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Patricia Reilly Emma Heyderman

www.frenglish.ru

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Vocabulary

Music and performance

1 ☆ Circle the odd one out.

- 1 drums / keyboard / pop / piano
- 2 composer / musician / guitarist / hit
- 3 keyboard / tour / live album / playlist
- 4 audience / tour / performance / hip hop
- 5 support band / lead singer / keyboard player / tour
- 6 lead singer / drums / DJ / composer

2 ☆ Choose the correct option.

- 1 The lyrics/lead singer has got an amazing voice.
- 2 The sell out/sound quality at the concert was great: you could hear everything.
- 3 The audience/lyrics of that song are fantastic. I sing it all the time!
- 4 I've made a new playlist/performance for my birthday party with lots of dance music on it.
- 5 The band are brilliant. I hope they hit/release a new album soon.
- 6 The singer is in the studio at the moment. She's going to record/tour a new song.
- 7 The live album/support band at the concert were great. They performed/released really well. I hope they go on hit/tour.

3 ☆☆ Complete the sentences. The first letter is given.

- 1 I hope Morat are going to release a new single soon.
- 2 There were over 3,000 people in the a at the last concert I went to – it was amazing.
- 3 The l s of Coldplay is Chris Martin.
- 4 Our school hall is a great place for concerts because the s q is excellent – you can hear everything really well.
- 5 The s b at the Ed Sheeran concert were brilliant. I'd never heard of them, but I'd certainly go and see them p again.
- 6 Many young YouTube artists r songs at home and then upload them for people to listen to.

4 ☆☆ Complete the text with the words in the box. There are two extra words.

albums audience ~~lead singer~~ lyrics performed
released sold out sound quality tour

Maroon 5 are a band from Los Angeles, USA. The 1 lead singer is Adam Levine, the guitarist is James Valentine, Jesse Carmichael is the keyboard player, Mickey Madden plays the bass and the drummer is Matt Flynn. They 2 their first album in 2002 and won their first Grammy award in 2004. Since then, they have been busy. They've had four number 1 singles and sold millions of 3 ! On their last world 4 they played concerts in North and South America, Europe and Australia, and in 2018 they 5 at the Super Bowl, one of the biggest sporting events in America, in front of an 6 of over 98 million people! Fans love the interesting 7 in their songs as well as the music.



5 ☆☆☆ Complete the questions with the correct form of the words in the box. Then answer the questions for you.

lyrics playlist record sell out tour

- 1 What songs are on your favourite playlist at the moment?

- 2 Have you ever _____ a song in a professional music studio? When? If not, would you like to?

- 3 Can you sing all the _____ to your favourite song? What is it and why do you like it?

- 4 What would you do if the tickets for a concert you really wanted to go to _____ before you could buy one?

- 5 How often do you think bands should go on _____ ? Why?

Present perfect simple and present perfect continuous

1 ☆ Write sentences using the present perfect simple.

- Ariana Grande / record / a new single
Ariana Grande has recorded a new single.
- they / not buy / tickets for the concert

- you / play the guitar / in public?

- he / not hear / that song before

- your brother / listen to / your favourite song?

- we / write / a rap song

2 ☆☆ Complete the text with the present perfect simple form of the verbs in brackets.

Ramin Djawadi's music 1 *has amazed* (amaze) people all over the world. He's a composer and 2 _____ (work) on music soundtracks for films such as *Batman* and *Ironman*, but he's probably most famous for composing the music for the TV series *Game of Thrones*. If you 3 _____ (not listen to) the music, you should – it's fantastic and it 4 _____ (win) several awards. The main theme tune 5 _____ (inspire) many people to make cover versions which people 6 _____ (upload) to YouTube. There's everything from heavy metal versions to a traditional Indian music style cover! Each season, the producers 7 _____ (release) an album of the music for that series and millions of fans 8 _____ (buy) or downloaded the albums.

3 ☆ Match 1–6 with a–f to form sentences and questions.

- | | |
|---|----------|
| 1 How long have you | <u>b</u> |
| 2 I haven't been | _____ |
| 3 I'm tired because I've | _____ |
| 4 She hasn't been singing | _____ |
| 5 What songs has your friend | _____ |
| 6 They haven't been recording | _____ |
| a with this group for long. | |
| b been learning the guitar? | |
| c songs this year because they've been on tour. | |
| d been dancing for over an hour! | |
| e practising much lately. | |
| f been listening to this week? | |

4 ☆☆ Write sentences using the present perfect continuous.

- They *have been performing* (perform) for almost two hours. Everyone in the audience is delighted!
- We _____ (learn) the saxophone for ages. It's an unusual instrument, but we love it.
- They _____ (not do) their homework. They _____ (watch) TV.
- Sam _____ (think) about lunch. He _____ (not listen) to the teacher.
- I haven't got much money, so I _____ (not download) many songs recently.
- Your new song is brilliant! _____ you _____ (work) on it for long?

5 ☆☆ Complete the text with the correct form of the verbs in brackets. Use the present perfect simple or present perfect continuous.

Perhaps you 1 *haven't heard* (not hear) of Grace Chatto or Jack and Luke Patterson, but you 2 _____ probably _____ (hear) their music.



They are Clean Bandit and they 3 _____ (make) music together for over ten years. They 4 _____ (have) several number 1 hits, including 'Rockabye', which they recorded with Anne-Marie and Sean Paul. They 5 _____ (collaborate) with artists such as Rita Ora, Jess Glynne and Luis Fonsi. They 6 _____ (make) their own music videos since they started – in fact, Grace and Jack set up their own film company. 7 _____ you ever _____ (listen to) any of their music? The style is electronic and mixes dance music and classical music. What isn't surprising to learn is that Clean Bandit 8 _____ (win) many awards for their music. Fans 9 _____ (call) themselves 'fandits' – a mix of 'fan' and 'bandit' – for years, and now the name 10 _____ (stick). So, listen to a track now and you could be their latest fandit!

6 ☆☆☆ Complete the sentences about you and your music. Use the present perfect simple or present perfect continuous.

- I have _____
- I haven't _____
- Recently I've been _____ ing _____
- I haven't been _____ ing _____

Feelings and emotions

- 1 ☆ Find 17 feelings and emotions in the word square.

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

- 2 ☆☆ Complete the sentences.

- I was really angry when my sister broke my guitar.
- The film music made me feel so _____ that I started crying.
- I had nothing to do, so I felt rather _____.
- They're really _____. They help everyone whenever they can.
- Adnan said he wasn't going to the party, so I was really _____ to see him there.
- When the stage caught fire, the musicians stayed _____ and didn't panic. They quickly walked off.
- I'm so _____! My favourite band is playing next month and I've got a ticket!
- We were a bit _____ before we performed in public for the first time. I was so nervous my knees were shaking!

- 3 ☆☆ Complete the comments with the words in the box. There are three extra words.

bored content embarrassed jealous joyful
lonely optimistic pessimistic satisfied
surprised sympathetic



How has your week been? How have you been feeling? Tell us about your best – or worst! – moments.

I won a song competition! I couldn't believe it!! I was so 1 surprised and happy! **Hafiz, 16**

My two best friends have been off school ill all week. I've felt a bit 2 _____ because I haven't had anyone to talk to. I was 3 _____ too because we couldn't meet up and I didn't have anything to do. **Izzy, 15**

I made a silly mistake in class and everyone laughed at me. I felt so 4 _____! I'm sure my face was red. **Carolina, 14**

I had a problem and when I told my friend, he didn't laugh. He was very 5 _____. He really listened to me and tried to understand. He was very kind. I felt much better after. **David, 15**

We've had exams and I was feeling quite 6 _____ about the results. I was sure I had failed them all! Then I heard the teachers were pleased with me, so now I'm feeling much more 7 _____. I hope I've done well! **Danika, 16**

My brother's going on holiday with his friends, but I'm not allowed to. My parents say I'm too young. I'm 8 _____ of him. I wish I could go – he's so lucky! **Natalia, 15**

- 4 ☆☆ Complete the sentences with the correct noun form of the words in brackets.

- Alex knew it was dangerous, but he felt no fear (scared).
- It can be hard to feel any _____ for people who create their own problems. (sympathetic)
- I was so happy I wanted to shout with _____! (joyful)
- Imagine our _____ when we found out that we had won the talent competition. (surprised)
- I can always find something to do to keep busy, so I never suffer from _____. (bored)
- _____ is a hard feeling. It can ruin relationships. (jealous)

- 5 ☆☆☆ What good feelings and emotions have you experienced recently? Why? Write a short paragraph using adjectives and nouns to talk about them.

Question tags

1 ☆ Choose the correct option.

- They've released a new album, **have they/haven't they?**
- You didn't come to school yesterday, **did you/didn't you?**
- Your guitar is from Spain, **is it/isn't it?**
- John wasn't at the performance, **was he/wasn't he?**
- She wrote that song, **did she/didn't she?**
- You live near school, **do you/don't you?**
- She hasn't played the guitar for three years, **has she/hasn't she?**
- He doesn't like rap music, **does he/doesn't he?**

2 ☆☆ Complete the conversation with the correct question tags.

You know a lot about the singer Adele,
1 don't you ? I've written a blog
about her and checked it, but I want to
make sure it's all correct.

Sure, what do you want to know?

Well, Adele doesn't come from
America, 2 _____ ?

No, she's British.

Her first album was 21, 3 _____ ?

No, it wasn't. It was 19. The album 21 came
out three years after that, 4 _____ ?

Oh, yes, you're right. Marta said she wrote a song
for a James Bond film, but I don't think that's true.
She didn't write one, 5 _____ ?

Actually, she did. She wrote and
performed the theme tune for *Skyfall*.

I know she's won lots of awards,
but she hasn't won Songwriter of
the Year yet, 6 _____ ?

Yes, she has. She won that in 2016. You haven't
actually checked your facts yet, 7 _____ ?

Not yet! I thought I'd ask you first!

Questions with prepositions

3 ☆ Choose the correct option.

- We need to go. Have you turned the TV **off/up**?
- That music is too loud! Can you turn it **back/down**?
- What are you thinking **about/to**?
- We're late! Can you please hurry **on/up**?
- It's too dark in here. Can you turn the light **on/for**?
- What are you waiting **up/for**? Let's dance now!

4 ☆☆ Complete the questions with the correct preposition.

- Which singers do you often listen to ?
- When you're listening to music, do people ever ask
you to turn the volume _____ ?
- Who is that present _____ ? Angela or
Kasia?
- Do you ever make any song lyrics _____ ?
- What sort of things do you worry _____ ?
- When you leave the room, do you always switch
the lights _____ ?

5 ☆☆☆ Read the fact file and then write 3 questions with question tags and 2 questions with prepositions at the end.

All about Ariana



Ariana Grande is an actor and singer.
She was born in the USA in 1993.



She is famous for her hit songs such as
'Dangerous Woman' and 'Problem'.



She has won several awards, including five MTV
video music awards.



She has worked with several musicians, including
rapper Iggy Azalea and singers Nicki Minaj,
Lil Wayne and Jessie J.



Ariana cares about mental health. She also supports
various charities, including Kids who Care, and
raises money for them.



- born in USA?
She was born in the USA, wasn't she?
- what / famous for?

- won 3 MTV awards?

- who / work with?

- raise money for charity?

An online article



The online music stars you'll want to hear!

Teenagers have been creating music trends for decades, right back to the early days of pop. What's fascinating is how young people today are using the Internet to shape the music industry in ways people had never dreamed of before.

One of the most interesting ways teens are doing this is by helping young stars become well known. Clairo's song 'Pretty Girl' has had over 40 million views on YouTube, and songs by KhaiDreams have been streamed over 13 million times! Beabadoobee and Eli are also hugely popular. If you haven't heard of these artists, you're not alone. They're all young and most don't have recording contracts or give interviews, and you won't hear them on the radio. Teenagers have discovered them and shared their music – all online.



So how do teens 'discover' these stars? One way is on YouTube channels. 85% of teens are on YouTube daily and YouTubers with lots of teen followers can have a huge influence. Take YouTuber Emma Chamberlain, for example. She's a teenager herself and has been making funny videos on her channel since 2017. When she recommends songs during her videos, many of her 8 million followers check them out.

Another way teens are discovering music is through online tutorials. If they've watched a make-up demonstration or one about, for example, building a robot and liked the song that's playing in the background, they share it with their friends on social media.

Have you discovered a new singer and shared a song with friends recently? You never know, you could be helping to create a star of the future!

1 ☆ 🔊 1 Read and listen to the article. Choose the best description.

It's a magazine article about ...

- 1 how record producers find new singers and bands. ☐
- 2 the advantages and disadvantages of YouTube music videos. ☐
- 3 how ordinary teenagers are helping to create new stars. ☐

► Subskill: Recognising informal writing

Informal writing is used for writing to friends and for magazine articles. It is more personal in tone.

2 ☆☆ Read the Subskill and tick the features of informal writing you find in the article.

- ☐ contractions
- ☐ addressing the reader (you)
- ☐ asking the reader questions
- ☐ exclamation marks (!)
- ☐ colloquial language and idioms

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

- 1 The music video of 'Pretty Girl' has been downloaded over 30 million times. F
- 2 KhaiDreams and Beabadoobee are two of the new Internet stars. —
- 3 All of the young musicians mentioned now have record deals. —
- 4 85% of teens watch YouTuber Emma Chamberlain. —
- 5 Emma Chamberlain makes videos of her songs and posts them on YouTube. —
- 6 Emma's YouTube channel has around 8 million followers. —
- 7 Teenagers are sharing songs with friends that they've heard in online tutorials. —
- 8 The author recommends young people share songs with friends. —

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

- 1 How often do you share songs with friends?

- 2 How do you find new music to listen to?

A radio phone-in

- 1 ☆  2 Listen to a radio phone-in. What is it about?

- 1 people's experiences at concerts ☐
- 2 paying to meet or speak to pop stars ☐
- 3 people's favourite bands ☐

Subskill: Understanding the speaker's attitude

Listen to what the speaker says and their tone of voice to understand their attitude.

- 2 ☆☆ Listen again and complete the descriptions with words in the box. There are four extra words.

angry bored calm embarrassed
excited satisfied surprised upset

- 1 Atharv is upset about his experience.
- 2 After meeting a famous singer, Alana feels _____.
- 3 Katerina is _____.
- 4 After meeting the band, David was _____.

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

- 1 Atharv didn't have time to get a photo of himself with the band. F
- 2 Atharv still feels the same about the band as he did before meeting them.
- 3 Alana's favourite part was meeting Rita Ora.
- 4 Katerina is definitely going to meet George Ezra before his concert.
- 5 There were around 50 fans at the event David went to.

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

- 1 Would Atharv pay to meet another band in the future?
No, he wouldn't.
- 2 How much did Alana pay?

- 3 What has Katerina bought?

- 4 Who took the photos at the event David went to?

- 5 Would you pay to meet your favourite singer or band? If so, how much? If not, why not?

Talking about feelings

- 1 ☆ Complete the phrases for asking about and expressing feelings.

a bit upset all right honest How long
I'm feeling talk about it the matter

- 1 What's the matter?
- 2 To be _____, I felt hurt.
- 3 Do you want to _____?
- 4 _____ really happy about it!
- 5 Is everything _____?
- 6 I was _____ because the concert was cancelled.
- 7 _____ have you been feeling like this?

- 2 ☆☆ Choose the best option.

- 1 Is everything all right?
a I've been feeling upset about it.
b Well, to be honest I'm a bit upset.
- 2 How long have you been feeling like this?
a I suppose for a few days.
b Thanks for asking.
- 3 Do you want to talk about it?
a Thanks for asking, that would be great.
b You seem upset.
- 4 Are you OK?
a What's wrong?
b Yes, I'm feeling much better now, thanks.

- 3 ☆☆☆ Read the task and then write a short dialogue. Remember to include expressions for asking about and expressing feelings.

You meet a friend who looks upset. When you ask about the problem, your friend explains that he/she is in a band, but now the other members don't want to continue.

1 Writing

A review

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

definitely shouldn't I'd recommend
It's well worth especially should definitely

- You should definitely buy a ticket for the festival soon, because they sell out quickly.
- spending some time planning the trip to make the most of your time.
- If you're not a fan of heavy metal music, then you go to this concert.
- The band are fantastic! them to anyone, to fans of indie music.

- 2 ☆☆ Complete the blog post with one word in each gap.



