the English Channel! He was just 16 at the time, and it took him nine hours and 45 minutes to complete the 34 km between England and France.

#### On top of the world

Five teenagers from small villages in India **5** \_\_\_\_\_ Mount Everest. They each received around £28,000 from the Indian government for their achievement.

#### Around the world

British teenager Callum Fairhurst **6** \_\_\_\_\_ his bike around the world in memory of his brother. And now he has decided to travel across Europe in a Tuk Tuk, a kind of small taxi. So far, he **7** \_\_\_\_\_ from London to Brussels, but he still has a long way to go!

#### Fish for dinner?

Daniel McAlindon, a Scottish teenager, **8** \_\_\_\_\_ a shark! It happened on his first ever fishing trip at sea. The huge fish weighed nearly 16 kilograms, and it took him 20 minutes to get it into the boat!

## 4 ☆☆☆ Write about things you have and haven't done. Use some of the verbs in the box.

climb   design   drive   learn  
make   ride   sing   swim

- I've \_\_\_\_\_.
- I haven't \_\_\_\_\_.
- \_\_\_\_\_.
- \_\_\_\_\_.



## Present perfect with *for*, *since* and *How long ...?*

### 1 ☆ Match 1–4 with a–d to make sentences and questions.

- |   |                           |
|---|---------------------------|
| 1 Sam has loved                           | a I was ten.              |
| 2 How long have                           | b cooking for many years. |
| 3 I have known Mateo since                | c three years.            |
| 4 Stella has designed her own clothes for | d you lived here?         |

### 2 ☆☆ Complete the forum posts with the words in the box.

for (x2) have improved ~~have you done~~  
since (x2) 've been 've loved 've made

Tell us about your best skill. What do you do?  
How long 1 have you done it for?

I 2 \_\_\_\_\_ interested in robots  
3 \_\_\_\_\_ a long time, probably  
4 \_\_\_\_\_ I was about six years old.  
I went on a special course on how to build them a few years ago, and I 5 \_\_\_\_\_ three small robots.

I 6 \_\_\_\_\_ food and cooking  
7 \_\_\_\_\_ about five years now.  
And my skills 8 \_\_\_\_\_ a lot  
9 \_\_\_\_\_ I did an online course last year.

### 3 ☆☆☆ Complete the second sentence so it has the same meaning as the first. Use *for* or *since* and the correct form of the verb in brackets.

- I first met Jack in 2010.  
I have known Jack since 2010. (know)
- I started studying English three years ago.  
I \_\_\_\_\_ three years. (study)
- We moved here last year.  
We \_\_\_\_\_ last year. (live)
- When did you get your sewing machine?  
How long \_\_\_\_\_ your sewing machine? (have)
- Sam came to this school six months ago.  
Sam \_\_\_\_\_ six months. (be)

## *just*, *yet* and *already*

### 4 ☆ Choose the correct words to complete the sentences.

- I just have met/have just met Millie in town.
- I haven't finished my homework already/yet.
- We already have seen/have already seen this film.
- You're too late. The bus just has left/has just left.
- Has Jo called yet/yet called?

### 5 ☆☆ Choose the correct words to complete the message.

Are you ready for Summer Camp tomorrow? Have you 1 \_\_\_\_? I 2 \_\_\_\_ most of my things. I can't wait! Lia 3 \_\_\_\_ me. She's really excited too. She 4 \_\_\_\_ to this camp a few times, and she says it's amazing. I haven't checked the website 5 \_\_\_\_, so I don't know all activities I want to do, but I definitely want to ride a quad bike! My dad will drive us all there. He 6 \_\_\_\_ home, so I'll go and ask him what time we need to leave. See you tomorrow!

- a packed your bag yet  
b packed already your bag
- a haven't yet packed  
b 've already packed
- a has just called  
b has called already
- a already has been  
b has already been
- a already  
b yet
- a has just got  
b already has got

### 6 ☆☆☆ There is one mistake in each sentence. Cross out the mistake and write the correct words.

- I've ~~paid already~~ for the online course, but I haven't started it yet. already paid
- Max has already written a lot of computer code, and he just has created his first app. \_\_\_\_\_
- I've just finished my maths homework, but I haven't done my science project already. \_\_\_\_\_
- Emily already has finished building her robot – have you seen it yet? \_\_\_\_\_



## 2 Vocabulary

### Learning techniques

1 ☆ Match 1–6 with a–f to make learning techniques.

- |             |                |
|-------------|----------------|
| 1 draw      | a notes        |
| 2 keep      | b key points   |
| 3 take      | c instructions |
| 4 use       | d mind maps    |
| 5 highlight | e practising   |
| 6 follow    | f apps         |

2 ☆☆ Complete the blog post with the words in the box.

conversation exchange    course  
podcasts    recorded myself    study group

#### How I learnt Mandarin Chinese in six months.

Yes, it is possible! It helped that I moved to China, but it still took a lot of hard work! First, I took a **1** course at my local college – I think you need a teacher! But a few lessons a week aren't enough, so I set up a **2** study group with other learners from my college. We met for an hour a day and we helped each other. I also did a **3** conversation exchange online every evening – chatting to people is a great way to learn! As my language got better, I started to listen to **4** podcasts and I **5** recorded myself so I could compare my pronunciation to the podcasts. After six months, I was confident speaking the language – job done!



3 ☆☆ Choose the correct words to complete the tips for learning the guitar.

#### Top tips for learning the guitar

- 1 Get a really good teacher, then listen to them and follow/do/listen their instructions.
- 2 Keep practise/practising/to practise – play every day, at least an hour a day.
- 3 Watch video shows/tutorials/learning, especially if you want to learn a particular song.
- 4 Do/Use/Take apps. My favourite is Songsterr, where you can listen to songs while you play along.
- 5 Learn a few tunes with memory/by heart/in your mind. It's such a good feeling when you play them to your friends, and you feel like a real professional!

4 ☆☆ Complete the words in the forum posts.



**Skimad:** Help! I've got important exams in six months and I'm scared I might fail! Does anyone have any advice?



**Sam66:** Don't panic. You've got plenty of time to **1** revise for your exams. Start now!



**Eli949:** You need to get started. Read all your course books carefully and **2** take notes of the main points. Then learn them!



**Luckyboy:** Remember, you can't learn everything. It's really important to **3** highlight the key points and focus on learning those.



**Sportygirl:** Find out what works for you. I **4** use apps for everything because I learn best if I can see things as pictures. Everyone has their own learning style.



**JaredC:** I agree about different learning styles. I use **5** mind maps all around my room. It looks a mess, but it works for me!

5 ☆☆☆ What learning techniques do you use? Why do you find them useful? Write a short paragraph.

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## Present perfect and past simple

### 1 ☆ Tick (✓) three more sentences that are about a specific time in the past.

- 1 I got to school early yesterday. ☒
- 2 We haven't finished our exams yet. ☐
- 3 Salim started learning English at the age of six. ☐
- 4 She's already learnt French and German. ☐
- 5 The school first opened in 2014. ☐
- 6 I've just watched an interesting video. ☐
- 7 I've known Adam for three years. ☐
- 8 I read this book last year. ☐

### 2 ☆☆ Choose the correct words to complete the sentences.

- 1 I started learning Spanish **since last year/ a year ago**.
- 2 I **was/have been** at this school since September.
- 3 We have **already/yesterday** finished all our exams.
- 4 His family moved to New York **just/in** 2016.
- 5 I haven't started revising for my exams **last week/ yet**.
- 6 I have **yet/just** had my first Mandarin lesson.
- 7 I saw that film **already/two weeks ago**.
- 8 **Have/Did** you ever studied Russian?

### 3 ☆☆ Complete the sentences with the correct present perfect or past simple form of the verbs in brackets.

- 1 Have you decided (you/decide) which language to study yet?
- 2 I \_\_\_\_\_ (start) having dance lessons last year.
- 3 My brother \_\_\_\_\_ (go) to college in 2017.
- 4 I \_\_\_\_\_ (enjoy) science since I was very young.
- 5 Hurry up! The podcast \_\_\_\_\_ (just/start).
- 6 She loves playing the guitar, but she \_\_\_\_\_ (not perform) on stage yet.

### 4 ☆☆☆ Complete the text with the correct form of the verbs in brackets and the correct time expressions.

#### SAVED BY A TWEET?



Can modern technology save old languages? A lot of traditional languages 1 have already become (already/become) extinct, and many more are in danger. A few years 2 \_\_\_\_\_, American professor Kevin Scannell decided to do something about this. 3 \_\_\_\_\_ 2011, he 4 \_\_\_\_\_ (start) the website Indigenous Tweets. 5 \_\_\_\_\_ then, a computer program 6 \_\_\_\_\_ (search) Twitter for tweets in endangered languages. It has then put speakers of these languages in contact with each other, so they can chat together. The website 7 \_\_\_\_\_ (be) in use 8 \_\_\_\_\_ nearly ten years now and it 9 \_\_\_\_\_ (already help) a large number of people to communicate in their own languages, including indigenous North and Central American languages like Lakota and Nawat.

### 5 ☆☆☆ Complete the sentences with your own ideas.

- 1 I have never \_\_\_\_\_.
- 2 Yesterday, I \_\_\_\_\_.
- 3 I've already \_\_\_\_\_.
- 4 I have just \_\_\_\_\_.
- 5 Two weeks ago, I \_\_\_\_\_.
- 6 A year ago, I \_\_\_\_\_.



## An online article

### Not a waste of time!

Teenagers and video games don't have the best reputation. Parents worry that video games can affect their teenagers' homework, and that certain games are too violent. For many parents, the biggest worry is that playing games is bad for their child's development. But it seems that video games may not be as bad for our development as we fear. Research at the University of Glasgow in the UK has shown that video games can teach useful skills. Dr Matthew Barr did some research with 36 young people. For eight weeks, one group played video games for around two hours a day. The other group played none. The researchers found that the gamers were better at some skills that young people need at university and in jobs.

So, what can you learn from video games? Well, they can't teach you maths or how to pass exams, but you can learn more general skills. First, gamers need to keep their attention on one thing for a long time. This is useful both in education and at work. Secondly, they can make you more creative. Games are full of great new ideas, and they help you to see new possibilities in situations. A lot of games also need you to solve problems. You often have to find different ways to solve similar problems. This is something you need to do in many jobs. Finally, for most video games, you need to watch carefully and make very small movements with your hands. This ability to control your hands is really important in some jobs, for example, when doctors are operating on a patient.

So, the next time someone says that video games are a waste of time, you can say this isn't quite true! Of course, you should definitely finish your homework before you start playing games. But as long as they are played in moderation and after you've finished your homework, video games can help you to develop valuable skills!



#### 1 ☆ 🎧 Read and listen to the article. Choose the best summary.

- a Video games have both advantages and disadvantages.
- b Video games can help you develop useful skills.
- c Playing video games can help you learn about computers.

#### Subskill: Scanning

When you are scanning a text for specific information, think about the kinds of words you are looking for. Remember, names of people and places have capital letters, which make them easier to find.

#### 2 ☆☆ Scan the first paragraph of the article to complete the information.

- 1 the name of the university that did the research University of Glasgow
- 2 the name of the person who did the research \_\_\_\_\_
- 3 the number of people in the research \_\_\_\_\_
- 4 how long the research lasted \_\_\_\_\_
- 5 how long the people played video games for each day \_\_\_\_\_

#### 3 ☆☆ Read the second paragraph of the article again. Tick (✓) the benefits of video games that it mentions.

- 1 They make you better at maths. ☐
- 2 They teach you to concentrate for longer. ☒
- 3 They help you learn about the world of work. ☐
- 4 They help develop your imagination. ☐
- 5 You learn to find different solutions to the same problem. ☐
- 6 They can make your hands stronger. ☐
- 7 They can help you with skills that are useful in jobs where you have to use your hands carefully. ☐

#### 4 ☆☆☆ Answer the questions with your own ideas.

- 1 Do you like playing video games? Why/Why not?  
\_\_\_\_\_
- 2 Do you think there are any disadvantages to playing video and computer games?  
\_\_\_\_\_
- 3 What other skills can you learn from hobbies?  
\_\_\_\_\_



## A podcast

1 ☆ 🎧 7 Listen to part of a podcast. Match 1–4 with a–d to make sentences.

- |                         |   |
|-------------------------|---|
| 1 A conlang is          | a Esperanto.                            |
| 2 Some books and films  | b a language that someone has invented. |
| 3 A Polish man invented | c to chat online.                       |
| 4 You can use conlangs  | d have conlangs.                        |



### Subskill: Notetaking

Remember, when you take notes while you listen, only write down the important facts.

2 ☆☆ Listen again. Complete the notes with the correct words.

- In the introduction, the presenter says hello in Elvish.
- Conlangs have rules for \_\_\_\_\_ and \_\_\_\_\_.
- You can go to a \_\_\_\_\_ to learn Klingon.
- Esperanto is one of the \_\_\_\_\_ conlangs.
- Esperanto has recently become popular \_\_\_\_\_.

3 ☆☆ Listen again. Are the sentences T (true) or F (false)?

- Most conlangs are in books and films. T
- Only fans of books or films learn languages like Klingon and Na'vi.
- You can chat online in conlangs like Elvish.
- Someone invented Esperanto in the 1980s.
- The presenter says goodbye in Esperanto.

### fun facts

An American professor of language, Marc Okrand, invented the grammar of Klingon for the *Star Trek* films. The word order in a Klingon sentence is object + verb + subject, so you would say: *The chocolate ate I.*

4 ☆☆☆ Answer the questions. For question 4, give your own opinion.

- What is conlang short for?  
Constructed language
- What did the inventor of Esperanto hope for?  
\_\_\_\_\_
- What can you find online?  
\_\_\_\_\_
- Do you agree that if everyone spoke the same language, people would communicate better and fight less?  
\_\_\_\_\_

## Asking for information

1 ☆ Complete the phrases with the words in the box.

are you interested   have you done   just ask  
~~looking for information~~   need to  
one more   thanks for   the new term

- I'm looking for information about art classes.
- Has \_\_\_\_\_ already started?
- Do I \_\_\_\_\_ sign up now?
- I've got \_\_\_\_\_ question.
- \_\_\_\_\_ your help!
- Which class \_\_\_\_\_ in?
- \_\_\_\_\_ any painting before?
- \_\_\_\_\_ if you need any more information.

2 ☆☆ Choose the correct response to each question.

- I'm looking for information about sports activities.  
a Yes, of course. Which ones are you interested in?  
b I've got one more question.
- Has the new term started yet?  
a No, it hasn't, so it's the perfect time to register.  
b I've heard it's very popular.
- Do I need to sign up now?  
a No problem. These classes are for everyone.  
b Yes, that would be best.
- Thanks for your help.  
a Great!  
b You're welcome!



## A blog post

- 1 ☆ Complete the sentences with the time expressions in the box.

At the moment    since 2016  
~~three months ago~~    usually    while

- I started playing this video game three months ago.
- I \_\_\_\_\_ play it at the weekend.
- The game has been available \_\_\_\_\_.
- I learnt about it \_\_\_\_\_ I was visiting my cousin.
- \_\_\_\_\_, I'm trying to improve so that I can get to the next level.

- 2 ☆☆ Complete the blog post with the correct form of the verbs in brackets.

My favourite sport is tennis. I 1 've played (play) it for nearly five years. I first 2 \_\_\_\_\_ (become) interested in the sport while I 3 \_\_\_\_\_ (stay) with Uncle Ricardo in Spain. He's great! He 4 \_\_\_\_\_ (live) near some tennis courts and he 5 \_\_\_\_\_ (love) tennis! I always 6 \_\_\_\_\_ (play) a lot in the summer, but it's more difficult in the winter, when it's cold. At the moment I 7 \_\_\_\_\_ (try) to get into the team at my club. I'd love to play some proper matches!

- 3 ☆☆☆ Write a paragraph for a blog about a sport or video game that you like.

## Super skills

### CRITICAL THINKING

Find the best solution for a problem.

Choose the correct words to complete the phrases.

- What's the best way/it like to explain this?
- Why/How** useful is this diagram?
- How **we could/shall we** demonstrate this skill?
- We **won't be able/aren't possible** to show that in a video.
- Do you think **should we/we should** use pictures?
- Let's **get/to get** started now.



## Vocabulary review

### Skills and abilities

- 1 Read what the people say about their most amazing moments. Complete the article with the present perfect form of the verbs in the box.

build    climb    do    learn    ride  
 sing    ~~swim~~    write

*We asked our readers to tell us about their most amazing moments.*

I 1 've swum in the sea with dolphins. **Sam, 14**

I 2 \_\_\_\_\_ a mountain! It was the highest mountain in Scotland! **Rhea, 14**

I 3 \_\_\_\_\_ a unicycle – a bike with one wheel. I only stayed on it for about 30 seconds! **Carl, 15**

I 4 \_\_\_\_\_ 50 words in Arabic! It's because I want to go and visit my friend in Dubai. **Jason, 15**

I 5 \_\_\_\_\_ on a stage in front of 10,000 people! I was with my choir, so it wasn't too bad. **Lily, 14**

I 6 \_\_\_\_\_ an amazing tree house in my garden to hang out with my friends! **Sofia, 16**

I 7 \_\_\_\_\_ a story for a competition. I thought it was pretty good, but I didn't win! **Eva, 16**

I 8 \_\_\_\_\_ some amazing DIY in my bedroom. I now have shelves all over one wall! **Tom, 15**

### Learning techniques

- 2 Complete the advice with the correct words.

- You can listen to **key points/podcasts** online.
- You can **record/review** yourself speaking, and then listen to yourself later.
- You can **draw/highlight** mind maps to show lots of different ideas.
- If you have a conversation **tutorial/exchange**, you chat to people in their language and your language.
- When you learn something by **app/heart**, you learn it so well that you know it perfectly.
- If you set up a **study group/sticky notes**, you organise for a group of people to work and learn together.



## Grammar review

### Present perfect with *for*, *since* and *How long ...?*

- 1 Complete the text with the correct present perfect form of the verbs and *for* or *since*.

#### Can you speak emoji?

Pictures 1 have been (be) a popular way of communicating 2 \_\_\_\_\_ thousands of years. In fact, people 3 \_\_\_\_\_ (design) pictures to represent words or feelings 4 \_\_\_\_\_ ancient times. So it isn't surprising that we all love using emojis in text messages. People 5 \_\_\_\_\_ (use) emojis 6 \_\_\_\_\_ the 1990s, when they first became popular in Japan. Emojis are fun, but users 7 \_\_\_\_\_ (know) 8 \_\_\_\_\_ some time that there are also problems with them. People from different countries don't always understand them in the same way. A waving hand might just mean 'goodbye' in one culture, but in another it might mean, 'I don't want to see you again.'



### just, yet and already

- 2 Choose the correct words to complete the sentences.
- I have just / yet started learning German.
  - I haven't passed my driving test **already** / yet.
  - I **already have** / have already spoken to Maddie about setting up a study group.
  - Have you finished your French course **yet** / just?
  - Sara **just has got** / has just got her exam results.

### Present perfect and past simple

- 3 Find and correct six mistakes with the verbs and time expressions in the text.
- ~~Have you ever~~  
Have ever you watched people using sign language? Sign languages are languages that you speak using your hands. I became interested in them a few months ago when my aunt has lost her ability to hear. I've wanted to communicate with her, so I started learning sign language. Since then, I've done quite well. I already learnt more than 100 signs, but there are still a lot that I don't know! I just started a course in sign language at my local college, so that will help me learn faster. I've seen my aunt last week, and we had a really good conversation using our hands. It was pretty cool!

## Round-up

1 2 3 4 5 6 7 8

Choose the correct words to complete the article.



### Can you learn in your sleep?

1 Did you ever think / Have you ever thought how amazing it would be if you could learn in your sleep? In the past, some people 2 **believed** / have believed that you could learn a foreign language if you listened to it while you 3 **have slept** / were sleeping. Does that sound 4 **too much easy** / too easy? Well, it seems that it doesn't work after all. Scientists have studied sleep 5 **for** / since many years now, and they now believe that we can't learn new things in our sleep. But sleep can help us to remember things we 6 **already learnt** / have already learnt. 7 **A few years ago** / Since a few years, scientists did some experiments on memory. In one experiment, people tried to learn a set of new words and then remember them for a test later. Some people slept before the test and some didn't. And 8 **what happened** / what did it happen? Well, the scientists found that people who slept before the test got 9 **higher** / the highest scores than those who didn't sleep. It seems that our brains 10 **need** / are needing sleep to help make strong memories.

## Self-evaluation

Read the objectives for this unit. How well can you do each one? Put a tick (✓).



1 I can talk about skills and abilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 I can talk about learning techniques.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 I can use the present perfect.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 I can decide when to use the past simple or present perfect.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 I can scan a text for specific information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 I can take notes while I'm listening.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 I can ask for and give information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 I can write a blog.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you choose ☹️, ask your teacher for extra help.



## Vocabulary

## Staying healthy; health and well-being

## 1 ☆ Match 1–6 with a–f to make ways to stay healthy.

- |            |                        |
|------------|------------------------|
| 1 play     | a less TV              |
| 2 have a   | b exercise             |
| 3 watch    | c sports               |
| 4 eat      | d sugar                |
| 5 do       | e healthy diet         |
| 6 eat less | f fruit and vegetables |

## 2 ☆☆ Complete the health advice with the phrases in the box.

drink enough water   ~~eat quickly~~  
have sugary snacks   keep fit   skip breakfast

## Health expert Oliver James answers your health questions.

- 1 How can I stop myself eating too much at meal times? **Eli**  
*Try slowing down and taking more time over your meals. If you eat quickly, it's easier to eat too much.*
- 2 My brother eats four or five chocolate bars a day. Should I be worried? **Cara**  
*Yes. It isn't a good idea to \_\_\_\_\_.  
Suggest that he eats fruit instead.*
- 3 I don't have time to eat in the morning. Is it OK to \_\_\_\_\_? **Joe**  
*No, it isn't. You'll find it hard to concentrate.  
Have a cereal bar if you don't have time for a proper meal.*
- 4 I get lots of sleep, so why do I often feel tired in the afternoons? **Casper**  
*You might be dehydrated. Make sure you \_\_\_\_\_.*
- 5 I hate football, and I'm not very good at running! Is it OK for me to do no sport? **Angus**  
*NO! It's really important to \_\_\_\_\_. Why don't you try swimming? It's a great workout!*

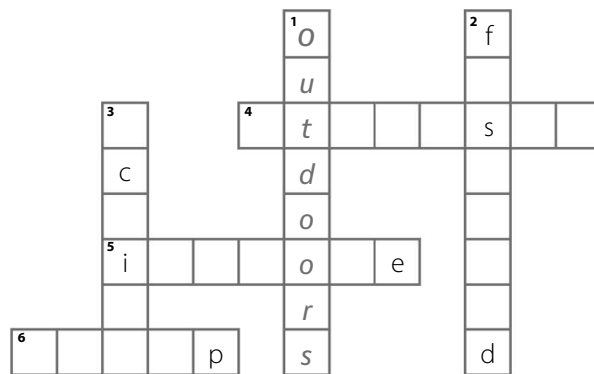
## 3 ☆☆ Read the clues and complete the crossword.

## Down

- 1 It's good for your health to spend time outdoors and not stay inside all the time.
- 2 \_\_\_\_\_ like burgers is not very good for you.
- 3 If you are \_\_\_\_\_, you are moving around and doing things, not just sitting down.

## Across

- 4 It's important to find ways to relax when you feel \_\_\_\_\_.
- 5 You can \_\_\_\_\_ your mood if you eat the right foods.
- 6 It's important to go to bed early and get enough \_\_\_\_\_ every night.



## 4 ☆☆☆ Complete the New Year resolutions with one word in each space.

## New Year, New Me!

## I'm going to start:

- doing more exercise. I need to get 1 fit!
- yoga, to help me relax when I'm feeling 2 \_\_\_\_\_
- making sure I 3 \_\_\_\_\_ water every day

## I'm going to do more of:

- going to bed early, so I 4 \_\_\_\_\_ sleep
- 5 \_\_\_\_\_ more time outdoors – maybe running?

## I'm going to stop:

- 6 \_\_\_\_\_ breakfast – I'll make sure I eat something every morning!
- eating food that is bad for me. Only one sugary 7 \_\_\_\_\_ a week, and not too much 8 \_\_\_\_\_ like burgers and chips!



## Modal verbs

### 1 ☆ Choose the correct form of the modal verbs.

- Drinking more water **can give/can to give** you more energy.
- You **can't get/don't can get** all the nutrients you need from fast food.
- You **are must eat/must eat** fruit and vegetables to stay healthy.
- You **mustn't have/mustn't to have** too many sugary snacks.
- It's important to do exercise, but you **hadn't to/don't have to** do it every day.
- My brother **could swim/can swim** when he was five.
- Luckily, I **able to finish/was able to finish** the race.
- Yesterday, I **don't have to/didn't have to** do any homework.

### 2 ☆☆ Choose the correct words to complete the surprising health facts.

#### Six surprising health facts

- Eating a small amount of sugar \_\_\_\_\_ give you energy. But it isn't good to eat too much.  
a must      b doesn't have to      c **can**
- You \_\_\_\_\_ move around to stay healthy. It's important to study, but people who take breaks to move around don't get ill as much.  
a don't have to      b can      c must
- Listening to music helps some people to concentrate better. In one study, people who were listening to music while they revised \_\_\_\_\_ concentrate better and learn more than those who weren't. But it doesn't work for everyone!  
a were able to      b can      c could
- Your body \_\_\_\_\_ get all the nutrients from food quickly. It takes hours for your digestive system to work properly after each meal.  
a has to      b can't      c mustn't
- Writing things by hand improves your memory. In the past, people \_\_\_\_\_ write most things by hand, but now we rely on phones and computers.  
a have to      b must      c had to
- Your eye muscles are the most active muscles in your body. They \_\_\_\_\_ move more than 100,000 times a day!  
a had to      b have to      c can't

### 3 ☆☆ Complete what the people say about health with the modal verbs in the box. There is one modal verb you don't need.

can't    couldn't    don't have to    had to  
must    mustn't    were able to

You 1 can't get fit by playing computer games! You need to do some exercise!

Running a 5 km race is a great idea, but you 2 \_\_\_\_\_ spend enough time training, so you don't do too much and hurt yourself.

You shouldn't make people do particular kinds of exercise. I 3 \_\_\_\_\_ go swimming at my last school and I hated it!

You 4 \_\_\_\_\_ forget about your health during school holidays. It's important to keep active and eat the right foods.

You 5 \_\_\_\_\_ join a sports club to get fit. Simply walking or biking to school will improve your health a lot.

Don't give up if you aren't very good at a sport. I 6 \_\_\_\_\_ play tennis at all when I was younger, but I started practising and now I'm starting to win matches!

### 4 ☆☆☆ Complete the sentences with the correct modal verbs and the verbs in brackets.

- You need good food. Your body can't work (work) well without it.
- It's a good idea to eat fewer sugary snacks, but you \_\_\_\_\_ (give up) eating chocolate completely.
- It's important to rest when you're tired, and you \_\_\_\_\_ (do) exercise when you have an injury.
- I couldn't meet my friends on Saturday because I \_\_\_\_\_ (stay) at home and help my parents.
- Luckily, I felt much better last night, so I \_\_\_\_\_ (finish) my homework on time.
- We got free tickets for the show, so we \_\_\_\_\_ (pay) anything!

### 5 ☆☆☆ Your friend wants to be healthier and asks for your advice. Give some advice and talk about some of the things you did last week to be healthy. Use modal verbs.

- You mustn't \_\_\_\_\_.
- Yesterday, I had to \_\_\_\_\_.
- Last week, I wasn't able to \_\_\_\_\_.



## Healthy habits

- 1 ☆ Complete the phrases for healthy habits with the verbs in the box.

cut get stick switch take talk

- 1 \_\_\_\_\_ *cut* \_\_\_\_\_ down on sugary snacks
- 2 \_\_\_\_\_ off electronics
- 3 \_\_\_\_\_ through problems
- 4 \_\_\_\_\_ up early
- 5 \_\_\_\_\_ to an exercise plan
- 6 \_\_\_\_\_ care of yourself

- 2 ☆☆ Choose the correct words to complete the advice.

### Healthy habits for success

Who do you want to be like? Rafael Nadal? Jennifer Lawrence? Of course, people become successful for different reasons and in many different ways. There is no one secret to success, but here is a list of habits that a lot of successful people share.

**Rise and shine!** 1 Get up/Stay up/Keep up early, and if possible, do some exercise before breakfast. It's OK to 2 sleep on/stay in/sleep in sometimes, but don't do it regularly.