WOMAD (World of Music, Arts and Dance) festivals are fantastic. It's well **1** worth going to one if you want to find out more about world music. If you haven't been to one before, you should **2** spend some time at the main stage. It's a good idea to camp at the site, but make **3** you take enough food as it can get expensive to eat out all the time. There are always incredible workshops too, so don't **4** them, **5** if you want to learn a new skill. Most WOMAD festivals also have a World of Words section. You definitely **6** forget to go if you love poetry, debates and fascinating talks. We're sure you'll have a good time!

- 3 ☆☆☆ Imagine there has been a music event at your school or in your town. Write a short review. Remember to include recommendations.

Super skills

COMMUNICATION

Giving a presentation

Order the sentences.

Let's start with her biography.
Our presentation today is about Taylor Swift.
OK, that's the end of our presentation. Thank you for listening. Does anyone have any questions?
Now we'd like to move on to her achievements.
In the final part of our presentation, we'd like to talk about the lyrics of a Taylor Swift song.



1

Vocabulary review

Music and performance

- 1 Complete the sentences. The first letter is given.

- The band gave a really good performance at their first concert. The **s** **q** was excellent too. You could hear the instruments and the singer's voice really well.
- When I study, I prefer music without **l** because I find the words distracting.
- Everyone in the **a** at the concert loved the **s** **b** – they were better than the main act!
- I think the band are going to **r** a new single. It's sure to be a big **h** – I hope it gets to number 1!
- Who is the **l** **s** of Swimming Girls? Is it Vanessa Gimenez? She's got a great voice!
- I hope Ariana Grander **r** a **l** **a** of one of the concerts from the **t** this summer.
- They're going to **p** at a concert next month. Let's get tickets before they **s** **o** !
- Which songs are on your favourite **p** ? Have you put any new ones on it recently?
- If you were in a successful band, would you prefer to make lots of new **r** or **t** round the world?

Feelings and emotions

- 2 Choose the correct option.

- I fell over in front of the whole class. I was so **lonely/embarassed** My face went bright red!
- We had a fantastic day at the festival and I was feeling very **content/jealous**.
- Inaya is a really **optimistic/pessimistic** person. She always expects the worst to happen.
- I've been working hard at my music and I'm really **sympathetic/satisfied** with my progress.
- Matt's brilliant at playing the guitar, but he can't sing that well. He's always been a bit **jealous/content** of his brother because he's got a great singing voice.
- There was nobody else my age at the hotel we were staying at, so I felt a bit **joyful/lonely** because I had nobody to hang out with.

Grammar review

Present perfect simple and present perfect continuous

- 1 Complete the text with the correct form of the verbs in brackets, present perfect simple or present perfect continuous.

Meet Billie Eilish

If you 1 haven't heard (not hear) of Billie Eilish yet, chances are that you soon will. She's a singer from Los Angeles, USA, who 2 _____ (become) famous – and she's still a teenager! Billie's parents

3 _____ (always encourage) her as they love music, and Billie 4 _____ (write) and singing her own songs since before she was 11 years old. However, it was a song by her brother, Finneas, that launched her career. Billie recorded his song 'Ocean Eyes' and it went viral! Since then Billie 5 _____ (have) several hit songs, including 'Watch' and 'Bad Guy'. She 6 _____ (also collaborate) with the singer Khalid – they released 'Lovely' in 2018, which was another hit. Since then, Billie 7 _____ (work) hard on promoting her work. She has been on tour and 8 _____ (win) a number of awards for her music.



Question tags

- 2 Complete the question tags.

- 1 Jon has downloaded the new album, hasn't he ?
- 2 That song's fantastic, _____ ?
- 3 You don't like rap music much, _____ ?
- 4 They didn't go to the concert yesterday, _____ ?
- 5 She loves playing the guitar, _____ ?

Questions with prepositions

- 3 Order the words to make questions.

- 1 you / music / usually / what kind / do / of / to / listen / ?
What kind of music do you usually listen to?
- 2 was / to / what / the last song / danced / you / ?

- 3 volume / down / do / how / turn / you / the / ?

- 4 kind of things / what / you / about / do / worry / ?

- 5 songs / you / do / not enjoy / to / whose / listening / ?

Round-up

1 2 3 4 5 6 7 8

Read the article and choose the correct option.

Music, music, music

Each week we publish an interview with a reader. This week we spoke to Alex, 16, from Bristol.

Which song do you always dance 1 to/with?

'Happy' by Pharrell Williams! I know it's an old song, but it still makes me feel joyful! I 2 have loved/have been loving this song since I first heard it.

Which bands or singers 3 have inspired/have been inspiring you?

I 4 have always thought/have always been thinking Selena Gomez's lyrics are inspiring. Her songs always remind me I'm perfect just as I am. That's a good message.

Over the past few weeks, what 5 have you listened to/have you been listening to a lot?

I just love Imagine Dragons' 'On Top of the World'. I 6 have just discovered/have just been discovering their music and this song really makes me want to do something with my life and not give up – ever! The lyrics are amazing, 7 are they/aren't they? I've uploaded all their albums to a playlist and I 8 have listened to/have been listening to them on repeat. I'm not bored yet!

When you want to feel calm, what 9 song do you put on/song on do you put?

Anything without words ... I love classical music for feeling calm. It's perfect for that, 10 isn't it/wasn't it?

Self-evaluation

Read the objectives for this unit.
How well can you do each one?



- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| 1 I can talk about music and performance. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 I can use the present perfect simple and present perfect continuous. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 I can use question tags and questions with prepositions at the end. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 I can recognise informal writing. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 I can understand a speaker's attitude. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 I can talk about feelings and emotions. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 I can write a review of a music event and give recommendations correctly. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

If you choose , ask your teacher for extra help.

Vocabulary

Describing people

1 ☆ Write the opposites using the correct negative prefix (*un-*, *dis-*, *in-*, *im-* or *ir-*). Then circle the adjectives that describe you.

- | | |
|---------------|-------------------|
| 1 friendly | <u>unfriendly</u> |
| 2 kind | _____ |
| 3 honest | _____ |
| 4 loyal | _____ |
| 5 mature | _____ |
| 6 patient | _____ |
| 7 reliable | _____ |
| 8 responsible | _____ |
| 9 sociable | _____ |
| 10 tolerant | _____ |

2 ☆ Match the words in the box with pictures 1–9.

classmates colleagues flatmates/roommates
next-door neighbours opponents relatives
rivals teammates travel buddies

1



classmates

2



3



Hello, Auntie Ruth!

4



How's work?

5



We share this home and pay the rent together

6



7



8



9



3 ☆☆ Choose the correct option to complete the text.

Comic life

Comics are full of interesting relationships, a bit like life! Take Thor and Loki – they are **1 acquaintances/siblings** because Loki is Thor's adopted brother, but they are also **2 enemies/strangers** who fight each other. Occasionally, they work together against another **3 classmate/rival**, but they are never close **4 friends/neighbours**.

Then there's Peter Parker, who is Spider-Man. Spider-Man's main rival, The Green Goblin, turns out to be the father of his **5 best mate/flatmate** at school, Harry Osborn! It's hard to be a superhero when a relative of a good friend is your **6 enemy/stranger**! It's even trickier because Peter Parker and Harry Osborn are **7 next-door neighbours/flatmates** who share a house.

Or what about Clark Kent, who is, of course, Superman? He was brought up by his parents Martha and Jonathan Kent, but they are not actually his **8 opponents/relatives** – they found Superman when he was a baby and looked after him. Later they discovered he was from another planet. Clark works as a newspaper reporter and he's in love with his work **9 colleague/teammate**, reporter Lois Lane.



4 ☆☆☆ Complete the sentences with the words in the box. Then answer the questions.

enemies friend relative

- 1 How did you meet your best _____ ?

- 2 Who in your family is your favourite _____ ?
Why?

- 3 How could _____ become friends?

Defining and non-defining relative clauses

1 ☆ Choose the correct option.

- 1 London is the city **which/where** I grew up.
- 2 That's the boy **whose/that** mother works at our school.
- 3 My phone is something **who/which** I always have with me.
- 4 Pizza is the food **that/where** I like best.
- 5 That was the year **which/when** I met my best friend.
- 6 My sister is the person **which/who** I can always talk to.

2 ☆☆ Complete the text with the correct relative pronouns.

New friends

Can you think of a time 1 when you wanted to make some new friends, but weren't sure how? Well, next time you can try these tips.

- **Make contacts.** If you're at a party 2 _____ you meet some new people, make sure you get their contact details and arrange a time 3 _____ you can meet up again.
- **Think about your area.** Are there any neighbours 4 _____ you'd like to get to know? Try chatting to them next time you see them.
- **Take up a sport or hobby.** When you're doing an activity 5 _____ you enjoy, you'll be more relaxed. Talking to someone 6 _____ interests are similar to yours can be easier too – after all, you have something in common.
- **Join a choir.** Scientists 7 _____ have studied relationships say that singing together in a group helps people feel part of a 'family' and they get to know each other quicker.
- **Show interest.** Listening to people – really listening – and asking questions lets people know you are genuinely interested in getting to know them. It's something 8 _____ is important to many people.

3 ☆ Add commas to make non-defining relative clauses.

- 1 Last Christmas, when we were on holiday, it snowed twice.
- 2 My sister who loves cooking showed me how to make pizza.
- 3 Spain where we go most summers is one of my favourite places.
- 4 Social networks which are becoming more popular can be good ways to stay in touch.
- 5 My friend whose brother is friends with my brother lives near me.

4 ☆☆ Complete the second sentence so the meaning is the same as the first.

- 1 Last year I made some new friends. I was visiting my cousins. **(when)**
Last year, when I was visiting my cousins, I made some new friends.
- 2 My dad had a big party and invited all his friends. His birthday was last week. **(whose)**
My dad _____ had a big party and invited all his friends.
- 3 The book only cost five pounds. It has got a brilliant cover. **(which)**
The book _____ only cost five pounds.
- 4 My friend's cousin lives near us. She is studying medicine. **(who)**
My friend's cousin _____ is studying medicine.
- 5 The museum is free to visit. The exhibition is on there. **(where)**
The museum _____ is free to visit.

5 ☆☆☆ Join the sentences using a defining or non-defining relative clause. Make any necessary changes.

- 1 Ed Sheeran is a singer. His songs are famous worldwide.
Ed Sheeran is a singer whose songs are famous worldwide.
- 2 Ty Jones is often mistaken for the singer because he looks just like Ed. Ty is from Manchester.

- 3 Once Ty worked in a circus as a Sheeran lookalike. He got paid £800 there.

- 4 That was the time. Ty didn't enjoy being Ed's lookalike then.

- 5 Ty says being a lookalike can be very hard at times. It sounds fun.

- 6 Ty doesn't want to be known as Ed's lookalike forever. He'd like to be a successful YouTuber.



Ed Sheeran



Ty Jones

Things that friends do

- 1 ☆ Complete the table with the expressions in the box.

cheer them up fall out with them forgive them
get on with them hang out with them
judge them keep in touch let them down
lie to them make them laugh support them
tell the truth

How to be a good friend to others

Things you should do	Things you shouldn't do
	<i>judge them</i>

- 2 ☆☆ Choose the correct option.

- I usually **get/hang** out with my friends in town on Saturday. We go to a café or the shopping centre.
- You shouldn't **forgive/judge** people because you think their ideas are wrong.
- It's important to **fall/keep** in touch with friends. I phone my friends most days.
- You should **cheer/forgive** friends if they've upset you and not stay angry.
- Don't **lie/tell** to friends – the truth is always better.
- When I feel a bit sad or upset, my friends **cheer/support** me up and I feel better.
- When my friends have problems, I try to **let/support** them and help.
- I **get/make** on really well with my sister. She's my best friend.
- Even if you're scared someone will be angry, you should **fall/tell** the truth.
- My best friend and I never **fall/keep** out with each other. If there's a problem, we talk about it.
- If friends **lie/let** me down and don't do what they say they will, it upsets me.



- 3 ☆☆ Complete the text with the correct form of the verbs in the box.

forgive judge keep in touch
make (someone) laugh support
tell the truth



Ask Andie

Got a problem? Ask Andie!

My best friend is moving to another city. What's the best way to 1 **keep in touch**? I can't afford to pay for lots of phone calls! **Silvia29**

I'm very good at telling jokes and 2 _____ my friends _____. The problem is, nobody takes me seriously. People often criticise my behaviour, but I don't think they should 3 _____ me. What should I do? **boy23**

I lied to my friend about something. When I finally 4 _____ her _____ and explained what actually happened, she was really angry. Now, she won't 5 _____ me or stop being angry with me. Help! **Ali33**

My friend's dream is to be a doctor, but he finds it hard to study. I want to 6 _____ him and help him achieve his dream. What can I do? **tigergirl**

- 4 ☆☆ Order the words to complete the sentences.

- I usually see Aarav on Saturday. I like **hanging out with him** (out / him / with / hanging).
- My best friend is great. I _____ (with / get / on / her).
- Maria is really good at _____ (me / up / cheering) when I feel sad or upset.
- Matt and Joe aren't speaking. Matt doesn't usually _____ (out / fall / him / with).
- Jamie is always _____ (down / letting / me). He promises to do something and then forgets.

- 5 ☆☆☆ Complete the questions with a suitable verb. Then answer the questions.

- Who do you **get** on best with?

- Are you good at _____ your friends laugh?

- Would you ever _____ to a friend and not tell them the truth? Why/Why not?

Reflexive pronouns and each other

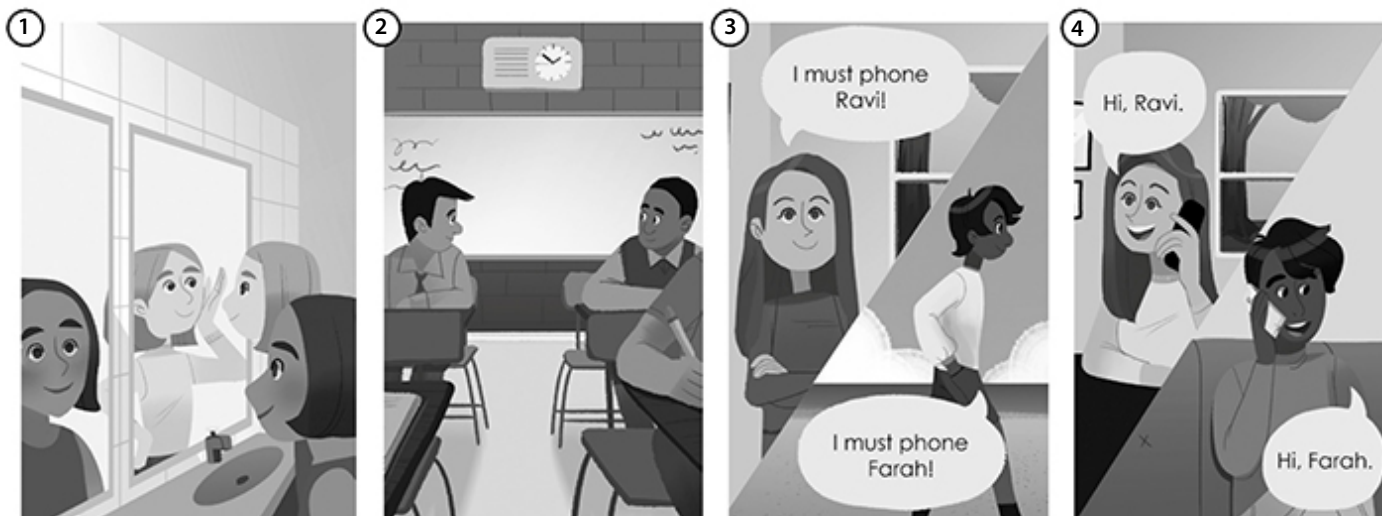
1 ☆ Choose the correct reflexive pronoun.

- 1 You and Pawel should both be proud of **yourselves/ourselves**. You've done really well in the competition.
- 2 My tablet keeps switching **himself/itself** off. I keep telling **myself/yourself** I'll get it fixed, but I always forget!
- 3 Be careful or you'll hurt **herself/yourself**!
- 4 David and Meena are fantastic at languages. David taught **himself/ourselves** to speak German and Meena taught **yourself/herself** to speak Russian!
- 5 We've bought **ourselves/yourselves** a new TV and our neighbours have treated **himself/themselves** to a new games console.

2 ☆☆ Complete the sentences with the correct reflexive pronouns.

- 1 Alexander sees himself as reliable, but he isn't always.
- 2 I sometimes buy _____ little presents.
- 3 Gemma surrounds _____ with good friends. She says it helps her.
- 4 Do you usually stand up for _____?
- 5 They have prepared _____ well for the exam. I'm sure they'll pass.
- 6 We really enjoyed _____ at the party.
- 7 Did you and Sara watch _____ on the video I made? You were brilliant!