**Get organised!** Make a plan for each day and 3 stay to/stick to/keep on it! It's the best way to get things done.

**Eat well!** A healthy diet gives you more energy and helps you to think better. You don't need to stop eating your favourite unhealthy foods, but definitely 4 cut out/cut down/cut off on them.



**Share your problems!** If you have problems, don't keep them to yourself. 5 Speak through them/Talk with them/Talk them through with someone else, to find a solution.

- 3 ☆☆ Read the sentences. Are the phrasal verbs in bold T (transitive) or I (intransitive)?

- 1 I never **get up** early at the weekend. I
- 2 You really need to **cut down on** chocolate!
- 3 I'm glad it's Saturday tomorrow because I can **sleep in** at the weekend!
- 4 It's a good idea to **switch off** your phone and tablet an hour before you go to bed.
- 5 It's very difficult to **cut out** sugar completely.
- 6 We **stayed up** until midnight last night!

- 4 ☆☆☆ Find and correct five mistakes in the advice about staying healthy at exam time.

### How to stay healthy at exam time



We all know it's important to ~~have care for~~ yourself and look after your health, but this is even more important at exam time. It isn't a good idea to keep up late revising. It's much better to go to bed early and then awake up feeling fresh in the morning. To help you sleep, you should definitely switch out your phone before you go to bed, and it's a good idea to drop out fizzy drinks in the evenings because they have caffeine in, and this can stop you sleeping.

- 1 take care of \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_

- 5 ☆☆☆ How healthy are you? What healthy habits do you have, and what habits do you need to improve? Write a short paragraph. Use at least five of the phrasal verbs in the box.

cut down on cut out get up stay up  
stick to switch off talk through wake up

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## Gerund and infinitive

### 1 ☆☆ Choose the correct form of the verbs to complete the sentences.

- You don't need **to cut/cutting** out sweet foods completely.
- I'm quite keen on **to join/joining** a sports club.
- Would you like **to play/playing** tennis with me later?
- To run/Running** isn't my favourite activity!
- My dad promised **to take/taking** me to the cinema on Saturday.
- Jess admitted **to feel/feeling** really tired after the walk.

### 2 ☆☆ Write the sentences in the correct order.

- going / I / for / like / walks  
*I like going for walks.*
- exercise / good / doing / is / for / you  
\_\_\_\_\_
- gym / decided / I / join / local / to / a  
\_\_\_\_\_
- easy / it / to / fast food / cut out / isn't  
\_\_\_\_\_
- called / I / Sofia / ask / to / advice / for  
\_\_\_\_\_
- I'm / running / a marathon / in / interested  
\_\_\_\_\_

### 3 ☆☆ Complete the questions with the correct form of the verbs in brackets.

- What exercise are you planning to do (do) this week?
- What kinds of sports do you enjoy \_\_\_\_\_ (take) part in?
- Do you find it easy or difficult \_\_\_\_\_ (eat) a healthy diet? Why?
- What new things are you trying \_\_\_\_\_ (learn) at the moment?
- What sports are you interested in \_\_\_\_\_ (try) in the future?

### 4 ☆☆☆ Answer the questions in exercise 3 for you.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### 5 ☆☆☆ Complete the text with the correct form of the verbs in brackets.



It is well known that 1 doing (do) exercise every day is good for your health, so some schools are now interested in 2 \_\_\_\_\_ (find) new ways to include exercise in the normal school day. In the United States, Active Schools encourage students 3 \_\_\_\_\_ (become) fitter by 4 \_\_\_\_\_ (make) sure that they do at least one hour of physical exercise each day before, during and after classes.

A few forward-thinking schools have decided 5 \_\_\_\_\_ (change) their normal classroom chairs for exercise bikes 6 \_\_\_\_\_ (allow) their students to cycle while they are studying. Most students are delighted 7 \_\_\_\_\_ (have) the bikes and find it easy 8 \_\_\_\_\_ (concentrate) on their work and cycle at the same time. What do you think? Would you enjoy 9 \_\_\_\_\_ (be) more active at school?



## An online article



# Are pets good for your health?

### 1 *A long tradition*

Horses, rabbits, birds, snakes – the list of popular pets is very long. The custom of looking after animals goes back a long way in history and is now more popular than ever. You can see from the way pet owners smile that their pets bring them a lot of **pleasure**. But scientific studies have shown that owning a pet might also improve your health.

### 2

Pet owners are generally more active than other people, mainly because they have to make sure their pet has exercise every day, even if they don't feel like it. And being active brings all kinds of health **benefits**, like making your heart stronger. Large animals like horses need a lot of exercise, but even smaller animals such as rabbits, snakes and birds need to be fed and cleaned, which means it's difficult to spend all day sitting on the sofa!

### 3

Keeping animals like chickens or goats encourages us to spend time outdoors, and that means having contact with dirt outside the home. Scientists believe this is good because it helps our bodies learn how to protect us from **diseases** better. Children who grow up with animals don't suffer from as many allergies and **serious** illnesses as non-pet owners.

### 4

Spending time with animals can also improve how we feel. Touching or holding an animal can reduce stress levels, and people with pets feel less **lonely**. Dolphins are sometimes used to help children who find it difficult to communicate with people. Swimming with these 'therapy dolphins' can help them to become more open and show their feelings.



### fun facts

Some people can get special permission to take a pet with them when they fly on a plane, to help them feel more confident and less afraid. The unusual pets people have taken with them include a duck, a kangaroo and a very small horse!

1 ☆ 🔊 8 Read the article and choose the best heading for each section. There is one heading you don't need. Then listen and check.

- a Better at fighting illness
- b ~~A long tradition~~
- c Better mood
- d Better relationships
- e Fitter

2 ☆☆ Read the article again. Are the sentences T (true) or F (false)?

- 1 More people owned pets in the past. F
- 2 Pet owners always enjoy exercising their pets.
- 3 Having a smaller pet like a rabbit can also help you to become more active.
- 4 Our body becomes stronger if we have contact with dirt outside our homes.
- 5 Having contact with animals can make people feel more relaxed.
- 6 Watching dolphins can help some children to communicate better.

### Subskill: Using context for comprehension

To understand new words, look at the words and ideas around them. Use the context to see if the word has a positive or negative meaning.

3 ☆☆ Read the Subskill. Look at the highlighted words in the article. Are they generally positive or negative? Choose the correct meanings.

- 1 pleasure positive
  - a a feeling of being sad
  - b a feeling of being happy
- 2 benefits     
  - a advantages
  - b disadvantages
- 3 diseases     
  - a illnesses
  - b well-being
- 4 serious     
  - a not very dangerous
  - b very dangerous
- 5 lonely     
  - a unhappy to be alone
  - b happy to be alone

4 ☆☆☆ Write a brief summary of the benefits of owning a pet, according to the article.

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## A conversation

- 1 ☆ 9 Listen to a dialogue between Ben and Alice. Tick (✓) the five things that Alice mentions as ways of improving your health.

- |  |  |
|--|--|
| • laughing <input checked="" type="checkbox"/> | • sleeping more <input type="checkbox"/>         |
| • eating fish <input type="checkbox"/>         | • gardening <input type="checkbox"/>             |
| • singing <input type="checkbox"/>             | • having plants indoors <input type="checkbox"/> |
| • dancing <input type="checkbox"/>             | • not wearing shoes <input type="checkbox"/>     |

- 2 ☆☆ Listen again. Choose the correct answers.

- Most people think that improving your health  
a isn't enjoyable.  
b is more fun if you go to the gym.
- You can get the benefits of laughing  
a only if you really find something funny.  
b even if you don't find something funny.
- Singing  
a has the same benefits as laughing.  
b is better for you than laughing.
- Having plants in your home  
a makes the air cleaner.  
b isn't possible for everyone.

### Subskill: Recognising informal speech

Recognising different styles of informal speech can help you understand the relationship between speakers or the context they are speaking in.

- 3 ☆☆ Read the Subskill. Match the styles in the box with sentences 1–6.

clarification    contractions  
informal words and expressions    phrasal verbs  
repetition    short, simple sentences

- Oh, boring! short, simple sentences
- Taking care of yourself is hard work – going to the gym, cutting out foods you like ...
- Laughing is really good for you. When you laugh, you breathe deeply ...
- They practise laughing even when nothing's funny. ...
- Cool! ...
- You could take off your shoes and go out into the garden. ...

- 4 ☆☆☆ Answer the questions.

- What effect do laughing and exercise both have?  
They both make you breathe more deeply.
- What do people do during laughter yoga?
- What are the benefits of 'earthing'?
- Which of the ideas that Gina suggests would you like to try? Why?

## Giving instructions

- 1 ☆ Match pictures 1–5 with the verbs in the box.

~~add~~    cook    measure    mix    pour



1 add    2 \_\_\_\_\_    3 \_\_\_\_\_



4 \_\_\_\_\_    5 \_\_\_\_\_

- 2 ☆☆ Order the sentences to make a recipe for pancakes.

- Next, add some eggs and mix them with the flour. \_\_\_\_\_
- Finally, pour it into a frying pan and cook it quickly. \_\_\_\_\_
- First, measure the flour and put it into a bowl. 1
- You can add a small amount of sugar to the flour if you like. \_\_\_\_\_
- Then add some milk to the flour and eggs and mix well. \_\_\_\_\_
- Serve with honey and lemon juice. Delicious! \_\_\_\_\_

- 3 ☆☆☆ Choose the correct words to complete the recipe for a healthy breakfast.

### My super-healthy fruit breakfast

First, get all the 1 food/ingredients. You need different kinds of fruit (about 150 grams), 100 grams of oats, two 2 tablespoons/teaspoons of natural yogurt and some honey. 3 Cook/Measure the oats carefully, so you don't use too much.

Next, 4 add/chop the fruit into small pieces. (I like to use apple, orange, banana and grapes.) 5 Mix/Put the chopped fruit into a cereal bowl. Then 6 mix/add the oats with the fruit in the cereal bowl. 7 Mix/Add the yogurt on top of the fruit, and 8 first/finally, for a lovely sweet taste, 9 mix/pour the honey on top – about a 10 handful/teaspoon is plenty.

Cover and leave in the fridge overnight. And there it is – a delicious and healthy breakfast!



## An informal email

1 ☆ Tick (✓) the five sentences that have correct punctuation.

- |  |                                     |
|--|-------------------------------------|
| 1 How are you?                                 | <input checked="" type="checkbox"/> |
| 2 This event looks (amazing).                  | <input type="checkbox"/>            |
| 3 You can play football, tennis or basketball. | <input type="checkbox"/>            |
| 4 I really hope you can come!                  | <input type="checkbox"/>            |
| 5 Do you know Jacks' brother?                  | <input type="checkbox"/>            |
| 6 I use MyFitnessPal (a fitness app).          | <input type="checkbox"/>            |
| 7 Jenna can't come on Sunday?                  | <input type="checkbox"/>            |
| 8 We can use my brother's tent.                | <input type="checkbox"/>            |

2 ☆☆ Find six examples of incorrect punctuation and correct them.

Hi Dan,

How are you? We've been talking about making healthy choices at school today. I try to stay healthy, but it isn't always easy? I like swimming running and tennis, but sometimes I'm too busy, It's difficult to eat healthy food, too. It's my friend Marias birthday next week, and we're all going to a pizza restaurant (the one in the town centre. I must make healthy choices. Wish me luck,

Write soon and tell me what you do to stay healthy. Do you find it hard to make healthy choices?

Robyn

3 ☆☆☆ Read the email from Robyn in exercise 2 again. Write a reply. Answer Robyn's questions.

## Super skills

### CREATIVITY

Evaluate different ideas

Match 1–7 with a–g to make sentences.

- |                         |   |
|-------------------------|---|
| 1 What do we have       | a healthy as pasta.                         |
| 2 The first thing to do | b pizza is the best option?                 |
| 3 I think pizzas are    | c is decide what food we want at the event. |
| 4 Burgers aren't as     | d to do?                                    |
| 5 Do you agree that     | e a decision?                               |
| 6 So, is everyone happy | f easy to cook.                             |
| 7 Have we reached       | g with that choice?                         |

## Vocabulary review

### Staying healthy; health and well-being

1 Complete Ana's healthy week diary with the phrases in the box. There are two phrases you don't need.

drink enough water   ~~eat less sugar~~  
 eat quickly   eat sugary snacks   get fit  
 get enough sleep   have a healthy diet  
 improve your mood   skip breakfast  
 watch less TV

Day 1 I'm trying to 1 eat less sugar. If I'm hungry, I won't 2 \_\_\_\_\_ like biscuits. I usually 3 \_\_\_\_\_, but I had a good meal this morning, so I hope I won't want a snack at 11 o'clock.

Day 3 Today I want to make sure I 4 \_\_\_\_\_. My goal for the day is two litres! I'm also trying to take more time with my meals because I know I 5 \_\_\_\_\_, and it isn't good!

Day 5 Not a good day today because I was tired, so I ate some chocolate for energy! :( I'm going to bed early tonight to make sure I 6 \_\_\_\_\_.

Day 7 Yay! First week done! The goal for next week is to start moving a lot more and 7 \_\_\_\_\_. I'm going to walk to school every day. I know that doing exercise can also 8 \_\_\_\_\_ - I feel more cheerful already.

### Healthy habits

2 Match beginnings 1–5 with endings a–e.

- |   |          |
|---|----------|
| 1 I want to cut down                          | <u>b</u> |
| 2 I don't want to cut                         | _____    |
| 3 I love Saturdays because I can sleep        | _____    |
| 4 When I stick                                | _____    |
| 5 I always sleep better if I switch           | _____    |
| a off my phone an hour before I go to bed.    |          |
| b on unhealthy snacks.                        |          |
| c to a regular bed time, I feel less tired.   |          |
| d out sugar, but I do want to eat less of it. |          |
| e in. I'm always tired by the weekend.        |          |



## Grammar review

## Modal verbs

1 Choose the correct verbs to complete the text.

## Get fit in five minutes?



Is it really possible to get fit by exercising for only five minutes a day? Experts now say that you **1 don't have to/ mustn't** spend hours in the gym every day to get fit, but you **2 can/were able to** improve your fitness a lot by just exercising for five minutes a day. However, you **3 can/ must** do the right kind of exercise! High Intensity Interval Training (HIIT) is a type of exercise where you **4 had to/ have to** work very hard, but for very short periods of time. You typically do 30 seconds of an activity, then rest for ten seconds before starting again. You **5 mustn't/don't have to** rest for too long between the periods of activity, because it's important to keep your heart working hard. We asked our readers to try HIIT training for five minutes a day for four weeks. What were the results?

Four weeks ago, I **6 can't/wasn't able to** keep running for very long. I **7 have to/had to** keep stopping to get my breath. Now I **8 can/was able to** run for a full five minutes! #proud Ela (15)

When I started the training, I **9 can't/couldn't** do sit-ups or push-ups at all. But I **10 mustn't/didn't have to** do the exercises for very long before I started to improve. Now I love exercising, and you **11 can't/don't have to** stop me! Dan (14)

## Gerund and infinitive

2 Complete the text with the correct form of the verbs.

## Jackfruit

## - an amazing superfood

Some fruit and vegetables are known as 'superfoods' because they contain especially high levels of things our body needs **1 to stay** (stay) healthy. And near the top of the list of superfoods is the jackfruit. This amazing fruit seems **2** (be) good for you in lots of different ways, from making your heart stronger to giving you clearer skin. If you aren't keen on **3** (cook), it's possible **4** (have) it raw, as a fruit. Or you can cook it in lots of different ways. It's hard

**5** (believe), but when it is cooked it tastes very much like meat, so you can even use it **6** (replace) meat in some dishes!

So, if you enjoy **7** (try) new foods, and you want **8** (improve) your health, buy a jackfruit!



## Round-up

1 2 3 4 5 6 7 8

Read the article. Choose the correct words to complete it.



## I'm feeling hangry!

**1** \_\_\_ people really get 'hangry'? The word is a mix of 'hungry' and 'angry', and describes the feeling of **2** \_\_\_ in a bad mood because you have gone for **3** \_\_\_ without eating.

Scientists **4** \_\_\_ that the idea of being hangry wasn't real. But now research **5** \_\_\_ that it does exist. It seems that people are **6** \_\_\_ to have arguments when they haven't eaten **7** \_\_\_ a few hours. The reason for this is that when you haven't eaten, the level of sugar in your blood **8** \_\_\_ too low, and it becomes more difficult **9** \_\_\_ your feelings and your behaviour. The good news is that you **10** \_\_\_ easily avoid becoming hangry – you just **11** \_\_\_ eat regularly!


- |                   |                 |                   |
|-------------------|-----------------|-------------------|
| 1 a Are           | b Do            | c Have            |
| 2 a be            | b to be         | c being           |
| 3 a long enough   | b longer        | c too long        |
| 4 a used to think | b were thinking | c have thought    |
| 5 a has shown     | b was showing   | c used to show    |
| 6 a too likely    | b more likely   | c too much likely |
| 7 a for           | b since         | c yet             |
| 8 a dropped       | b was dropping  | c drops           |
| 9 a controlling   | b to control    | c control         |
| 10 a were able to | b have to       | c can             |
| 11 a have to      | b could         | c mustn't         |

## Self-evaluation

Read the objectives for this unit. How well can you do each one? Put a tick (✓).



- |   |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|
| 1 I can talk about staying healthy.     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 I can talk about healthy habits.      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 I can use modal verbs.                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 I can use gerunds and infinitives.    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 I can understand new words in a text. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 I can recognise informal speech.      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 I can give cooking instructions.      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 I can write an informal email.        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

If you choose , ask your teacher for extra help.



## Vocabulary

## Jobs in science; science

- 1 ☆ Complete each job in science with the endings in the box.

eer eur er ist ist ist or or tist

- 1 biologist
- 2 chem\_\_\_\_\_
- 3 doct\_\_\_\_\_
- 4 engin\_\_\_\_\_
- 5 entrepren\_\_\_\_\_
- 6 invent\_\_\_\_\_
- 7 research\_\_\_\_\_
- 8 scien\_\_\_\_\_
- 9 physic\_\_\_\_\_

- 2 ☆☆ Choose the correct verbs to complete the sentences.

- 1 I'd like to invent/discover a robot that knows what I need to take to school every day and puts it in my bag for me!
- 2 I hope we can **create/come up with** a solution to the problem of air pollution in cities.
- 3 Is it possible to **design/do** a computer that can do homework for you?
- 4 Scientists can learn a lot about the human body by **doing/making** experiments in space.
- 5 The company is **developing/coming up** some exciting new products at the moment.
- 6 Experts have **done/made** some exciting discoveries about volcanoes recently.
- 7 It would be great if scientists could **discover/make** a way to clean up the oceans.
- 8 People who are **designing/investigating** climate change often have to travel all over the world.
- 9 It's important to **research/discover** new medicines carefully before testing them on patients.
- 10 It must be an amazing feeling when you **investigate/create** a new invention that works!
- 11 Scientists don't spend all their time **making/doing** research in laboratories.

- 3 ☆☆☆ Complete the information about the three inventions with the verbs in the box. There are two verbs you don't need.

came create developed discovered do  
~~doing~~ inventing investigating made making

## Can you imagine life without them now?

Scientists are 1 doing research and 2 \_\_\_\_\_ new discoveries all the time, and this results in products that we can buy and use. Here are three things that are part of our everyday lives now, but didn't exist before the year 2000.

## 1 FaceTime

People first started 3 \_\_\_\_\_ the possibility of video phones in the 1930s, but they didn't 4 \_\_\_\_\_ any serious research until the 1960s. With video calls becoming more popular, FaceTime only became available for individuals to use in 2010.



## 2 e-readers

In 1949, Ruiz Robles, a Spanish teacher, 5 \_\_\_\_\_ up with a clever idea. She decided to put information from different books onto one portable device, her 'mechanical encyclopaedia', so that her students didn't have to carry so many books. With more advanced technology, in the early 2000s, Sony 6 \_\_\_\_\_ a commercial e-reader, an amazing device that allows you to carry hundreds of books with you all the time!



## 3 YouTube

Three people worked together to 7 \_\_\_\_\_ the video site YouTube in 2005. And, as a result, people 8 \_\_\_\_\_ internet film stars!

- 4 ☆☆☆ Answer the questions. Give reasons for your answers.

- 1 What would you most like to research? Why?
- 2 What would you most like to invent? Why?



## Past perfect

### 1 ☆ Find the past perfect verb in each sentence.

- The researcher soon realised that he had discovered a new medicine.
- She had finished work for the day when she suddenly noticed something interesting.
- I hadn't thought about becoming a scientist before I saw this programme.
- They couldn't finish their experiment because a storm had destroyed their equipment.

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

- I was excited because I had discovered (discover) something new.
- The machine didn't work because we \_\_\_\_\_ (forget) to switch it on!
- They continued working because they \_\_\_\_\_ (not finish) their experiments.
- We were disappointed because we \_\_\_\_\_ (not find) the answer we were looking for.

### 3 ☆☆ Choose the correct words to make past perfect questions and answers.

- Had the experiments been/The experiments had been successful?  
'No, they weren't/hadn't.'
- They found/Had they found a solution to the problem?  
'Yes, they had/did.'
- Did you met/Had you met Sasha before?  
'No, I haven't/hadn't.'
- Had they won/Had they win the game?  
'Yes, they won/had.'

### 4 ☆☆ Choose the correct words to complete the sentences.

- They stopped/had stopped the research last year because all their experiments failed/had failed.
- Stella soon talked/had talked to her friends about the machine that she invented/had invented.
- Before she decided/had decided to become a scientist, she tried/had tried several other jobs.
- A letter arrived/had arrived last week to say that I won/had won a prize in a science competition.
- By the time Jack arrived/had arrived, we finished/had finished testing the products.

### 5 ☆☆☆ Read sentence a. Does sentence b have the same meaning or a different meaning?

- a She developed the new product after she had done some research.

b She did some research and then she developed the new product. same/different
- a Paul had already gone home when I arrived at the laboratory.

b Paul went home and then I arrived at the laboratory. same/different
- a I visited NASA, then I decided to become an astronaut.

b I had decided to become an astronaut before I visited NASA. same/different
- a Before everyone else had arrived at the laboratory, she made an amazing discovery.

b She made an amazing discovery and then everyone else arrived at the laboratory. same/different
- a He had just started his research when I met him.

b I met him, and then he started his research. same/different

### 6 ☆☆☆ Complete the text with the correct past simple or past perfect form of the verbs.

#### The boy who built a windmill

William Kamkwamba 1 grew up (grow up) in a village in Malawi, in south east Africa. When he was only 14, he 2 \_\_\_\_\_ (decide) to build a windmill to supply electricity to his home. He 3 \_\_\_\_\_ (not design) anything like this before, but he wanted to help. He 4 \_\_\_\_\_ (stop) going to school when he was very young because his family didn't have enough money to pay the school fees. At 14, William 5 \_\_\_\_\_ (not know) anything about windmills, but he copied some pictures that he 6 \_\_\_\_\_ (see) in a library book when he was at school. He 7 \_\_\_\_\_ (use) all kinds of things to make his windmill, including parts of cars and an old bicycle wheel. But the windmill worked, and when people saw it, they were amazed at what he 8 \_\_\_\_\_ (manage) to achieve. He now works as an inventor, and a few years ago, a film company 9 \_\_\_\_\_ (produce) a film about his life, called *William and the Windmill*.





## Describing products

- 1 ☆ Find eight words or phrases for describing products in the word square.

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

- 2 ☆☆ Write the opposites of the adjectives.

1 hard to use e a s y t o u s e

2 practical \_\_\_\_\_

3 useless \_\_\_\_\_

4 badly made \_\_\_\_\_

5 expensive \_\_\_\_\_

6 comfortable \_\_\_\_\_

7 reliable \_\_\_\_\_

8 high quality \_\_\_\_\_

- 3 ☆☆ Read what people say about products that they like or dislike. Choose the two adjectives in the box that match each description.

1

My new fitness tracker is amazing! It's got lots of clever new ideas and ways to watch what you eat and how much exercise you do. The instructions on the screen are really simple to follow, so you can't go wrong! It's cheaper than lots of others that are available too!



easy to use expensive innovative useless

easy to use innovative

2

I bought these new earphones to listen to music on the bus. The best thing is that you don't have to attach them to your phone, which is great. The sound is amazing – much better than my old ones, and they feel really nice in my ears.



cheap high quality uncomfortable wireless

3

I was worried about spending so much money on a smart watch, but it was worth it! It's strong and stylish, and it looks great on me. It can do everything a phone can do. I can call people, send messages and get on the internet. I was always losing my phone, so it's really useful to have something that's always there when I need it.



badly made cheap handy wearable

4

I bought a selfie drone last week – what a disappointment! The idea is that you send it up into the air to take a selfie from above, but it's really difficult to get it in the right position to take a good photo. The camera doesn't always work properly, either. I'm so annoyed that I spent so much money on it!



expensive hard to use practical reliable

- 4 ☆☆☆ Write a short paragraph about a product that you've bought recently. Say why you like/don't like it. Use at least four adjectives from the box and your own ideas.

comfortable easy to use handy high quality  
innovative practical reliable well-made

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## Relative pronouns

- 1 ☆ Choose the correct relative pronouns in the sentences.

1 Microsoft is a name which/who is now famous all over the world. Bill Gates and Paul Allen started the company in 1975.

2 *Spacewar!* was the first computer game. The person which/who created it in 1962 was Steve Russell.

3 A lot of different people worked towards creating the first computer, but Charles Babbage was the person whose/which work was perhaps the most important.

4 People first used the name Silicon Valley in the 1970s. It is the area in California that/where a lot of big computer companies have their offices.

5 It is difficult to think about a time when/where there were no mobile phones, but it isn't very long ago. The first mobile phones only went on sale in the 1980s.

6 The Black Diamond iPhone is made of real gold. It looks beautiful, but the price that/who you have to pay for it isn't so nice – \$15.3 million!

- 2 ☆☆ Complete the sentences with the correct relative pronouns. Use *who*, *which*, *where*, *when* or *whose*.

## The story of recorded music

Before the 19th century, the only way to hear music was to listen to live musicians. The time 1 when when this changed was the 1870s, and the person 2 \_\_\_\_\_ changed it was Thomas Edison. He invented the phonograph – the first machine to record and play music. However, Edison's machine was impractical and the sound 3 \_\_\_\_\_ it produced wasn't of high quality. The first music records were made in Washington D.C., but it was difficult to move them to places 4 \_\_\_\_\_ people could buy them because they were made of glass, and they broke easily! The early 1900s was a period 5 \_\_\_\_\_ records improved in quality, and famous singers started to sell recordings of their music. Records continued to be popular until the 1970s when companies developed the technology 6 \_\_\_\_\_ replaced them – CDs. These remained the most popular way of listening to music until the 2000s. The man 7 \_\_\_\_\_ company changed the way we listen to music forever was Steve Jobs. His company, Apple, developed the iPod, the device 8 \_\_\_\_\_ made the company famous throughout the world.

## Defining relative clauses

- 3 ☆ Match 1–6 with a–f to make sentences.

- |                                    |          |
|------------------------------------|----------|
| 1 You can now buy robots that      | <u>e</u> |
| 2 My brother is someone who        | _____    |
| 3 I'd love to be someone whose     | _____    |
| 4 Australia is one place where     | _____    |
| 5 Sunday is the only day when      | _____    |
| 6 My neighbours are artists who    | _____    |
| a invention changes the world!     |          |
| b I'd love to live one day.        |          |
| c don't use any modern technology! |          |
| d loves new technology.            |          |
| e can clean your room for you!     |          |
| f we don't have to get up early!   |          |

- 4 ☆☆ Complete the joined sentence using a defining relative clause.


- 1 Fire was the first big invention. It changed the lives of humans for ever.  
Fire was the first big invention which changed the lives of humans for ever.
- 2 Some people need glasses. They know that glasses were a really important invention.  
People \_\_\_\_\_ know that they were a really important invention.
- 3 Johannes Gutenberg was a German printer. His invention changed the world.  
Johannes Gutenberg was a printer \_\_\_\_\_ changed the world.
- 4 China is a country. People invented paper there in about 100 BC.  
China is the \_\_\_\_\_ invented paper in about 100 BC.
- 5 The 1890s was an important time. People built the first cars.  
The 1890s was the \_\_\_\_\_ built the first cars.

- 5 ☆☆☆ Complete the sentences with a defining relative clause and your own ideas.

- 1 I'd like to invent a device \_\_\_\_\_.
- 2 I'd like to live in a place \_\_\_\_\_.
- 3 I get on well with people \_\_\_\_\_.
- 4 The summer is a time \_\_\_\_\_.



## A magazine article



## The fictional inventions we would all love to have

Real inventions are great, but the real world has rules, like people can't fly and animals can't talk. In books and films, there are no rules. That's why writers and film directors can create inventions which are really fun! We look at our favourite fictional inventions, and how we would like to use them. Which one is your favourite?

### Transporter .....

The Transporter in the *Star Trek* films is a device that can break people down into tiny parts. It then moves them to another place as energy, and puts them back together again a few seconds later.

**Useful?** Well, getting to school on time would be much easier, and it would be a great way to escape when someone just keeps talking to you!

### DeLorean Time-Travel Car .....

This is the time-travel car that Dr Emmett Brown develops in the film *Back to the Future*. Teenager Marty McFly uses it to go back to 1955, where he meets his parents as teenagers.

**Useful?** Definitely! Great for finding out about life in the past. You could also travel into the future and look at the answers to exam questions, then come back and take the exams!



### Translation Collar .....

Who said animals can't talk? The film *Up* came up with a way for people and animals to talk to each other – a translation collar. When the animal wears the collar round its neck, it can communicate with humans.

**Useful?** Maybe. But what if your dog tells you he would rather go and live with your friend, or your pet fish asks to go and swim in the river?

### Invisibility Cloak .....

This features in the *Harry Potter* books – a magic cloak that makes you disappear completely when you put it on.


**Useful?** Yes! You could use it for going onto a football pitch and secretly helping your team to score a goal!

### fun facts

Scientists believe that one day it might be possible to invent clothes that can make us disappear. We can see things because light shines on them. If an object can push light away, it could become impossible to see!

### Subskill: Purpose

To understand the purpose of a text, look at the kind of language that it uses. Some texts address the reader directly by using 'you'.

- 1 ☆  10 Read the Subskill. Then read and listen to the article. Choose the correct words to complete the sentences.

- The text uses **formal/informal** language.
- It **asks/doesn't ask** the reader direct questions.
- It is written in a **serious/fun** tone.
- The text is probably from a **textbook/magazine**.
- It is written for **scientists/teenagers**.
- The writer's purpose is to **educate/entertain** people.

- 2 ☆☆ Read the article again. Which invention are these sentences about? Write T (Transporter), D (DeLorean), TC (Translation Collar) or IC (Invisibility Cloak).


- This helps with language difficulties. TC
- This might help you to get better results at school. \_\_\_
- This allows people to go somewhere quickly. \_\_\_
- You can use this to visit different periods of history. \_\_\_
- This might cause problems if animals ask for what they want. \_\_\_
- When you wear this, people can't see you. \_\_\_
- This would be useful if you want to end a conversation. \_\_\_

- 3 ☆☆☆ Read the article again and answer the questions.

- What is a 'fictional' invention?
- Why are fictional inventions more fun than real ones?
- How does the Transporter work?
- What disadvantages does the writer mention with the Translation Collar?
- Which of the fictional inventions would you most like to have? What would you use it for?



## A talk

- 1 ☆  11 Listen to a reporter talking about the Museum of Failure. Choose the correct answers.



- 1 What can you find in the museum?
  - a information about inventors who had bad ideas
  - b examples of products that were not successful
  - c information about why some ideas fail
- 2 What is the aim of the museum?
  - a to teach people how to make successful and popular products
  - b to warn people about the dangers of failing when you try something new
  - c to encourage people to accept failure and learn from their mistakes

### Subskill: Listening for the information you need

Sometimes you need to listen for detailed information. Read the questions or sentences first and think about the type of information you will need to listen for.

- 2 ☆☆ Read the Subskill. Match the type of information that is missing with sentences 1–6.

- a a material
- b an adjective to describe a product
- c a place
- d an adjective to describe a feeling
- e a number
- f a date

- c 1 The Museum of Failure started in Sweden.
- 2 The museum has more than \_\_\_\_\_ failed products.
- 3 The Itera bicycle was made of \_\_\_\_\_.
- 4 Bic started selling pens for women and girls in \_\_\_\_\_.
- 5 Kids loved green ketchup at first because it was \_\_\_\_\_.
- 6 Jack says the museum teaches you that you shouldn't feel \_\_\_\_\_ if you fail.

- 3 ☆☆ Listen again and complete the sentences in exercise 2.

- 4 ☆☆☆ Answer the questions. For questions 5 and 6, give your own opinion.

- 1 Why did the company make the Itera bicycle out of plastic?  
\_\_\_\_\_
- 2 How do we know that Bic is a successful company?  
\_\_\_\_\_
- 3 Why did children stop eating green ketchup?  
\_\_\_\_\_
- 4 What does Jack say he has learnt from the museum?  
\_\_\_\_\_
- 5 Do you agree that we shouldn't be scared of failure? Why/Why not?  
\_\_\_\_\_
- 6 Would you like to visit the museum? Why/Why not?  
\_\_\_\_\_

## Checking information

- 1 ☆ Choose the correct words for checking information.

- 1 The museum opens at nine o'clock, **isn't it/ doesn't it?**
- 2 There are some really interesting things there, **aren't they/aren't there?**
- 3 Matt doesn't want to come with us, **does he/ doesn't he?**
- 4 You enjoy going to art galleries, **don't you/didn't you?**
- 5 The installations were really amazing, **aren't they/ weren't they?**
- 6 We didn't book in advance, **did we/didn't we?**

- 2 ☆☆ Use question tags to check the information about the Cancun Underwater Museum.

- 1 The Cancun Underwater Museum opened in 2010, didn't it?
- 2 It became popular immediately, \_\_\_\_\_
- 3 There are over 5000 sculptures, \_\_\_\_\_
- 4 Visitors swim around the sculptures, \_\_\_\_\_
- 5 There aren't many museums like this, \_\_\_\_\_
- 6 It is the biggest underwater museum in the world, \_\_\_\_\_



## 4 Writing

### A formal letter

#### 1 ☆ Are the sentences formal or informal?

- Hi, Jack. How are you? informal
- I am writing to apply to take part in your show.  
\_\_\_\_\_
- I know you'll love my new product. \_\_\_\_\_
- I enclose a photo of my product. \_\_\_\_\_

#### 2 ☆☆ Complete the formal letter with the phrases in the box.

As you will see   Dear Sir or Madam   for considering  
I am writing   In addition   look forward to hearing  
Yours faithfully   you will agree

1 \_\_\_\_\_,  
2 \_\_\_\_\_ to suggest that you visit my school as  
part of your **Innovation Schools** TV series.  
I enclose details of all the activities that we take part in  
at my school. 3 \_\_\_\_\_, we hold regular  
**Top Inventor** competitions. 4 \_\_\_\_\_,  
last summer we organised a special festival for young  
entrepreneurs. I am sure that 5 \_\_\_\_\_ that this  
is something that will interest your viewers.  
Thank you 6 \_\_\_\_\_ my application. Please  
contact me on the phone number above if you require further  
information.  
I 7 \_\_\_\_\_ from you.  
8 \_\_\_\_\_,  
*Sam Johnson*

## Super skills

### COMMUNICATION

Using language to persuade people

Complete the presentation for a new product  
with the words and phrases in the box.

came up with   financial side   funding  
happy to answer   product   unique

Good afternoon. The 1 \_\_\_\_\_  
which I invented is a spoon that you can eat. I  
2 \_\_\_\_\_ the idea because I love ice cream,  
but plastic spoons are bad for the environment. My  
product is 3 \_\_\_\_\_ because you can eat  
the spoon. What about the 4 \_\_\_\_\_? The  
spoons cost three pence to make, and I'd sell them for  
five pence. I'm asking for 5 \_\_\_\_\_ of £600.  
Thank you for listening to my presentation. Now, I'm  
6 \_\_\_\_\_ any questions.

## 4

### Vocabulary review

#### Jobs in science; science

#### 1 Choose the correct words to complete the text.

We've all heard of famous 1 inventors/  
**inventions** like Thomas Edison and Alexander  
Graham Bell. But what would you like to invent?

TomG51: I'd like to 2 make/come up with  
a solution to the problem of plastic waste. It  
would be great to 3 research/design a device for  
recycling plastic that everyone can use at home.

Libby Lu: I'd love to 4 invent/do a  
new kind of plane that uses solar power!

BigMax: I love studying plants, so I'd like to  
become a famous 5 engineer/biologist and  
6 do/make an important discovery of a new  
medicine from a plant in the rainforest.

#### Describing products

#### 2 In each review, the underlined adjectives are in the wrong place. Write the correct words below.

This battery pack can charge anyone's phone  
wherever they are and is 1 reliable – you don't  
need to be a technology expert. It's really 2 cheap  
when you're on holiday and worried your phone  
might run out of power. We tested it 50 times and  
it worked every time, so it's  
definitely 3 handy. At £39, it  
isn't 4 easy to use, but it's well  
worth the money!



- |                      |         |
|----------------------|---------|
| 1 <u>easy to use</u> | 3 _____ |
| 2 _____              | 4 _____ |

This 5 wireless device is great if you like the latest  
technology! To check information, you can either  
ask questions directly, or use the touch screen to  
find what you're looking for. It's 6 high quality, of  
course, so you can put it anywhere you like in your  
room. The sound is really 7 useful, so  
it's great for listening to music. And the  
built-in camera is also very 8 innovative  
for making video calls.



- |         |         |
|---------|---------|
| 5 _____ | 7 _____ |
| 6 _____ | 8 _____ |



## Grammar review

## Past perfect

## 1 Complete the sentences with the correct past simple or past perfect form of the verbs.

- The professor was (be) delighted to find out that his invention had won (win) a prize.
- By the time I \_\_\_\_\_ (arrive) at the laboratory, everyone else \_\_\_\_\_ (finish) their experiments.
- She \_\_\_\_\_ (work) at the university for several years before she \_\_\_\_\_ (make) her first important discovery.
- When he \_\_\_\_\_ (see) the results, he realised that he \_\_\_\_\_ (just/discover) a new kind of clean energy.

## Relative pronouns

## 2 Choose the correct relative pronouns to complete the text.

## Women Inventors

There are a lot of women 1 who/whose/that inventions have changed our lives. Have you heard of their important contributions?

When Margaret Knight worked in a factory in the US in the 1850s, factories were places 2 which/where/that there were a lot of accidents. Margaret designed a device 3 who/that/where made machines much safer to use.

Mary Anderson was an American woman 4 who/whose/that invention has made driving a lot safer. She invented a device 5 where/that/who helps drivers when it's raining – the windscreen wiper!



## Defining relative clauses

## 3 Join the sentences using a defining relative clause.

- Henry Ford was an entrepreneur. His cheap cars allowed more people to have their own car.  
Henry Ford was \_\_\_\_\_
- Nicholas-Jacques Conté was a French scientist. He invented the pencil.  
Nicholas-Jacques Conté was \_\_\_\_\_
- 1825 was the year. The first passenger railway line opened.  
1825 was \_\_\_\_\_

## Round-up

1 2 3 4 5 6 7 8

Read the article. Choose the correct words to complete it.

## Junior Dragons Den

*Junior Dragons Den* is TV competition for young entrepreneurs. Young people 1 which/who/whose have ideas for new products present them to a team of business people. They try 2 persuade/in persuading/to persuade the business people to give them money so they 3 can/could/able to develop their ideas and start 4 sell/are selling/selling their products. The young people 5 had to/have to/could work hard because the business people, or 'dragons', are not easy 6 convincing/convince/to convince. It's important that they know their products well, and they 7 mustn't/don't have to/couldn't make any mistakes with their costs. Sometimes people fail because their ideas aren't very good, and sometimes they fail because they ask for 8 enough/too many/too much money. The competition has been on TV 9 since/for/already a few years now and it 10 has already helped/was already helping/had already helped to fund a lot of successful new products. Have you got 11 too many/enough/a lot imagination and energy to come up with an idea and face the dragons?

## Self-evaluation

Read the objectives for this unit. How well can you do each one? Put a tick (✓).



- |  |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|
| 1 I can talk about science.                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 I can use adjectives to describe products. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 I can use the past perfect.                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 I can use relative pronouns.               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 I can use defining relative clauses.       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 I can understand the purpose of a text.    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 I can listen for information.              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 I can use question tags.                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 I can write a formal letter.               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

If you choose 😞, ask your teacher for extra help.



## Vocabulary

## Describing art and photography

- 1 ☆ Find eight words for describing art in the word square.

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

- 2 ☆☆ Choose the correct words to complete the definitions.

- 1 A **selfie/self-portrait** is a painting that someone does of themselves.
- 2 Someone who is **out of focus/photogenic** always looks good in photographs.
- 3 If a photo **shares/goes viral**, it becomes very popular online and a lot of people look at it.
- 4 If you **add filters/retouch** to a photo, you use special effects to change the appearance.
- 5 A **photoshoot/close-up** is a photo that you take very close to something, so that you can see the details.
- 6 If you **share/edit** a photo, you put it online so that other people can see it.
- 7 If a photo is **in focus/out of focus**, it doesn't look clear, and you can't see the people or things in it very well.
- 8 If you **retouch/share** a photo you change it slightly to improve it.

- 3 ☆☆ Complete the advert for a phone with the words in the box.

lens out of focus photoshoot  
selfie-stick shutter tripod



## Perfect photos every time!

If you're into taking photos, the new TriStar phone is amazing! Easy to use, but also good enough for a professional 1 **photoshoot**. Use the controls to show your subject. The phone will judge the distance, so your photos will never be 2 \_\_\_\_\_. Professional photographers often put their camera on a 3 \_\_\_\_\_ so that it stays completely still while they press the 4 \_\_\_\_\_ and take a photo. With the TriStar phone, you don't need to do this because it's so easy to hold in your hand. You'll get perfect photos every time! It also has an extra zoom 5 \_\_\_\_\_ for making things look bigger, so you can take great close-ups.

**Special offer:** a free 80 cm 6 \_\_\_\_\_ for taking those perfect photos of yourself!

- 4 ☆☆ Complete the forum posts with the correct words and phrases.

There are some amazing places in the world for selfies. What's your best ever selfie?



**Tom66:** My best ever selfie was at the top of Galdhøpiggen – the highest mountain in Norway. I used a 1 **selfie-stick** to hold my phone up high and get a great view of all the mountains behind me. Just before I 2 \_\_\_\_\_ the shutter and took the photo, the sun came out, so the colours are amazing! I didn't have to 3 \_\_\_\_\_ it at all!



**Abi Jones:** I'm not very good at taking photos, so I often add 4 \_\_\_\_\_ to them, to make them look better. But last year I visited Yellowstone National Park in the USA. The scenery is amazing, and we saw a family of bears in the distance. I took a photo of me, with the bears behind me. It's amazing, and the bears are completely in 5 \_\_\_\_\_, so you can see them really clearly. And I look really happy and relaxed!



**JamesJ88:** My best ever selfie was at Niagara Falls in Canada. It's a 6 \_\_\_\_\_ of my face, with the waterfall behind me. I love it because you can see how big and powerful the waterfall is. I 7 \_\_\_\_\_ it online and loads of people liked it, and everyone said I looked very 8 \_\_\_\_\_. That was cool!

- 5 ☆☆☆ Write about your favourite selfie. Where were you? How did you take it?



## The passive present and past; active and passive

### 1 ☆ Tick (✓) the four sentences that have a passive verb.

- 1 This camera was given to me by my uncle. ☒
- 2 He travels all over the world to take photos of the natural world. ☐
- 3 Some nature photographers are followed online by thousands of fans. ☐
- 4 Most people enjoy looking at photos of amazing scenery. ☐
- 5 Some of his best photos were posted online last month. ☐
- 6 Some of his photos are taken at night. ☐

### 2 ☆☆ Choose the correct form of the verbs.

#### Did you know?

The oldest photograph that still exists **1** \_\_\_ in the 1820s. It **2** \_\_\_ the view from the photographer's window.

Early cameras **3** \_\_\_ about 30 minutes to take photo, so people **4** \_\_\_ to sit still all that time!

The first digital cameras **5** \_\_\_ in the 1970s.

Polaroid cameras **6** \_\_\_ popular in the 1970s. They **7** \_\_\_ photos, then they **8** \_\_\_ them for you about five minutes later.

The biggest photo in the world **9** \_\_\_ in 2015. It shows Mont Blanc and would be the size of a football field if it was printed out!

In 2011, someone **10** \_\_\_ a photo in New York for \$4,338,500 – the most expensive photograph ever!

In 2010, the first photograph **11** \_\_\_ to Instagram.

Now, over one billion photos **12** \_\_\_ on social media every day!

- |                |                    |                |
|----------------|--------------------|----------------|
| 1 a is taken   | b <u>was taken</u> | c taken        |
| 2 a shows      | b is shown         | c was shown    |
| 3 a are needed | b needed           | c were needed  |
| 4 a are told   | b told             | c were told    |
| 5 a made       | b are made         | c were made    |
| 6 a became     | b was become       | c were become  |
| 7 a are taken  | b were taken       | c took         |
| 8 a is printed | b was printed      | c printed      |
| 9 a was taken  | b are taken        | c is taken     |
| 10 a is bought | b bought           | c was bought   |
| 11 a uploaded  | b are uploaded     | c was uploaded |
| 12 a is posted | b are posted       | c posted       |

### 3 ☆☆ Write the present or past simple passive form of the verbs in brackets.

- 1 Fewer cameras are sold (sell) nowadays because most people have a camera on their phone.
- 2 This photo \_\_\_\_\_ (take) last year.
- 3 I'd love to study photography, but it \_\_\_\_\_ (not teach) in my school.
- 4 This camera costs £89, but the extra lenses \_\_\_\_\_ (not include) in that price.
- 5 Not many people saw the photos because they \_\_\_\_\_ (not post) online.

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

#### No more selfies with animals?

In wildlife parks all over the world, tourists **1** are offered (offer) the chance to hold a wild animal and take a selfie, and most people **2** \_\_\_\_\_ (love) doing this! A lot of these photos **3** \_\_\_\_\_ (post) online, and other people then **4** \_\_\_\_\_ (search) for them. But recently, warnings **5** \_\_\_\_\_ (introduce) on the social media site Instagram about these 'animal selfies'. The company **6** \_\_\_\_\_ (ask) to do this by wildlife experts. A lot of experts are worried that many wild animals **7** \_\_\_\_\_ (hurt) each year by tourists holding them to take photos. It seems that in some wildlife parks, wild animals **8** \_\_\_\_\_ (keep) in cages and only allowed out to entertain the tourists. Posting the photos online only **9** \_\_\_\_\_ (encourage) these behaviours.

### 5 ☆☆☆ Read the information. Then complete the sentences using passive verbs.

#### 2019 TOWN PHOTOGRAPHER OF THE YEAR COMPETITION

Carlo Rossi from Italy won the top prize. He took photos on several different continents. His photos show normal people doing their daily activities.

The judges gave the prize of Young Town Photographer of the Year to Tamara Easton, from the USA. She took her winning photos in Canada. In one of her photos, we see a boy playing football in the street.

- 1 The top prize \_\_\_\_\_ by Carlo Rossi from Italy.
- 2 His photos \_\_\_\_\_ continents.
- 3 Tamara Easton's winning photos \_\_\_\_\_ in Canada.
- 4 In one of her photos, a boy \_\_\_\_\_.



## Types of art

### 1 ☆ Match pictures 1–6 to the words in the box.

drawing fashion design graffiti art  
painting pottery sculpture



sculpture



### 2 ☆☆ Read what six people say about their art. Complete the type of art that each one is talking about.

I love clothes, and it's really exciting to create clothes that are new and different.

1 f \_ a \_ s \_ h \_ i \_ o \_ n \_ d \_ e \_ s \_ i \_ g \_ n

I always have my camera with me, and I'm always looking for opportunities for great pictures.

2 p \_ \_ \_ t \_ \_ g \_ \_ \_ \_ \_ y

I love building really big works of art in public places. It's great to see so many people enjoying them.

3 i \_ \_ \_ t \_ \_ l \_ \_ \_ \_ \_ n \_ a \_ \_ t

I've always loved books, and I really enjoy working with the text and pictures, to make the pages look attractive.

4 g \_ \_ \_ \_ \_ \_ \_ c \_ d \_ \_ s \_ \_ \_ n

I love the fact that when I have made a picture, I can make lots of different copies of it, using different colours of ink.

5 p \_ \_ \_ \_ \_ t \_ m \_ \_ k \_ \_ \_ g

Some people complain about my work, but I think it makes the city more interesting and colourful.

6 g \_ \_ \_ \_ \_ \_ \_ t \_ i \_ a \_ \_ t

### 3 ☆☆ Write the correct related words to answer the questions in the quiz.

#### How much do you know about art? Test yourself!

- 1 What can you make using your hands on a special wheel? a pot
- 2 What kind of picture uses light to make it? a photograph
- 3 Who uses ink to make lots of copies of the same picture? a printer
- 4 What do you make using a brush and different colours? a painting
- 5 Who plans new ideas for products? a designer
- 6 What can you do with stone to make it into art? You can sculpt it!

### 4 ☆☆ Complete the profiles of three young artists. Use words formed from the word in brackets at the end of each profile.

### Three young artists to watch

Gethin Ceidiog Hughes is a young 1 printmaker and textile artist from Wales. He studied art and 2 design at college in Cardiff. He likes using his 3 skills on materials such as silk. (print)

Cecilia Cassini wanted to become a fashion 4 designer from the age of ten. She enjoys 5 creating clothes that are colourful and stylish. She has won awards for some of her 6 work. (design)

Dimitra Milan started 7 painting at a young age and is now a respected young 8 artist. She uses art to express her feelings, and her 9 works often contain ideas from dreams. (paint)

### 5 ☆☆☆ Complete the sentences about different types of art and artists with your own ideas.

- 1 I'd like to try pottery because it's relaxing.
- 2 I admire people who are creative because they make things that are useful.
- 3 I think sculpting is really difficult because it takes a long time.



## The passive: questions and answers

### 1 ☆ Match questions 1–6 with answers a–f.

- |   |  |
|---|--|
| 1 Who was her dress designed by?        | a It's made of wood.                   |
| 2 Is this Art Festival held every year? | b Yes, it was.                         |
| 3 Are the prints produced in London?    | c It was kept in the museum.           |
| 4 Where was the painting kept?          | d It was designed by Stella McCartney. |
| 5 What is the sculpture made of?        | e Yes, it is.                          |
| 6 Was the installation moved to Paris?  | f Yes, they are.                       |

### 2 ☆☆ Choose the correct words to complete the passive questions.

- Who **this painting was/was this painting** painted by?
- How **pottery made/is pottery made**?
- How **the exhibition is planned/is the exhibition planned** each year?
- Where **were the paintings shown/are the paintings shown** last year?
- How **are the sculptures kept/were the sculptures kept** safe in the museum now?
- Who **was this dress / were this dress** designed by?

### 3 ☆☆ Rewrite the questions in the passive.

- Who built this monument?  
Who was this monument built by?
- Where did they make this sculpture?  
\_\_\_\_\_
- How do they pay for the festival?  
\_\_\_\_\_
- How do they decorate clay pots?  
\_\_\_\_\_
- How did they train artists in the past?  
\_\_\_\_\_
- When did they invent the camera?  
\_\_\_\_\_

### 4 ☆☆ Complete the questions in the interview.

Junk Kouture is a competition that takes place each year for young fashion designers. They have to design exciting new clothes, using only rubbish or waste materials. We answer your questions about the competition.



Q 1 Where is the competition held ?

A The competition is held in Ireland.

Q 2 Who \_\_\_\_\_ to take part?

A All students at schools in Northern Ireland and the Republic of Ireland are invited to take part.

Q 3 How \_\_\_\_\_ ?

A The winners are chosen by online votes.

Q 4 Who \_\_\_\_\_ by last year?

A Last year, the competition was won by a team of students from a school in the Republic of Ireland. They made an amazing dress!

Q 5 What \_\_\_\_\_ from?

A The dress was made from old milk cartons.

Q 6 What other materials \_\_\_\_\_ by the designers?

A A lot of other materials are used by the designers. Some examples are old flags from football matches, old takeaway menus and old egg boxes.

### 5 ☆☆☆ Think of a work of art or photograph that you know. Write three passive questions about it. Then write the answers.

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## An online article

### Graffiti: is it art?

*It seems that wherever you go in cities, it's hard to escape from graffiti – on office buildings, in train stations and even on trains. In most cities, graffiti is a crime, but can it also be an art form? We asked for your opinions.*

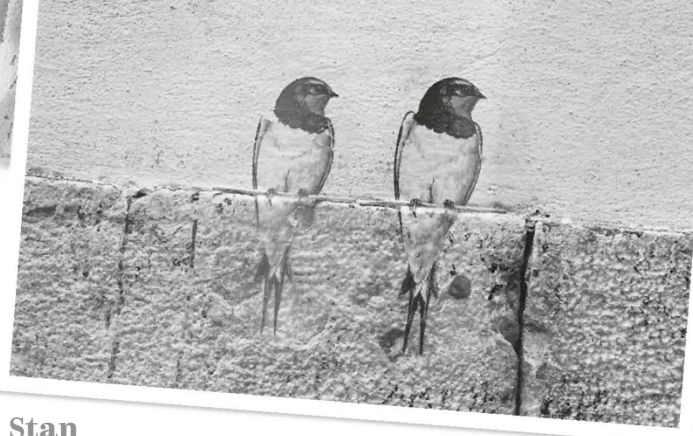
#### Jake

For me, graffiti is definitely a crime. The area where I live in London is always covered in graffiti and it definitely isn't art! It makes buildings look ugly, and it costs a lot of money to clean it off.

I think people should have more respect for other people's property.

#### Alice

I think some graffiti art is amazing! I live in Bristol, and there are some places where people are encouraged to make street art. It's great, and it covers up some horrible grey buildings. Most graffiti artists don't have an art studio, so painting in the street is their only way to express themselves. And they aren't breaking anything, so I think it's great that it's allowed.



#### Stan

In my opinion, graffiti is a really exciting art form. I went to the Upfest festival in Bristol last year. It's the biggest street art and graffiti festival in Europe. Hundreds of graffiti artists paint all over the city. It's fantastic! Some of the paintings are made into prints and sold, and the money is given to charity.

#### Emma

I can see both sides of the argument. Graffiti can be annoying for people if it's on buildings near their home, or if it's just someone's name. These are definitely crimes. But it's important for young people to have places where they can express themselves. I think maybe there should be places where people are allowed to paint original street art.

### Subskill: Preparing to read

Before you read, it is a good idea to look at the images and read the title and think about what the text is about. This will help you understand the text when you read it.

#### 1 ☆ 🔊 12 Read the Subskill. What do you think the article is about? Read and listen to the article to check your answer.

- a suggestions for the best places to see graffiti art
- b different opinions about graffiti in cities
- c the history of graffiti art around the world

#### 2 ☆☆ Read the article again. Which person ...?

- 1 thinks that graffiti makes a city look more interesting. Alice
- 2 has attended a graffiti event. \_\_\_\_\_
- 3 expresses two different points of view.  
\_\_\_\_\_
- 4 mentions unattractive graffiti close to their own home. \_\_\_\_\_
- 5 believes that people should think about the people who own buildings. \_\_\_\_\_
- 6 thinks there should be different rules for different kinds of graffiti. \_\_\_\_\_
- 7 mentions how money is made from graffiti.  
\_\_\_\_\_
- 8 thinks that graffiti doesn't do any damage.  
\_\_\_\_\_

#### fun facts

Most graffiti artists don't sign their name on their work, but they often put the same small drawing or set of letters next to it. This is called their 'tag' and shows that it is their work.

#### 3 ☆☆☆ Answer the questions. For question 5, use your own ideas.

- 1 What two reasons does Jake give for not liking graffiti?

It looks messy and it costs a lot of money to clean off.

- 2 According to Alice, why do artists choose to do graffiti art?

- 3 How does the Upfest festival help charities?

- 4 What solution does Emma suggest?

- 5 Which person do you agree with about graffiti? Why?



## A radio programme

1 ☆ 13 Listen to a radio programme about art. What is different about the works of art they talk about?

- a They are all made from natural materials.
- b They are made from recycled materials.
- c They are taken to different countries around the world.

### Subskill: Listening for detail

Before you listen, think about the kind of information you need for each answer. Is it a number, a date, a name, a nationality, etc.? This will help you to hear the correct information when you listen.

2 ☆☆ Read the notes and match gaps 1–7 to the types of information a–f. Use one of the letters twice.

- |                 |                    |
|-----------------|--------------------|
| a a name        | d objects          |
| b a nationality | e a period of time |
| c a number      | f a place          |



### THE BRUGES WHALE

- a Real name: 1 Skyscraper
- Height: over 2 \_\_\_\_\_ metres
- Made from: plastic that was found in 3 \_\_\_\_\_

### SEVEN WASTED MEN

- By: 4 \_\_\_\_\_ artist Michelle Reader
- Made from: Things they threw away in a period of 5 \_\_\_\_\_

### PORTRAIT OF PRESIDENT OBAMA

- By: 6 \_\_\_\_\_ artist Jane Perkins
- Made from: shells, buttons and different kinds of 7 \_\_\_\_\_

4 ☆☆☆ Answer the questions. For question 5, give your own opinion.