3 ☆ Match the pictures and sentences.



- a They are talking to each other. ☐
- b They are talking to themselves. ☐

4 ☆☆ Complete the sentences with a reflexive pronoun or each other.

- 1 My friend and I always listen to each other. That way, we know what the other person's thinking and feeling.
- 2 I'm going to treat _____ to an evening at the cinema with my friends because I've been studying really hard lately.
- 3 Elio and Lucy helped _____ with their IT project. Elio showed Lucy how to do cartoons online and Lucy taught Elio some coding.
- 4 They aren't speaking at the moment. They've fallen out with _____.
- 5 We've just started a drama group. We're going to call _____ 'The Players'.
- 6 My best friend and I have known _____ since we were ten years old.

5 ☆☆☆ Complete the questions with reflexive pronouns or each other. Then answer the questions.

- 1 How often do you and your best friend talk to each other on the phone?

- 2 Have you ever watched _____ on a video or on TV? When?

- 3 Has your best friend ever hurt _____ while doing a sport? What happened?

- 4 How do you and your best friend support _____?

- c They are looking at themselves. ☐
- d They are looking at each other. ☐

An article

Friends and creativity

- 1 ___ We are social animals, and research has shown that strong friendships are associated with living longer, being healthier, having better memories, being able to deal better with problems, and relaxing. Not having close friends tends to make people anxious and increase stress.
- 2 ___ They think and act in ways which are familiar to us and we can understand their thoughts and feelings more easily. However, these similarities don't challenge the way we think, so the brain functions more automatically.
- 3 ___ Why? Mixing with people from a different place, generation, culture or background gives our brain a workout because we have to process new complex information which is unpredictable. Doing this regularly makes us better at producing complex and surprising information – in other words, we can think more creatively.
- 4 ___ Joining clubs outside school or volunteering are great ways to meet people from different backgrounds and age groups. Interestingly, the friends don't even have to be real – books, plays and films, which encourage us to imagine what it is like to be another person, can have the same effect on our brains because they enable us to see things from different perspectives.
- 5 ___ They can also help us become more open-minded and develop as people. When we stop thinking of people who are different from ourselves as 'others' and consider them friends instead, then we are closer to creating a more tolerant society.

1 ☆ Read the article and choose the best summary.

It is an article to ...

- 1 persuade people of the advantages of having creative friends.
- 2 advise readers to make friends with people who are similar to them.
- 3 inform people about the benefits of having more varied friendships.

Subskill: Topic sentences

A topic sentence often summarises what a paragraph is about. It is usually the first sentence in the paragraph.

2 ☆☆☆ 3 Read the Subskill and match topic sentences a–f with paragraphs 1–5. There is one extra sentence. Then listen and check.

- a Now, researchers have found that friends who are very different from ourselves can dramatically increase our creativity. ☐
- b Having more diverse friendships isn't, of course, just good for our creativity. ☐
- c Generally, our friends have similar likes, values and personalities to our own. ☐
- d Friendships are perhaps more important than family. ☐
- e Friends are good for us. ☒
- f So, how do you go about having a wider range of friends? ☐

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

- 1 Having good friends doesn't affect your memory. F
- 2 If you don't have close friends, you are likely to be more anxious. —
- 3 Having friends who are similar to us challenges our brains. —
- 4 Having friends who are different to us makes our brains work harder. —
- 5 Processing new information helps us be more creative. —
- 6 Books, plays and films can also make us think more creatively. —
- 7 Having friends who are different from us can help us grow as people. —

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

- 1 What could you do to meet people of different ages and backgrounds?

- 2 What do you think are the benefits of having more diverse friendships?

2 Writing

An email about a problem

1 ☆ Choose the correct option.

- 1 I'm writing about a problem I have. Well, / So, I usually get on well with my brother.
- 2 At the moment he's really moody. I mean, / To be honest, I don't know what's the matter.
- 3 Anyway, / That's enough, I'd like to know how to talk to him.
- 4 I had a bad argument. I mean, / So, I fell out with my brother.

2 ☆☆ Complete the email with the informal linkers in the box.

Basically So To be honest
Well, that's enough about

Dear Diane,

Could you help me with a problem? **1** Basically, I lied to my friend Omer. I told him I hadn't been invited to another friend's party because I knew he hadn't invited Omer. I went to the party and now Omer has found out and he's upset because I lied. **2** _____, what I want to know is how I can put things right. **3** _____, I feel bad because I didn't want to upset him, but I've made things worse. **4** _____ my problem. I'm looking forward to your reply!

3 ☆☆☆ You want to buy your friend a nice present, but you haven't got much money. Write an email to Diane about your problem.

Super skills

COLLABORATION

Empathy

Complete the expressions.

absolutely right be best for easy for you
taking the time your position

- 1 What would be best for you?
- 2 We realise that it isn't _____ to talk about this problem.
- 3 If I were in _____, I'd feel the same way.
- 4 Thank you for _____ to talk to me.
- 5 You're _____ to feel upset and angry.

2

Vocabulary review

Describing people

1 Complete the words. Then complete the gaps with the correct form of the words in brackets.

- 1 Our neighbours are really unfriendly. They've lived in the house next to us for five years and never say hello. (**friendly**)
- 2 All the students at my school are nice. None of my c _____ are _____. (**kind**)
- 3 Amy works with Steve. He's a great c _____, but he can be a bit _____ because he hates waiting for anything. (**patient**)
- 4 We've been to lots of new places together. We're t _____ b _____. Silvia's open to new ideas – she definitely isn't _____. (**tolerant**)
- 5 That team are our o _____ in the final. They're _____ because they don't think about the results of their actions. (**responsible**)
- 6 I've got a brother and a sister. My s _____ are kind, but they're a bit _____. (**mature**)
- 7 We don't know him well – he's an a _____. He doesn't talk to me much – I don't know if he's shy or just _____. (**sociable**)

Things that friends do

2 Complete the sentences with the correct form of words in the box. There are three extra words.

cheer fall out forgive get on hang judge
laugh let lie support tell touch

Friends

Can online friendships be as close as real-life ones? For many people, the answer is 'yes'. Friendship is about understanding someone, showing you care and **1** supporting them when they need help. You can keep in **2** _____ with someone just as easily online, and **3** _____ them up when they feel a bit down – a joke can work just as well online and make someone **4** _____! It's true that being able to **5** _____ out with someone in real life has extra benefits – such as being able to 'read' someone's body language or give them a hug – but if you **6** _____ well with someone, you can do that physically or virtually. You have to work at online friendships just like any other friendship – that means respecting the other person, not **7** _____ to them (the truth is always better), not **8** _____ them, especially if you don't know all the facts, and, yes, **9** _____ them if they make a mistake.

Grammar review

Defining and non-defining relative clauses

1 Rewrite sentences 1–3 with defining relative clauses and 4–6 with non-defining relative clauses. Make any necessary changes.

- 1 Friendship Day is the time. People celebrate friends and friendships then. **(when)**
Friendship Day is the time when people celebrate friends and friendships.
- 2 People give flowers and cards to their friends. Their loved ones are important to them. **(whose)**
- 3 Friends should be celebrated. We love and care about them. **(who)**
- 4 Friendship Day is celebrated in many countries. People meet their friends and give gifts then. **(when)**
- 5 My friend loves celebrating Friendship Day. I have known her for years. **(who)**
- 6 Her cards are absolutely beautiful. They are handmade. **(which)**

Reflexive pronouns and *each other*

2 Complete the sentences with the correct reflexive pronoun or *each other*.

- 1 We'd never met before, so I introduced myself and we started chatting.
- 2 Jess and Alexia are friends who never fall out with each other. They agree about everything.
- 3 They've both got a great sense of humour. They're always telling each other jokes and trying to make the other person laugh.
- 4 This laptop automatically switches itself off if it hasn't been used for more than ten minutes.
- 5 After saving up for a new car for months, they have just bought themselves a new one. They're going to share it.
- 6 The twins gave each other presents that were very similar – Arlo bought a green jacket for Miles, and Miles got a red one for his brother.

Round-up

1 2 3 4 5 6 7 8

Read the article and choose the correct option.

Best friends

Spenser Sleyon, **1 who/whose** lives in New York, has just flown to Florida to see his best friend, Rosalind Guttman. What's unusual about that? Although the pair **2 have known/have been knowing** each other since last summer, this is the first time they **3 have ever met/ever met** in person. What's more, Spencer is a 22-year-old rapper and Rosalind is an 81-year-old retired lady! They met online on an app called Words with Friends **4 which/where** they played word games together. Spencer, who considers **5 himself/each other** a word expert, was impressed with Rosalind's vocabulary. They played **6 themselves/each other** every day for five months and started chatting about their lives. Then Spencer moved city, **7 which/that** meant he had less free time and stopped playing the game, and they lost touch with **8 themselves/each other**. When Spencer's friend Amy Butler heard about their friendship, she was determined to get them together. Spencer and Rosalind are now enjoying **9 themselves/each other**. Rosalind **10 has shown/has been showing** him all round her area and they've been chatting – a lot! So, if you could meet someone from a different culture or generation, who would you meet up **11 with/to**?



Self-evaluation

Read the objectives for this unit.
How well can you do each one?



- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| 1 I can describe people and talk about things friends do. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 I can use defining and non-defining relative clauses. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 I can use reflexive pronouns and <i>each other</i> . | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 I can identify topic sentences in a reading text. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 I can infer meaning when listening to people. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 I can reach an agreement with others. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 I can write an email and use informal linkers correctly. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

If you choose , ask your teacher for extra help.

Vocabulary

Descriptive adjectives

- 1 ☆ Match the extreme adjectives in the box to photos 1–8.

ancient awful delighted exhausted
freezing huge tiny unforgettable



ancient

I'll always remember this!

- 2 ☆ Choose the correct option.

- The film was really brilliant – I thought it was inspiring/disappointing. It made me want to change the world!
- The plot was based on facts and ordinary situations – I totally believed it because it was realistic/entertaining.
- The characters were curious/frightening people, very unusual and interesting.
- The book made me think about some important ideas – it was really puzzling/thought-provoking.
- The story is exciting and there's a lot of action. Don't miss this thrilling/unbelievable film!
- I've never read anything like it before, it's a really amusing/original story.

- 3 ☆☆ Read the review and replace the underlined expressions with the adjectives in the box. There are two extra words.

amusing disappointing dramatic entertaining
inspiring puzzling realistic unbelievable

Films to see

Following the success of Pokémon Go, there is now a new film called *Pokémon Detective Pikachu*, starring Ryan Reynolds. It's a mystery film with a difference and it's very **1 enjoyable or fun**. As you'd expect, it's got a comedy side too and there are lots of **2 funny** moments. Twenty-one-year-old Tim's father, Detective Harry Goodman, has disappeared. Tim decides to find him and meets Pikachu. It's **3 confusing** because, unlike other humans, Tim can understand Pikachu. Pikachu is his father's old partner and the pair set off to find him. Things become really **4 exciting and tense** when they end up in Ryme City, a place where humans and Pokémon live together. The combination of live action and animation is brilliant and surprisingly, it wasn't too **5 difficult to believe**. I won't tell you how it ends, but it definitely isn't **6 worse than expected**!

- | | |
|-----------------------|---------|
| 1 <u>entertaining</u> | 4 _____ |
| 2 _____ | 5 _____ |
| 3 _____ | 6 _____ |

- 4 ☆☆☆ Answer the questions for you. Use some of the words from exercises 1–3.

- What have you read, seen or heard recently that was thought-provoking? Why?

- Do you like watching frightening films? Why/Why not?

- Do you prefer realistic or fantasy stories? Why?

- What's the best film you've ever seen? Why did you like it?

Modal verbs of deduction and speculation

1 ☆ Choose the correct option.

- 1 Dima isn't at home, he always plays tennis on Friday. He **must be/must have been** at the sports centre now.
- 2 My phone isn't working. It **can't be/can't have been** the battery because I've just charged it.
- 3 Clara looks happy! She **must pass/must have passed** her exams.
- 4 I can't find my glasses. I **can't leave/can't have left** them at home because I definitely had them on the bus.
- 5 Sandra isn't at drama club today. She **might be/might have been** ill or she **could be/could have been** on holiday, either is possible.
- 6 Phoebe and her brother Ben want to get a dog. Actually, they **might get/might have got** one already because they were looking at pets yesterday.

2 ☆☆ Complete the conversation with *can't, could/might or must*.

That photo 1 must be fake. Surely it isn't real?

It is real! It's a snapping turtle and it had spent two weeks in the ground by a dry lake.

Look at all that earth on its back, it 2 _____ be heavy! It definitely 3 _____ go fast while it's carrying that. Is it in England, do you think?

No, it 4 _____ be England because those turtles don't live there. It 5 _____ be the USA or it 6 _____ be Canada, I'm not sure.

I'm sure it 7 _____ be hungry after not eating for two weeks.

Definitely!



3 ☆☆☆ Complete the text with present or past modal verbs of deduction or speculation (affirmative or negative) and the verbs in brackets.



The Yonaguni Monument

The Yonaguni Monument off the coast of Japan has puzzled scientists. It is a collection of huge rocks under the sea. Why is it so curious? Some people think they 1 might be (be) a natural phenomenon, and perhaps they formed because of an earthquake. However, others think perhaps humans 2 _____ (make) them – they believe it's more likely because the lines of some of the shapes are very precise. There are square rocks and a star-shaped platform which they argue that an earthquake 3 _____ (create) – it would have been impossible. Professor Kimura has studied the rocks and because of this he is certain they 4 _____ (be) man-made and they definitely 5 _____ (be) the result of an earthquake. He thinks the monument is around 2,000 years old and that people 6 _____ (build) it above water because they 7 _____ (do) it underwater – it would have been far too difficult. Another theory is that the monument 8 _____ (be) evidence for the lost continent of Mu. There is one thing, however, that everyone agrees on – the Yonaguni Monument is unforgettable!

4 ☆☆☆ Complete the sentences about you.

- 1 My best friend must have been delighted when _____.
- 2 Right now my parents might _____.
- 3 Our teacher can't have _____.
- 4 My friend definitely can't _____.
- 5 My classmates could have _____.

Adverbs of manner, place and time

- 1 ☆ Complete the table with the words and phrases in the box.

carefully during easily everywhere in 2018
just loudly outside over there slowly
smoothly soon two weeks ago upstairs well

Adverbs of manner	Adverbs of place	Adverbs of time
slowly		

- 2 ☆ Write the adverb form of the words.

- quiet quietly
- beautiful _____
- bad _____
- good _____
- happy _____
- enthusiastic _____
- terrible _____
- hard _____

- 3 ☆☆ Order the words. There may be more than one possibility.

- slowly / wrote / she / her name
She wrote her name slowly. / She slowly wrote her name.
- they / loudly / sang / very

- listened to / I / carefully / the instructions

- quickly / the / up / lift / went

- he / played / well / the guitar / has

- laughing / were / quietly / we



- 4 ☆☆ Complete the text with the adverbs of place in the box.

along around everywhere
inside nearby outside there

Mystery foam in seaside town

Cleveleys is a town on the north-west coast of England. When residents woke up one morning, they were surprised to find the town was covered in a mysterious white foam. It looked like snow and it was 1 everywhere. Some people decided to stay 2 _____ their houses in case it was dangerous and others ran 3 _____ to look 4 _____ the area and walk 5 _____ the beach. Where did it come from? What was it? In the end, residents were told it was a combination of tiny pieces of seaweed (sea plants) and water, mixed up and carried onto the shore by strong winds. People who lived in towns 6 _____ heard what had happened in Cleveleys and drove 7 _____ to see the foam!



- 5 ☆☆ Complete the sentences with an adverb of time.

- 'Will I see you later at the concert?'
'Yes, I'll meet you there.'
- It's 6:00 am! It's far too _____. I'm not going to get up yet.
- We don't have to give our project in _____. It isn't due until tomorrow.
- Someone has _____ broken the world record! It only happened an hour ago.
- _____ the expedition, three explorers got lost.
- I've _____ been to Brazil, but I'd love to go there one day.

- 6 ☆☆☆ Choose the correct option. Then answer the questions about you.

- What is the strangest thing you have seen recently/recently seen?

- Do you usually solve puzzles slowly or fastly/fast?

- Did you watch any mystery films last year/yet?

Past perfect

1 ☆ Complete the sentences with the past perfect form of the verbs in brackets.

- By the time I phoned Declan, he had already left (leave) home.
- They saw the band yesterday, but _____ they _____ (see) them before?
- We _____ (not read) the book before watching the film.
- _____ you _____ (work) with Parvati before you did your project together?
- I _____ already _____ (hear) about the competition when I saw the poster.
- Katerina went to Greece for the first time last summer. She _____ (not go) there before.