- 1 How much plastic was used to make the Bruges Whale?  
Four thousand kilos of plastic were used.
- 2 Where did the plastic come from?  
\_\_\_\_\_
- 3 How big are Michelle Reader's sculptures?  
\_\_\_\_\_
- 4 Where does Jane Perkins find materials to make her portraits?  
\_\_\_\_\_
- 5 Do you think art is a good way to make people think about the problem of waste? Why?  
\_\_\_\_\_

## Talking about photos

1 ☆ Match 1–6 with a–f to make sentences.

- |                     |                                   |
|---------------------|-----------------------------------|
| 1 I saw your photos | a scroll through them.            |
| 2 Do you want to    | b amazing!                        |
| 3 You can just      | c this one of you!                |
| 4 This one's        | d of your trip to the water park. |
| 5 It looks like     | e have a look at the rest?        |
| 6 I love            | f you're having fun.              |

2 ☆☆ Choose the correct words to complete the dialogue.

Hey, 1 I saw/can I see your photos of the school trip? Joanna said 2 they're/they look like amazing!

Sure. They're on my tablet. Do you want to 3 have/get a look at them all?

Yes, I'd love to.

Here. You can just 4 scroll on/scroll through them.

Thanks. Oh, this one's 5 looks great/great. Where was it taken?

In the café where we went for lunch.

That cake looks 6 really tasty/like really tasty. And I really like this selfie! You 7 look/look like you're really happy!

Yeah. It was an amazing day!

3 ☆☆ Listen again and complete the notes in exercise 2.



## 5 Writing

### An online post

1 ☆ Choose the correct words to complete the sentences.

- Neither Abi or/nor Lucy is interested in fashion.
- There are two photographs, and **both/neither** of them show animals – a horse and a dog.
- We have two sculptures in our garden, but **both/neither** of them is very exciting!
- Both/Neither** Banksy and Os Gemos are famous graffiti artists.

2 ☆☆ Complete the sentences using **both ... and, neither ... nor, both of them or neither of them**.

- Both Cézanne and Monet were French painters.
- Jeff Koons and Antony Gormley are modern sculptors and                      are very popular.
- Rembrandt                      Monet made much money from their art.
- Joe and Simon go to art galleries, but                      knows much about art.

3 ☆☆☆ Write four sentences for an online post comparing two works of art. Say what is similar and different about them. Use **both** and **neither** to say what is similar.

### Super skills

#### COLLABORATION

Be flexible to reach a common goal.

Complete the dialogue with the phrases in the box.

don't mind   first choice   I'd like to   I'll do  
not keen on   second choice   ~~would you prefer~~

- A: So, we need to prepare a presentation about different kinds of art. Tom, which topics  
1 would you prefer ?
- B: 2                      research graffiti art. I'm really interested in that. My 3                      would be pottery.
- C: And my 4                      would be photography. I'm 5                      doing fashion design because I'm not really interested in fashion.
- D: I 6                      doing fashion design. I love clothes!
- A: That's great. And 7                      sculpture!

## 5

### Vocabulary review

#### Describing art and photography

1 Complete the text with the phrases in the box. There are two phrases you don't need.

add a filter   close-ups   colourful   go viral  
~~original~~   out of focus   photogenic   photoshoot  
press the shutter   selfie-stick   tripod

#### How to take the perfect holiday photos



- **Look for something different** Everyone takes photos of the same famous sights. Look for something 1 original that no one has seen before.
- **Get up early!** The early morning light is often beautiful, and people look more 2                      when the light around them is lovely.
- **Don't stand too far away** Take 3                      of people and buildings!
- **Don't move!** If you move just before you 4                      and take your photo, it will be 5                      and the picture won't be clear. Better still, put the camera on a 6                     , to make sure it doesn't move.
- **Think about black and white** Holiday photos don't always have to be bright and 7                     . Why not be creative and 8                      to change a colour photo to black and white?
- **Ask for help** Often asking someone nearby to take a photo of you will look better than a photo you take using a 9                      !

#### Types of art

2 Choose the correct words to complete the definitions.

- A     is a picture that you make using a pencil.  
a painting   b drawing   c print
- A     is someone who makes works of art using stone or wood.  
a sculptor   b potter   c sculpture
- is the skill of creating a picture or pattern and then using ink to put it onto paper or cloth.  
a Prints   b Printmaker   c Printmaking
- is the art of making objects like jugs and bowls.  
a Potter   b Pottery   c Pots
- A     is a picture that is made with paint.  
a painting   b painter   c painted



## Grammar review

### The passive: present and past

- 1 Complete the text with the present or past passive form of the verbs.

### A chance discovery

In 1940, some amazing ancient art **1 was discovered (discover)** in a cave in France. It **2 \_\_\_\_\_ (find)** by four teenagers, who were exploring the area and noticed the cave by chance. When they went in, they were amazed at what they saw. The cave at Lascaux is unusual because the walls **3 \_\_\_\_\_ (cover)** with around 600 pictures of animals and other designs, and all the paintings **4 \_\_\_\_\_ (create)** over 17,000 years ago! The caves **5 \_\_\_\_\_ (open)** to the public in 1948, but unfortunately, the site **6 \_\_\_\_\_ (close)** again a few years later, because the light was damaging the paintings. Now the original paintings **7 \_\_\_\_\_ (keep)** in the dark, but a copy of the cave **8 \_\_\_\_\_ (build)** in 1983, so visitors can continue to experience what it is like to be inside. So now this amazing art from the past **9 \_\_\_\_\_ (see)** by thousands of visitors every year.

### Active and passive

- 2 Choose the correct active or passive form of the verbs to complete the stories.

Sometimes, valuable pieces of art **1 find/are found** by chance. Here are two examples. In 2007, a student in Berlin **2 bought/was bought** an old sofa from a market. When she got home, she **3 discovered/was discovered** a valuable old painting **4 hid/was hidden** inside it. She **5 sold/was sold** the painting for more than \$27,000! In the 1990s, Teri Horton **6 saw/was seen** a painting in a second-hand shop. She thought it was ugly, but she thought her friend might like it, so she **7 decided/was decided** to buy it for her. She paid \$5 for it. Her friend thought it was ugly too, so Horton tried to sell it again for a few dollars. But the painting **8 saw/was seen** by an art teacher, who recognised the style of the artist Jackson Pollock. Experts haven't decided if the painting is a real Jackson Pollock, but if it **9 painted/was painted** by the artist, it could be worth millions of dollars!

## Round-up

1 2 3 4 5 6 7 8

Read the article. Choose the correct words to complete it.



### Amazing ice art

I **1 \_\_\_\_\_** home after visiting the Harbin Ice and Snow Festival in China. It's an amazing festival **2 \_\_\_\_\_** takes place every year. Hundreds of huge sculptures **3 \_\_\_\_\_** out of ice, and people **4 \_\_\_\_\_** from all over the world to see them. There has been an ice festival here **5 \_\_\_\_\_** over 30 years now, and every year the sculptures seem **6 \_\_\_\_\_** more and more beautiful. We spent a whole day there. The weather was really cold, of course, so we **7 \_\_\_\_\_** wear very warm clothes. Luckily, we **8 \_\_\_\_\_** some hot drinks with us. If you go to the festival, make sure you allow **9 \_\_\_\_\_** time to see everything. You need at least half a day – there's **10 \_\_\_\_\_** to see in just an hour or two.

- 1 a have yet returned b already returned  
c have just returned
- 2 a which b who c whose
- 3 a created b are created c was created
- 4 a are coming b don't come c come
- 5 a for b since c before
- 6 a becoming b become c to become
- 7 a had to b have to c must
- 8 a have taken b had taken c were taking
- 9 a enough b too much c a lot
- 10 a too much b too many c not enough

## Self-evaluation

Read the objectives for this unit. How well can you do each one? Put a tick (✓).



- |  |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|
| 1 I can talk about art and photography.                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 I can talk about types of art.                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 I can use the passive.                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 I can use images and captions.                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 I can check what information I need when I am listening. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 I can talk about photos.                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 I can write an online post.                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

If you choose 😞, ask your teacher for extra help.



## Vocabulary

## Transport and travelling

- 1 ☆ Read the clues and complete the crossword with the correct words. Then use the shaded letters to complete the sentence.

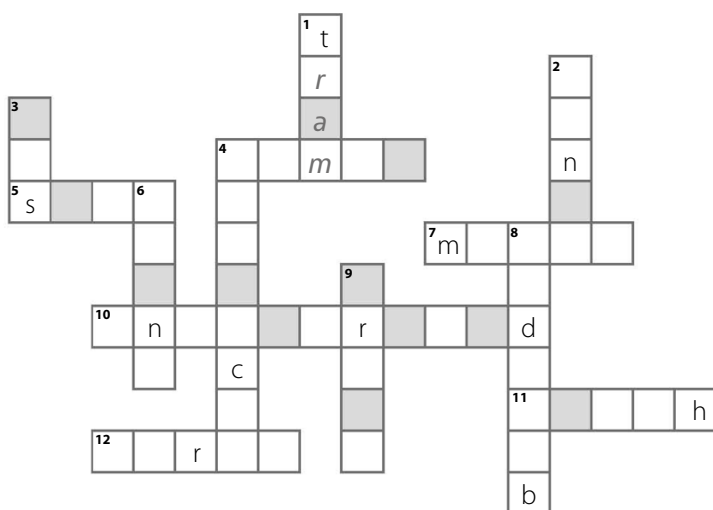
## Down

- 1 This is a kind of bus, but it goes on metal tracks on the road.
- 2 This is a small thin boat that one or two people can ride in.
- 3 This carries lots of passengers by road in a town or city.
- 4 You travel in this to go up a mountain.
- 6 This flies very fast in the air.
- 8 This is a bike that is also a taxi!
- 9 This travels very fast on metal tracks.

## Across

- 4 This animal can carry people in hot countries.
- 5 You travel on this big boat on the sea.
- 7 This is a small motorbike.
- 10 You travel under the ground on this train.
- 11 This is a big bus that travels long distances.
- 12 This is a kind of boat that carries passengers for short distances across water.

Luke wants to travel by h \_\_\_\_\_  
a \_\_\_\_\_ b \_\_\_\_\_.



- 2 ☆☆ Complete the online posts with the words in the box.

afraid of heights out of your comfort zone  
riding sail ~~take a tour~~ tourist sights trip



Beth77: Hi, I'm going to Florida next month. Any ideas for things to do?



DanG: Definitely 1 take a tour of Key West. You can go there by coach, then 2 \_\_\_\_\_ across the ocean in a glass-bottom boat. You'll see some amazing wildlife!



Paula99: Take a 3 \_\_\_\_\_ in a helicopter! Early in the morning is best, and it's great fun 4 \_\_\_\_\_ in a helicopter over all the beaches and islands. Beautiful – but no good if you're 5 \_\_\_\_\_, of course!



HanaT: Everyone wants to visit the main 6 \_\_\_\_\_ like the water parks, but sometimes it's good to get away and do things on your own. It can be exciting to get 7 \_\_\_\_\_ and find out what life is like in the countryside.

- 3 ☆☆☆ Answer the questions for you.

- 1 Which country would you most like to travel to? Why?  
I'd most like to travel to Brazil because I'd love to see the rainforest.
- 2 Which tourist sights in your country would you like to visit? Why?  
\_\_\_\_\_
- 3 What's the longest journey you have ever been on? Where did you go?  
\_\_\_\_\_
- 4 What do you think people look forward to doing when they come back home after a trip?  
\_\_\_\_\_
- 5 What do you think it's a good idea to take with you when you are on your travels? Why?  
\_\_\_\_\_



## Future tenses: review

### 1 ☆ Complete the sentences with the words in brackets in the correct order.

- I might go to Spain next year. (go/might)
- I'm \_\_\_\_\_ my cousins in Italy. (visit/going/to)
- We \_\_\_\_\_ in a big hotel. (stay/won't/probably)
- The trip \_\_\_\_\_ very expensive. (be/not/might)
- You \_\_\_\_\_ some new people. (probably/will/meet)

### 2 ☆☆ Choose the correct words to complete the article.

People have talked about space tourism for a long time, but many people now believe it

**1 will definitely happen/ definitely will happen** soon. Some space travel companies even say they **2 might not send/ are going to send** their first customers into space within the next few years. The flights **3 won't probably be/ probably won't be** very long, and one thing that's certain is they **4 will be/ might be** very expensive! But many people like me hope that in time the price **5 might be/ isn't going to be** low enough for normal people to enjoy the amazing experience of seeing the Earth from space. So I **6 'm not going to plan/ might plan** a trip this year, but I **7 won't start/ might start** saving money for the future, so that one day I can have a holiday of a lifetime!

### 3 ☆☆☆ Answer the questions for you.

- What are you going to do on Saturday?  
I'm going to go shopping with my friends.
- What time will you get home this evening?  
\_\_\_\_\_
- What exercise are you going to do this week?  
\_\_\_\_\_
- Do you think you will ever travel into space?  
\_\_\_\_\_


## Present tenses with future meaning

### 4 ☆ Read and tick (✓) the correct sentences. Do these refer to a future arrangement (A) or a schedule (S)?

- Hurry up! The bus leaves at ten past eight! ☒ S
- What time does the concert start tonight? ☐ \_\_\_\_\_
- I can't see you today. My grandparents come to visit us later. ☐ \_\_\_\_\_

- I'm going to the dentist on Saturday morning, so I can't come to football training. ☐ \_\_\_\_\_
- The gym is closing at four o'clock on Sundays. ☐ \_\_\_\_\_
- Sara is calling me later to tell me all about the party. ☐ \_\_\_\_\_

### 5 ☆☆ Look at the notices and messages. Then complete the sentences with the correct form of the verbs in brackets. Use the present simple or present continuous.

① **Film times**  
ATLANTICADVENTURE 7:30 

Atlantic Adventure starts (start) at 7:30.

② **Saturday** .....  
11:00 *meet Jason*

I \_\_\_\_\_ (meet) Jason at 11 o'clock on Saturday.

③ Sofia  
See you at your house at six!

Sofia \_\_\_\_\_ (come) to my house at six o'clock.

④  **Café opening times**   
9 am - 6 pm

The café \_\_\_\_\_ (open) at nine o'clock.

### 6 ☆☆ Write answers to the questions. Write full sentences.

- What time does school start tomorrow?  
School starts tomorrow at 9:00.
- What are you doing this evening?  
\_\_\_\_\_
- When do your next school holidays begin?  
\_\_\_\_\_
- When are you next seeing your friends outside school?  
\_\_\_\_\_



## Extreme adjectives

### 1 ☆ Complete the adjectives in the table.

Normal adjectives	Extreme adjectives
bad	1 <i>awful</i>
2 t	exhausted
big	3 h
4 s	tiny
cold	5 f
6 t	delicious
old	7 a
8 h	delighted
nice	9 a
10 m	unforgettable

### 2 ☆☆ Choose the correct adjectives in Ana's blog post.

I'm really 1 **awful/delighted** because tomorrow I'm visiting the site of the Tierradentro, to see the 2 **ancient/delicious** underground buildings. There are 3 **huge/tiny** mountains all around, and everyone says the views are 4 **exhausted/amazing**! There's no snow at the moment, so I hope it will be warm – I guess it's 5 **freezing/delighted** in the winter! We have to walk quite a long way to get there, so I hope I won't be 6 **ancient/exhausted** when we arrive. I'm going to be really careful and not drop even a 7 **tiny/huge** bit of rubbish – I think it's 8 **unforgettable/awful** when people don't look after these great historical sites. I'm looking forward to the trip and I'm sure it will be an 9 **awful/unforgettable** experience. And I can't wait to have a 10 **delighted/delicious** meal back in our hotel in the evening! I'll post some photos tomorrow!



### 3 ☆☆ Choose the correct answers to complete Ana's sentences after her trip.

- The walk to the site was \_\_\_\_\_.  
a absolutely bad      b very awful  
c absolutely awful
- I was \_\_\_\_\_ when we got to the site.  
a really tired      b very exhausted  
c quite exhausted
- But the views of the mountains were \_\_\_\_\_.  
a very amazing      b really amazing  
c absolutely nice
- The site is \_\_\_\_\_.  
a very big      b quite huge  
c very huge
- I was \_\_\_\_\_ to be there.  
a very delighted      b absolutely happy  
c really happy
- The experience was \_\_\_\_\_.  
a absolutely memorable  
b absolutely unforgettable  
c very unforgettable

### 4 ☆☆☆ Think about an interesting place that you visited, or a trip you enjoyed. Write five sentences about it. Use a normal or extreme adjective in each sentence, and use the adverbs in the box.

absolutely    quite    really    very

*I had a really amazing day with my friends last summer!*

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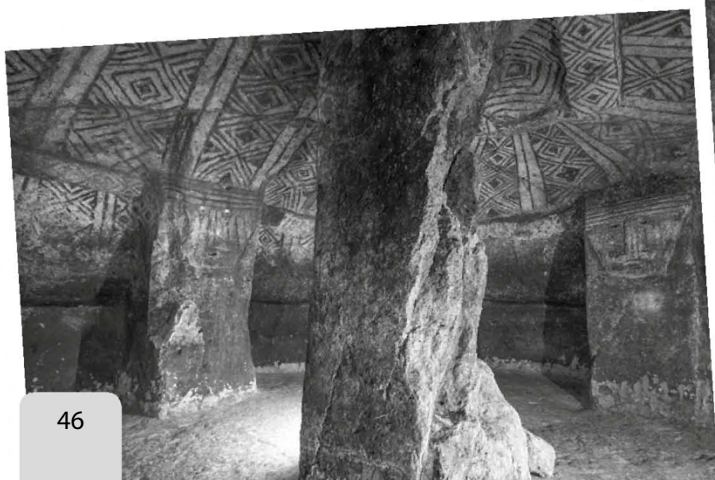
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## Future continuous

### 1 ☆ Match 1–5 with a–e to make sentences.

- |   |                     |
|---|---------------------|
| 1 I'll be quite busy                    | a ten o'clock.      |
| 2 I'll be getting up early on           | b the afternoon.    |
| 3 I'll be meeting my friends in town at | c I get home.       |
| 4 I'll be playing football in           | d next weekend.     |
| 5 I'm sure I'll be tired when           | e Saturday morning. |

### 2 ☆ Tick (✓) the three sentences with correct future continuous verbs.

- On Saturday morning, I will be travelling to Rome with my family. ☒
- I hope the sun will shining. ☐
- I'm only going for the weekend, so I won't be take much luggage. ☐
- On Saturday afternoon, we will be visiting some of the tourist sights. ☐
- I've lost my phone, so I won't be taking many photos. ☐
- How about you. What you will be doing? ☐

### 3 ☆☆ Complete what the people say about how they will be celebrating their birthday this year. Use the future continuous form of the verbs in the box.

go have not do not feel sit  
spend travel visit

I 1 'll be going to a water park with my friends. I can't wait!

I 2 \_\_\_\_\_ on a beach because my birthday is in the summer holidays! 😎

I 3 \_\_\_\_\_ anything on my birthday because I have two exams that day. But I 4 \_\_\_\_\_ some time in Europe with my friends in our summer holidays!

I'll be with my family, but I 5 \_\_\_\_\_ very excited because we 6 \_\_\_\_\_ home from our holidays. A birthday on the plane! 😞

I 7 \_\_\_\_\_ a meal with my family in my favourite restaurant! Delicious!

I 8 \_\_\_\_\_ my uncle and aunt in New York. A birthday in the big city!

### 4 ☆☆ Complete the blog post with the words in the box. There are two words you don't need.

after at in (x2) last ~~next~~ on when



I can't wait for 1 next weekend! My exams will be over, so I'm planning a celebration barbecue with some friends. The barbecue will be 2 \_\_\_\_\_ Saturday evening, starting 3 \_\_\_\_\_ six o'clock. I'll be busy all day. I'll be shopping for food 4 \_\_\_\_\_ the morning, then I'll be getting everything ready 5 \_\_\_\_\_ the afternoon. So hopefully, 6 \_\_\_\_\_ everyone arrives, we'll all be able to relax and have fun!



### 5 ☆☆☆ Write sentences about how you will be celebrating your birthday this year. Write about things that you will and won't be doing.

I'll be seeing all my friends.

I won't be doing any homework!

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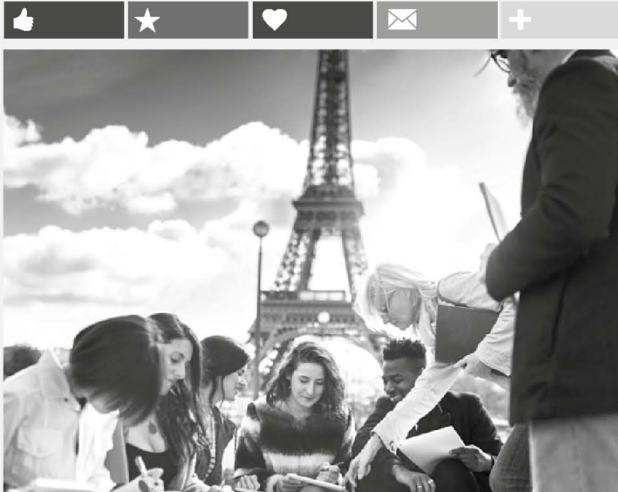
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## An online magazine article



Most people would love to travel the world, but it isn't easy if you're young and you don't have much money. However, there is one way that young people can travel easily and cheaply – through school exchange programs. These allow you to spend time in another country, living with a family and going to school. We asked three young people to tell us about their experiences.

## fun facts

Learning to speak Mandarin Chinese is not too difficult, but to read and write, you need to learn over 2,000 different characters!

Jade, 15

From: the USA Visited: China

I spent four weeks in China last year. **1** The school day is longer than in the USA, and I found it really difficult to understand people, especially in the first week. But **2** the family I stayed with were amazing, and I got on really well with their daughter, Lee Chung, who's the same age as me. She's going to come and visit me here later this year, and I can't wait!

Alejandro, 14

From: Spain Visited: the UK

The best thing about my three weeks in England was improving my English – I'm much more confident about speaking now. Although **3** England isn't very far from Spain, I think the way of life is very different there. **4** I think living in another country really opens your eyes to other cultures. I've got lots of English friends now, and I'll definitely go back next year to see them again.

Dale, 15

From: the UK Visited: France

**5** A school exchange is much more memorable than a holiday. As a tourist, all you see is the tourist sights, but you're outside the culture. The great thing about an exchange is that you really experience the life and culture of a country. I only stayed for two weeks, but I learnt so much and made friends for life – and I learnt that **6** French cheese is really tasty!

## 1 ☆ Skim the text quickly. Choose the best title.

- a How to plan your school exchange visit
- b A great way to travel and learn
- c Three reasons to avoid school exchanges

## 2 ☆☆ 14 Read and listen to the article. Write Jade, Alejandro or Dale.

- 1 Who is going to visit the same country again?  
Alejandro
- 2 Who had problems with the language at first?  
\_\_\_\_\_
- 3 Who thinks that on a normal holiday you don't see what life is like in a country? \_\_\_\_\_
- 4 Who is going to receive a visit from their new friend? \_\_\_\_\_
- 5 Who thinks they will remain friends with people they met for a long time? \_\_\_\_\_
- 6 Who thinks the main advantage of their stay was learning to speak the language better?  
\_\_\_\_\_

## ► Subskill: Identifying opinions

To give their opinion, writers sometimes use expressions like *I think ...*, or adjectives that express opinions, e.g. *great, fun, exciting, boring*.

## 3 ☆☆ Read the Subskill. Look at the highlighted parts of the text. Are they facts or opinions?

- |                        |                |
|------------------------|----------------|
| 1 <u>fact</u> /opinion | 4 fact/opinion |
| 2 fact/opinion         | 5 fact/opinion |
| 3 fact/opinion         | 6 fact/opinion |

## 4 ☆☆☆ Answer the questions.

- 1 How long was Jade's visit to China?  
four weeks
- 2 What is Jade looking forward to?  
\_\_\_\_\_
- 3 How does Alejandro feel about using English now?  
\_\_\_\_\_
- 4 What does Dale think is the main advantage of school exchanges?  
\_\_\_\_\_



## A conversation

1 ☆ 15 Listen to part of a radio programme about travel. Which question are the people discussing?

- a What advantages can tourism bring to wild places?
- b Should we limit the number of tourists who visit wild places?

2 ☆☆ Listen again. Choose the correct answers.

- 1 According to James, the people who visit wild places like Antarctica
  - a don't think about the problems it causes for the environment.
  - b don't really care about the environment.
- 2 The number of tourists to Antarctica is limited
  - a by a new law.
  - b by the weather.
- 3 According to James, the biggest problem in the Galapagos Islands comes from
  - a pollution in the sea from ships that bring visitors.
  - b waste that tourists leave on the islands.
- 4 According to James, tourism
  - a doesn't usually help local farmers.
  - b often provides money for local people.
- 5 James believes that tourism in wild places
  - a should be stopped completely.
  - b should be controlled.

### Subskill: Following a conversation

Listen for words that the speakers use to introduce important points. These will help you follow the general meaning of the conversation and identify key points.

3 ☆☆ Choose the correct words to complete the sentences. Listen again and check.

- 1 Today we're talking about wild places like example Antarctica.
- 2 **Good example/Basically**, more and more people are attracted to these places.
- 3 **Like/So**, a lot of people want a new law to limit the number of tourists each year.
- 4 But **for example/apparently**, tourists create problems there, don't they?
- 5 A **good example/for example** is Easter Island.

4 ☆☆☆ Answer the questions.

- 1 According to James, why do more and more people want to visit places like Antarctica and the Galapagos Islands?  
*They want to visit these places because they are very beautiful.*
- 2 What kind of damage do tourists do in the Galapagos Islands?
- 3 Why doesn't tourism help local people?
- 4 According to James, what is the benefit of tourists visiting wild places?

## Buying tickets

1 ☆ Who says these phrases? Write TA (Ticket Agent) or C (Customer).

- 1 Can I help you? TA
- 2 Are you paying cash or card? \_\_\_
- 3 How much is it? \_\_\_
- 4 Are you travelling now? \_\_\_
- 5 Single or return? \_\_\_
- 6 How long does it take? \_\_\_

2 ☆☆ Complete the dialogue with the expressions from exercise 5.

Good morning. 1 Can I help you?

Yes. I'd like two tickets for the bus to the city centre, please.

Of course. 2 \_\_\_\_\_

Yes, we'd like to get on the next bus.

That's fine. 3 \_\_\_\_\_

Return, please. We're coming back this afternoon. 4 \_\_\_\_\_

About 15 minutes. And the buses leave every half hour.

That's great, thanks. 5 \_\_\_\_\_

The tickets are £2.50 each, so that's £5. 6 \_\_\_\_\_

Cash, please. Here you are.



## 6 Writing

### An opinion essay

#### 1 ☆ Match 1–5 with a–e to make phrases for giving opinions.

- |               |                |
|---------------|----------------|
| 1 I think     | a can see, ... |
| 2 In my       | b me that ...  |
| 3 It seems to | c sure if ...  |
| 4 As far as I | d opinion, ... |
| 5 I'm not     | e that ...     |

#### 2 ☆☆ Answer the questions with your own opinions and give reasons.

- Are reviews on travel websites useful?  
\_\_\_\_\_
- Is it difficult for young people to travel?  
\_\_\_\_\_
- What do you think you can learn from travelling?  
\_\_\_\_\_

#### 3 ☆☆☆ Write a paragraph giving your opinions about travel programmes on TV.

### Super skills

#### CREATIVITY

#### Using visuals

Choose the correct words to complete the dialogue.

- A:** So, we're doing a project on unusual forms of transport. Any suggestions?
- B:** In some countries, animals are used for transport. **1 Let's/ Shall** find some photos on the internet!
- A:** Good idea! We **2 could/ would** cut and paste photos of the most unusual ones.
- B:** **3 How/ Why** shall we make our presentation look really attractive?
- A:** How about **4 include/ including** a big map in the centre with the photos around it?
- B:** Great. **5 Shall we/ We shall** use a different colour and font for each country?
- A:** Good idea! **6 Let's/ How about** getting together this afternoon to start it?



## 6

### Vocabulary review

#### Transport and travelling

#### 1 Complete the reviews with the words in the box. There are two words you don't need.

by canoe comfort drive jams ride  
set off sights tram trip



If you go to Morocco, you should definitely travel **1** by land rather than flying, so you can see the amazing countryside. And if you want to experience the desert, why not **2** \_\_\_\_\_ over the sand on a camel? They really are amazing animals! It's best to **3** \_\_\_\_\_ early, before the sun gets too hot. You'll probably be out of your **4** \_\_\_\_\_ zone at first, but just try to relax and enjoy the experience!