2 ☆☆ Choose the correct option.

- They were/had been in trouble because they didn't do/hadn't done their homework.
- Someone already bought/had already bought the jacket when I went/had gone back to the shop.
- We were/had been worried because we didn't study/hadn't studied for the test.
- By the time they got/had got to the station, the bus left/had left.
- I started/had started my project last week. By then, I did/had done a lot of research.
- She never heard/had never heard a story like it in her life, so she was/had been surprised.

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

Imagine forgetting everything you know – every day. A few months ago, 17-year-old Sam Tai 1 hurt (hurt) his head playing rugby. He 2 _____ (seem) fine, but by the time he got home, he 3 _____ (lose) nearly all of his memory. Doctors 4 _____ (never see) anything like it before. Sam had a rare condition called global amnesia. Each day he managed to relearn some things, but the next morning when he 5 _____ (wake up), he'd forgotten them again. Sam loved sports and, curiously, although he 6 _____ (forget) most other things, he 7 _____ (not forget) his karate moves.

Sam's friends and social media were a big help. Sam 8 _____ (not remember) what music he liked, but he could see his favourite bands on his profile. When his friends 9 _____ (message) him, he could read past comments to find out who they were. Before his accident, Sam 10 _____ (hope) to finish his studies at college or to compete in sport, but he didn't know what would happen. Fortunately, after a while he got his memory back and now he's fine!



4 ☆☆ Complete the second sentence so it means the same as the first. Use the words in brackets.

- The film started, then we arrived at the cinema. (after)
We arrived at the cinema after the film had started.
- I phoned Sarita. Someone told her the news before that. (already)
When I _____.
- We finished lunch. We went out. (when)
_____ out.
- The grass was dead. It didn't rain all summer. (because)
The grass _____.
- He spoke to an expert. It was too late. (by the time)
_____ too late.
- I saw an elephant for the first time in my life. (never)
I _____.

5 ☆☆☆ Complete the questions with the past simple or past perfect form of the verbs in brackets. Answer the questions for you.

- Where did you go (you / go) on holiday last summer? _____ (you / go) there before?

- What was the last film you _____ (watch)?
_____ (you / ever / see) it before?

- _____ (you / hear) of Sam Tai before you
_____ (read) the article about him?

- What _____ (you / do) this morning just before you _____ (come) to school?

A magazine article

Curiouser and curiouser

We live in a strange and wonderful world. Check out these mysteries.

A The mystery of Eilean Mor

How could three people suddenly disappear from a tiny remote Scottish island called Eilean Mor? Donald MacArthur, James Ducat and Thomas Marshall were experienced lighthouse keepers working there. On 15th December 1900, a passing ship reported that the lighthouse wasn't working. A **substitute** lighthouse keeper tried to reach the island but was **delayed** until 26th December by bad weather. When he arrived, he discovered that all three men had completely **vanished**. The lighthouse was clean, tidy and **well maintained** and work records done until mid-December. Later, investigators thought a huge wave might have carried the men out to sea. Another theory is that strong winds could have blown them over a cliff. Or did they try to leave the island, perhaps due to illness – or did someone make them leave? To this day, nobody knows what happened.



B Beach walkers

In October, **dozens** of octopuses were seen on a beach in Wales – walking away from the sea! Octopuses sometimes look for food in rock pools, and will move from one pool to another in search of food, but they don't go **inland**. Experts have come up with three possible reasons. One is that because octopus populations have increased **significantly**, the animals could be going further than normal to find food. Alternatively, recent storms might have moved the octopuses onto land and they were trying to get back to the water. Another possibility is that the creatures were confused, due to old age. Luckily, after a few days it stopped, so octopuses can't have learned to live on land!



- 1 ☆ 🔊⁵ Look at the photos and guess the answers. Then read and listen to the articles and check.

- 1 Story A took place **recently/many years ago**. It happened on **an island/the mainland**. It is about three people **in a lighthouse/on a ship**.
- 2 Story B took place **recently/many years ago**. It happened **on a beach/in the sea**. It is about some **people/creatures**.

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

- 1 The three lighthouse keepers were new at the job. F
- 2 The lighthouse was in a terrible state when the substitute arrived. —
- 3 We now know for sure what happened to the three lighthouse keepers. —
- 4 Octopuses never leave the sea normally. —
- 5 Experts think it's possible the octopuses were trying to find something to eat. —
- 6 Experts believe that octopuses have adapted to live on land. —

Subskill: Guessing meaning

Use different strategies to help you guess the meaning of unknown words.

- 3 ☆☆ Read the Subskill and guess the meaning of the words in bold in the text. Then match the words to the definitions below.

- | | |
|---|---------------|
| 1 in a direction away from the coast | <u>inland</u> |
| 2 disappeared | _____ |
| 3 lots of things or people | _____ |
| 4 in a good condition | _____ |
| 5 someone who does someone else's job temporarily | _____ |
| 6 done later than expected | _____ |
| 7 in a way that is easily noticeable | _____ |

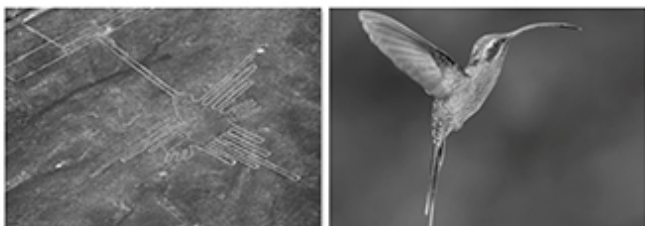
- 4 ☆☆☆ Answer the questions with your own ideas.

- 1 What do you think are the solutions to the two mysteries?

- 2 What's the best way to investigate a mystery?

A radio programme

- 1 ☆ Read the radio programme information. Would you listen to this programme?



8:10 pm Unsolved mysteries – in today's episode we learn about the Nazca Lines in the desert in Peru. They are huge images of plants, animals, creatures and geometric shapes which were created on the ground by removing darker rocks. Recently scientists have revealed new information about which species of bird some images show – and there are some exotic surprises.

Subskill: Using key words to predict

Key words can help you predict what you might hear. Thinking about this helps you listen.

- 2 ☆☆☆ 6 Look at the underlined key words in exercise 1. Do you think the statements are T (true) or F (false)? Then listen and check.

- 1 The Nazca Lines were created by adding light rocks to the surface. F
- 2 Most of the images in the Nazca Lines are small in size. —
- 3 Scientists know why the Nazca people created the drawings. —
- 4 The birds and animals in the images are local to the area. —

- 3 ☆☆☆ Listen again and answer the questions. For question 5, give your own opinion.

- 1 Did Maya listen to the radio programme?
No, she didn't. Daniel listened to it.
- 2 How long ago were the images created?

- 3 When do the researchers think people might have seen the hermit birds?

- 4 Why does Daniel think the things in the images must have been important to the Nazca people?

- 5 'Scientists will eventually solve all mysteries from the past.' Do you agree?

Expressing certainty and doubt

- 1 ☆ Complete the table with the expressions in the box.

I'm not certain that ... I'm not really sure (that) ...
It's clear that ... It's sure to ... It's unlikely that ...
I wonder if ... Maybe ... There's no doubt that ...
You definitely didn't ...

Expressing certainty	Expressing doubt
	<i>I wonder if ...</i>

- 2 ☆☆☆ Choose the correct option.

- 1 Have you seen my glasses? I can't find them.
a Perhaps they're in your bag.
b I'm not absolutely certain.
- 2 Do you know how much the tickets are?
a I'm not absolutely sure that the tickets are expensive.
b No, but they were expensive last year, so they're sure to cost a lot.
- 3 Will your parents let you go to the party?
a It's unlikely, because it's on a Tuesday night.
b It's clear that they will go.
- 4 Did I put my book in my bag?
a You definitely didn't. It's still on the table.
b I wonder if it's in your bag.
- 5 Will we find out the solution to the mystery in the final episode?
a You definitely didn't solve the mystery.
b It's clear that we'll find out who committed the crime.

- 3 ☆☆☆ Read the task and then write a short dialogue. Remember to include expressions for expressing certainty and doubt.

Your friend has found a set of keys. Write a short dialogue where you discuss who they could belong to.

3 Writing

A narrative

- 1 ☆ Match the extreme adjectives in the box with the underlined words.

ancient delighted exhausted freezing huge

- When Lucy finally appeared again, we were really happy to see her. delighted
- Lucy looked very tired, as if she had walked a long way. _____
- She was pulling a bag that was very big and heavy. _____
- Inside was a(n) very old book and when I touched it, it was very cold. _____

- 2 ☆☆ Complete the paragraph with the words in the box.

a few minutes after amazing inside might
must have quietly slowly then

1 After I had recovered from my surprise, I turned 2 _____ to Olga. 'Where have you been?' I whispered 3 _____. 'We were so worried! We thought something terrible 4 _____ happened to you!' 'I've had the most 5 _____ adventure!' Olga cried, hugging me tightly. 'When I went 6 _____ the cave, I wasn't expecting to find anything, but 7 _____ I heard a noise. At first, I thought it 8 _____ be my imagination. I waited for 9 _____, and then I heard it again.'

- 3 ☆☆☆ Continue and finish the story from exercise 2.

Super skills

CREATIVITY

Using a variety of creative thinking techniques

Choose the correct answers.

- Let's/Why don't decide when we're going to film the scene.
- Who wants to/What about video it?
- I'll/You'll do it if you want. I've got a camera.
- Why don't we/How about ask someone else to video it?
- What about/Who's going to take each part?
- Why don't we/What about having a quick break and then deciding?



3

Vocabulary review

Descriptive adjectives

- 1 Complete the sentences. The first letter(s) are given.

Aurora Rising



Written by Anie Kaufman and Jay Kistoff, this is an **1 u** unforgettable and **2 o** _____ story - I've never read anything like it before. **A**lthough it's set in the future, the story is totally **3 r** _____ and the world is very believable. Things are going well for Tyler Jones: he's the best student at Aurora Academy and he's about to get his dream job. Then, one night he sees a spaceship that's been missing for over **20** years and rescues a human girl, Auri, from it. **A**s a result, Tyler ends up with an **4 a** _____ crew - the very worst students. There are some **5 f** _____ parts (I was scared!) as well as **6 a** _____ parts that will make you laugh. It's an enjoyable and **7 en** _____ story and I'm happy - **8 d** _____ actually - that I read it. It made me think, so it's definitely **9 t** _____. I'd recommend it to people who want a **10 c** _____ story that is **11 th** _____ and full of excitement.

Adverbs of manner, place and time

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

already carefully ever in 2010 inside
quickly terribly there yet

- I was born in 2010.
- Paula _____ put the ancient book in her bag so she didn't damage it.
- The school I told you about is over _____, opposite the library.
- He did his homework very _____ because it was easy, so it only took ten minutes.
- We've _____ told the authorities about our discovery, but they haven't taken any action _____.
- Let's go _____ - it's too cold out here.

Grammar review

Modal verbs of deduction and speculation

- 1 Complete the text with present and past modal verbs and the correct form of the verbs in brackets.

Two mysteries

Amelia Earhart was the first woman to fly alone across the Atlantic. In 1937, while she was trying to fly round the world, her plane disappeared. Why?

One theory is that she **1 might have landed (land)** on a remote island somewhere, or perhaps she **2** **(turn back)**. However, nothing was ever found at any of the possible locations, so she **3** **(do)** either of those things. Other people think that she assumed a new identity and that she **4** **(be)** a woman called Irene Bolam, but researchers proved that this was impossible. Nobody knows for sure what happened.

The Big Grey Man is a creature that is said to live on Ben Macdui, a mountain in Scotland. Various witnesses say it is about three metres tall and human-shaped, so it definitely **5** **(be)** a bear. Scientists can't explain it, but psychologists have a theory – they think witnesses **6** **(imagine)** it because they were exhausted.



Round-up

1 2 3 4 5 6 7 8

Read the article and choose the correct option.

Why do we sleep?



I read an interesting article the other day about sleep. We spend around a third of our lives sleeping, but not all living things need to sleep – so why do we? Scientists **1 have researched/have been researching** this question for many years and still haven't found a complete answer. Sleep is the time **2 where/when** our bodies repair **3 itself/themselves** and we process many things. In one study, researchers found that after people **4 sleep/had slept** they performed better in memory tests. They **5 also showed/had also showed** that our experiences aren't immediately stored in our memories and that we need to sleep for that to happen. It **6 could/must** be that dreams are part of the process, but we don't know yet. We do know, however, that people **7 whose/who** don't sleep enough find it harder to learn and to remember. If people **8 haven't slept/haven't been sleeping** well for a period of time, then their attention span and focus get worse. I did worse in an exam after two nights of staying up late studying – it **9 must be/must have been** because I **10 didn't sleep/hadn't slept** enough. It certainly **11 can't be/couldn't have been** easy if you have insomnia. Unfortunately, we can't just sleep longer one day to make up for lack of sleep. Regular sleep habits, **12 which/when** mean going to sleep and waking up at the same time every day, are the solution. So, now you know – isn't it time for bed?

Past perfect

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

- I missed (miss) the bus and by the time I arrived (arrive) at school, my first class had started (start).
- Elif (go) to bed late the night before so she (be) tired yesterday.
- We (invite) Paul to the cinema, but he already (see) the film, so he (not come).
- I (not see) my sister this morning because she (leave) the house before I (get up).
- They (see) a strange figure in the distance. They (never see) anything like it before.

Self-evaluation

Read the objectives for this unit. How well can you do each one?



- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| 1 I can talk about things using descriptive and extreme adjectives. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 I can use adverbs of manner, place and time. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 I can use modal verbs of deduction and speculation. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 I can use the past perfect. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 I can guess the meaning of unknown vocabulary. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 I can use key words to predict when listening. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 I can express certainty and doubt. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 I can write a narrative and make my writing interesting. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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

4

What next?

Vocabulary

Future goals, plans and aspirations

- 1 ☆ Complete sentences 1–8 using the verbs in the box. There is one extra verb.

get go have learn leave
pass rent retire start

- 1 have children
- 2 _____ your exams
- 3 _____ a flat
- 4 _____ to university
- 5 _____ married
- 6 _____ to drive
- 7 _____ home
- 8 _____ work

- 2 ☆ Choose the correct verb. More than one answer may be possible.

- 1 do/get/make a degree
- 2 do/get/make some careers advice
- 3 do/get/make friends
- 4 do/get/make voluntary work
- 5 do/get/make a part-time job
- 6 do/get/make an apprenticeship

- 3 ☆☆ Complete the sentences with the correct form of the expressions in exercise 2.

- 1 Statistics show that when you do voluntary work and help people without getting paid, you live longer.
- 2 I'm applying to different universities. I want to _____ in psychology.
- 3 Matei is very sociable. It's easy for him to _____ with people he's only just met.
- 4 Last year I _____ in an Italian restaurant. I only worked on Saturdays.
- 5 Julia wants to be an electrician. She's planning on _____ with an electrical company.
- 6 At our school, we _____ when we're 15 years old to help us decide what job to do.

- 4 ☆☆ Complete the text with the verbs in the box.

apply for choose go on pass
ride set up study travel write

What's your secret ambition?

We asked different people and here's what they said.

My dream's to 1 apply for a course to become a vet! Nobody in my family knows yet.
Charlotte, 15

I'd love to 2 _____ my own business to help young people 3 _____ the best career for themselves and to give advice about the best way to 4 _____ a CV. I wish someone had helped me when I was younger! **Ajay, 27**

I love different cultures. I'd like to 5 _____ abroad for a year or maybe 6 _____ an exchange for a shorter period. **Alex, 14**

Some of my friends can't wait to 7 _____ their driving test, but I want to learn to 8 _____ a moped really, really well. **Dani, 16**

I've always loved going to new places. When I finish my studies, my ambition is to 9 _____ round the world and maybe live in a different country for a few years. **Marta, 21**



- 5 ☆☆☆ Complete the questions with the correct form of the verbs in the box. Then answer the questions for you.

do choose get study

- 1 Do you like the idea of doing an apprenticeship? Why/Why not?

- 2 Would you ever _____ a part-time job? What are the benefits?

- 3 If you could _____ abroad, which country would you go to? What course would you do?

- 4 Have you _____ a career yet? What?

Future continuous and future perfect

1 ☆ Complete the sentences with the correct form of the future continuous of the verbs in brackets.

- At 7:30 pm, I will be eating (eat) dinner.
- In two years' time, my sister _____ (finish) high school.
- This time next week, we _____ (fly) to the USA.
- At 10:15 am tomorrow, they _____ (study) maths.
- Next summer, my family _____ (go) on holiday to Mexico.
- Next month, Eliza _____ (do) her exams.

2 ☆ Match beginnings 1–6 with endings a–f.

- | | |
|----------------------------|---------------------------------------|
| 1 Many teenagers will have | <input checked="" type="checkbox"/> e |
| 2 Will you have | <input type="checkbox"/> |
| 3 What will you be | <input type="checkbox"/> |
| 4 I hope I'll be | <input type="checkbox"/> |
| 5 I won't | <input type="checkbox"/> |
| 6 I won't have | <input type="checkbox"/> |
- a learned to drive by the age of 17?
 b applied for the course by the end of next week – it'll take a little longer.
 c be retiring next year – unless I win the lottery!
 d doing at this time tomorrow?
 e learnt to ride a moped by the age of 15.
 f finishing my apprenticeship in two years' time.

3 ☆☆ Complete the text with the future perfect form of the verbs in brackets.

The average British person

What does the average Briton spend time doing? Studies have shown that, by the end of a typical 24-hour period, the average person:

- 1 will have slept (sleep) for seven hours. Over a lifetime that's around an astonishing 201,200 hours!
- 2 _____ (spend) just 15 minutes eating lunch.
- 3 _____ (check) their smartphone every 12 minutes during the day.



... And by the end of the week, they:

- 4 _____ (watch) 12 hours of on-demand TV.
- 5 _____ (exercise) for only 90 minutes!
- 6 _____ (spend) 24 hours online!

4 ☆☆ Complete the second sentence so it means the same as the first. Use the future continuous or perfect of the verbs in brackets.

- Sanvi's family are moving to London next Monday. (live)
 Next Tuesday, Sanvi will be living in London.
- We have our last exam tomorrow morning. (finish)
 By 4:30 pm tomorrow, we _____ our exams.
- I'm doing an IT course all next week. (do)
 On Thursday next week, I _____ the IT course.
- I hope to get my first job when I'm 21. (start)
 By the age of 22, I _____ work.

5 ☆☆ Complete the text with the future continuous or future perfect of the verbs in brackets.

Planning for the future

Many of us don't know what we 1 will be doing (do) next weekend, never mind in five or ten years' time! However, making a plan for your future can help.

Set your goals: This will encourage you to actually do something. It can be as simple as saying, 'By this time next week I 2 _____ (join) a gym and I 3 _____ (exercise) for at least three hours.' Be specific.

Make your plan: Write down how you are going to achieve your goals. For example, 'On Saturday afternoon, I 4 _____ (research) local gyms. By Monday I 5 _____ (choose) which one to join. On Monday evening I 6 _____ (fill in) the application form.'

Get started: Now you have your plan, you need to carry it out!

6 ☆☆☆ Complete the questions with the future continuous or future perfect form of the verbs in brackets. Then answer for you.

- What will you be doing (you / do) at this time tomorrow?

- _____ (you / leave) school by the age of 19?

- _____ (you / still / do) this exercise in 15 minutes' time?

- Where _____ (you / live) in ten years' time?

Verb + preposition combinations

- 1 ☆ Find 12 verbs in the word square and write them with the correct prepositions.

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

- 1 take part in / _____ in
- 2 _____ about / _____ about
- 3 _____ from / _____ from
- 4 _____ on / _____ on
- 5 _____ with / _____ with
- 6 _____ for / _____ for

- 2 ☆☆ Choose the correct option.

- 1 I can always rely on/in Yasmin to support me; she won't let me down.
- 2 Life nowadays differs a lot on/from life in the past. Things have really changed.
- 3 I'm not sure yet. I'll have to think with/about it before I make up my mind.
- 4 The company specialises in/for giving careers advice to young people.
- 5 Dom's doing a brilliant computer course. I'm sure he'll benefit for/from doing it.

- 3 ☆☆ Complete the sentences with the correct form of the verbs in the box and a preposition.

agree apply depend meet prepare

- 1 I've got the forms to apply for the music course. Now, I just have to fill them in.
- 2 Next Saturday we'll go to the beach or watch a film – it _____ the weather.
- 3 We're going into town to _____ some other friends there.
- 4 I'm studying hard to _____ my exams. I'll be taking them next month.
- 5 My brother and sister get on well although they don't _____ each other about many things.

- 4 ☆☆ Complete the text with the verbs in the box and a preposition. There are two extra verbs.

agree apply benefit differ meet prepare
specialise take part think worry

The perfect holiday

Family holidays can be tricky when you're a teenager. On our holidays, you don't need to **1** worry about not having a good time – we guarantee you will! We know as teenagers you need more independence and we **2** _____ organising holidays just for you. So, how do our holidays **3** _____ other holidays? Well, we offer a whole range of activities only for teens that you can **4** _____ while you are here. Adults aren't allowed in our teen zones, though of course all activities are supervised by fully qualified staff. Choose from a variety of sports and artistic activities. If you haven't done an activity before, we'll **5** _____ you _____ doing it, so you'll feel confident. We've got everything from a video games room to a dance floor; you can be a DJ or make a film; or if you want to be outside, there are lots of water sports and other sports to try. You'll **6** _____ our experience of making everything fun and you'll get to **7** _____ other young people of your age from around the world. I think you'll **8** _____ us, we really have thought of everything!



- 5 ☆☆☆ Complete the questions with the correct form of the verbs in the box. There are two extra verbs. Then answer for you.

agree benefit depend
take part think worry

- 1 Do you always agree with your best friend?

- 2 When you made your last important decision, how long did you _____ about it for?

- 3 Who do you speak to when you are _____ about something?

- 4 What activities do you usually _____ in outside school?

Future modals

- 1 ☆ Look at the verbs in bold and complete the table with letters a–f.

Information about the school trip to New York City

- a You **will have to** bring a packed lunch.
- b You **will be able to** visit the museum later.
- c You **won't need to** take notes during the museum visit.
- d You **won't have to** walk to the museum: the bus will take us there.
- e You **will need to** bring some money.
- f Unfortunately, you **won't be able to** go to Central Park.



Ability or possibility	1 <u>b</u>	2 <u> </u>
Obligation and necessity	3 <u> </u>	4 <u> </u>
No obligation or necessity	5 <u> </u>	6 <u> </u>

- 2 ☆☆ Choose the correct option.

What will the future be like?

Tell us your ideas!



People **1 won't have to/won't be able to** drive cars – there will be driverless cars as well as normal cars, so if you want to sit back and relax, you can. Humans **2 will have to/will be able to** live in places where we can't live now, such as the Moon or underwater, because we will have developed the technology to build there. We **3 will have to/won't have to** take much better care of the environment.

Freya, 16



People **4 won't need to/won't be able to** work five days a week: we **5 will be able to/will have to** have much more leisure time. We'll have machines to do most of the work. Young people **6 will need to/will be able to** develop new skills for jobs that don't exist yet!

Marek, 15

Future time clauses

- 3 ☆ Choose the correct time expression.

- 1 I'll do my homework **until/when** I get home.
- 2 I know you're hungry, so **as soon as/until** you arrive, I'll make a snack.
- 3 Petar will text me **until/when** he finds his phone.
- 4 We won't leave **until/as soon as** you're ready.
- 5 **When/Until** you go to London, will you visit Buckingham Palace?

- 4 ☆☆ Write complete sentences with future time clauses.

- 1 When I / be / old enough, I / learn / to ride a moped.
When I am old enough, I will learn to ride a moped.
- 2 Fred / study / abroad as soon as he / finish / his language course.
- 3 Until I / pass / my driving test, I / have to / use the bus.
- 4 They / get / part-time jobs when the summer holidays / start.
- 5 My sister and I / not go / on an exchange until we / be / 16 years old.
- 6 As soon as Elsie / have / enough money, she / set up / her own business.

- 5 ☆☆☆ There is one mistake in each sentence. Cross out the mistake and write the correction. One sentence is correct.

- 1 As soon as I will get home tonight, I'll practise the guitar. get
- 2 I want to travel for a month and then get a job – I hope I am be able to find one.
- 3 Janek will buy a car when he will pass his driving test.
- 4 I will to need to study harder for my next exam.
- 5 I've got everything I need to make pizza, so I won't be able to go to the shops.
- 6 I won't write my CV until I finish my course.
- 7 I will can do an apprenticeship after I finish school.
- 8 I'll drive you to the cinema, so you won't be able to get the bus.



An interview

An experience of a lifetime



A gap year is a period of time taken out by students, most often before starting university or their first job. By the time you return, you will have learned a lot! Keelie Renwick spent three months volunteering on a nature conservation project in South Africa during her gap year.

How did you choose this project?

I researched various projects – on this one, you could work with experienced guides and see the benefits of your work while you were there, which was important to me.

How did you pay for your gap year?

I worked in a local café, saving as much money as possible to **fund** my travels.

What were the **highlights?**

Work was often exhausting! One of my proudest moments was helping to build a 1.7 km road. It took a few weeks and it was most **rewarding** when we added the road to the map and drove along it. We saw a huge variety of animals, like antelope and African wild dogs – there are only 500 left in South Africa!

How will the skills you developed help your career?

I developed many skills, including teamwork skills and how to make the best of difficult situations. When we arrived, we had to quickly learn what to do – in the working world being able to learn new skills, remember information and be flexible are key for success.

Would you recommend a gap year?

Yes! I've grown so much in one year and feel much better prepared for university. I developed new skills such as **interpersonal** skills and learning to **budget** carefully, which I'll be using during my degree and after.



GAP YEAR FACTS

- Over 230,000 people between the ages of 18 and 25 take a gap year.
- 66% took their studies more seriously afterwards.
- 80% thought a gap year made them more likely to get a job.

1 ☆ Look at the photo and read the introduction. Where did Keelie go?

She went to _____

2 ☆☆ 7 Read and listen to the interview and choose a or b to complete the sentences.

- Keelie volunteered on the project
 - for three months.
 - for a year.
- Keelie worked in a café
 - to get work experience.
 - to get the money to pay for her trip.
- The road Keelie helped to build
 - was already on the map.
 - was nearly two kilometres long.
- The African wild dog
 - is a rare animal.
 - is a common animal to see.
- As a result of doing the gap year, Keelie
 - is going to change her university course.
 - thinks she is ready for university.

3 ☆☆ Find the words in the box highlighted in the text. Match them to the definitions 1–5.

budget fund highlights interpersonal rewarding

- involving relationships between people
interpersonal
- to provide the money for something that costs a lot

- to plan the way you spend money _____
- giving you satisfaction or pleasure _____
- the most exciting parts of an event _____

Subskill: Recognising examples

At the beginning of a sentence: *For example, ...*

In the middle of a sentence: *like, such as, including*

4 ☆☆☆ Read the Subskill and answer the questions using expressions for giving examples and information from the interview.

- What did Keelie see on the road she helped to build?

- What skills did she develop that could help her career?

- Which skills will she be using during her degree?

A podcast

- 1 ☆ 8 What kind of people do you think would be good at each job? Match personality types 1–4 with jobs a–d. Then listen to the podcast and check.

- | | |
|-------------|--------------|
| 1 Organiser | a a designer |
| 2 Idealist | b a manager |
| 3 Realist | c a teacher |
| 4 Artist | d a mechanic |

Subskill: Taking notes while listening

Remember, you only need to write the important information (e.g. times, dates) not every word.

- 2 ☆☆ Listen again and complete the notes with 1 to 2 words in each gap.

Jobs for your personality

Organisers

- very 1 practical and good at 2 _____
 - enjoy collecting 3 _____ and removing mess
- Best jobs, e.g. accountant, manager, 4 _____

Idealists

- want to make the world a 5 _____
 - having 6 _____ and improving society – very important. Also enjoy working in a 7 _____
- Best jobs, e.g. teacher, 8 _____, photographer

Realists

- like facts and 9 _____ and finishing things
 - can stay calm in 10 _____
- Best jobs, e.g. police officer, 11 _____, fire fighter, electrician, mechanic

Artists

- love being creative and hate 12 _____
 - like to be their own 13 _____
- Best jobs, e.g. writer, actor, musician, chef, 14 _____, graphic artist, jobs in advertising

- 3 ☆☆☆ Answer the questions with your own opinion.

- 1 Which personality type do you most identify with?

- 2 Do you think that jobs suit personality types or do you think personality is not important?

A formal conversation

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

- | | |
|----------------------------|-------|
| 1 Pleased to | c |
| 2 I'll do my best to | _____ |
| 3 We're looking forward to | _____ |
| 4 I'd like to | _____ |
| 5 Just let me know if | _____ |
| 6 Thanks for | _____ |
- a ask you a few questions.
b your time.
c meet you.
d you need any more information.
e meeting you in person.
f help you.

- 2 ☆☆ Complete the mini dialogues with one word in each gap.

- 1
- Hello Dana. I'm Amit, one of the teachers at the Academy.
- Hello! Pleased to meet you.
- Pleased to meet you, too !
- 2
- I'd like to ask you for some _____.
- Yes, of _____. I'll do my best to help you.
- 3
- OK, that's all for now. Thanks for your _____.
- I'm looking _____ to seeing you in person!
- Me too! Just let me know if you need anything _____.

- 3 ☆☆☆ Read the task and then write a short dialogue. Remember to include expressions for a formal conversation.

Imagine you are going to get some careers advice. Prepare a formal conversation with an advisor.

4 Writing

A formal email

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

forward to grateful if interested in response to

- I am writing in response to an advert.
- I would be _____ you could send me some information.
- I am _____ taking part in the programme.
- I look _____ hearing from you.

- 2 ☆☆ Complete the indirect questions.

- When does the volunteer programme start?
Could you tell me when the volunteer programme starts?
- Do you arrange accommodation for volunteers?
I'd like to know _____.
- How much does the volunteer programme cost?
I was wondering _____.

- 3 ☆☆☆ Read the advert and then write an email. Remember to ask for further information.

Apply for a great summer job! Volunteer programmes in the UK to help coach local primary school children in reading and writing as well as taking part in arts and crafts activities and sports

Super skills

COMMUNICATION

Demonstrating your skills and strengths

Complete the CV extract with the words in the box.

consider good importance impressed
keen myself

I'm 1 good at listening to others and
2 _____ myself to be a good communicator.
I'm 3 _____ on modern languages.
I work part-time in a clothes shop. The manager
has been 4 _____ by my ability to
organise my time. Working there has taught me
the 5 _____ of teamwork. I have taught
6 _____ how to design clothes.

4

Vocabulary review

Future goals, plans and aspirations

- 1 Complete the text. The first letter is given.

Things to do

Want to have fun and have some life experiences? Try out a few of the things on our list – and send us your own ideas!

- You might not be able to 1 t r a v e l round the world, but you should visit a place in your own country that you've never been to before.
- Get a 2 p _____ - t _____ job. The experience will help you when you start 3 w _____.
- 4 M _____ new friends outside school. Doing something to help others, like 5 v _____ w _____, is a good way to meet other people.
- Learn a foreign language – you could even go on an 6 e _____ or 7 s _____ a _____.
- After you leave 8 h _____, 9 r _____ a flat with friends.
- Decide what you want to do – are you going to go to college or university to 10 g _____ a d _____? Or do you want to 11 d _____ an a _____ and learn the skills you need while working?

Verb + preposition combinations

- 2 Complete the mini conversations with the correct prepositions.

- 1 Can you rely _____ on _____ your best friend?

Definitely! If I'm worrying _____ anything, he'll always help.

- 2 They're organising a new drama group. Shall we take part _____ it?

I'm not sure, I'll think _____ it and let you know.

- 3 What are those forms for?

I'm applying _____ a course at college. I want to study History.

- 4 I think apprenticeships are a really good idea.

I agree _____ you. They really prepare you _____ work.

Grammar review

Future continuous and future perfect

1 Write sentences using the future perfect or future continuous.

- by the age of 30 / I / set up / my own business
By the age of 30, I will have set up my own business.
- Max / ride his moped / at 5:00 pm this evening

- my sister / study at university / this time next year

- I / finish my project / by the end of next week

Future modals

2 Choose the correct option.



What are you doing now to help you achieve your dreams?

I really want to be a hairdresser. I **1 need/will need** lots of experience for that, so I'm volunteering at a local hairdresser's. I **2 can't/won't be able to** cut people's hair at the moment because you **3 have to/will have to** be qualified to do that, but I'm learning a lot. Next September I'm planning to start a course and when I get my qualification, I **4 can/will be able to** give my first professional haircut – finally! I **5 can't/won't be able to** open my own business immediately, but that's my future ambition. Right now I **6 need to/will need to** complete my application form for the course or none of that will happen!