If you're visiting Yellowstone National Park, why not take a **5** \_\_\_\_\_ down one of the rivers in a **6** \_\_\_\_\_? There's nothing like the feeling of moving slowly across the water! It's nice to get away from the busy tourist **7** \_\_\_\_\_ that are always so crowded with people, and it's better than going by road because you know there won't be any traffic **8** \_\_\_\_\_!

#### Extreme adjectives

#### 2 Complete the text with the adjectives in the box.

amazing delicious ~~delighted~~ exhausted  
huge small unforgettable

### A two-day birthday?

Most people enjoy their birthday and would be absolutely **1** delighted if it could last a bit longer than normal. But some people go to a really **2** \_\_\_\_\_ amount of effort to achieve this. The way to create your own **3** \_\_\_\_\_ and extra-long birthday is to travel in a plane across different time zones, from New Zealand to Hawaii. If you do this, your birthday can last for 48 hours! This sounds absolutely **4** \_\_\_\_\_, but don't forget that you will spend the whole time in a plane, where the seats are quite **5** \_\_\_\_\_ and the food might not be **6** \_\_\_\_\_! And you will probably feel absolutely **7** \_\_\_\_\_ when your journey finally ends!



## Grammar review

### Future tenses

- 1 Choose the correct words to complete what the people say about their travel plans.

I'd love to visit Antarctica, but I think it  
1 might be/going to be too cold for me!

I 2 'm going/will to visit my uncle  
in Mexico next year – I'm so excited!

My school exchange trip to China is in three  
weeks – I'm sure it 3 will/might be amazing!

I 4 will definitely/definitely will visit  
the Eiffel Tower when I'm in Paris.

There are some amazing tourist sights in New  
York, but we 5 won't probably/probably won't  
have time to see them all!

### Present tenses with future meaning

- 2 Complete the sentences with the correct form of the verbs. Use the present continuous or present simple with future meaning.

- Joe is meeting (meet) his friends in town at two o'clock.
- They are going (go) shopping together.
- At four o'clock, they are having (have) a meal in a pizza restaurant.
- The bus to the cinema leaves (leave) at five thirty.
- The film starts (start) at six o'clock.

### Future continuous

- 3 Write sentences using the future continuous. There is one word in each prompt that you don't need.

- I / raining / won't / hope / it / be / tomorrow / being / .  
I hope it won't be raining tomorrow.
- play / I / be / football / playing / will / tomorrow / .  
\_\_\_\_\_
- my / won't / grandparents / be / don't / on / holiday / coming / with / us / .  
\_\_\_\_\_
- what / you / Saturday / do / be / on / doing / will / ?  
\_\_\_\_\_

## Round-up

1 2 3 4 5 6 7 8

Read the article. Complete it with one word in each space.



### Green flying?

There are a lot of people 1 who want to travel, but don't want to damage the environment. At the moment, a lot of pollution 2 \_\_\_\_\_ caused by planes. This is because the planes 3 \_\_\_\_\_ carry us use oil for fuel, and this is bad for the environment. In the past, scientists were 4 \_\_\_\_\_ able to find cleaner fuels, but now many people believe that in a few years we will 5 \_\_\_\_\_ flying in electric planes, or even planes that use energy from the sun. Some companies 6 \_\_\_\_\_ already developed small electric planes, but it 7 \_\_\_\_\_ probably take a few more years to produce larger passenger planes. Scientists believe it will be possible 8 \_\_\_\_\_ develop planes that are cleaner and better for the environment 9 \_\_\_\_\_ the ones we use now. They also hope that this kind of travel won't cost too 10 \_\_\_\_\_ money. So, it seems that maybe you don't 11 \_\_\_\_\_ to worry about being a tourist in the future. Hopefully, in a few years you can plan which exciting places you 12 \_\_\_\_\_ going to visit, without worrying about the environment.

## Self-evaluation

Read the objectives for this unit. How well can you do each one? Put a tick (✓).



- |   |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|
| 1 I can talk about travel.                                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 I can use extreme adjectives.                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 I can use <i>will, might</i> and <i>be going to</i> .         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 I can use present tenses with a future meaning                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 I can use the future continuous.                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 I can recognise the difference between a fact and an opinion. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 I can identify the important points in a dialogue.            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 I can buy tickets and arrange to travel.                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 I can use different phrases to give my opinion in an essay.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

If you choose 😞, ask your teacher for extra help.



## Vocabulary

## IT; technology

## 1 ☆ Match the words in the box to definitions 1–6.

app instant messaging password privacy  
social networking video games

- You can use this small computer program on your phone, for example to play a game. app
- These settings help to protect and keep your information secret online. \_\_\_\_\_
- Don't tell people this word or set of numbers, or they can get into your computer. \_\_\_\_\_
- You can play these on a computer. \_\_\_\_\_
- These sites are places where people can chat and share photos. \_\_\_\_\_
- You use this to write to your friends using your phone or computer. \_\_\_\_\_

## 2 ☆☆ Match 1–6 with a–f to make technology phrases.

- |          |   |
|----------|---|
| 1 send   | a your phone                              |
| 2 tag    | b some photos to a social networking site |
| 3 check  | c a text to a friend                      |
| 4 upload | d your profile                            |
| 5 delete | e a friend in a photo                     |
| 6 update | f a post that you aren't happy with       |

## 3 ☆☆ Complete the tips for staying safe online with the verbs in the box. There is one verb you don't need.

change install post report send ~~set~~

## Stay safe online!

Follow these top tips to keep you safe online.

- 1 Set a strong password and don't write it down anywhere!
- 2 \_\_\_\_\_ the privacy settings on sites that you use regularly, so that only people you trust can see your posts.
- Viruses are a big problem online. 3 \_\_\_\_\_ anti-virus software to keep your computer safe.
- Never give your address, phone number or other personal details when you 4 \_\_\_\_\_ comments online.
- Remember, if you have any problems, you can 5 \_\_\_\_\_ them, to keep yourself and other people safe.

## 4 ☆☆☆ Complete the dialogues with the correct words and phrases.

Jade

The trip to the Science Museum was great, wasn't it?

Anna

Yeah. I'm going to upload some 1 photos. There's a great one of you. Is it OK if I 2 \_\_\_\_\_ you in it?

Dean

Help! I think I've got a virus on my computer! ☹

Jade

You need to install some anti-virus 3 \_\_\_\_\_ immediately! And 4 \_\_\_\_\_ your phone – you can get viruses on your phone, too!

Dylan

I keep getting really annoying comments on my photos from people I don't know!

Sara

You need to change your 5 \_\_\_\_\_, so people you don't know can't see your photos. And if it doesn't stop, you should 6 \_\_\_\_\_ the problem.

## 5 ☆☆☆ Answer the questions.

- Do you think it is important to change your privacy settings regularly? Why?  
\_\_\_\_\_
- How often do you upload photos of friends?  
\_\_\_\_\_
- Would you ever ask someone to delete a photo of you? Why?  
\_\_\_\_\_
- How important is it to have anti-virus software? Why?  
\_\_\_\_\_



## First and second conditional

### 1 ☆ Read and tick (✓) the correct sentences.

Do these use the first or second conditional?

- 1 You'd get better exam results if you revised more!  
☒ second
- 2 I'll call you if I needed help with my computer.  
☐ \_\_\_\_\_
- 3 If you upload good photos, you'll get lots of likes.  
☐ \_\_\_\_\_
- 4 If I didn't enjoy video games, I wouldn't play them!  
☐ \_\_\_\_\_
- 5 Jack wouldn't be very happy if you break his phone!  
☐ \_\_\_\_\_
- 6 If you don't like the photo, I'll delete it.  
☐ \_\_\_\_\_

### 2 ☆☆ Match 1–6 with a–f to make first and second conditional sentences.

- |   |          |
|---|----------|
| 1 What would you do                       | <u>d</u> |
| 2 I'll be really happy                    | _____    |
| 3 If I had lots of free time,             | _____    |
| 4 If I practise more,                     | _____    |
| 5 Your friends won't be pleased           | _____    |
| 6 If I lost my phone,                     | _____    |
| a I'll get into the school football team. |          |
| b I'd lose all my music and photos too!   |          |
| c if you tag them in awful photos.        |          |
| d if you won the gaming competition?      |          |
| e if I get a new tablet for my birthday.  |          |
| f I'd write a regular blog.               |          |

### 3 ☆☆ Complete the dialogues about gaming with the correct form of the verbs.

Look, I'm entering this gaming competition.

Really? What will you get if you 1 win (win)?

A new X-box.

Cool! I'd definitely enter gaming competitions if I 2 \_\_\_\_\_ (be) good enough!

3 \_\_\_\_\_ (you/look) online if you wanted to solve a problem in a computer game?

No. I think if you keep trying, you 4 \_\_\_\_\_ (find) the answer yourself in the end!

You're doing really well in this game now.

I know. If I 5 \_\_\_\_\_ (find) three more coins, I'll move to the next level. But it would be quicker if I 6 \_\_\_\_\_ (have) a better controller. This one is so old!

Look, ICE London is on next month.

Is that the really big gaming event?

Yes. I 7 \_\_\_\_\_ (go) to it if it wasn't the same weekend as the school trip!

Me too. Maybe we can go to one later in the year if we 8 \_\_\_\_\_ (be) free.

### 4 ☆☆☆ Complete the second sentence so it has a similar meaning to the first. Use the word in brackets.

- 1 I'll only text you if I hear from Max.  
I won't text you unless I hear from Max . (unless)
- 2 I wouldn't report a problem unless it was serious.  
I'd \_\_\_\_\_ . (if)
- 3 You won't get better at the video game unless you practise.  
You won't \_\_\_\_\_ . (if)
- 4 I'd only buy a new laptop if my old one was broken.  
I wouldn't \_\_\_\_\_ . (unless)
- 5 You'll get a virus on your computer if you don't install anti-virus software.  
You'll \_\_\_\_\_ . (unless)

### 5 ☆☆☆ Complete the first and second conditional sentences with your own ideas.

- 1 If I don't have much homework at the weekend,  
I'll play video games with my friends .
- 2 If I needed a new laptop,  
\_\_\_\_\_ .
- 3 I'll be disappointed if  
\_\_\_\_\_ .
- 4 I'd change my privacy settings if  
\_\_\_\_\_ .
- 5 If I sell some of my old things online,  
\_\_\_\_\_ .



## Phrasal verbs: screen-life balance

### 1 ☆ Choose the correct words to complete the sentences.

- I sometimes forget to log **away/off** when I've finished using my laptop.
- Who does George usually **meet/hang** out with at the weekends?
- Are you going **away/up** on holiday this year?
- I never **switch/sign** out of social media sites.
- Shall we meet **out/up with** Max on Saturday?
- Don't spend all your time doing homework – you need to **chill/rest** out sometimes!
- Sara wants to take **up/off** running this year.
- Please **switch/sign** your phone off and put it away!

### 2 ☆☆ Complete the sentences with the phrasal verbs in the box. There are two phrasal verbs you don't need.

chill out   go away   meet up with   ~~print out~~  
sign out   switch off   take up   work out

- I always read things online. I never print out documents to read.
- How often do I need to \_\_\_\_\_ at the gym to get fit quickly?
- Great! No homework tonight, so I can just \_\_\_\_\_ and relax!
- I've bought some running shoes because I'm going to \_\_\_\_\_ running.
- I can't wait for the summer, so I can \_\_\_\_\_ on holiday to the beach!
- Are you going to \_\_\_\_\_ Sam this weekend?

### 3 ☆☆ Complete the sentences. Use the phrasal verbs in brackets and a suitable pronoun if necessary.

- I couldn't read the document very easily on the screen, so I printed it out. (**printed out**)
- All my friends were at the cinema, so I decided to \_\_\_\_\_ there. (**meet up with**)
- We just \_\_\_\_\_ at home all day! (**chilled out**)
- I didn't need my phone, so I \_\_\_\_\_. (**switched off**)
- I always feel better when I've \_\_\_\_\_ at the gym. (**worked out**)
- Jack's really good at football although he only \_\_\_\_\_ a few months ago! (**took up**)

- I don't know Ana very well, but my sister \_\_\_\_\_ a lot. (**hangs out with**)
- I use my social media sites all the time, but I never \_\_\_\_\_. (**sign out of**)

### 4 ☆☆☆ Complete the tips for relaxing with one word in each space.



## Top ways to relax

We all know that it's good to relax, and you don't need to go **1** away on holiday to find ways to slow down and forget about everything.

**EXERCISE:** Most people feel calmer and more relaxed after **2** \_\_\_\_\_ out at the gym. If you don't enjoy the gym, why not **3** \_\_\_\_\_ up a sport? All forms of exercise produce chemicals in the body which help you to relax.

**SOCIAL TIME:** Meeting **4** \_\_\_\_\_ with friends is a great way to feel calm and happy. And it doesn't have to cost a lot of money. Just chilling **5** \_\_\_\_\_ for an hour or two with a group of friends can really improve your mood, especially if you're having fun together.

**SCREEN-FREE TIME:** We all spend too much time online, and it stops us from sleeping well. Set a time to **6** \_\_\_\_\_ out of your social media sites each evening, and switch **7** \_\_\_\_\_ your phone when you go to bed.

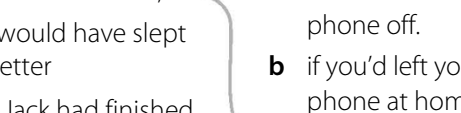


### 5 ☆☆☆ Answer the questions about you. Use phrasal verbs in your answers.

- How often do you work out?  
I work out once or twice a week.
- Which sport would you like to take up? Why?  
\_\_\_\_\_
- Where do you usually meet up with your friends?  
\_\_\_\_\_
- What do you do when you want to chill out?  
\_\_\_\_\_
- Where would you most like to go away on holiday? Why?  
\_\_\_\_\_



**1** ☆ Match 1–5 with a–e to make third conditional sentences.

- 

<b>1</b>	If I'd seen Marta,	<b>a</b>	if I'd switched my phone off.
<b>2</b>	I would have slept better	<b>b</b>	if you'd left your phone at home?
<b>3</b>	If Jack had finished his homework earlier,	<b>c</b>	I would have told her about the party.
<b>4</b>	Would you have enjoyed the holiday more	<b>d</b>	if you'd looked after it.
<b>5</b>	Your phone wouldn't have broken	<b>e</b>	he would have met up with us.

1 We would have had a barbecue if it had been sunny.

 $F$ 

- 2** If I hadn't spent so long chatting online, I would have got good exam results.

I spent a lot of time chatting online, so I didn't get good exam results.

- 3** I would have bought some new shoes if I'd had more money.

I didn't have much money, so I didn't buy any new shoes.

- 4** If Danny had called me, I would have met up with him.

I met up with Danny after he called me.

- 5 My dad would have paid for the tickets for the gaming event if I'd asked him.

I asked my dad to pay for the tickets and he agreed.

- 6 She wouldn't have been upset if you'd talked to her.

You didn't talk to her, so she was upset.

## What's your most embarrassing moment?



**Spaceman:** I was waiting for a friend, but she was late. When my phone rang, I didn't look at the name, but just said angrily, 'Where are you?' Of course, if I **1 looked/'d looked** at the name, I **2 wouldn't answer/wouldn't have answered** in that way! It was my grandma, and she wasn't very pleased!



**Not sure:** I went bowling with some friends. I picked up the ball and ran forwards. I

**3 would have done/did** well if I **4 took/'d taken** my hand off the ball at the right moment. But instead, I held onto it and fell over!



**EmmaTT:** I took part in a fashion show at my school. I wanted to look tall, so I wore shoes with really high heels. You guessed it! I fell over on the stage. If I **5 wouldn't have worn/hadn't worn** those shoes, I **6 had looked/would have looked** a lot more stylish!



**Sabina33:** I was at the coast with a friend last summer. We were sitting on some rocks chatting, and we forgot about the time. When we looked, there was water all around us! Luckily, some people arrived in a small boat. We **7 had got/ would have got** very wet if they **8 hadn't been/ wouldn't have been** there!

**1** My music was very loud, so I didn't hear my phone.

I would have heard my phone if my music hadn't been so loud.

- 2** I wasn't bored on holiday because I had my tablet with me.

If \_\_\_\_\_  
bored on holiday.

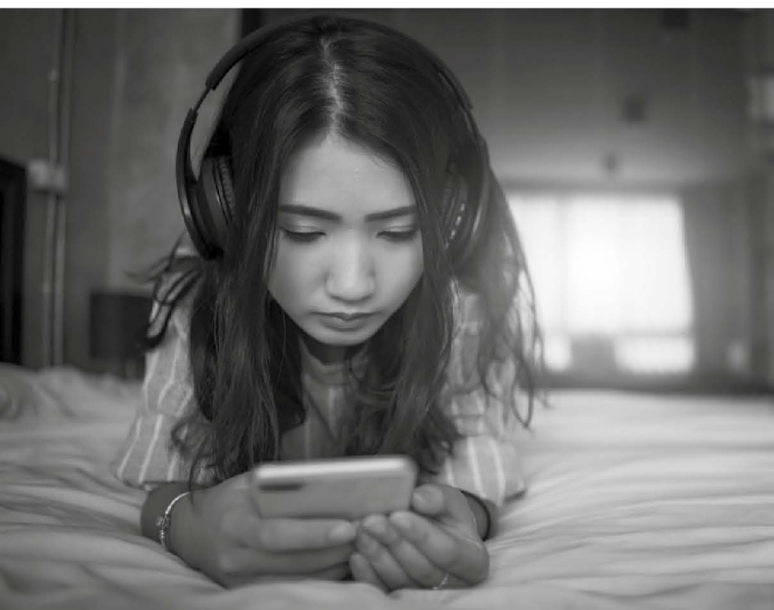
- 3** My phone was out of battery, so I didn't get her message.

I \_\_\_\_\_  
out of battery.

- 4 I logged on to the site, so I saw the photo.

If I \_\_\_\_\_  
the photo.

**5** ☆☆☆ Look at the forum posts in exercise 3 again. Then write your own forum post about an embarrassing moment you had. Use the third conditional.





## An article

# Follow me – and buy this!

Would you choose to buy a particular brand of jeans if your favourite social media star told you how amazing **1 they** were? A lot of us would probably answer 'yes'!

We all love following people on social media sites such as Instagram. It's great to see the fun photos and videos. But how do we know when a social media post is really an advertisement?

There are thousands of companies that want to advertise their products to teenagers. The problem **2 they** face is that many young people don't watch TV, and they don't buy magazines either. **3 These** were the traditional ways of advertising to young people in the past. So now companies have started to look for new ways to reach young customers. Social media offers a very effective way to do **4 this**, by using 'influencers'. **5 These** are people who have a large number of followers on social media, and can persuade or 'influence' their followers. Companies are willing to pay teen influencers to show their products because they have found it is the best and simplest way for them to advertise to young people.



And this kind of advertising works. Take the example of the gaming app Bejeweled. The company paid a few well-known and popular influencers to share photos of themselves playing the game, using the hashtag #shinyplace. These people encouraged their followers to post similar photos of themselves, and within a month, millions of people had bought the app.

So, how can you tell the difference between a simple post and an advertisement? The answer is to look carefully at the hashtags. Influencers should use the hashtags #ad, #sponsored or #freebie if they have received money or free goods in return for their post. You can then use this information to help you decide if you really want to buy.

### 1 ☆ 🔊 16 Read and listen to the article. Choose the best summary.

- a The article explains what social media influencers are, and suggests some interesting influencers that people should follow.
- b The article discusses how companies use social media influencers to sell products, and explains how to know if a social media post is an advertisement.

### 2 ☆☆ Read the article again. Choose the correct answers, according to the text.

- 1 The writer thinks that ...
  - a a lot of people would buy clothes if a social media star said they were good.
  - b most social media influencers are keen to talk about their clothes.
- 2 A lot of young people ...
  - a don't watch TV, but they buy magazines.
  - b neither watch TV nor buy magazines.
- 3 Social media is ...
  - a a good way for companies to advertise.
  - b not as effective as advertising on TV.
- 4 Influencers ...
  - a want to use advertising to get new followers.
  - b have a lot of followers on social media.
- 5 The article advises people to ...
  - a look at the hashtags to find out if a post is an advert.
  - b read information online to help them decide whether to buy something.

fun facts

In total, over their whole life, the average person will spend over five years on social media!

### Subskill: Reference words

To understand who or what a reference word refers to, read the whole sentence the word is in, and read the previous sentence if necessary.

### 3 ☆☆ Read the Subskill. Look at the bold words in the article. Match the words to the person or thing it refers to.

- a reach young customers
- b social influencers
- c some jeans
- d TV and magazines
- e companies

1 c 2    3    4    5   

### 4 ☆☆☆ Answer the questions. For question 3, use your own ideas.

- 1 Why are people who are popular on social media called 'influencers'?
- 2 How did the company advertise their new gaming app Bejeweled?
- 3 Do you think it's important to know if a social media post is an advert? Why/Why not?



## A radio programme

- 1 ☆ 🎧 17 Listen to a radio programme about digital detoxes. Choose the correct answers.



- 1 If you do a digital detox, you ...
  - a stop using your phone or use it less for a while.
  - b get rid of your phone completely.
- 2 At the beginning, the presenter feels ... at the idea of switching his phone off.
  - a worried
  - b excited
- 3 On a detox holiday,
  - a you mustn't take your phone with you.
  - b someone takes your phone when you arrive.
- 4 The idea of the 30-day detox challenge is to
  - a give up using your phone for 30 days.
  - b try different things and slowly use your phone less.
- 5 After a digital detox, people
  - a can sleep and concentrate better.
  - b feel happier when they get their phone back.
- 6 At the end, the presenter suggests that
  - a everyone should try a digital detox.
  - b a digital detox might be a good idea for him.

### Subskill: Sentence stress

You can use sentence stress to help you when you listen for important words, names and numbers.

- 2 ☆☆ 🎧 18 Read the sentences. Then listen to some parts of the dialogue. Use the sentence stress to help you hear the important words to complete the sentences.
- 1 Sarita Green is an expert on how people use technology.
  - 2 A recent study showed that people look at their phones around \_\_\_\_\_ times a day.
  - 3 On a detox holiday, you do a lot of \_\_\_\_\_.
  - 4 One of the challenges on the 30-day detox challenge is to leave your phone in another room while you \_\_\_\_\_.
  - 5 After a detox camp, people's happiness score went up from 4.5 to \_\_\_\_\_.

- 3 ☆☆☆ Answer the questions. For question 5, give your own opinion.

- 1 What do around half of American people say?  
They couldn't live without their phones
- 2 What things can't you find on a detox holiday?  
\_\_\_\_\_
- 3 If you do the 30-day detox challenge, what should you keep a note of each day?  
\_\_\_\_\_
- 4 How did people score their ability to concentrate after the detox camp?  
\_\_\_\_\_
- 5 Would you like to try a digital detox? Why/Why not?  
\_\_\_\_\_

## Giving advice

- 1 ☆ Read the sentences. Are they asking for advice (A) or giving advice (G)?

- 1 What would you do if you were me? A
- 2 I think you should talk to your friends. \_\_\_\_\_
- 3 Why don't you send her a text? \_\_\_\_\_
- 4 What should I do? \_\_\_\_\_
- 5 Can I ask your advice? \_\_\_\_\_
- 6 You shouldn't worry so much. \_\_\_\_\_
- 7 You could look for ideas online. \_\_\_\_\_

- 2 ☆☆ Complete the dialogues with the phrases in the box.

Can I ask    should have asked    should I do  
think you should    you could

Hi, Jack. 1 Can I ask your advice?  
My friend keeps tagging me in photos, and I'm not happy about it.

I 2 \_\_\_\_\_ talk to her about it.

I posted a video of my friend online, and now she's really angry with me. What 3 \_\_\_\_\_?

Maybe you 4 \_\_\_\_\_ her first! But I 5 \_\_\_\_\_ definitely apologise now.



## A report

### 1 ☆ Match 1–4 with a–d to express statistics.

- |       |                        |
|-------|------------------------|
| 1 8%  | a almost half          |
| 2 26% | b just over a quarter  |
| 3 48% | c almost all           |
| 4 98% | d less than one in ten |

### 2 ☆☆ Rewrite the sentences using the indefinite pronouns in the box.

everyone everything ~~no one~~ nothing

- No students in my class have done a digital detox.  
No one in my class has done a digital detox.
- All the people in my class love this game!  
\_\_\_\_\_ this game!
- No exciting things happen here!  
\_\_\_\_\_ here!
- All the things in this shop are really expensive!  
\_\_\_\_\_ really expensive!

### 3 ☆☆☆ Look at the statistics. Write a paragraph for a report about them.

Apps young people use	
Messaging apps	90%
Photo sharing apps	85%
Gaming apps	75%
Homework organiser apps	30%

## Super skills

### COLLABORATION

Work collaboratively to do a task

Complete the dialogue about writing a report with the phrases in the box.

agree really great idea we could  
what about ~~why don't we~~ won't take long

- A: 1 Why don't we use tables and diagrams to show our results?
- B: That's a 2 \_\_\_\_\_. They would show everything very clearly. 3 \_\_\_\_\_ use different colours, too.
- A: I 4 \_\_\_\_\_. And it 5 \_\_\_\_\_ to do them on the computer.
- B: Cool. And 6 \_\_\_\_\_ adding some photos, too?
- A: Yes. Let's do that.



## Vocabulary review

### IT; technology

#### 1 Complete the forum posts with the correct form of the verbs in the box. There are four verbs you don't need.

check install post report  
set tag update upload

#### What do you find most annoying about social media?



DelBDel: I get annoyed when I'm talking to someone and they start 1 checking their phone. That's so rude!



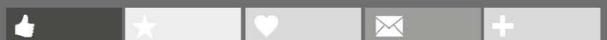
ChrissyG: I hate it when people 2 \_\_\_\_\_ their friends in photos without asking – especially when they do it to me!



JonMan: I don't like the fact that other people expect you to 3 \_\_\_\_\_ comments online every day and 4 \_\_\_\_\_ your profile all the time. Sometimes it would be nice to have a few days off!

### Phrasal verbs

#### 2 Complete the blog post with the correct phrasal verbs.



#### My digital detox diary

##### Day 1

My first challenge was to 1 sign out of my social media accounts for just half an hour. It was a bit scary, but I did it! In fact, it was quite nice because I spent time 2 \_\_\_\_\_ my brother instead. He wants me to

3 \_\_\_\_\_ with him at the gym tonight, so I've said yes – without my phone, of course!

##### Day 5

I did nearly two hours without my phone today! I'm slowly learning to 4 \_\_\_\_\_ without it. I need to 5 \_\_\_\_\_ now because I've arranged to 6 \_\_\_\_\_ some friends, and I'm planning to leave my phone at home. Scary! 😬

##### Day 9

It's definitely getting easier! This morning I checked my phone for messages and then I 7 \_\_\_\_\_ and left it upstairs while I had my breakfast. I'm feeling really good today – I think I might even 8 \_\_\_\_\_ running!



## Grammar review

## First and second conditional

## 1 Choose the correct words to complete the first and second conditional sentences.

- If you won £500 in a competition, what **will you buy/**  
**would you buy/do you buy?**
- I'll text you **if I get/if I will get/unless I would get**  
that new video game I want.
- I'd listen to music more often **unless I have/if I had/**  
**if I would have** some better headphones.
- You'll get a virus on your computer **if you click/**  
**unless you click/unless you don't click** on that link.
- If I don't find my phone, I **borrow/'ll borrow/**  
**'d borrow** my sister's.
- You won't get fit **if you stop/unless you don't stop/**  
**unless you stop** spending so much time playing  
video games!
- If my phone had a better camera, I **take/'ll take/**  
**'d take** more photos.
- Come on! We'll miss the bus **if we don't hurry/**  
**unless we don't hurry/if we hurry.**
- I wouldn't tag a friend in a photo **unless they gave/**  
**unless they didn't give/if they gave** their  
permission.

## Third conditional

## 2 Complete the third conditional sentences. Use the verbs in brackets.

- If Dean hadn't decided (not/decide) to text his  
friend, he wouldn't have fallen (not/fall) into the  
river.
- If Amy \_\_\_\_\_ (not/call) her friend by  
accident, the present \_\_\_\_\_ (be) a  
surprise.
- If Tara \_\_\_\_\_ (look) at the photo, she  
\_\_\_\_\_ (not/post) it online.
- If Jake \_\_\_\_\_ (not/forgotten) to switch  
his phone off, he \_\_\_\_\_ (not/be)  
embarrassed.
- If Hayati \_\_\_\_\_ (see) the message about  
the party, she \_\_\_\_\_ (come).