Future time clauses

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

- I will stay (stay) at school until I am (be) 18 years old.
- As soon as we _____ (finish) our exams, we _____ (go) on holiday.
- What _____ (you/say) when you _____ (see) Jamie?
- Until I _____ (get) my driver's licence, I _____ (not drive) to school.

Round-up

1 2 3 4 5 6 7 8

Read the article and choose the correct option.

High flier



Achieving an ambition is an amazing feeling, **1 doesn't it/isn't it?** Sixteen-year-old Eloeyse Cripps is feeling great! She **2 has just become/has just been becoming** the youngest person to fly solo for the first time ever at Popham Airfield, UK, **3 where/which** she completed her training after only 11 hours of lessons. Flying alone for the first time can be a scary experience, so it **4 must have been/can't have been** easy for Eloeyse, but she is delighted that she has done it. She won't **5 can/be able to** apply for her full pilot's licence until she is 17, but she already has plans for the future. As soon as she **6 finishes/will finish** her college course, she wants to become a flight instructor and engineer at Popham Airfield. Luckily, she is already learning a lot about mechanics on her course, so she **7 will need to/won't need to** do a separate course for that. Although she can now fly, Eloeyse will stay at college **8 when/until** she finishes her course. So, how did it all start? Eloeyse got a trial flight as a birthday present – she **9 never flew/had never flown** before then, but she loved it. She **10 applied for/has applied for** a scholarship to get her pilot's licence and was chosen. She did really well – so it looks like she **11 will be flying/will have flown** to other countries before she can drive a car. Eloeyse can certainly be proud of **12 herself/myself!**

Self-evaluation

Read the objectives for this unit.
How well can you do each one?



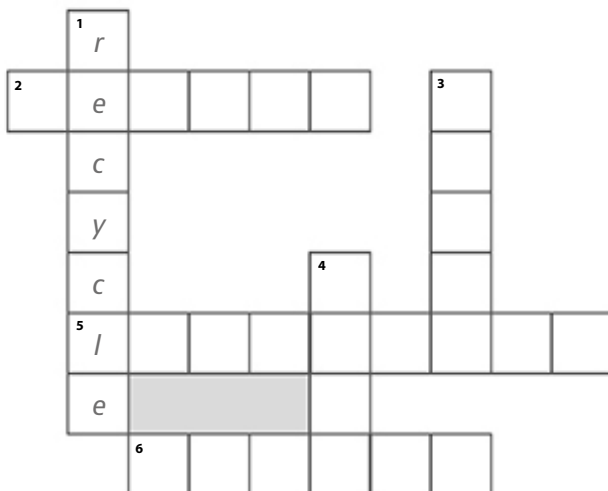
- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| 1 I can talk about future goals, plans and aspirations. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 I can use verb + preposition combinations. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 I can use the future perfect and future continuous. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 I can use future modals and future time clauses. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 I can recognise words and phrases used to introduce examples. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 I can take notes while listening. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 I can have a formal conversation using appropriate language. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 I can write a formal email and use indirect questions. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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

Vocabulary

Protecting the planet

- 1 ☆ Complete the crossword with the correct verbs.



Across

- 2 ___ pollution
5 ___ the environment
6 ___ plastic

Down

- 1 recycle waste
3 ___ trees
4 ___ water

- 2 ☆ Match 1–4 with a–d.

- | | |
|--------------|-----------|
| 1 endangered | a power |
| 2 wind | b species |
| 3 solar | c energy |
| 4 renewable | d farms |

- 3 ☆☆ Choose the correct option.

- Don't throw away/protect old things such as clothes. Instead, try to **ban/mend** them – that way you can carry on using them.
- If we **repurpose/pollute** all our rivers and seas, what will we drink?
- Farmers use **landfill/pesticides** to protect their crops, but the problem is that they kill all the insects and that's not good for the environment.
- When you **repurpose/pollute** old things, like making a lamp from an old bottle, you keep things out of **deforestation/landfill**.

- 4 ☆☆ Complete the text with the correct form of the words in the box.

ban cut down deforestation destroy
endangered species renewable
repurpose solar wind farms

What's the MOST important thing to do to help the environment?



Look after the natural world! We mustn't **1** destroy our forests or **2** _____ any more trees than necessary. We need to plant lots more. **3** _____ is really bad for land, because trees protect the soil. And we should protect all **4** _____. Nobody wants to see more animals disappear forever.

Sam29



Green energy! We should use **5** _____ power and build more **6** _____ – after all, the sun and wind are free! **7** _____ energy is the way to go.

GreenKat



If we really want to fight climate change, we need to **8** _____ plastic – not just plastic bags. If we think about reducing, recycling and **9** _____ things we don't need or use, then we can change things.

Marcus14

- 5 ☆☆☆ Complete the questions with a word in the box. Then answer these questions for you.

ban landfill repurpose throw away

- Have you ever thrown away old clothes? What would you do with them in the future?

- Should the government completely _____ plastic bags and plastic packaging? Why/Why not?

- How much rubbish do you send to _____? Could you recycle more of it?

- Have you ever tried to _____ something? What did you make and what did you use?

The passive

1 ☆ Choose the correct option.

- Too many forests **is destroyed/are destroyed** every year.
- Last year, pesticides **are banned/were banned** here.
- Experts say that in ten years' time, more renewable energy **was used/will be used**.
- The government is going to pay for a new recycling centre. It **is going to be built/is built** outside the city.
- Most clothes can **be mended/to be mended** don't throw them away.

2 ☆☆ Complete the text with the correct present or past simple passive form of the verbs in brackets.

Loop

Years ago in the USA and the UK, fresh milk **1 was delivered** (deliver) every day to people's houses by a milkman. The empty bottles **2 _____** (collect) and then they **3 _____** (clean) and used again. Then plastic arrived. Now people buy most things in plastic containers from a supermarket, and most of the containers **4 _____** (throw away). Some **5 _____** (recycle), but a lot end up in landfills. Loop is a new plan to reduce single-use packaging and many big companies are already part of it. The idea is that goods **6 _____** (deliver) to people's homes. When the containers are empty, they **7 _____** (take away), cleaned and then reused. Last year, the scheme **8 _____** (launch) in the USA and Paris, and there are plans to expand to other cities. If it is successful, it could help end single-use plastic forever!



3 ☆☆ Complete the sentences using passives.

- They aren't going to paint the house.
The house isn't going to be painted.
- I'm sure people will recycle more paper in the future.
More paper _____.
- People are going to use less plastic.
Less plastic _____.
- They will mend these old clothes.
These old clothes _____.
- Scientists will invent new forms of clean energy.
New forms of clean energy _____.

4 ☆☆ Write sentences using the passive infinitive with the verbs in the box.

design recycle reduce use

- This wind farm has to be designed to work effectively.
- Solar power can _____ in countries with lots of sunshine.
- The amount of plastic we use needs _____.
- More rubbish should _____.

5 ☆☆☆ Complete the text with the correct form of the verbs in brackets. Use the active or the passive.



Rethinking rubbish

Ljubljana, the capital city of Slovenia, is becoming a model for recycling. 15 years ago, all its rubbish **1 was sent** (send) to landfill, but today the city **2 _____** (recycle) 68% of its rubbish and experts predict that by 2025 at least 75% of it **3 _____** (recycle). How **4 _____** (they / bring about) this huge change? In 2013, everyone **5 _____** (give) separate recycling bins, but they **6 _____** (not collect) as often as before, so people **7 _____** (have to) use them more efficiently. There are also recycling bins on the streets which **8 _____** (open) with a special card that only residents have. They **9 _____** (build) a modern recycling centre in 2015 – natural gas **10 _____** (use) to produce its electricity and the centre **11 _____** (process) 95% of food and garden waste into materials that can **12 _____** (recycle). Workshops **13 _____** (hold) every week to teach people how to repair things and there are several zero-waste shops – shops that **14 _____** (not use) any packaging. Ljubljana has shown that it is possible for a city to be more environmentally friendly!

6 ☆☆☆ Complete the questions with the correct form of the passive. Then answer the questions about you.

- _____ (most rubbish / usually / recycle) in your town or city?

- Do you think _____ (more renewable energy / use) in the future?

Materials

- 1 ☆ Complete the materials with the correct vowels. Use *a, e, i, o* or *u*.

1 m e t a l

2 s l v r

3 p l s t c

4 p p r

5 w d

6 c t t n

7 g l s s

8 w l

9 g l d

- 2 ☆ Find 16 materials in the word square.

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

- 3 ☆☆ Choose the correct option.

- My shoes are made of leather/concrete.
- Iron/Nylon** is used to make some clothes and bags and parachutes.
- Bamboo/Foam** is a kind of plant that grows in China.
- Jeans are usually made of **rubber/denim**.
- The beach is covered in golden **sand/steel**.
- Many modern buildings are made of **cardboard/concrete** and glass, unlike traditional houses which were made of **brick/polystyrene**.
- Aluminium/Stone** is a light metal.
- The sofa cushions are filled with **rock/foam**.

- 4 ☆☆☆ Complete the text. The first letter is given.



Sustainable news

Building a sustainable house doesn't mean sacrificing design as Neil and Mary Gourlay's house in Scotland shows! The living room is a perfect example – metal bars made of **1 steel** hold the large glass windows, which allow plenty of light in and support the roof. The floors are covered in recycled pieces of wood. The wall is natural local **2 s** rather than traditional **3 b**. Behind this, there is a layer of **4 c** to strengthen the house and prevent water coming in.

For those of us who can only do small things, check out these new backpacks. They're shaped like brown paper bags and they feel like **5 l**, but they're made with a special kind of paper. No, not **6 c** – it's a 'poly' paper and they're as strong as any other bag.



- 5 ☆☆☆ Answer the questions for you.

- Would you prefer to have shoes made of leather, plastic, rubber or another material? Why?

- Do you prefer beaches with sand or stones? Why?

- Would you rather have a frame made from bamboo or aluminium? Why?

- What material(s) is your house or flat made of?

be allowed to, let, make

1 ☆ Complete the sentences with the correct form of *be*. Use the affirmative (+) or negative (-).

- (+) I am allowed to meet my friends at the weekend.
- (-) In class, we _____ allowed to chew gum.
- (+) Aayan and Layla _____ allowed to stay up later last night because it was Aayan's birthday.
- (+) Blanka _____ allowed to invite a friend round yesterday.
- (-) When I was five years old, I _____ allowed to walk home from school by myself.
- (-) I _____ allowed to go to concerts by myself – I have to go with a friend.

2 ☆☆ Write sentences with the correct form of *be allowed to*.

- (-) at night / I / have my phone in my bedroom
At night, I'm not allowed to have my phone in my bedroom.
- (+) last weekend / my brother / go to the cinema with friends

- (+) at the weekend / Karen / play video games

- (-) when I was younger / I / eat sweets

- (-) in the past / women / to vote in elections

- (+) now / we / decorate our own bedrooms

3 ☆ Choose the correct option.

- They made/let her pick up the rubbish she'd dropped. She didn't want to.
- My parents **make/let** me choose what time to go to bed. I even go to bed early sometimes!
- Yesterday, my mum **made/let** me make pizza. I've been wanting to do it for ages.
- Bartek's dad **made/let** him tidy his room before he could go out. Bartek wasn't happy!
- My sister **doesn't make/doesn't let** me borrow her clothes. It's so annoying!
- The teacher **didn't make/didn't let** us do extra homework – it was optional.

4 ☆☆ Complete the sentences with the correct form of *make* or *let*.

Caleb: Hi Hanna! Can I borrow your guitar tonight? Mine's broken and I need one for a music show!

Hanna: Hi Caleb, I'm using mine, but my sister might **1** let you borrow hers if you ask nicely.

Caleb: OK, thanks, I'll text her now. Did you go to Tom's party? My parents **2** _____ me go to it because I've got the show tonight.

Hanna: Yeah ... it was fun, but Tom **3** _____ us all dance to his music!!! It was his birthday, so we had to! I think people should **4** _____ their guests choose the music. Hahaha.

Caleb: Wish I'd seen that. 😊 What happened about the drama group at school? Did everyone have to go?

Hanna: No, the teachers **5** _____ us join – we only went if we wanted to. I had to persuade my parents, but in the end they **6** _____ me go! I loved it!

Impersonal phrases

5 ☆☆ Write impersonal sentences.

- say / that / young people will help the environment
It is said that young people will help the environment.
- years ago / think / that / climate change didn't exist
- today / say / that / we should build more wind farms
- think / that / 8 billion kg of plastic ends up in our oceans every year
- say / that / most people have plastic in their bodies

6 ☆☆☆ Complete the sentences for you using the words in brackets.

- I _____ (allowed to)
- Last year, I _____ (allowed to)
- My parents usually _____ (let)
- When I was younger, _____ (let)

A magazine article

The man who planted a forest

Imagine a forest bigger than five football stadiums that is home to tigers, rhinoceros, elephants, monkeys and reptiles. Now imagine you had created it yourself by planting *all* the trees over decades. It's hard to believe, but that's just what Jadav Payeng has done! Molai Forest, an amazing nature reserve, exists because of his dedication.

Jadav is a farmer who lives on Majuli, the biggest river island in the world, in the Brahmaputra River in Assam, India. Over the past 70 years, Majuli has shrunk to half its original size due to flooding. Many trees were carried away by the floods and sand was left behind. In 1979, after a particularly bad flood, 16-year-old Jadav saw snakes dying on the sand because there was no shade from trees. He realised that without trees, the islanders would suffer too and future floods might completely cover Majuli. He wanted to do something, so he planted a few trees, thinking that the roots would help hold the soil together. Then, he made an incredible decision – he would plant a tree daily. Every day since then, Jadav, now 58, has added a tree to his forest which now helps protect the island. Jadav's dream is to fill Majuli with trees and he plans to continue planting trees.

For years, nobody noticed his efforts. Then, in 2009 a nature photographer, Jitu Kalita, discovered his forest and published an article in a local newspaper – the 'Forest Man', as Jadav was called, slowly became famous internationally. In 2013 a film about his work was a huge success at the Cannes Film Festival and was followed by a children's story book about him. In 2015, Jadav received India's highest civilian award.

Jadav's forest hasn't just saved Majuli, it's helping fight climate change. Deforestation is the second biggest cause of global warming and planting trees is the best and cheapest way to reduce carbon emissions. Imagine if everyone did the same as Jadav! It shows how one person really can make a difference.

1 ☆ 🔊 Look at the photos. What do you think the text is about? Read and listen to the article and check your ideas.

- 1 Someone taking action and planting trees
- 2 The best way to plant trees
- 3 Why trees are good for the environment

2 ☆ Read and listen again. Tick the key words.

tigers ☐ trees ☐ to plant ☐ island ☐
 newspaper ☐ floods ☐ forest ☐
 deforestation ☐ book ☐

► Subskill: Identifying the central idea

To understand the central idea of a text, you have to identify the main topic and what the writer wants you to know.

3 ☆☆ Read the Subskill (and look at your answer to exercise 1). What is the main message of the text?

- 1 People should plant more trees because deforestation causes global warming.
- 2 Anyone can create a forest nature reserve if they are prepared to work hard enough.
- 3 A man has worked hard for years to create a forest and save his homeland.

4 ☆☆ Read the article again and choose the correct option.

- 1 Molai Forest was created
 - a by one man over a number of years.
 - b to save animals such as tigers.
 - c in just ten years by Jadav Payeng.
- 2 Jadav first ... when he was 16 years old.
 - a saw snakes
 - b began planting trees
 - c experienced a flood
- 3 Jadav
 - a has planted a tree a day since he started.
 - b isn't going to continue planting trees.
 - c has now planted trees all over the island.
- 4 Which is **not** true about Jadav?
 - a It took a long time for people to find out about his work.
 - b There is a book and film about his work.
 - c He hasn't received any awards for his work.

5 ☆☆☆ Answer the questions with your ideas.

- 1 Why is deforestation such a big problem?
- 2 Would you take part in a tree planting activity?

A blog

1 ☆ Choose the correct option.

These bottles keep liquids hot **1 as well as/too** cold. You can buy a small, medium **2 plus/or** large size, depending on your needs. They look cool and they're **3 also/as well as** really strong. They're good for the environment, unlike single-use plastic bottles. They fit in any bag easily, **4 plus/as well** there are some amazing designs.



2 ☆☆ Rewrite the sentences for a blog. Use the words in brackets.

- Metal bottles are definitely the best option. (way)
Metal bottles are the way to go!
- It is possible to obtain reusable water bottles online these days. (get)
- In addition, it is possible to find bottles that are made from recycled materials. (also / can)
- I have looked at many websites with reusable water bottles. (lots)

3 ☆☆☆ Write a blog about an environmentally friendly product to avoid single-use plastic.

Super skills

COLLABORATION

Being flexible

Complete the phrases with words in the box. There are two extra words.

best effectively exactly instead
minute option plan task way

- I think the best option is to write a leaflet, not a poster.
- Let's try to find some photos _____ of drawing pictures.
- What's the best way to do the task _____?
- Wait a _____. Let's read the _____ again.
- Is there another _____ to do it?
- What do we have to do _____?

Vocabulary review

Protecting the planet

1 What does each organisation do? Complete the descriptions. The first letter is given.

Repair Cafés, like the one in Bristol, UK, want fewer things to end up in **1 l** landfill. People volunteer to help others **2 m** _____ things that are broken or to **3 r** _____ them for a different use so people don't **4 t** _____ them **a** _____.

The Rainforest Trust buys areas of rainforest so people do not **5 c** _____ **d** _____ the trees and **6 d** _____ the forest because **7 d** _____ threatens the animals and plants in the rainforests.

The World Wind Energy Association aims to promote **8 r** _____ **e** _____ through using **9 w** _____ **f** _____ to generate power. Similar to organisations that promote **10 s** _____ **p** _____ (using the sun's energy), it hopes to reduce global warming.

Too many people **11 p** _____ our seas and oceans with rubbish and chemicals and Oceana aims to stop this globally. As a result of one of their campaigns, in 2018 Peru **12 b** _____ all plastics in protected areas.

Materials

2 Read the definitions and write the word.

- A tall tropical plant with thick stems.
bamboo
- A thick cloth that is normally blue and used to make jeans. _____
- Very thick paper, normally used to make boxes. _____
- You normally find this on the beach. It is made of small pieces of rock. _____
- This material comes from a tree. It is quite flexible and is used to make tyres and boots. _____
- A strong material made from animal skin that is used to make bags and shoes. _____
- This is a light metal that is normally silver and is used to make cans. _____
- This material is used to make walls and houses. _____

Grammar review

The passive

- 1 Complete the text with the correct form of the verbs in brackets. Use the active or passive.

Environmentally friendly shopping

Eskilstuna in Sweden has the world's first recycling shopping centre. The centre 1 was opened (open) in 2015 and everything that 2 _____ (sell) there is recycled, reused or sustainably produced. Most of the items 3 _____ (donate) by the public; then they 4 _____ (sort) into different categories such as toys or household goods. Every morning, the shopkeepers 5 _____ (inspect) the donations and take what they want. Anything they don't want 6 _____ (send) to a local recycling centre. The shopping centre and shops are well organised and it 7 _____ (be) easy to find what you want. The organisers hope that in the future more centres like this 8 _____ (open).



be allowed to, let, make

- 2 Complete the sentences with the correct form of *be allowed to, let or make*.

- Our sports teacher made us run round the pitch twice. We had no choice.
- We _____ throw any paper away – we have to recycle it.
- Supermarkets can still sell plastic bags. The government should _____ them stop.
- Teachers at our school _____ students choose which science projects they want to do.

Impersonal phrases

- 3 Correct the mistakes.

- Years ago it was think that mending clothes was better than throwing them away.
Years ago, it was thought that mending clothes was better than throwing them away.
- It said that each person in Europe produces five tonnes of waste a year.

- Last year it is said that wind farms produced 4% of the world's energy.

- It thought that 33% of all food goes to waste.

Round-up

1 2 3 4 5 6 7 8

Read the article and complete the text with the correct form of the verbs in brackets or one suitable word.

Our rainforests

People 1 _____ (destroy) huge areas of rainforest for decades. Years ago, 14% of the Earth 2 _____ (cover) in rainforests, now it is just 6%. A shocking 1.5 acres of rainforest 3 _____ (lose) every second – by the time you finish reading this text, loggers 4 _____ (cut down) at least another 60–120 acres! It isn't just the trees we are losing. It 5 _____ (think) that over 10 million species of animals and plants live in the rainforest. Sadly, experts predict that nearly 50% of the world's animals and plants 6 _____ (destroy) over the next 25 years due to rainforest deforestation. Scientists are worried – they think that many of the plants in rainforests 7 _____ help to cure illnesses. If we protect the rainforests, in the future, we 8 _____ (be able to) prevent or cure many serious medical conditions 9 _____ have no cure at present. Another reason for protecting rainforests is that they are the 'lungs' of our planet – over 20% of the world's oxygen 10 _____ (produce) in the Amazon. We should all be asking 11 _____ what we can do to stop this – if we 12 _____ it continue, soon it could be too late.

Self-evaluation

Read the objectives for this unit.
How well can you do each one?



- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| 1 I can talk about the environment. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 I can talk about materials. | <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 <i>be allowed to, let</i> and <i>make</i> and impersonal phrases. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 I can understand the main idea in a text. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 I can understand paraphrases when listening. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 I can compare and contrast things. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 I can write a blog in an informal style and use linkers. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

If you choose , ask your teacher for extra help.

6

Crimes and consequences

Vocabulary

Crime and criminals

1 ☆ Complete the sentences. The first letter is given.

- Two people **robbed** a bank yesterday and stole \$10,000.
- The criminals are planning to **s** money and jewels from the bank.
- The police are going to **a** the suspects and take them to the police station.
- There are high walls, so it is impossible for anyone to **e** from this place.
- They were acting very strangely, so the store detective became **s**. He thought they might be planning to steal something.
- They definitely committed the crimes. They are **g**, not innocent.
- He was the **v** of a crime. Someone took his mobile phone.
- They have broken the law. They will be **p** for stealing.

2 ☆ Find 8 crime words in the word square and complete the table.

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

Verb	Crime	Criminal
rob	robbery	2 _____
steal	theft	3 _____ / _____
shoplift	shoplifting	4 _____
smuggle	smuggling	5 _____
burglar	1 <u>burglary</u>	burglar
vandalise	vandalism	6 _____
murder	murder	7 _____

3 ☆☆ Choose the correct option.

- A **burglar/shoplifter** steals things from a shop.
- Vandalism/Robbery** is the crime of deliberately damaging property.
- People who steal things are **murderers/thieves**.
- The crime of killing someone is **smuggling/murder**.
- Two **burglars/robbers** stole money from the bank.
- The crime of illegally taking things or people to a different country is **smuggling/robbery**.

4 ☆☆ Complete the texts with the words in the box. There are two extra words.

murder murderer smugglers smuggling
theft thieves vandalism vandals

Police have arrested five 1 vandals who destroyed a model railway. The 2 _____ to the model railway will cost thousands to repair and some items are irreplaceable. The five people will also be charged with 3 _____ since they also stole IT equipment.

Recently 4 _____ stole \$40,000 worth of insects and reptiles. It is thought they might intend to sell them to 5 _____ who will secretly take them to other countries to sell.

When a man found his cousin stealing his cheese grater, he called the police. He stopped his cousin from leaving by pointing a gun at him. Fortunately, he didn't shoot or police could have arrested him for attempted 6 _____ !



5 ☆☆☆ Answer these questions for you.

- Do you like reading murder stories? Have you ever guessed who the murderer is?

- Have you ever seen a film about a robbery? Were the robbers caught?

- Which do you think is worse, shoplifting or smuggling? Why?

Conditionals: zero, first, second and third

- 1 ☆ Complete the sentences with the verbs in the box. Then match speech bubbles a–d to the correct conditional 1–4.

had reported reported reports reports

- a If someone reports a crime, the police always investigate it.
- b There were very few crimes here last year. If someone _____ a crime tonight, we would investigate it.
- c There were no crimes here last month! If someone _____ a crime, we would have investigated it.
- d We get a lot of crime here. If someone _____ a crime tonight, we will investigate it.

- 1 Zero conditional a
- 2 First conditional _____
- 3 Second conditional _____
- 4 Third conditional _____

- 2 ☆☆ Write zero conditional sentences.

- 1 the police / catch / criminals / they / arrest / them
If/When the police catch criminals, they arrest them.
- 2 you / witness / a crime / call / the police

- 3 you / not water / plants / they / die

- 4 my cat / scratch / things / it / be / scared

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

- 1 I've never seen any wild animals around here. If I see/saw one, I will be/would be very surprised!
- 2 I often walk home from school with Lisa. I will give/would give her your message if I see/saw her later.
- 3 I've never seen a crime. If I see/saw someone shoplifting, I won't know/wouldn't know what to do!
- 4 We don't have problems with bullying at our school, luckily. If someone bullies/bullied me, I will tell/would tell a teacher.
- 5 I'm confident I will pass my exams. If I don't pass/hadn't passed them, I will be/would be upset.

- 4 ☆☆ Complete the text with the correct third conditional form of the verbs in brackets.

Criminal fail!

Police in the USA, arrested a man after he tried to steal a bike. If he 1 hadn't tried (not try) to steal the bike, they 2 _____ (not arrest) him. The craziest part of the story is that the bike was locked up outside a police station! The man didn't notice. He 3 _____ (not try) to steal it from there if he 4 _____ (notice). There was a camera outside the police station, so the officers saw him. If there 5 _____ (not be) a camera there, perhaps they 6 _____ (not see) him. If the man 7 _____ (not see) the bike, he 8 _____ (not decide) to steal it. If the owner of the bike 9 _____ (leave) the bike somewhere else, perhaps the man 10 _____ (manage) to steal it!



Conditionals with unless

- 5 ☆☆ Rewrite the sentences using *unless*.

- 1 If the police don't catch the criminals, they'll commit more crimes.
Unless the police catch the criminals, they'll commit more crimes.
- 2 I won't go to the party if you don't go.

- 3 If you don't lock the door, the car isn't safe.

- 6 ☆☆☆ Answer the questions about you.

- 1 Where would you go if you could visit anywhere in the world?

- 2 What do you do if the weather is bad?

- 3 What would you have done today if you hadn't had school?

- 4 If you go out at the weekend, where will you go?

Cyber-crime

1 ☆ Complete the word families.

- to hack, hacking, a hacker
- to commit fraud, fraud, a _____
- to bully, _____, a bully (singular)/
_____ (plural)
- to con, a con, a _____ (singular)/
_____ (plural)
- to scam, a scam, a _____

2 ☆ Match 1–5 with a–e to make compound nouns.

- | | |
|------------|------------|
| 1 cyber- | a scam |
| 2 phishing | b details |
| 3 junk | c theft |
| 4 login | d bullying |
| 5 identity | e mail |

3 ☆☆ Complete the sentences with the words from exercise 2.

- Never write down your login details (your password, username, etc.) or someone could use them.
- I wouldn't like to be the victim of _____, when someone has stolen personal information about you to pretend to be you.
- I'm fed up of receiving _____. I just delete it all. I don't want to read adverts for things I don't need!
- In _____, mobile phones and the Internet are used to send messages that are meant to hurt, embarrass or even scare people. It's awful!
- In a _____, someone tries to trick you into giving your secret bank information by sending an email that looks like it came from your bank.



4 ☆☆ Choose the correct option.



CRIME DOESN'T PAY!



DID YOU KNOW ...?

- Police have finally arrested a **1 hacker/scammer** who pretended to be film star George Clooney in order to con people into buying clothes from his website. The online **2 fraudster/bully** has been **3 conning/phishing** people since 2013.
- Gary Thuerk sent the first **4 spam/hack** message in 1978. He was trying to sell a computer system online.
- A British teenager, Kane Gamble, **5 protected/hacked** into a US security chief's home television and computer and accessed state documents. The **6 hacker/con artist** was sentenced to two years in a youth detention centre.
- The ILOVEYOU virus is one of the worst computer viruses ever. It appeared to be a harmless email, but when people **7 opened/committed** an attachment, the virus sent an email to all the victim's contacts and damaged their computers. However, the two people who wrote it didn't go to prison – at the time there were no laws about viruses, so they hadn't committed a crime. It shows how important it is to **8 bully/protect** yourself online and never **9 click on/scam** a link you don't trust.
- In California, USA, **10 cyber-bullying/junk mail** – using electronic communication to make people feel scared or unsafe – is a crime. **11 Bullies/Fraudsters** can even be sentenced to up to a year or get a \$1,000 fine.

5 ☆☆☆ Complete the questions with the words in the box. There is one extra word. Then answer the questions for you.

con details identity phishing protect

- Do you ever write down your login details ?

- What do you do to _____ yourself online?

- What do you think the punishment for _____ theft should be?

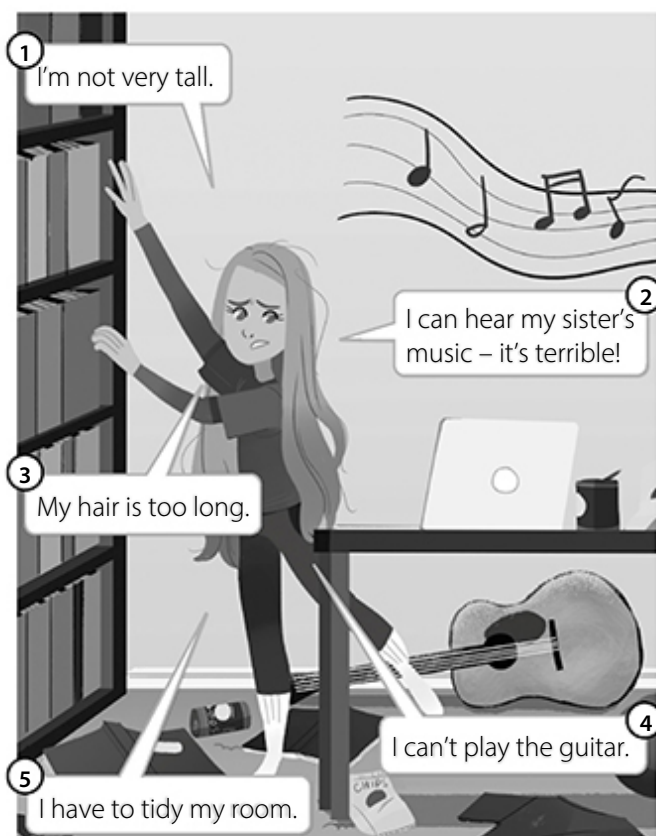
- Have you ever received a _____ scam email? What did you do?

I wish and If only

- 1 ☆ Read the sentences. Are the phrases in bold talking about present or future wishes (PW/FW) or past regrets (PR)? Choose the correct option.

- I didn't do my homework.
I wish I had done it! PW/FW **PR**
- I wish I were** better at maths.
It's so hard. PW/FW PR
- I argued with my best friend again.
If only we hadn't argued! PW/FW PR
- I wish I hadn't forgotten** to bring my notes home. Now I don't know what to do. PW/FW PR
- I wish the bus wasn't** late.
It's still not here. PW/FW PR
- I wish I didn't have to go** yet!
I have to go home now. PW/FW PR

- 2 ☆☆ Read what Eli says, then complete the sentences.



- If only I was/were taller.
- I wish I _____ my sister's music.
- If only my hair _____ long.
- I wish I _____ the guitar.
- If only I _____ tidy my room.

- 3 ☆☆ Correct the mistakes. One sentence is correct.

- I was really tired this morning, I wish I didn't go to bed so late last night. hadn't gone
- I didn't hear my alarm clock and I got up late – I wish I hadn't heard my clock. _____
- I got up really late – if only I don't get up so late!

- I forgot to take my lunch to school, so I had nothing to eat – I wish I'd had some food at lunchtime. _____
- I was so tired that I couldn't stay awake in class. If only I had fallen asleep! _____
- I wish my teacher didn't give me extra homework – I got it because I fell asleep in class!

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

- I can't speak French – I don't understand what those people are saying. I wish I could (be able to) speak French! I wish I understood (understand) what they're saying.
- I love the sea, but I don't live near the coast. I wish I _____ (live) nearer the coast. I wish I _____ (not live) in the mountains.
- I didn't ask my sister before I borrowed her new coat. Now she's really angry. I wish I _____ (ask) her. I wish I _____ (wear) my own coat instead.
- I watched a boring film. I wish I _____ (not watch) it. I wish I _____ (do) something else instead.
- I'd love to be on holiday now. I wish I _____ (be) on holiday. I wish I _____ (not be) here!
- I promised to email Jim and I forgot. I wish I _____ (not forget)! I wish I _____ (not break) my promise.

- 5 ☆☆☆ What would you like to change about your present, future or past? Write at least two statements for each using *I wish* or *If only*.