## Round-up

1 2 3 4 5 6 7 8

Read the article. Complete it with one word in each space.

## Smartphones – good for us, but bad for the environment?

We 1 have had smartphones  
2 \_\_\_\_\_ over 20 years  
now, and we can't imagine what life  
3 \_\_\_\_\_ be like if we didn't  
have them. Hundreds of millions of phones  
4 \_\_\_\_\_ produced each year, and by 2040 over  
80% of people in the world will 5 \_\_\_\_\_ using  
them. We clearly love these devices – but there is  
a cost to the environment. First, our smartphones contain  
a 6 \_\_\_\_\_ of different materials, including some  
unusual ones. Some of the metals 7 \_\_\_\_\_ we  
need for smartphones 8 \_\_\_\_\_ now becoming  
quite rare, and phone companies are damaging the  
environment in their efforts to find more. Secondly, we all  
expect 9 \_\_\_\_\_ change our phone every two or  
three years. But do we think about what 10 \_\_\_\_\_  
happen to our old phone if we just throw it away? The  
problem of electronic waste, or e-waste, 11 \_\_\_\_\_  
growing each year, and too 12 \_\_\_\_\_ of this  
waste ends up buried in the ground. That's why we should all  
recycle our old phones. Many scientists also believe that we  
13 \_\_\_\_\_ to find better ways of making phones, so  
that we are 14 \_\_\_\_\_ to continue enjoying them in  
the future, without damaging the environment.



## Self-evaluation

Read the objectives for this unit. How well can you do each one? Put a tick (✓).



- |  |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|
| 1 I can talk about IT and technology.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 I can use transitive and intransitive phrasal verbs.                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 I can use the first and second conditionals with <i>if</i> and <i>unless</i> . | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 I can use the third conditional.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 I can understand reference words in a reading text.                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 I can use sentence stress.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 I can ask for and give advice.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 I can write a report.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

If you choose ☹️, ask your teacher for extra help.



## Vocabulary

## Types of media; the news

- 1 ☆ Find eight words and phrases for types of media in the word square.

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

- 2 ☆☆ Match the people in the box with what they say.

blogger interviewee interviewer  
newsreader ~~reporter~~

My job is to talk to different people and find out all the facts about a news story.

1 reporter

It's really difficult to think of good answers to questions when you're nervous!

2 \_\_\_\_\_

I have my own website, and I write about different things each week. I have lots of followers online.

3 \_\_\_\_\_

I have to think of the right questions to ask, so the people I'm talking to give the right information.

4 \_\_\_\_\_

It's important for me to speak slowly and clearly, so everyone who is watching me can understand what I'm saying.

5 \_\_\_\_\_

- 3 ☆☆ Choose the correct words to complete the opinions.

## Have your say

Do you read newspapers?  
Where do you find out about the news?



DannyG: I watch the news on TV because I think you can **1 trust/source** it to be true. On the TV, they only **2 tabloid/broadcast** the real facts. Online sites aren't always **3 reliable/shocking** and sometimes they don't check the **4 mass media/sources** of their stories carefully, so what they say might not be true.

HattiPorter: I read serious newspapers, but I never read the **5 sources/tabloids**. They sometimes have quite funny **6 broadcasts/headlines**, but they're full of really **7 shocking/reliable** stories, not real news.



Amy\_Ann: I'm interested in newspapers, and I would love a career in **8 journalism/headlines**. I'd be happy to work for a newspaper or in TV or radio. People often criticise the **9 sources/mass media**, but I think it allows everyone to know what is happening in the world.

- 4 ☆☆☆ Answer the questions.

1 Do you think that journalism would be an interesting career? Why/Why not?

\_\_\_\_\_

2 What do you think is difficult about being a reporter?

\_\_\_\_\_

3 If you were a TV interviewer, who would you choose for your interviewee? Why?

\_\_\_\_\_



## Reported speech

- 1 ☆ Match the tenses used in direct speech and reported speech. Use one of the tenses twice.

Direct speech	Reported speech
1 present simple	a past perfect
2 present continuous	b would
3 past simple	c past simple
4 present perfect	d past continuous
5 will	

- 2 ☆☆ Choose the correct form of the verbs to complete the reported speech sentence.

- 'I watched the news on TV.'  
Sam said he **watched/had watched** the news on TV.
- 'I love fashion magazines.'  
Carla said that she **loves/loved** fashion magazines.
- 'You can read about it on the website.'  
Ollie said that you **could read/can read** about it on the website.
- 'Manchester United will win.'  
Tom said that Manchester United **will win/would win**.
- 'My brother has been on TV.'  
Ana said that her brother **had been/has been** on TV.

- 3 ☆☆☆ Read the strange reasons why some people called the police. Then complete the reported speech in the news stories.

- I ordered a pizza from a restaurant in town. I'm still waiting for it. It's now 45 minutes late! Can you tell them to hurry up?
- It's midday, and I can't get my son out of bed. I've tried everything! Can you help me?
- I bought some jeans in town. I took them back because they were the wrong size, but the shop won't give me a refund.

A man called the police and said that he 1 had ordered a pizza from a restaurant in town. He said that he 2 \_\_\_\_\_ for his pizza, and it 3 \_\_\_\_\_ now 45 minutes late.

A mother called the police because it was midday and she 4 \_\_\_\_\_ her son out of bed. She said that she 5 \_\_\_\_\_ everything, and she asked the police to help her.

A teenage girl called the police after she had bought some jeans in town. She said that she 6 \_\_\_\_\_ them back because they were the wrong size, but the shop 7 \_\_\_\_\_ her a refund.

## Reported speech: other changes

- 4 ☆ Choose the correct words to complete the reported speech sentences.

'I've already read this article.'

- Sofia said that she \_\_\_\_\_.  
a already read this article  
b had already read that article  
c had already read this article

'I saw Jack last week.'

- Tom said that he \_\_\_\_\_.  
a had seen Jack last week  
b saw Jack the week before  
c had seen Jack the week before

'I'll see you tomorrow.'

- Tamsin said that she \_\_\_\_\_.  
a would see us tomorrow.  
b would see us the next day.  
c would see you the next day

'I often meet my friends here.'

- Amy said that she \_\_\_\_\_.  
a often met her friends there  
b often met her friends here  
c often met my friends there

- 5 ☆☆☆ Read a dialogue about the BBC Young Reporter Competition. Then rewrite it using reported speech.

Rose

I'm going to a meeting about the BBC Young Reporter Competition tomorrow. I love the idea of being a reporter! Why don't you come?

Nina

I'm not really interested in journalism. And I need to work on my project. But it sounds fun!

Rose

Yes. I'm going to work with a group of other students to prepare a news story. If we win the competition, we'll present our news story on national TV!

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## Reporting verbs

### 1 ☆ Match 1–5 with a–e to make sentences.

- |                       |          |
|-----------------------|----------|
| 1 Tom suggested that  | <u>d</u> |
| 2 My dad agreed       | ___      |
| 3 Everyone advised    | ___      |
| 4 Talia refused to    | ___      |
| 5 Adam explained that | ___      |
- a he had heard the story on the news.  
 b help us search for the missing pet.  
 c us to stay at home until the storm ended.  
 d we should meet in town later.  
 e to drive us to the station.

### 2 ☆☆ Choose the correct words to complete the news story.

#### A snake in her suitcase!

Grandmother Moira Boxall from Scotland **G**1 \_\_\_ she was staying with family members in Australia earlier this year. A few weeks before she came home, she found a snake in her bedroom. She recognised it as a python and ran to find her daughter and 2 \_\_\_ help. But the snake had disappeared! A snake catcher 3 \_\_\_ visit the next morning, but there was still no sign of the snake. The snake catcher guessed the snake had gone out through the window and 4 \_\_\_ forget about it. The next time Moira saw the python was when she arrived back home in Scotland and opened her suitcase! The snake had travelled the 9,300 miles with her and was inside one of her shoes. Local animal experts rescued the snake and 5 \_\_\_ find it a new home in a zoo. Moira 6 \_\_\_ she felt sorry for the snake, because it was now in a much colder country, but she 7 \_\_\_ she still didn't like snakes!

- |                      |                         |
|----------------------|-------------------------|
| 1 a advised them     | <b>b explained that</b> |
| c told               |                         |
| 2 a suggested that   | b invited her           |
| c asked her to       |                         |
| 3 a agreed to        | b offered her that      |
| c suggested that she |                         |
| 4 a suggested that   | b offered to            |
| c advised them to    |                         |
| 5 a agreed that      | b promised to           |
| c advised that they  |                         |
| 6 a admitted to      | b told                  |
| c said that          |                         |
| 7 a advised them     | b admitted that         |
| c asked              |                         |

### 3 ☆☆ Choose the correct verbs to complete the sentences.

- I asked Poppy what I should do, and she **advised/promised** me to talk to a teacher.
- I questioned Joe, and he finally **refused/ admitted** that he hadn't been completely honest.
- We told Grace about the party and she immediately **invited/offered** to help.
- Ed showed me his new bike and **told/explained** that it was a birthday present from his parents.
- I asked Eva who she was meeting, but she **refused/promised** to tell me.
- Lizzie said she had a new phone, so I **agreed/ asked** her to show it to me.
- It was raining, so Dan **suggested/invited** that we should go to a museum.
- Freya had to leave early, but she **said/promised** to call me the next day.

### 4 ☆☆☆ Write a sentence about a time when you ...

- offered to help a friend.  
*I offered to help my friend tidy her room because it was very messy.*
- advised a friend to do something.  
 \_\_\_\_\_  
 \_\_\_\_\_
- refused to do something.  
 \_\_\_\_\_  
 \_\_\_\_\_
- invited a friend to do something with you.  
 \_\_\_\_\_  
 \_\_\_\_\_
- admitted that you were wrong about something.  
 \_\_\_\_\_  
 \_\_\_\_\_





## Reported offers, requests, suggestions and commands

- 1 ☆ Read the direct speech sentences. Does the reported speech sentence have the same meaning (S) or a different meaning (D)?

Could you open the window, please?

- 1 Maria suggested that I should open the window. D

I'm happy to pay for the tickets.

- 2 James offered to pay for the tickets. \_\_\_\_

Don't eat all the cake!

- 3 Tamsin told us to eat all the cake. \_\_\_\_

You could look online for the information.

- 4 Dale offered to look online for the information. \_\_\_\_

Can you call me later?

- 5 Ewan asked me to call him later. \_\_\_\_

Please wait outside.

- 6 She told us to wait outside. \_\_\_\_

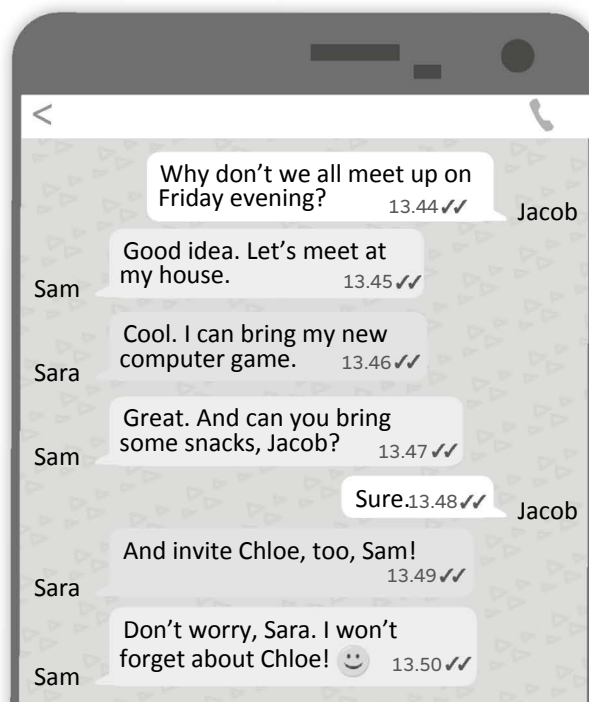
- 2 ☆☆ Read the direct speech. Then write the correct form of the verbs to complete the reported speech.

- 1 'Can you lend me some money?'  
Stella asked me to lend her some money.
- 2 'I can bring some food for the picnic.'  
Max offered \_\_\_\_\_ some food for the picnic.
- 3 'Remember that you mustn't be late!'  
She told us \_\_\_\_\_ late.
- 4 'Why don't we buy tickets for the concert?'  
Paula suggested that we \_\_\_\_\_ tickets for the concert.
- 5 'You need to tidy up your mess.'  
They told us \_\_\_\_\_ up our mess.

- 3 ☆☆ Complete the reported offers, requests, suggestions and commands using the verbs in brackets.

- 1 'Can you arrive before six o'clock, Alice?'  
Jon asked Alice to arrive before six o'clock. (ask)
- 2 'Let's go to the cinema later.'  
Millie \_\_\_\_\_ to the cinema later. (suggest)
- 3 'Don't worry about me, Mum.'  
Angus \_\_\_\_\_ about him. (tell)
- 4 'I can go shopping with you on Saturday, Tess.'  
Sofia \_\_\_\_\_ on Saturday. (offer)
- 5 'Could you help me with my maths homework, Eva?'  
Jack \_\_\_\_\_ with his maths homework. (ask)
- 6 'Be quiet, Liam!'  
Stevie \_\_\_\_\_ quiet. (tell)

- 4 ☆☆☆ Read the text messages. Then complete the reported offers, requests, suggestions and commands.



- 1 Jacob suggested that they all meet up on Friday evening.
- 2 Sam \_\_\_\_\_ at his house.
- 3 Sara \_\_\_\_\_ her new computer game.
- 4 Sam \_\_\_\_\_ some snacks.
- 5 Sara \_\_\_\_\_ Chloe, too.
- 6 Sam \_\_\_\_\_ worry.



## A web page

## Around the world

Traditions

Food

Teen life

Festivals

## April Fools' Day

1

There's one day of the year when you have to be extra careful not to believe everything people tell you. On 1 April, April Fools' Day, people around the world play tricks on each other. The day has a range of names around the world, but many countries share the tradition of playing tricks and having fun on that date! Other countries have a similar festival on a different date.



2

In France, children attach a paper fish to their friends' backs. When the person discovers the fish, their friends shout, 'April fish!' Italy shares this tradition, but in Portugal, you might want to wear something white; a popular trick is to throw flour at your friends. Brazilians call 1 April the 'day of lies' and try to get people to believe things that aren't true. And the tradition in Greece is that if you manage to trick someone successfully, it will bring you good luck. In Spain and Mexico, people also play tricks, but on a different date – 28 December, el Día de los Inocentes. One thing that is shared in all these countries is that the victims of the tricks always see the funny side!

3

Because there is a tradition of playing tricks on 1 April, you also have to pay special attention to what you read on that day, as companies, newspapers and even TV programmes join in the fun. One year, a burger restaurant in the USA announced on 1 April that it was selling new 'left-handed burgers', for left-handed people. Of course, it wasn't true, but hundreds of people turned up to buy them! Another time, visitors rushed to a zoo in Japan to see its new attraction – a giant penguin – only to find it was a man dressed as the bird! And a London newspaper announced it had found a new way to reduce rubbish in the street; it declared its paper was now safe to eat!

1 ☆ 🔊 19 Read and listen to the article. Choose the best heading for each paragraph. There is one heading you don't need.

- a Fake news                      c How to avoid tricks  
b A day of fun                  d Fish, flour and good luck

3 ☆☆ Read the article again. Choose the correct words to complete the sentences.

- The tradition of playing tricks on other people takes place **on 1 April/on different dates** around the world.
- France and Italy/Portugal and Brazil** have similar traditions on 1 April.
- In Greece, people believe you will be lucky if **someone plays a trick on you/you play a trick on someone**.
- A newspaper in London told its readers that they could **eat the newspaper/leave the newspaper on the streets**.

4 ☆☆☆ Answer the questions.

- What do children in France and Italy do on 1 April?
- What do people try to do in Brazil on 1 April?
- Why might you choose white clothes in Portugal?
- How do people around the world react when someone plays a trick on them?

► Subskill: Evaluating sources

Use the appearance, adverts, headings and tabs on a website to give you an idea of what kind of website it is, and whether you can trust it.

2 ☆ Read the Subskill. Then look at the web page. Choose the best description.

- a There are lots of adverts and links to other web pages, so I don't think I trust the information in the article.  
b The headings and tabs look quite serious and there are no adverts, so I think I can trust this article.



## A dialogue

### 1 ☆ Listen to a dialogue about the news. Choose the best summary.

- The people discuss why all the news seems to be bad, and they mention a website and a newspaper where you can read about good news.
- The people explain why they enjoy watching the news, and discuss the best websites to find reliable news.

### 2 ☆☆ Listen again. Are the sentences T (true) or F (false)?

- The girl suggests that bad news seems more interesting to journalists. T
- The boy thinks that people enjoy reading about bad news. —
- Reading about bad things that happen can make us feel more frightened. —
- The boy mentions recycling in Norway as an example of a good news story. —
- The store in Canada was in the news because of a crime. —
- Emily Coxhead started a newspaper with only good news. —



### Subskill: Context

Remember, you can use the context to help you guess the meaning of new words. You can also think about similar words that you already know, to help you guess the meanings.

### 3 ☆☆ Listen again. Match words 1–4 with definitions a–e. There is one definition you don't need.

- without wanting or intending to do something
  - the way people who are ill are looked after
  - started
  - an exciting news story
  - to make someone feel happier
- health care b
  - cheer someone up —
  - accidentally —
  - set up —

### 4 ☆☆☆ Answer the questions.

- Why are bad news stories often more interesting for journalists to write about?  
Because they happen suddenly.
- Why does the girl mention the example of health care around the world?  
—
- If we read about a plane crash, what effect does it have on us?  
—
- Why did a customer leave \$5 in the store in Canada?  
—

## Reacting to news

### 1 ☆ Match 1–8 with a–h to make phrases for talking about the news and responding to news.

- |                |   |
|----------------|---|
| 1 Did you hear | a there was a bad storm there last night. |
| 2 No, what     | b terrible!                               |
| 3 Apparently,  | c the news about New York?                |
| 4 That's       | d can't be true!                          |
| 5 Are you      | e have misheard.                          |
| 6 No way, that | f happened?                               |
| 7 She might    | g might be right.                         |
| 8 Yes, you     | h sure it's true?                         |

### 2 ☆☆ Complete the dialogue with the phrases in the box. There are two phrases you don't need.

can't be true   crazy   happened   ~~hear the news~~  
Let's   must have   more likely   right  
sure   told me

- A: Did you 1 hear the news about the planet Mars?  
B: No, what 2 — ?  
A: They found evidence of life there.  
B: That's 3 — ! Are you 4 — it's true?  
A: Well, Adam 5 — he had read it online.  
B: No way, that 6 — ! He 7 — misunderstood!  
A: Yes, you might be 8 — .



## A news report

- 1 ☆ Look at the underlined errors and the corrections. Are they errors of grammar (G), spelling (S) or punctuation (P)?

- 1 It happens usually *usually happens* in March. \_\_\_\_\_
- 2 It's *Its* aim is to help people understand the importance of sleep. \_\_\_\_\_
- 3 Last year, my school has organised *organised* some events to celebrate World Sleep Day. \_\_\_\_\_
- 4 Their *There* were some talks about sleep from experts. \_\_\_\_\_

- 2 ☆☆ Find and correct one error in each sentence.

- 1 Scientists beleve that sleep is very important.
- 2 Last Tuesday is World Sleep Day.
- 3 'Lets go to the talk about sleep,' Dan said.
- 4 The speaker gave us some leaflets for read.
- 5 'You always should get enough sleep,' she said.
- 6 Im going to make sure I get lots of sleep in future.

- 3 ☆☆☆ Write a news report about something you're interested in.

## Super skills

### CRITICAL THINKING

Assess the reliability of sources

Complete the sentences with the words in the box.

fact opinions sources unreliable

- 1 This article seems subjective. It contains a lot of \_\_\_\_\_ and not many facts.
- 2 Have you checked this \_\_\_\_\_ on a different website?
- 3 This website seems reliable. It lists all of its \_\_\_\_\_ clearly.
- 4 This website seems \_\_\_\_\_. Its articles don't list any sources.



## Vocabulary review

### Types of media; the news

- 1 Complete the blog post with the phrases in the box. There are two phrases that you don't need.

broadcast interviewees ~~journalism~~  
mass media podcast reliable reporter  
shocking sources trust

If you're interested in a career in  
1 journalism, you don't need to wait  
until you're older to start practising. One of the  
advantages of modern 2 \_\_\_\_\_ is that  
anyone can 3 \_\_\_\_\_ the news from  
their bedroom now. It's even possible to set up  
your own internet radio station, but it's probably  
easiest to start with a 4 \_\_\_\_\_, which  
allows you to record and share your ideas  
with people all over the world. So, if you fancy  
being a news 5 \_\_\_\_\_, you can tell  
the world what's happening in your local area.  
Remember, with any news story it's important  
to check your 6 \_\_\_\_\_, to make sure  
they're 7 \_\_\_\_\_. And try to find some  
8 \_\_\_\_\_ that you can talk to and  
question about the stories. Good luck!

### Reporting verbs

- 2 Read the messages. Then choose the correct reporting verbs to complete the sentences.

I'm having a party next Saturday. I hope you can come!

- 1 Ali **offered/invited/suggested** some friends to come to his party.

You're really good at football. You should join the football team.

- 2 Dan **advised/admitted/promised** Carl to join the football team.

I'll see you at the cinema. I'll definitely be there at 18:30!

- 3 Rosie **advised/explained/promised** to be at the cinema at 18:30.

Who gave you those chocolates?

I'm not telling you!

- 4 Jade **offered/refused/advised** to tell Tania who had given her the chocolates.



## Grammar review

### Reported speech

- 1 Read what Martha says about her school radio station. Then complete the reported speech sentences with the correct form of the verbs.

Last year, my school started its own radio station. It broadcasts music and also school announcements. People can listen in the school canteen, or on their phones. At the moment, I'm training to be a DJ on the station. It's really exciting. I've learnt a lot about radio. I hope I'll be on a real show soon. I can't wait!

- Martha said that her school had started its own radio station the year before.
- She said that it \_\_\_\_\_ music and school announcements.
- She said that people \_\_\_\_\_ in the school canteen or on their phones.
- Martha said that she \_\_\_\_\_ to be a DJ.
- She said she \_\_\_\_\_ a lot about radio.
- Martha said she hoped she \_\_\_\_\_ on a real show soon.

### Reported offers, requests, suggestions and commands

- 2 Complete the reported speech sentences with the verbs in the box.

asked me to   asked me not to   offered to  
suggested that   told me not to   ~~told us to~~

- 'Sit down and open your books,' the teacher said.  
The teacher told us to sit down and open our books.
- 'Can you move your bag?' Caitlin said.  
Caitlin \_\_\_\_\_ move my bag.
- My cousin said, 'I'll pay for the sandwiches.'  
My cousin \_\_\_\_\_ pay for the sandwiches.
- My mum said, 'Why don't you become a journalist?'  
My mum \_\_\_\_\_ I become a journalist.
- 'Don't worry,' Sara said.  
Sara \_\_\_\_\_ worry.
- 'Please don't tell anyone about the party yet,' Miles said.  
Miles \_\_\_\_\_ tell anyone about the party yet.

## Round-up

1 2 3 4 5 6 7 8

Read the article. Complete it with one word in each space.

### Real news travels more slowly!

Researchers at MIT 1 have found that fake news travels faster and further on social media 2 \_\_\_\_\_ real news. Thousands of news stories 3 \_\_\_\_\_ shared on social media sites every minute, and it seems that stories 4 \_\_\_\_\_ are not real reach a lot more people more quickly. So 5 \_\_\_\_\_ shares these fake news stories, and why?


Psychologists say that fake news stories are often very shocking, surprising or unusual. This means that we are more likely 6 \_\_\_\_\_ share them. In other words, real news just isn't interesting 7 \_\_\_\_\_! But the spread of fake news 8 \_\_\_\_\_ also helped by the fact that most people don't check stories before 9 \_\_\_\_\_ them with their friends. 10 \_\_\_\_\_ people checked the details of news stories, they 11 \_\_\_\_\_ probably not share the fake ones.

## Self-evaluation

Read the objectives for this unit. How well can you do each one? Put a tick (✓).



- |  |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|
| 1 I can talk about types of media.                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 I can use reporting verbs.                               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 I can report what people say using reported speech.      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 I can report offers, requests, suggestions and commands. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 I can navigate web pages.                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 I can guess the meaning of new words from context.       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 I can react to news.                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 I can edit my writing.                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

If you choose , ask your teacher for extra help.



## MAKING POSITIVE CHOICES

We make choices all the time. It's important to understand how the choices we make will affect our lives – will they have positive or negative consequences? With positive choices, we can create a better life.

'In the end we are our choices. Build yourself a great story.'

*Jeff Bezos, founder of Amazon*

### 1 Quickly read Sophie's email to her friend Samira. Why is Sophie writing?

- a To give Samira some good news.
- b To ask Samira for advice.
- c To tell Samira about some things that have happened recently.

#### Sophie

Hi Samira,

I'm sorry I didn't write before, but I've had a really terrible week! Let me tell you all about it.

On Monday I got up late, so I didn't have any time for breakfast. Also, I missed the bus, so I was late for school! Things only got worse after that!

On Tuesday evening I planned to revise because I had an important exam the next day. But in the end, I went on an online music forum and had a stupid argument about the Eurovision Song Contest! As a result, I didn't do any revision and I did really badly in the exam.

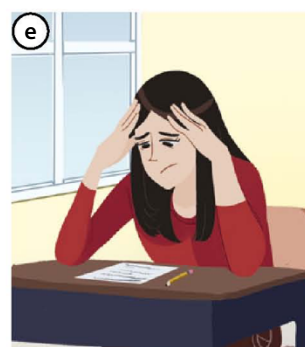
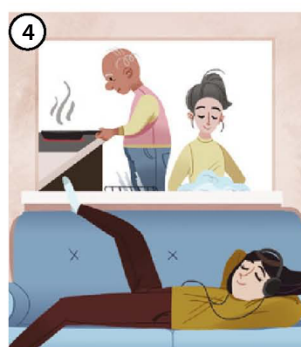
On Wednesday I went out without a coat or an umbrella. In the afternoon it started to rain a lot and I got really wet as I walking back from school! Then yesterday my mum and dad didn't give me any pocket money because I haven't helped at home all week. We had a big argument about it, but, to be honest, I've been really lazy! So, today I couldn't go to the open-air swimming pool with my friends because I didn't have any money. And it's been a beautiful, sunny day! In the end I stayed at home all day and ate a lot of chocolate because I was feeling sad. Now I have a bad stomach ache!

I hope your week was better than mine!

Bye for now,

Sophie xx

### 2 Read Sophie's email again. Match actions 1–5 with consequences a–e.





**3** Sophie has decided to make more positive choices. Read her action plan. Match the words and phrases in bold with definitions a–f.

- a try hard (to)
- b use badly or too much
- c do something so that something happens
- d intend (to)
- e speak angrily when you don't agree with someone
- f think carefully about what you are doing

**4** Now think about your own life. What positive choices can you make? Complete the sentences.



## Family and friends

I won't argue when \_\_\_\_\_

## School and studying

I'll concentrate \_\_\_\_\_

## Health and fitness

I'll aim to \_\_\_\_\_

## Money

I'll make sure that \_\_\_\_\_

## Free time

I won't waste time on \_\_\_\_\_

## The environment

I'll make an effort to \_\_\_\_\_

## My action plan

**1 Make sure that** I always set my alarm in the morning.



**2 Concentrate** when I have to revise for an exam.



Don't **3 waste** time on silly conversations online.



Don't **4 argue** with Mum and Dad.



**5 Make an effort** to do more in the house.



**6 Aim** to eat more healthily when I feel sad.



*Sophie Grant*

7th April



**5** Answer the questions with your own ideas.

**1** Write three choices that you have made in the last week.

\_\_\_\_\_

**2** What one positive choice would make your life better?

\_\_\_\_\_



## MANAGING YOUR EMOTIONS

Sometimes we have negative emotions in specific situations: we feel angry, sad, worried, etc. We can't control feeling these emotions. However, we can control what we do with them. If we want to enjoy life more, it's important that our negative emotions don't last a long time and don't become part of who we are.

- 1** Look at the *Ask Anna!* web page on p71. Match problems 1–4 to advice a–d.

1 \_\_\_\_ 2 \_\_\_\_ 3 \_\_\_\_ 4 \_\_\_\_

- 2** Match the words and phrases in bold in the problems with definitions 1–5.

- 1 the opposite of 'positive' \_\_\_\_\_
- 2 I feel very angry as a result \_\_\_\_\_
- 3 annoyed because things are not happening how you want \_\_\_\_\_
- 4 very worried and not able to relax \_\_\_\_\_
- 5 being at a disadvantage because you're not doing what other people are doing \_\_\_\_\_

- 3** Read the practical tips for managing emotions. For each idea, write your star rating. Five stars is very useful. One star is not useful at all.

- 4** Read the situations and answer the questions.

- 1** A good friend of yours didn't invite you to their birthday party.

How do you feel? \_\_\_\_\_

What do you do to manage this emotion?

\_\_\_\_\_

What do you say to your friend?

\_\_\_\_\_

- 2** You really want to learn to ride a horse, but your parents say it's too expensive.

How do you feel? \_\_\_\_\_

What do you do to manage this emotion?

\_\_\_\_\_

What do you say to your parents?

\_\_\_\_\_

- 3** You lent your friend your bike. It's been stolen and your friend says they can't buy you a new one.

How do you feel? \_\_\_\_\_

What do you do to manage this emotion?

\_\_\_\_\_

What do you say to your friend?

\_\_\_\_\_

- 5** Answer the questions with your own ideas.

- 1** Do you think we should try to manage our emotions? Why/Why not? \_\_\_\_\_
- \_\_\_\_\_

- 2** If you answered yes, have you learnt any good ideas in this section to help you to do this? Which ones? \_\_\_\_\_
- \_\_\_\_\_

## Practical tips for managing negative emotions

- 1** Talk to a friend or someone you trust about how you are feeling.

My rating: \_\_\_\_\_



- 2** You can also talk to yourself about the emotion. Ask yourself: why am I feeling like this? Is it helping me?

My rating: \_\_\_\_\_



- 3** Keep a diary of when you have negative emotions. Describe what caused the emotion and how you will deal with a similar situation in the future.

My rating: \_\_\_\_\_

- 4** Do some physical activity or sport. It will help change the way you feel.

My rating: \_\_\_\_\_

- 5** Listen to music that makes you feel good or relaxed.

My rating: \_\_\_\_\_

- 6** Breathe deeply and count to ten slowly. It'll help you to feel more relaxed.

My rating: \_\_\_\_\_



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- 1 When I look at my friends' posts on Instagram, they're always having a great time. My life seems so boring in comparison! I feel that I'm **missing out** and that their lives are much more interesting! Do you know what I mean?

**Amy**

- 2 I've got so much to do at the moment. I'm in the school play, I play for the school football team, I'm the editor of the school magazine and I've got exams soon. I feel really **stressed out**. Help!

**Jack**

- 3 My older sister always thinks about herself and she never thinks about me! She takes ages in the bathroom in the morning, so I'm always in a hurry. And she never lets me use any of her things. **It really makes me mad!**

**Ali**

- 4 I failed my maths exam for the third time this week! It isn't fair because I studied for hours and hours! I feel really **frustrated** and **negative** now! I know that's not good, but what can I do?

**Katie**

**a** Have you tried talking to her about this? If this doesn't work, then why don't both of you talk to your mum and dad about this problem?

**b** Perhaps you need to try some different study techniques. Ask your teacher for suggestions. I'm sure you'll pass in the end!

**c** I completely understand what you're saying. But you need to ask yourself, 'Why am I comparing myself to them?' You need to have your own life!

**d** You're certainly very busy! I've got two suggestions. First, make a plan for each day. And second, perhaps another person could do your job on the newspaper for the next few weeks.





## FOOD AND FEELINGS

We sometimes eat unhealthy food when we experience negative feelings – for example, when we're stressed out, sad, frustrated or when we're very tired. To stop this happening too much, there are various things that we can do.

### 1 Look at the pictures and answer the questions.

1 How often do you eat the food in the pictures?

---



---

2 In what kind of situations do you eat them?

---



---

### 2 Read Tom's diary on p73. Then match situations 1–6 with results a–f.

1 Tom felt tired while he was studying. \_\_\_\_

2 Tom had too much caffeine. \_\_\_\_

3 Tom didn't sleep well. \_\_\_\_

4 Tom felt sad. \_\_\_\_

5 Tom was bored. \_\_\_\_

6 Tom ate some crisps and popcorn. \_\_\_\_

a He didn't feel cheerful in the morning.

b He drank a lot of cola.

c He didn't feel pleased.

d He ate a lot of chocolate.

e He slept badly.

f He ate.

### 3 Match definitions 1–7 to the words and phrases in red in Tom's diary.

1 sad \_\_\_\_\_

2 very tired \_\_\_\_\_

3 feeling very awake and able to think clearly \_\_\_\_\_

4 food that is unhealthy, but is easy to eat \_\_\_\_\_

5 not feeling cheerful and a bit angry \_\_\_\_\_

6 start to sleep \_\_\_\_\_

7 not go to bed \_\_\_\_\_



### 4 Read the tips on healthy eating. How would you rate each of them?



### Food for thought!

1 If you feel tired a lot, think about the types of food you eat. Sugary food can give you a short burst of energy, but you may feel tired soon after.



2 Start a food diary. Write down what you eat and why. This will help you to see if there are any connections between your mood and what you're eating.



3 Carry a healthy snack with you, so that if you feel hungry you don't immediately buy chocolate or sugary snacks.



4 Swap unhealthy snacks with healthy ones, e.g. fruit rather than crisps, yoghurt rather than ice cream, etc.



5 Try to eat your food more slowly and think about what you're eating, so you notice when you feel full.







5 Complete the food and emotions questionnaire.

## Food and emotions questionnaire

Tick (✓) the sentences that are true for you.

- ☐ 1 I sometimes eat even when I'm not hungry.
- ☐ 2 Being alone makes me feel hungrier.
- ☐ 3 When I am feeling down, a little snack will improve my mood.
- ☐ 4 If I'm disappointed, I want to eat something.
- ☐ 5 When I'm stressed (e.g. exams), I eat more junk food.
- ☐ 6 When I'm not eating, I often think about food.
- ☐ 7 I eat more when I'm bored.
- ☐ 8 I often need to drink cola or energy drinks to stay alert.

6 Complete the sentences with foods which are true for you.

When I feel down, I often eat \_\_\_\_\_.

When I feel disappointed, I often eat \_\_\_\_\_.

When I feel stressed, I often eat \_\_\_\_\_.

When I feel bored, I often eat \_\_\_\_\_.

7 What can you do to change each situation in exercise 6?

## Tom's diary

Sunday 2nd June

I **stayed up** late last night because I had to revise for my maths exam. When I started to feel tired, I drank a one-and-a-half-litre bottle of cola. That certainly made me feel more **alert**! In the end, I was studying till 2 a.m.! The problem was, when I went to bed, I couldn't **get to sleep** because I had drunk all that caffeine!



Monday 3rd June

I was **exhausted** when I woke up this morning – I'd only slept for two hours! I was **in a bad mood** all morning! And I don't think I did well in the maths exam. That's not surprising – I was half-asleep and I couldn't concentrate!



Thursday 6th June

I got the exam result – fail! I was feeling a bit **down** when I got home, so I had a big bar of chocolate. And then another one! Did it make me feel better? Yes – for a while. But only for a while! After that, I felt sick!



Sunday 9th June

It was raining all day today. That shouldn't happen in June! Anyway, I didn't go out and it was a pretty boring day! I watched a few episodes of a new series and ate some crisps and popcorn while I was doing that. To be exact, I ate three packets of sugary popcorn and four packets of crisps. I must stop eating all this **junk food**!





## BEING A RESPONSIBLE AND ACTIVE CITIZEN

We are not just individuals. We are also citizens and we are connected to everyone else in our society.

To be a responsible citizen, we need to follow society's rules and we mustn't create problems for other people by acting selfishly.

To be an active citizen, we need to help other people and participate in projects that make other people's lives better.

- 1 Look at the two photos. Which shows positive and which shows negative behaviour? Why?



- 2 Read the different opinions in the online forum on how to be a responsible and active citizen on p75.

- 1 Who talks about being a responsible citizen?

\_\_\_\_\_

- 2 Who talks about being an active citizen?

\_\_\_\_\_

- 3 Match definitions 1–6 to the words and phrases in red in the online forum.

- 1 do something to get money for organisations that help other people \_\_\_\_\_
- 2 work, but not for money \_\_\_\_\_
- 3 do what other people or organisations tell you to do \_\_\_\_\_
- 4 the people where you live \_\_\_\_\_
- 5 have a positive effect \_\_\_\_\_
- 6 think of other people \_\_\_\_\_

- 4 Complete the notes with your own ideas.

How can I be a more active and responsible citizen in my daily life?

- 1 I'll be more considerate to other people. One way I can do this is to \_\_\_\_\_
- 2 One way for me to help people in my local community is to \_\_\_\_\_
- 3 I'll follow the rules, even when I don't like them. For example, \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_

- 5 Follow the instructions to draw two mind maps.

- 1 Think of two groups or communities you belong to. Use the photos to give you ideas.



- 2 For each group, draw a mind map of how to be a good member of this community.



- 6 Answer the questions with your own ideas.

- 1 What other different groups or communities are you part of?

\_\_\_\_\_

- 2 What one thing could you do to be a more responsible or active member of each one?

\_\_\_\_\_



## forum



READ ANSWER TOPIC FAQ MOST VIEWED

## What should you do to be an active and responsible citizen?



Most of us aren't going to change the world, but we can make life better for people in our **local community**. My older brother works as a **volunteer** at a youth club once a week. I think that's fantastic! *Miray*



People shouldn't make a lot of noise late at night. Some of my neighbours do that and it's so annoying! And please, if you've got a bike, don't ride it on the pavement. Pavements are for pedestrians! Please **be considerate**! *Elena*



We all need to **follow the rules** – even when we don't agree with them! For example, at school I need to wear a uniform. And at home I need to help with the shopping at the weekend. And adults need to follow the rules, too! I'm tired of drivers who don't stop at pedestrian crossings and red lights! They're so dangerous! *Liam*



We can't all be doctors and save lives, but we can all **make a difference**. One way you can do this is to give blood. You can do this when you're over 18. You can also **raise money for charity**. My cousin ran in the London Marathon and raised money for a children's hospital. *Emma*



We should look after our neighbours. For example, if an old person lives alone near you, knock on their door to see if they're OK. Offer to do their shopping. Or perhaps you could just stay for a chat. It's a great way to get to know people in your community! *Josh*

Add your comment here:



## ACCEPTING YOURSELF

Accepting yourself means understanding who you are, respecting yourself and not wanting to be someone completely different.

- 1 Look at this poster. What do you think 'celebrate myself' means?

**'I celebrate myself  
and sing myself.'**

Walt Whitman (1819 –1892), American poet



- 2 Read the article. Are the statements T (true) or F (false)?

- 1 Accepting yourself means liking everything about yourself. \_\_\_\_\_
- 2 You should write down your strong and weak points. \_\_\_\_\_
- 3 When you have negative thoughts, tell yourself that they aren't true. \_\_\_\_\_
- 4 You might need to change some friends. \_\_\_\_\_
- 5 You should behave towards yourself in the same way as you behave towards your friends. \_\_\_\_\_



Accepting yourself means accepting the parts of yourself that you like *and* those parts that you don't like. Some of us have problems accepting ourselves because we are very **self-critical**: we're always seeing things about ourselves that we don't like. If this happens to you, start by writing down all your **strengths**. For example, 'I'm a good friend to my friends and always try to help them.' Sometimes it's easy to forget your good points if you don't remind yourself! But you won't have **a positive self-image** if you don't give yourself **praise**.

But what do you do when you have negative thoughts? Let's look at an example. Imagine that you're at a party and you start dancing. Suddenly you think to yourself, 'Why am I dancing so badly? I'm like an elephant!' When you have these thoughts, stop and ask yourself, 'Am I being nice to myself? Would I speak like this to a friend?'

If you want to accept yourself, it's also important to spend time with people who give you *positive* energy. Don't hang out with people who are always telling you that you aren't good enough and need to change.

Here's one final thing to think about: do you accept and respect your friends? Of course you do! Are they perfect? Of course not! In the same way, accept and respect yourself. Be **gentle** with yourself and don't judge yourself all the time. You'll enjoy life much more!

- 3 Match the definitions with the words and phrases in bold in the article.

- 1 strong points \_\_\_\_\_
- 2 noticing and saying bad things about yourself \_\_\_\_\_
- 3 kind and not strict \_\_\_\_\_
- 4 saying good things about someone \_\_\_\_\_
- 5 a good opinion of yourself \_\_\_\_\_

- 4 When was the last time you had negative thoughts about yourself? Do you think you sometimes try to be 'too perfect'?

---



---



## LEARNING TO ACCEPT MYSELF

1 In general, is my self-image more positive or negative? Explain why.

---



---

2 What are my strengths?

---



---



---

3 What negative thoughts about myself do I have?

Negative thought \_\_\_\_\_

In what situations do I think this?

Am I going to accept this aspect of my personality or try to change it?

Negative thought \_\_\_\_\_

In what situations do I think this?

Am I going to accept this aspect of my personality or try to change it?

4 Do all my friends give me positive energy?

---

5 When was the last time I gave myself praise? Do I do it often enough?

---

6 In general, how can I be more gentle with myself?

---



5 Complete the worksheet about you.

6 Answer the questions with your own ideas.

1 Do you think about your strengths or do you have negative thoughts more often?

---

2 Is there one negative thought about yourself that you have frequently?

---

3 If yes, what will you do the next time you have it?

---

4 How can you learn to accept yourself more?

---



## RESPECTING AND CELEBRATING DIVERSITY

We are all different! This is what 'diversity' means.

We live in communities where people have different strengths and abilities, different beliefs, are different ages and have different skin colours.

To live as a community, we need to accept all people and respect and celebrate their differences.

- 1** Think about a good friend or a brother or sister. Write down how you're similar and how you're different.

How we're similar

---

How we're different

---

- 2** Do the differences make your relationship more or less interesting? Why?
- \_\_\_\_\_
- 3** Read the article on p79 and put photos a–d in the order that they appear in the article.
- 1 \_\_\_\_ 2 \_\_\_\_ 3 \_\_\_\_ 4 \_\_\_\_
- 4** Do you agree or disagree with these opinions, or are you not sure?
- It's good to discover different music and cultures.  
Agree ☐ Disagree ☐ Not sure ☐
  - Music from some countries is better than others.  
Agree ☐ Disagree ☐ Not sure ☐
  - Racism is stupid.  
Agree ☐ Disagree ☐ Not sure ☐
  - Men's football is more interesting than women's.  
Agree ☐ Disagree ☐ Not sure ☐

- 5** Read the text below and match words and phrases 1–6 with the definitions in the box.

form an opinion about   in danger   interested in  
not liking a group of people who are different  
share   understand how they think

### How to respect diversity in your daily life

- It's easy to see what makes you different from some people, but try to find things that you **1 have in common**. If you do this, you won't feel **2 threatened** by them.
- Be **3 curious about** other people, ask questions and listen to them. This will help you to **4 see things from their point of view**.
- Don't **5 judge** other people by their appearance or where they're from. In other words, don't be **6 prejudiced**.

- 6** Tick (✓) the answers that are true for you.

## Diversity and me

- 1** I try to find things in common with other people.

always ☐ usually ☐ not very often ☐

- 2** I am curious about other people and like to ask them questions and listen to them.

always ☐ usually ☐ not very often ☐

- 3** I try to see things from other people's point of view.

always ☐ usually ☐ not very often ☐

- 4** I'm not prejudiced and I don't judge other people by their appearance or where they're from.

always ☐ usually ☐ not very often ☐

- 5** I feel threatened when I'm with people who are very different to me.

always ☐ usually ☐ not very often ☐

- 6** I behave towards people in the same way as I would like them to behave towards me.

always ☐ usually ☐ not very often ☐

- 7** Is it easy to become friends with people who you think are very different from you? Why?



## Two great ways of celebrating diversity!

### WOMAD – enjoying other cultures through music

WOMAD is a very special festival. The letters stand for the World of Music, Arts and Dance and WOMAD shows how people around the world can communicate through music and movement. The most important part of each WOMAD festival is the music. There are concerts from groups from around the world. While you're there, you can also buy food and clothes at stalls that promote international cooperation. WOMAD was created by the British singer and musician Peter Dinklage. He says that the festival lets people discover music and cultures that are different from theirs. In Dinklage's opinion, music brings people together and it also helps to show that racism is stupid.

### Football – for everyone!

Football began as a sport for men, but women's football is now more popular than ever. In the UK, 28.1 million people watched coverage of the Women's World Cup on TV and online in 2019. That's 47% of the UK population! Football is also providing opportunities to people with different physical disabilities. People who cannot use their legs play 7-a-side powerchair football in electric chairs on wheels. And there is a version of football for blind people, too. The ball contains very small metal balls so the players can hear it when it is kicked. The crowd must keep quiet because the players need to hear the ball and each other. Playing and watching football can bring people of different backgrounds, skills and abilities together.





## DEALING WITH PEER PRESSURE

'Peer pressure' is when you are a member of a group and you feel that you must be like the other people in the group.

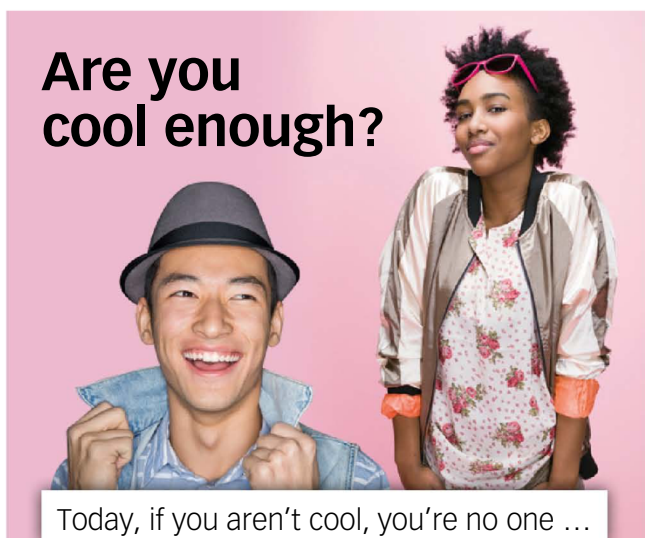
However, real friends accept you as you are. If your group of 'friends' wants you to change and be like them, they probably aren't real friends at all.

### 1 You begin to read this article online. How do you feel?

I want to be cool like them.

What a stupid article!

I'm already so cool!

☐  
☐  
☐


### 2 Read Ella's story on p81. Are the statements T (true) or F (false)?

- 1 Ella would like to have more followers online. \_\_\_\_
- 2 Ella thinks that she has an interesting life. \_\_\_\_
- 3 Social media makes Ella feel better about the way she looks. \_\_\_\_
- 4 Ella wants to do Zumba because she wants to get fit. \_\_\_\_
- 5 Going on social media doesn't make Ella feel happier. \_\_\_\_

### 3 What advice would you give to Ella about going on social media?

---



---

### 4 Read what Ella's brother, Sam, says to her. Match the words and phrases in bold with the definitions.

- 1 to behave in a way to try and make people think that you're fantastic \_\_\_\_\_
- 2 a positive opinion \_\_\_\_\_
- 3 to feel that you are part of a group \_\_\_\_\_
- 4 to make people admire you or think that you're great \_\_\_\_\_
- 5 to think about something all the time \_\_\_\_\_
- 6 a bad way to use time \_\_\_\_\_
- 7 a feeling that you must do something \_\_\_\_\_
- 8 very good friends \_\_\_\_\_

### 5 What do you think of Sam's advice? Do you agree with all of it?

---



---

### 6 Complete the questionnaire.

#### How much do others influence me?

- 1 When you post photos online, do you do it to impress other people?  
always ☐ sometimes ☐ almost never ☐
- 2 How often do you check to see how many likes you get online and who gives them to you?  
always ☐ sometimes ☐ almost never ☐
- 3 How often do you do things to fit in with your group of friends even when you don't like doing them?  
always ☐ sometimes ☐ almost never ☐
- 4 How often do you feel pressure from your friends to be someone that you really aren't?  
always ☐ sometimes ☐ almost never ☐
- 5 Do you compare yourself to other people?  
always ☐ sometimes ☐ almost never ☐

### 7 Answer the questions.

- 1 Do you sometimes feel pressure from your friends? If yes, give one or two examples.  
\_\_\_\_\_
- 2 What do you think is the best thing to do about this pressure?  
\_\_\_\_\_



## An evening at home

After dinner with her family, Ella went to her room to do her homework. 'I'll just check my Instagram account before I start,' she thought.

Oh, I haven't got any new followers. Why not? I followed ten new people yesterday! All my friends have got more followers than me. What's wrong with me? Don't people like me? Yesterday I posted a great picture of me and our cat. It was so nice! And it only got five likes! ...

OK, I think I'll look at Chloe's page for a moment before I start my homework. She's on holiday. What a cool video! She's water-skiing! Why don't I ever do anything like that? And she's got 513 likes in only five hours! That never happens to me!

Oh, here's a photo of her on the beach. She looks like she's having a great time! And I'm here in my bedroom! Oh, she's dyed her hair. It looks great! Perhaps I should do that. My hair's so boring!

Oh, look! Latya Larrison has posted some new photos. She's a real fashion star! She's at the Oscars! Wow! What a great dress! I'd love to wear clothes like that! And there's another photo of Latya at a Zumba class. She always looks so great! Perhaps I should start doing Zumba. Oh, I'm too tired to do any homework now. I think I'll see what time Zumba classes are at the gym ...

Ella



We all want to be popular and to feel that we **fit in**. That's normal! But don't **be obsessed** with how many followers or likes you get online. The online world isn't the real world, you know! A lot of people online are just **showing off** and trying to persuade others that they're really cool and happy. I know that sometimes we can feel a lot of **pressure** to look cool, too, but it's a **waste of time**! And it won't make you feel happier! You don't need to **impress** your real friends! They'll accept you as you are – you don't need to look for their **approval** all the time. And it's much better to have three or four **close friends** than thousands of friends online.

Sam

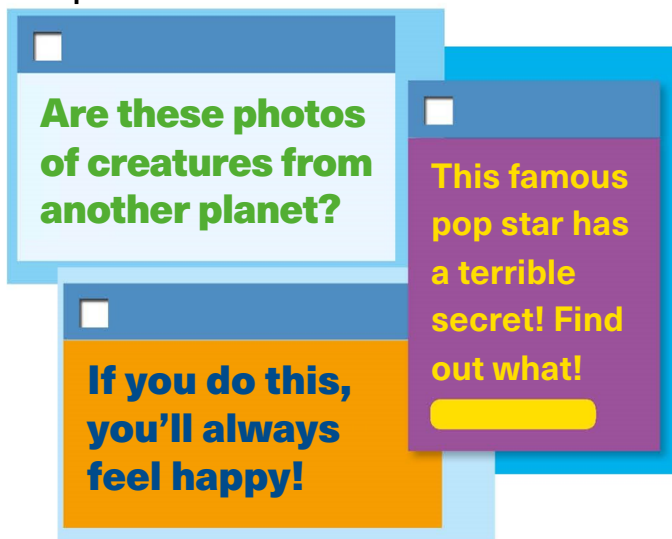




## STAYING IN CONTROL ONLINE

A lot of articles and ads online try to play with our emotions. We need to take steps so that we keep our emotions under control when we go online.

### 1 Read these three pop-ups and answer the questions.



- 1 How do you feel when you read each pop-up?  
\_\_\_\_\_
- 2 Which one(s) would you click on? Why?  
\_\_\_\_\_

### 2 Read the article on p83. Match titles a–f to paragraphs 1–3. There are three titles you don't need.

- a It's your decision!
- b The advantages of clickbait
- c Three reasons why clickbait works
- d Curiosity and fear: two strong emotions!
- e What is clickbait?
- f Why does clickbait work?

Paragraph 1  
\_\_\_\_\_

Paragraph 2  
\_\_\_\_\_

Paragraph 3  
\_\_\_\_\_

### 3 Can you think of an example of clickbait that you've seen recently?

\_\_\_\_\_

### 4 Read the text. Match definitions 1–6 with the words and phrases in bold.

## How to be in control

These days there's a lot of **sensationalist** news online and fake ads and news, too. The people who write these articles don't usually want to **inform** you. They want to **influence** you so that you feel a certain way: angry, upset, etc. What's more, they will succeed if you aren't careful! So, when you have a strong emotional **reaction** to an article or headline, put down your phone! Ask yourself: why has the person written this? Is it to inform me or to **manipulate** my emotions? Close your eyes and breathe deeply a few times. Lie on the floor and stretch your arms behind your head. You'll feel calmer and it'll be easier to **keep your emotions under control**.

- 1 control (someone), usually with a bad intention  
\_\_\_\_\_
- 2 give information \_\_\_\_\_
- 3 deal with your feelings successfully \_\_\_\_\_
- 4 have an effect on \_\_\_\_\_
- 5 writing about news in an exciting or shocking way \_\_\_\_\_
- 6 the way you feel after reading, hearing or seeing something \_\_\_\_\_

### 5 The next two times you read an article or headline online, write the answers to these questions.

- 1 Is this article or headline trying to play with my emotions or manipulate me?  
(Yes/No/Not sure)  
Article 1  
\_\_\_\_\_  
Article 2  
\_\_\_\_\_  
\_\_\_\_\_
- 2 If you answered 'Yes' or 'Not sure', explain why.  
\_\_\_\_\_  
\_\_\_\_\_

### 6 Answer the questions.

- 1 What kind of topics do you read about online? (sport, fashion, films, politics, etc.)  
\_\_\_\_\_  
\_\_\_\_\_
- 2 Do you think what you read about online is sensationalist? Why/Why not?  
\_\_\_\_\_  
\_\_\_\_\_





Remember  
this young  
actor? See  
what he looks  
like now!

CLICK  
HERE



## Who's in control?

- 1 Imagine you're reading an article online when, suddenly, you see the message, 'Five secrets to be rich and famous!' What do you do? If you're like many of us, you probably click on it! This type of message is called 'clickbait'. Clickbait is a headline or a pop-up ad which makes you want to click on it. Very often, it's a link to a website that is trying to sell you something or which doesn't give you very reliable or interesting information. Most of us know that it's a waste of time to click on these links, but we still do it. The question is: why?
- 2 First of all, when someone promises to tell you something interesting, you want to know what it is! Imagine the headline, 'You'll never guess what Taylor Swift did on holiday!' You want to find out, so you click on the link! The second reason is something called FOMO. FOMO stands for the Fear Of Missing Out. This means that we're afraid that if we don't click, we won't learn something important or useful. For example, imagine the headline, 'How to pass exams by only studying for ten minutes a week!'. You think that you have to click on this because it might really help you!
- 3 It's hard not to pay attention to clickbait because it plays with two basic human emotions: curiosity and fear. However, in the end, it's up to you: are you going to control what you read online or are advertisers and the media going to control you?

CLICK HERE



Find out  
how to be  
rich and  
famous!



REGISTER

SIGN UP

CLICK HERE







# Reading

## EXAM SKILLS

Paper 1 is Reading and it has got six parts.

In **Part 1**, there are five short texts, such as adverts, emails and text messages. There are three sentences next to each text. You need to choose which sentence (A, B or C) correctly reflects the information in the text.

In **Part 2**, there are five descriptions of people and their interests and eight short texts on a particular topic. You need to match each person (1–5) to one of the texts (A–H).

In **Part 3**, there is one long text. There are five questions, each with four options. You need to choose one option (A, B, C or D).

In **Part 4**, there is a text with five gaps where sentences are missing. Following the text there are eight

sentences. You need to choose which of the eight sentences (A–H) goes in which gap (1–5) in the text.

In **Part 5**, there is a short text with six gaps. Under the text there are four options (A–D) to choose to complete each gap (1–6).

In **Part 6**, there is a short text with six gaps. You need to write the correct word in each gap.

You have **45 minutes** to complete the Reading paper. If you don't know an answer, it's always a good idea to guess. You don't lose marks for incorrect answers.

**Part 2 will probably take you the longest.** It's best to do this question last. Part 3 will also probably take you quite a long time. Do this question second to last.

## Reading Part 1

You read different types of short text from the real world. You can get one mark per question.

- First, read the text. What kind of text is it? Is it a sign, an email, an advertisement, etc.?
- Read the three options next to the text. Think about the meaning of each option (A, B and C). Which has exactly the same meaning as the text?
- Read the text and options again and check your answer. Why are the other two options incorrect? Be careful! Don't just look at individual words. Think about the general meaning of all the text and each option.

### 1 For each question, choose the correct answer.

1



- A The swimming pool won't close if people sign the petition.
- B People should sign the petition if they want to save the pool.
- C Lots of people have signed the petition.

2

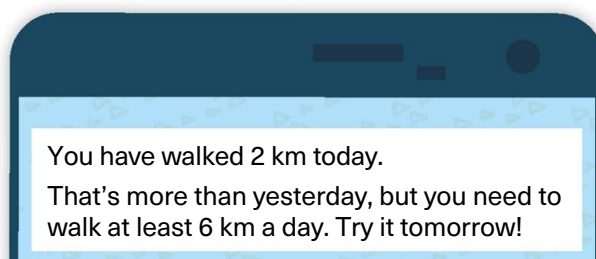
**Learn to write computer code!**

**No experience necessary. Hurry because places are limited!**

**Computers are not provided.**

- A This course is only for people with no experience.
- B If you don't apply today, you can't do the course.
- C You need a computer to go to these classes.

3



- A The person should walk further.
- B The person will try to walk 6 km tomorrow.
- C The person went for a long walk yesterday.





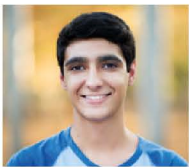
## Reading Part 2

You read short descriptions of people. You have to match each description to a short text. You can get one mark per question.

- Do this question last as it will take you the longest.
- First, read the description of the first person and underline all the key information.
- Next, read the texts. Which text matches all the key information you have underlined in the description?
- Repeat this process with the descriptions of the other people.
- Don't think that a text matches a person because it contains some of the same words! You need to concentrate on the *meaning* of the text and *not* just on individual words.

## 2 Read the text. For each question, choose the correct answer.

**The young people (1–3) all want to have guitar lessons. There are descriptions of five kinds of guitar class (A–E). Decide which class would be the most suitable for each person.**



- 1** José is 15. He plays the classical guitar quite well, but now he's looking for someone to help him play jazz. He can only go to classes at the weekend. ☐



- 2** Maria has been given a guitar for her birthday because she has always wanted to play in a band. She has never played the guitar before. She can have lessons after school during the week except on Fridays. She'd prefer a female teacher. ☐



- 3** Emre started playing the guitar when he was six and he hopes to become a professional on the classical guitar. He wants to learn advanced skills. He is free on Tuesday and Thursday evenings. ☐

## Guitar classes

### A GUITAR SCHOOL

Our two teachers have experience in helping players of all levels to learn the guitar and we teach all styles! The school is open every day from Monday to Friday until 10 pm for intermediate to advanced classes, and on Saturdays and Sundays we have classes for beginners.

### B EASY GUITAR

With Anna Brown's 'easy' method, anyone can learn the electric guitar. Her lessons are ideal if you're starting or if you've tried in the past and lost hope! So, what are you waiting for? Just click here and you can download the video lessons. Only 40 euros for the complete course!

### C BILL'S PLACE

Bill Pax is a professional jazz guitarist with the band The Ravens. He also has 20 years' experience teaching students to play jazz guitar with freedom and confidence. Bill teaches all levels except beginners. He prefers to teach during the week as he often has concerts at the weekend.

### D GUITAR MASTER JOE

If you're looking to become a professional guitarist, Guitar Master Joe is the place for you. And if you're a beginner it's also the place for you! Joe Wagner teaches all levels and styles: classical, electric, jazz, etc. Classes on Friday evenings and all day Saturday. And the first lesson is free! Minimum student age: 14.

### E A & B GUITAR

A & B Guitar is the music school of Andrew Svenson and Bella Conte. Andrew teaches classical and jazz guitar while Bella gives classes in all other styles. Andrew is free on Tuesday and Thursday mornings and specialises in advanced levels. Bella teaches every evening in the week except Tuesday and offers classes for beginners.





## Reading Part 3

In Part 3, you read a text which expresses an opinion or attitude. You have to answer multiple-choice questions on it with four options (A, B, C or D). You can get one mark per question.

- Do this question second to last as it will take you quite a long time.
- The first four questions follow the order of information in the text.
- The final question focuses on the text's global meaning.
- First, read the text quickly to get the general idea.
- Next, read the first question and find the place in the text where the information is contained.
- Don't choose an answer just because it repeats some words from the text.
- Repeat this process with the other questions.

### 3 Read the text on p16. For each question, choose the correct answer.

- What did the experiment at the University of Glasgow show?
  - Some groups of young people don't play video games.
  - Video gamers become better at playing with practice.
  - Playing video games is useful preparation for the world of work.
  - You need to play video games for eight weeks to improve your skills.
- Video games can help people to
  - pass exams.
  - be more artistic.
  - learn about new ideas in the modern world.
  - concentrate better.
- What parts of our bodies do video games develop?
  - hands, eyes and brain
  - brain, ears and hands
  - hands, eyes and ears
  - brains, hands and mouth
- What is a logical conclusion from this article?
  - All young people should spend more time playing video games.
  - Playing video games has some benefits.
  - You can learn more from video games than most school subjects.
  - Video games will teach you what to do in difficult situations.

## Reading Part 4

In Part 4, you read a longer text which has gaps with sentences missing. Following the text are the sentences. You have to choose which of the sentences goes in each gap in the text. You can get one mark per question.

- First, read the complete text to get the general idea.
- Then, look at the first gap and decide which of the sentences fits.
- Make sure that the sentence fits what comes before and after the gap.
- Focus on any linking words and expressions at the start of the sentence. For example: *So, However, But, In this way*, etc. This will help you see how it is connected to the previous sentence.
- Repeat this process with the other gaps.
- When you have completed all the gaps, read the complete text again with your chosen answers. Does the text make sense?

### 4 Three sentences have been removed from the text below. For each question, choose the correct answer. There are two extra sentences which you do not need to use.

#### A very special young woman

Ann Makosinski is a young inventor and an entrepreneur who was born in Canada in 1997. When she was growing up, she didn't have any toys, a phone or a games console. **1** ☐ She's always been a very curious person and used to spend hours playing with different objects in her house to investigate how they worked.

When Ann was 15, she was visiting a friend in the Philippines who told her about a problem. Her friend explained that they often lost the electricity in her house in the evening. As a result, she couldn't do her homework because it was too dark to read. **2** ☐ She invented a light that doesn't need electricity in the house or batteries. It starts to work when you hold it in your hand. It gets its power from the heat in your body.

Ann isn't just interested in science and inventing.

**3** ☐ She's a very special young woman!

- She also plays the piano and the violin and studies English Literature at university.
- As a result, she never learnt to play video games.
- Ann felt sorry for her and she came up with a practical solution.
- This meant that she wasn't doing well at school.
- However, this didn't mean that she got bored.





### Reading Part 5

In Part 5, you read a short text with gaps. Each gap represents one word. You have to choose one of four words (A, B, C or D) to complete each gap. You can get one mark per question.

- First, read the text quickly to get the general meaning.
- To choose the correct word for each gap, you should read the whole sentence where the gap appears.
- Very often the questions test your knowledge of vocabulary (e.g. Do we use *do* or *make* with *your bed*?).
- When you have completed all the gaps, read the complete text again with your chosen answers. Does the text make sense?

### 5 For each question, choose the correct answer.

## Colour or black and white?

If you're a serious photographer, there's one question that you always need to 1 \_\_\_\_\_: will this photo 2 \_\_\_\_\_ better in black and white or colour? In general, you should choose colour when colour is an important part of the picture. A photo of delicious food is a clear example of this. However, when you're 3 \_\_\_\_\_ a photo of someone's face, black and white really helps you to show the person's feelings. You don't always have to decide before you take the picture. Many photographers take photographs in colour, and then 4 \_\_\_\_\_ them later to change the images to black and white. You can also 5 \_\_\_\_\_ filters to change the colours of your photographs. Sometimes, editing can 6 \_\_\_\_\_ a big difference to how your photos look.



- |            |            |           |          |
|------------|------------|-----------|----------|
| 1 A put    | B ask      | C have    | D make   |
| 2 A seem   | B see      | C sound   | D look   |
| 3 A taking | B shooting | C filming | D making |
| 4 A share  | B change   | C edit    |          |
| 5 A add    | B put      | C show    |          |
| 6 A have   | B make     | C do      |          |

### Reading Part 6

In Part 6, you read a short text with gaps. Each gap represents one word. You have to think of the correct word to fill each gap. You can get one mark per question.

- First, read the text quickly to get the general meaning.
- To decide on the correct word for each gap, you should read the whole sentence where the gap appears.
- The gaps often test your knowledge of grammar (e.g. \_\_\_\_\_ the weather's nice tomorrow, we'll go out.).
- When you have completed all the gaps, read the complete text again with your answers. Does the text make sense?

### 6 For each question, write the correct answer. Write one word in each gap.

## Istanbul: the city on the river

Most people who live in big cities don't go to work 1 \_\_\_\_\_ boat. However, in Istanbul, it's quite common. For thousands of years, boats have crossed the river Bosphorus, which separates the European and Asian halves of the city. Now, the ferries have been partly replaced 2 \_\_\_\_\_ several bridges and a rail tunnel. However, the ferries continue to provide transport 3 \_\_\_\_\_ many thousands of workers and tourists every day.

4 \_\_\_\_\_ one day you visit Istanbul, it's a good idea to take one of these ferries. And you must take a short cruise along the Bosphorus! From the river you can see some incredible views and beautiful buildings, such 5 \_\_\_\_\_ Maiden's tower and the Dolmabahçe palace. Travelling along the river is a great way to see different parts 6 \_\_\_\_\_ the city. It's an unforgettable experience.





## Writing

**EXAM SKILLS**

Paper 2 is Writing and it has got two parts.

In **Part 1**, you answer an email which has four points you have to reply to.

In **Part 2**, you can choose between writing an article OR a story.

You should write about 100 words in both Part 1 and Part 2. You have **45 minutes** to complete Paper 2.

- Make sure that you understand exactly what you have to write.
- Plan your answer carefully before writing.
- Write clearly. The examiner must be able to understand your writing!
- If you are not sure how to say something in English, find a simpler way to say it.

### How is your writing marked?

- 25% of the marks are for content. You will get full marks if you write a complete answer to the question asked.
- 25% of the marks are for communicative achievement. You will get full marks if your text is written in the correct style and is easy to follow.
- 25% of the marks are for organisation. You will get full marks if your text is well organised and you use a variety of linking words.
- 25% of the marks are for language. You will get full marks if you use a wide range of vocabulary and grammatical structures and they are accurate.

## Writing Part 1

In Part 1, you should write an email of about 100 words. You can get 20 marks for this part.

- First, read the email carefully and make sure you understand the four points you have to reply to.
- When you finish, check that you have included all four points in the notes.

**Now, write your email to Rob using all the notes. Write about 100 words.**

[illegible]

**1** Read this email from your friend Rob and the notes you have made.

From: Rob

Subject: Sports centre this weekend?

Hi!

How are things?

Would you like to go to the sports centre this weekend? We could go on Saturday or on Sunday. Which day would you prefer to go?

What do you want to do there? Shall we play badminton?

One last thing: do you want to invite anyone else?

Cheers,

Rob

Yes!

Suggest an alternative

### Explain

Sam?





## Writing Part 2

In Part 2, you can choose to write either an article or a story. For the article, you read an announcement from a magazine or website. This gives you the topic that you must write about. For the story, you are given the first sentence of the story. You must continue the story with a clear connection to the opening sentence. You should write about 100 words. You can get 20 marks for this part.

- Before you decide to do the article or the story, think about which topic you prefer and what type of vocabulary and grammar you will need for each one.
- If you choose the story, pay attention to any names or pronouns used in the opening sentence. Make sure that your story follows the same style. For example, if the story begins in the third person (*he* or *she*), it should continue that way.

## 2 Read the writing task and complete exercises 3 and 4.

### OPTION A

You see this announcement in your school English language magazine.

#### Articles wanted!

**Could you live without the internet for one week?**

Write an article telling us what you use the internet for. Could you live without it for a week? Why/Why not? The best articles answering these questions will be published next month.

**Write your article.**

## 3 Tick which activities you use the internet for.

- |  |  |
|--|--|
| <input type="checkbox"/> messaging friends     | <input type="checkbox"/> looking for directions and maps |
| <input type="checkbox"/> listening to music    | <input type="checkbox"/> shopping online                 |
| <input type="checkbox"/> watching videos       | <input type="checkbox"/> homework                        |
| <input type="checkbox"/> reading news articles | <input type="checkbox"/> playing games                   |
| <input type="checkbox"/> posting photos        | <input type="checkbox"/> other                           |

## 4 Think about how often you do each activity in exercise 3, and whether you could live without doing this activity for a week. Make notes.

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## 5 Read the writing task and complete exercise 6.

### OPTION B

**Your English teacher has asked you to write a story. Your story must begin with this sentence.**

*Emma couldn't sleep because there was a storm outside.*

**Write your story.**

## 6 Make notes.

Who is Emma? How old is she? Where does she live?

Why can't Emma sleep? How does she feel? What is she thinking about?

What happens next?

## 7 Choose either option A or option B. Write your article or story.

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## Listening

### EXAM SKILLS

Paper 3 is Listening and it has got four parts.

In **Part 1**, you listen to seven short monologues or dialogues. Each monologue/dialogue has a question with three pictures (A, B and C) as the possible answer. You need to choose which picture correctly answers the question.

In **Part 2**, you listen to six short dialogues. For each dialogue, you need to choose which option (A, B or C) correctly shows the general meaning.

In **Part 3**, you listen to a monologue and complete six gaps.

In **Part 4**, you listen to an interview. There are six questions on the interview, with three options each (A, B or C). The questions test your detailed understanding of the meaning or they ask you to identify attitudes and opinions.

In all four parts, you have two opportunities to listen.

The paper lasts about **30 minutes** and you have **six minutes** at the end to write and check your answers.

If you don't know an answer, it's always a good idea to guess. You don't lose marks for incorrect answers.

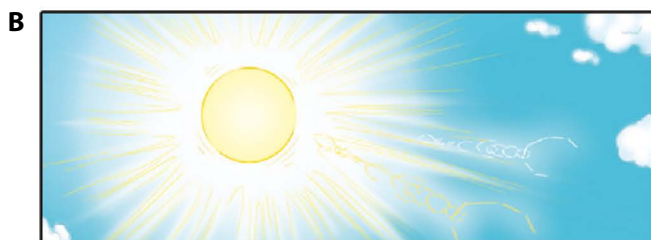
### Listening Part 1

In Part 1 you hear different short monologues or dialogues and listen for specific information. You can get one mark per question.

- Don't choose a picture just because you hear a word that is in it. You need to understand the text in detail.
- You need to listen to the *complete text* before you decide on an answer. If you think you know the answer after only one sentence, you're probably wrong!

#### 1 21 For each question, choose the correct answer.

- 1 What will the weather be like in Scotland next Wednesday?



- 2 What is the second activity that the boy did at the weekend?







### Listening Part 2

In Part 2 there are short dialogues. For each dialogue, there is one question with three possible answers (A, B or C). You can get one mark per question.

- Before you listen, read each question carefully. For example, are they asking you about what the boy says, what the girl says or what they both say?
- Don't choose an answer just because you hear some of the words in it. You need to focus on the meaning of the complete dialogue and *not* on individual words.
- You need to listen to the *complete dialogue* before you decide on an answer. If you think you know the answer after only one or two sentences, you're probably wrong!

### 2 22 For each question, choose the correct answer.

- You will hear a boy telling his friend about a holiday weekend in Barcelona. Which person in his family was disappointed in the end?  
**A** his mum  
**B** his dad  
**C** his sister
- You will hear a boy and girl talking about running. What do they agree?  
**A** they will go running together tomorrow.  
**B** the girl won't use her running app tomorrow.  
**C** the girl's running app isn't right for everyone.
- You will hear two teachers talking about sport. What does the man say?  
**A** Sport is too competitive.  
**B** Everyone should do sport.  
**C** Team sports are useful.
- You will hear two friends talking about a game of tennis. What does the woman say?  
**A** The young man may play well.  
**B** His sister is a worse player.  
**C** It's a serious game.

### Listening Part 3

In Part 3 you listen to a monologue. As you listen, you need to complete gaps in a summary of the monologue. The gaps can be for one or two words, a number, date or time. You can get one mark per question.

- Before you listen, read the text. Think about what kind of word could go in each gap (a number, an adjective, a noun, etc.).
- You need to complete the gaps with the exact form of the words you hear.
- When you listen for the second time, check that the text makes sense with the words you have written.
- You don't need to spell numbers. (For example, write 2:30 and **not** *two thirty*.)

### 3 23 For each question, write the correct answer in the gap. Write one or two words or a number or a date or a time.

You will hear a man called Ben Evans telling a group of students about how to become a professional photographer.

## Professional photographer

Studying photography is **1** \_\_\_\_\_.  
 You'll need to have **2** \_\_\_\_\_ at the end of your studies.  
 It's important to show your photos  
**3** \_\_\_\_\_.





## Listening Part 4

In Part 4 you listen to an interview. You need to answer multiple-choice questions, choosing the correct answer from a choice of three options (A, B or C). You can get one mark per question.

- Before you listen, read the information about the situation and the questions carefully and underline the key information. You don't need to read the options at this stage.
- When you listen, focus on the meaning and not on individual words. Very often, the correct answer will not use the same words as in the interview.

### 4 24 For each question, choose the correct answer.

**You will hear a radio interview with a young journalist called Callum.**

- 1 Callum started his website when he was
  - A at school.
  - B 19.
  - C doing media studies at university.
- 2 Why did Callum create his website?
  - A He felt sad reading about all the bad news in the world.
  - B He thought the news wasn't giving an accurate picture of the world.
  - C He thought there was too much fake news.
- 3 What does Callum think of bad news?
  - A It's people's favourite type of news.
  - B It's less important than good news.
  - C It helps the media to make money.
- 4 When Callum started the website,
  - A he worked alone.
  - B some people said that it was too positive.
  - C it was just a blog.
- 5 Why did the website become popular?
  - A Callum started to write about it on Twitter.
  - B Callum met a famous film star.
  - C It was recommended by a well-known person.
- 6 How many of the ideas on the website does Callum invent?
  - A none
  - B some
  - C all

### 5 25 For each question, choose the correct answer.

**You are going to listen to a radio interview with a housing expert called Valerie Richards.**

- 1 Who is Michael Fletcher?
  - A a person who has recently moved house
  - B someone who listens to the radio show
  - C a housing expert
- 2 What does Valerie say about terraced houses?
  - A They are not as popular as they were.
  - B The garages are much smaller than in the past.
  - C There is less space outside them compared to in the past.
- 3 Why do people prefer new houses, according to Valerie?
  - A They are simpler to buy than old houses.
  - B It is easier to put wooden floors in them.
  - C There are many types to choose from.
- 4 What problem with old houses is mentioned?
  - A They can be expensive to repair.
  - B The doors are too big.
  - C They use a lot of electricity.
- 5 What house does the interviewer prefer?
  - A a new house
  - B a flat with a romantic view
  - C a small house





# Speaking

## EXAM SKILLS

Paper 4 is Speaking and it has got four parts. When you do this part of the exam, there will be four people in the room: you, another candidate, one examiner who asks the questions and one examiner who observes and does not take part.

In **Part 1**, the examiner asks you some questions about yourself and your life. You do not interact with the other candidate. This part lasts about **two minutes**.

In **Part 2**, you describe a colour photo. You do not interact with the other candidate. This part lasts about **three minutes**.

In **Part 3**, the examiner shows you and the other candidate some pictures about a particular situation. You and the other candidate discuss them. This part lasts about **four minutes**.

In **Part 4**, you and the other candidate discuss some questions related to the topic in Part 3. This part lasts about **three minutes**.

In total, Paper 4 lasts about **12 minutes**.

### Speaking Part 1


In Part 1 the examiner will ask you some simple personal questions, for example: your name, where you live, what you do at the weekend, etc.

- If you don't understand a question, ask the examiner to repeat it.
- Try not to give very short answers with one or two words.
- Sometimes it's good to explain an answer with *because*. It can also be good to give examples using *for example*.

### Speaking Part 2

In Part 2 you describe what you can see in a photo. Imagine that the examiner can't see your photo and describe *everything* in it.

- Describe the people, their clothes including colours, where the people are, the objects you can see, the weather, etc.
- Describe only what you can see. Don't guess about which country it might be, etc.

**1**  **26** You will hear six questions. Answer each one after you hear it.

**2** Look at this photo. It shows two girls. Talk about it for one to two minutes.





**Speaking Part 3**

In Part 3, you and the other candidate discuss various possibilities suggested by some pictures and try to come to an agreement about which is the best.

- This is a conversation between you and your partner. You need to give the other person time to speak, and you need to listen to what they say and react to it.
- Don't come to an agreement too quickly. The objective is to have a conversation for four minutes – not to agree quickly.
- The examiner will give you marks for the language you use and how you interact with your partner. They will not give you marks for your ideas. So, don't worry if you think that your ideas aren't very interesting!

**3 Work with a partner. You and your partner are going to spend Saturday together. Here are some activities you could do.**

Talk together about the different activities for about two minutes, and say which would be most interesting.

**Speaking Part 4**

In Part 4, the examiner asks you and your partner some questions that are connected to the topic in Part 3.

- Make sure that you listen carefully to the examiner's questions and that you answer the exact question which they ask.
- Remember that this is a conversation with your partner so, when you finish speaking, ask them their opinion. (*What do you think? Do you agree?*)
- Give full answers to the questions which the examiner asks and explain your opinions (using *because*) and give examples (using *for example*).

**4 Discuss these questions with your partner for two to three minutes.**

What do you usually do in your free time?

What do you like doing most? Why?

Do you ever get bored? Why/Why not?

Do you prefer to be on your own or with other people? Why?

**Saturday with a friend**





## Infinitive

be /bi:/  
 become /bɪ'kʌm/  
 begin /bɪ'ɡɪn/  
 bet /bet/  
 break /breɪk/  
 bring /brɪŋ/  
 broadcast /'brɔːd,kɑːst/  
 build /bɪld/  
 buy /baɪ/  
 catch /kætʃ/  
 choose /tʃuːz/  
 come /kʌm/  
 cost /kɒst/  
 cut /kʌt/  
 do /duː/  
 draw /drɔː/  
 dream /driːm/  
 drink /drɪŋk/  
 drive /draɪv/  
 eat /iːt/  
 fall /fɔːl/  
 feed /fiːd/  
 feel /fiːl/  
 fight /faɪt/  
 find /faɪnd/  
 fly /flaɪ/  
 forget /fə(r)'get/  
 get /get/  
 give /ɡɪv/  
 go /gəʊ/  
 grow /grəʊ/  
 hang /hæŋ/  
 have /hæv/  
 hear /hɪə(r)/  
 hide /haɪd/  
 hit /hɪt/  
 hold /həʊld/  
 keep /kiːp/  
 know /nəʊ/  
 lay /leɪ/  
 learn /lɜː(r)n/  
 leave /liːv/  
 let /let/  
 lose /luːz/

## Past simple

was / were /wɒz/, /wɜː(r)/  
 became /bɪ'keɪm/  
 began /bɪ'ɡæn/  
 bet /bet/  
 broke /brəʊk/  
 brought /brɔːt/  
 broadcast /'brɔːd,kɑːst/  
 built /bɪlt/  
 bought /bɔːt/  
 caught /kɔːt/  
 chose /tʃəʊz/  
 came /keɪm/  
 cost /kɒst/  
 cut /kʌt/  
 did /dɪd/  
 drew /druː/  
 dreamed/dreamt /driːmd//dremt/  
 drank /dræŋk/  
 drove /drəʊv/  
 ate /eɪt/  
 fell /fel/  
 fed /fed/  
 felt /felt/  
 fought /fɔːt/  
 found /faʊnd/  
 flew /fluː/  
 forgot /fə(r)'ɡɒt/  
 got /ɡɒt/  
 gave /geɪv/  
 went /went/  
 grew /gruː/  
 hung /hʌŋ/  
 had /həd/  
 heard /hɜː(r)d/  
 hid /hɪd/  
 hit /hɪt/  
 held /held/  
 kept /kept/  
 knew /njuː/  
 laid /leɪd/  
 learnt/learned /lɜː(r)nt//lɜː(r)nd/  
 left /left/  
 let /let/  
 lost /lɒst/

## Past participle

been /biːn/  
 become /bɪ'kʌm/  
 begun /bɪ'ɡʌn/  
 bet /bet/  
 broken /'brəʊkən/  
 brought /brɔːt/  
 broadcast /'brɔːd,kɑːst/  
 built /bɪlt/  
 bought /bɔːt/  
 caught /kɔːt/  
 chosen /'tʃəʊz(ə)n/  
 come /kʌm/  
 cost /kɒst/  
 cut /kʌt/  
 done /dʌn/  
 drawn /drɔːn/  
 dreamed/dreamt /driːmd//dremt/  
 drunk /drʌŋk/  
 driven /'drɪv(ə)n/  
 eaten /'iːt(ə)n/  
 fallen /'fɔːlən/  
 fed /fed/  
 felt /felt/  
 fought /fɔːt/  
 found /faʊnd/  
 flown /fləʊn/  
 forgotten /fə(r)'ɡɒt(ə)n/  
 got /ɡɒt/  
 given /'ɡɪv(ə)n/  
 gone /ɡɒn/  
 grown /grəʊn/  
 hung /hʌŋ/  
 had /həd/  
 heard /hɜː(r)d/  
 hidden /'hɪd(ə)n/  
 hit /hɪt/  
 held /held/  
 kept /kept/  
 known /nəʊn/  
 laid /leɪd/  
 learnt/learned /lɜː(r)nt//lɜː(r)nd/  
 left /left/  
 let /let/  
 lost /lɒst/





## Infinitive

**make** /meɪk/  
**mean** /mi:n/  
**meet** /mi:t/  
**pay** /peɪ/  
**put** /pʊt/  
**read** /ri:d/  
**ride** /raɪd/  
**ring** /rɪŋ/  
**run** /rʌn/  
**say** /seɪ/  
**see** /si:/  
**sell** /sel/  
**send** /send/  
**set** /set/  
**shine** /ʃaɪn/  
**show** /ʃəʊ/  
**sing** /sɪŋ/  
**sit** /sɪt/  
**sleep** /sli:p/  
**speak** /spi:k/  
**spend** /spend/  
**stand** /stænd/  
**steal** /sti:l/  
**stick** /stɪk/  
**sweep** /swi:p/  
**swim** /swɪm/  
**take** /teɪk/  
**teach** /ti:tʃ/  
**tell** /tel/  
**think** /θɪŋk/  
**throw** /θrəʊ/  
**understand** /,ʌndə(r)'stænd/  
**wake** /weɪk/  
**wear** /weə(r)/  
**win** /wɪn/  
**write** /raɪt/

## Past simple

**made** /meɪd/  
**meant** /ment/  
**met** /met/  
**paid** /peɪd/  
**put** /pʊt/  
**read** /red/  
**rode** /rəʊd/  
**rang** /ræŋ/  
**ran** /ræn/  
**said** /sed/  
**saw** /sɔ:/  
**sold** /səʊld/  
**sent** /sent/  
**set** /set/  
**shone/shined** /ʃɒn//ʃaɪnd/  
**showed** /ʃəʊd/  
**sang** /sæŋ/  
**sat** /sæt/  
**slept** /slept/  
**spoke** /spəʊk/  
**spent** /spent/  
**stood** /stʊd/  
**stole** /stəʊl/  
**stuck** /stʌk/  
**swept** /swept/  
**swam** /swæm/  
**took** /tʊk/  
**taught** /tɔ:t/  
**told** /təʊld/  
**thought** /θɔ:t/  
**threw** /θru:/  
**understood** /,ʌndə(r)'stʊd/  
**woke** /wəʊk/  
**wore** /wɔ:(r)/  
**won** /wʌn/  
**wrote** /rəʊt/

## Past participle

**made** /meɪd/  
**meant** /ment/  
**met** /met/  
**paid** /peɪd/  
**put** /pʊt/  
**read** /red/  
**ridden** /'rɪd(ə)n/  
**rung** /rʌŋ/  
**run** /rʌn/  
**said** /sed/  
**seen** /si:n/  
**sold** /səʊld/  
**sent** /sent/  
**set** /set/  
**shone/shined** /ʃɒn//ʃaɪnd/  
**shown** /ʃəʊn/  
**sung** /sʌŋ/  
**sat** /sæt/  
**slept** /slept/  
**spoken** /'spəʊkən/  
**spent** /spent/  
**stood** /stʊd/  
**stolen** /'stəʊlən/  
**stuck** /stʌk/  
**swept** /swept/  
**swum** /swʌm/  
**taken** /'teɪkən/  
**taught** /tɔ:t/  
**told** /təʊld/  
**thought** /θɔ:t/  
**thrown** /θrəʊn/  
**understood** /,ʌndə(r)'stʊd/  
**woken** /'wəʊkən/  
**worn** /wɔ:(r)n/  
**won** /wʌn/  
**written** /'rɪt(ə)n/