- I wish I lived nearer to the mountains. If only I could go skiing more often!
- _____
- _____
- _____
- _____
- _____

An article

We love crime stories!

Look on TV and you'll find lots of shows and films about crime, and last year 18.7 million crime thrillers were sold in the UK alone. So, why are we so attracted to them?

Everyone loves mysteries

Humans love solving puzzles, and crime stories allow us to play detective and try to work out who the murderer or criminal is before the case is solved. Not only does this give our brain a workout, but it also gives us a sense of satisfaction, and, unlike real life, there is always a solution.

It's scary – but safe

Like going on a rollercoaster at a funfair, reading or watching a killer, smuggler or thief allows us to be frightened while at the same time knowing we are not in physical danger. Being terrified in a safe environment is exciting but not real, and it lets us practise dealing with our fears.

Good against bad

People are fascinated by the fight between right and wrong. In crime stories we get some understanding of what makes people do terrible things and this has two advantages. First, we can learn how to protect ourselves against such individuals. Second, we might think about our own emotions and how we make good decisions at tough times. This can make us better at dealing with challenges.



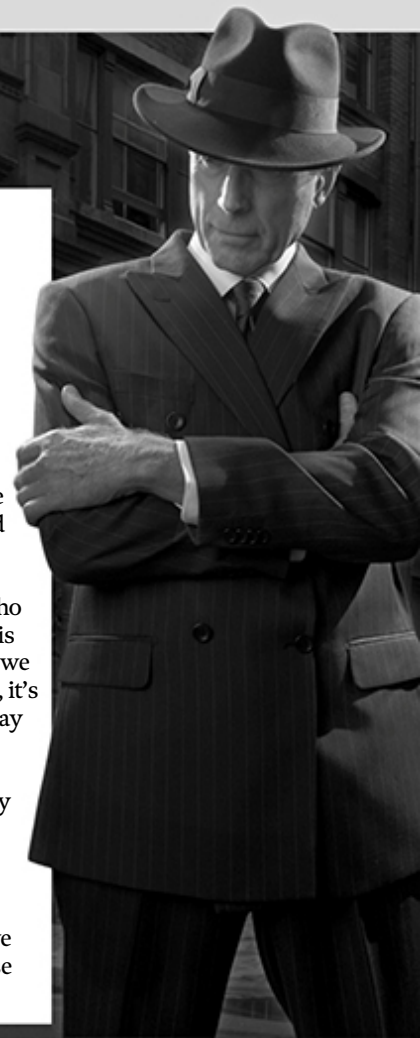
It's evolution

Over thousands of years, we've developed our abilities to notice things that could harm us, and ways to avoid them – people who were better at this survived. When we see crime stories, it's in our genes to pay

attention to them. That's why it's not surprising that the news is full of crime and disaster stories too. Research actually shows that the news has become more negative in the past two decades.

We're just observers

We're not the victim or law-breaker, so we feel relieved, glad that it was someone else and not us.



1 ☆ 11 Read and listen to the article. Choose the best summary.

- 1 It's an article that talks about why criminals do things and how they're caught.
- 2 It's an article explaining the reasons why people enjoy crime stories so much.
- 3 It's an article about the advantages and disadvantages of reading or watching crime stories.

Subskill: Recognising synonyms

Writers use synonyms to avoid repeating words too often. Recognising this helps you understand the text.

2 ☆☆ Read the Subskill and find synonyms in the text for the words below.

- 1 we = humans , people , _____
- 2 mysteries = _____
- 3 murderer = _____
- 4 frightened = _____
- 5 good and bad = _____ and _____
- 6 take notice of = _____
- 7 criminal = smuggler , thief , _____
- 8 difficult = _____

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

- 1 Only crime books are sold in the UK. F
- 2 Crime stories are like real life because there isn't always an answer. _____
- 3 Crime stories can help us understand things that scare us. _____
- 4 Reading or watching crime stories helps us understand law-breakers' motives. _____
- 5 Understanding why criminals do things always makes us think about our own emotions. _____
- 6 We are genetically programmed to notice and avoid danger. _____
- 7 A lot of news stories are usually about crime or disaster. _____
- 8 When we watch or read a crime story, we wish we were involved in the story. _____

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

- 1 What's your favourite kind of story to read or watch?

- 2 If you read or watch a crime story, do you like 'playing detective' or do you just wait for the solution?

A radio phone-in

- 1 ☆ Match expressions 1–5 with the intentions in the box.

complain congratulate
inform suggest sympathise

- 1 'We should have classes in school about it.'
suggest
- 2 'I'm so sorry to hear that.' _____
- 3 'I'd like to tell you about ...' _____
- 4 'It's terrible ... I wish hackers would stop!' _____
- 5 'It's a brilliant idea – well done to all involved!' _____

Subskill: Identifying speakers' intentions

Listening to a speaker's intonation, tone of voice and the expressions used can help you identify their intentions.

- 2 ☆☆☆ 12 Listen to the programme and match 1–5 with a–e.

- | | |
|-----------------|--|
| 1 The presenter | a suggests doing something about the problem. |
| 2 Oskar | b sympathises with another speaker. |
| 3 Lexi | c wants to inform listeners about something. |
| 4 James | d congratulates people for something they've done. |
| 5 Elina | e complains about something that happened. |

- 3 ☆☆☆ Listen again and answer the questions. For question 5, give your own opinion.

- 1 Why is Oskar surprised?
He didn't realise you could make so much money from hacking legally.
- 2 What happened to the boy who hacked the government website?

- 3 What did James have to do after his laptop was hacked?

- 4 How much will cyber-crime cost each year?

- 5 What should schools do to educate people about hacking?

Talking about problems and solutions

- 1 ☆ Complete the phrases for talking about problems and solutions.

believe everything nightmare
only panic sort

- 1 You won't believe it! Someone has stolen my bag.
- 2 If _____ I hadn't left it on the bus.
- 3 Don't _____. I'm sure we'll find it.
- 4 I'm sure _____ will be OK.
- 5 Oh no! What a _____!
- 6 We'll _____ it out.

- 2 ☆☆ Choose the best option.

- 1 You should call your parents first.
a I wish I hadn't called them!
b Yes, I'll do that.
- 2 Don't worry! You might find it.
a I doubt it. But fingers crossed!
b Yes, I'll definitely do that. Good idea.
- 3 What shall I do?
a OK, let's make a plan.
b Oh no! What a pain!
- 4 Hey, what's up?
a You should report it to the police.
b Someone has stolen my coat!

- 3 ☆☆☆ Read the task and then write a short dialogue. Remember to include expressions for talking about problems and solutions.

Imagine your coat/tablet/sports bag is missing. Write a dialogue.

A for and against essay

- 1 ☆ Complete the table with the expressions in the box.

Also, although and but Furthermore, ...
However, ... In addition, ... Moreover, ...
Nevertheless, ... not only ... but also

Adding information	Contrasting information
Also,	

- 2 ☆☆ Choose the correct linkers.

Should street art be legal?

Looking at street art makes people happier and it's far nicer to look at than a blank wall. 1 ~~Furthermore~~,/However, it's a great way to be creative. 2 ~~On the other hand~~,/In addition, people should be able to choose what they see and street art prevents that. 3 ~~However~~,/Moreover, I still think it's a good thing overall. Jan99

No, no, no! It completely destroys people's property. 4 ~~Also~~,/But legalising it would take away the owners' freedom to keep their property undecorated. Most street art is ugly, 5 ~~although~~/and I agree that there are some interesting pieces. 6 ~~Nevertheless~~,/Moreover, it should not be legalised. Kat22

- 3 ☆☆☆ Write an essay answering the question in exercise 2.

Super skills

CRITICAL THINKING

Cause and effect

Complete the sentences with the words in the box.

change enforce happen when wish

- What would happen if we had no rules.
- I _____ we could use our mobiles in class to do research.
- Teachers shouldn't _____ silly rules.
- _____ there are too many rules, people start to break them.
- What would you _____ about the rules we have now?

Vocabulary review

Crime and criminals

- 1 Complete the sentences. The first letter is given.

- Two **robbers** tried to **r**_____ a bank last night, but failed as the bank had already closed. The attempted **r**_____ happened at 4:00 pm. A police **d**_____ became **s**_____ after she saw the two men wearing masks and trying to open the door. The pair had hoped to **s**_____ thousands of pounds.
- A police officer has helped a **s**_____ who tried to steal from a supermarket. The woman was **a**_____ for trying to take food worth around £20. When the officer discovered she was **s**_____ because she had no money and was hungry, he paid for the food.
- A **b**_____ who was planning on stealing a TV and computer from a house had a nasty surprise when she found what she thought was a **v**_____ of **m**_____. The dead 'body' was on the kitchen floor and the 'm'_____ was holding a knife. It turned out the home owners were playing a game and nobody was dead, but the woman had phoned the police! She pleaded **g**_____ to attempted **b**_____.
- A **s**_____ who was trying to illegally take some snakes out of Thailand in a bag was stopped by a **t**_____ who stole the bag. When he opened the bag, the snakes tried to get out!

Cyber-crime

- 2 Complete the sentences with words in the box. There is one extra word.

attachments con con artists cyber details
hacking links mail scams spam

How to stay safe online


Avoid clicking on 1 links or opening 2 _____ unless you know and trust the sender. Use filters for 3 _____ and junk 4 _____ and always report phishing 5 _____. If you, or anyone you know, are the victim of 6 _____-bullying, tell an adult and report it. Never give anyone your password or other login 7 _____. We worry about giving these to fraudsters and 8 _____, but even giving them to friends can cause problems. Stay safe – don't let anyone 9 _____ you!

1 2 3 4 5 6 7 8

Read the article and choose the correct answers.

- ## Bird enjoys free cruise!

A rare Australian bird called a 'galah' **1 has enjoyed/** enjoys a cruise around New Zealand – for free! The ship **2 has left/had left** Australia and sailed over 2,300 kilometres before the bird **3 found/was found** by staff. If only they **4 discovered/had discovered** it earlier! When staff find illegal animals on board, they **5 have to/had to** let the authorities know about it. It turned out that staff couldn't set the bird free in New Zealand because if they had, it **6 was/would have been** a danger to native birds there. The bird, **7 which/that** had to stay on board the ship, seemed quite happy. Since staff couldn't **8 let/make** the bird move around the ship freely, it had to be contained in a luxury cabin! A microchip in the bird's wing has helped the police locate the owner, **9 who/whose** lives in Brisbane. The ship **10 will be going/will have gone** back to Australia later this week and the bird **11 will give/will be given** back to its owner after vets have checked it. Nobody knows why the galah boarded the ship, but galahs like to sleep during the hottest part of the day, so it's possible that it **12 might have come/can't have come** on board to get out of the sun.

A black and white photograph of a large cruise ship, likely the Queen Mary 2, sailing on the water. The ship is viewed from a side-on perspective, showing its multiple decks and funnel. It is moving towards the right side of the frame. The background shows a body of water and a distant shoreline with some structures.

Self-evaluation

**Read the objectives for this unit.
How well can you do each one?**

- 1 If you don't come to the cinema, I won't go.
Unless you come to the cinema, I won't go.
- 2 Unless you help me, I won't be able to do my homework.
If _____
- 3 Par won't go to the party if she doesn't finish her project.
Unless _____
- 4 Unless you charge your phone, the battery will run out.
If _____

1	I can talk about crime and criminals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	I can talk about cyber-crime.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	I can use zero, first, second and third conditionals and <i>unless</i> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	I can use <i>I wish</i> and <i>if only</i> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	I can recognise synonyms in texts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	I can identify a speaker's intentions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	I can talk about problems and solutions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	I can write a <i>for</i> and <i>against</i> essay and use appropriate connectors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Vocabulary

Reporting verbs

- 1 ☆ Find 12 reporting verbs in the word search and write the verbs in the correct group.

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

- 1 Verb + **that**: say, _____,
_____, _____
- 2 Verb + **to**: _____, _____,
_____, _____
- 3 Verb + object + **to**: _____, _____,
_____, _____

- 2 ☆☆ Match the sentences with the verbs in the box.

admit advise agree explain invite
offer promise refuse suggest

- 1 'I won't tell anyone.' promise
- 2 'No, I'm not doing it!' _____
- 3 'Would you like to come to my party?' _____
- 4 'Yes, I think it's a good idea too.' _____
- 5 'If I were you, I'd talk to your sister about it.' _____
- 6 'Actually, it was me. I lost your jacket.' _____
- 7 'I'll do the shopping if you like.' _____
- 8 'Well, what happened was that I phoned Albie.' _____
- 9 'What about going to that new cinema?' _____

- 3 ☆☆ Choose the correct option.

- 1 Monika asked if Juan had seen her watch, but he **replied/reported** that he hadn't. He **insisted/added** that it might be in the bathroom.
- 2 The waiter **recommended/argued** that we try the salmon. She said that it was delicious and she **pointed out/denied** that it was on special offer.
- 3 She **complained/insisted** that I went now or I would miss the bus. I **argued/recommended** that I could get the next bus, but she checked the timetable and **denied/confirmed** that I wouldn't get to the cinema on time if I took the next one.
- 4 My little sister **denied/recommended** that she had taken my video game, but I knew that she had.
- 5 The little boy **complained/reported** that nobody listened to him and said it wasn't fair.

- 4 ☆☆ Choose the correct reporting verbs.

A national newspaper has 1 **replied/reported** that a new game is getting people talking about money. For years experts have 2 **claimed/denied** that cash – physical money – will disappear and we will just use cards and apps to pay for everything. Now Hasbro, the manufacturer of Monopoly, has 3 **complained/announced** that it is bringing out a digital voice banking version! Some people are not happy, 4 **arguing/recommending** that Monopoly is a good way to learn to take care of money. Hasbro 5 **insist/report** that the new game will still do that. They 6 **explained/denied** that players would have to touch a button and give buying instructions. Like Amazon's Alexa or Apple's Siri, Mr Monopoly will respond to instructions. Hasbro 7 **argued/confirmed** that the game would be available soon. Some parents have 8 **pointed out/denied** that young people have to get used to not using cash and the new Monopoly game reflects that. Others have 9 **promised/invited** to buy the new game. One young player 10 **said/told** that he was looking forward to trying it.

- 5 ☆☆☆ Answer these questions for you.

- 1 Have you recommended anything recently? What and why?

- 2 Do you ever complain about anything? What?

Reported speech

1 ☆ Match the direct speech 1–6 with the reported speech a–f.

- | | |
|-------------------------------------|----------------------------------|
| 1 'I can't do it,' he said. | a He said he hadn't done it. |
| 2 'I didn't do it,' he said. | b He said he had to do it. |
| 3 'I won't do it,' he said. | c He said he was doing it. |
| 4 'I must do it,' he said. | d He said he couldn't do it. |
| 5 'I haven't done it yet,' he said. | e He said he wouldn't do it. |
| 6 'I'm doing it,' he said. | f He said he hadn't done it yet. |

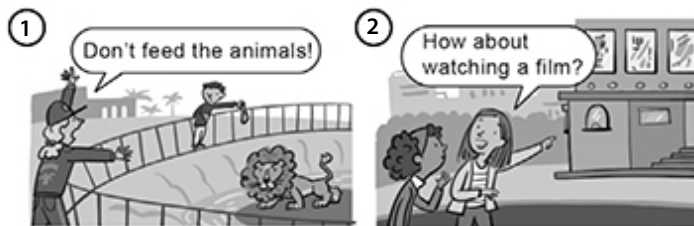
2 ☆☆ Complete the reported speech sentences.

- 'People will play video games in the future.'
Anton said that people would play video games in the future.
- 'We do sport after school.'
They said that _____ after school.
- 'I've never used a Rubik's cube.'
Katya said that _____ a Rubik's cube.
- 'I'm going to post some photos later.'
Mayra said that _____ some photos later.
- 'My brother can't use Instagram because he's too young.'
Simon said that _____ too young.
- 'I'm doing my homework now,'
I said that _____ my homework then.

3 ☆ Complete the reported sentences with the correct verbs. Use *asked*, *told*, *suggested* or *offered*.

- 'Stop that immediately!' They told me to stop immediately.
- 'We'll help you.' They _____ to help me.
- 'Let's do it later.' They _____ that we should do it later.
- 'Can you tidy your room?' They _____ me to tidy my room.
- 'Don't watch that film.' They _____ me not to watch that film.
- 'Why don't we go to the gym?' They _____ that we should go to the gym.

4 ☆☆ Look at pictures 1–8 and complete the reported requests, offers, suggestions and commands.



the zoo keeper / him
The zoo keeper told him
not to feed the animals

she / they _____



they / his _____

they / us _____



she / me _____

he / our _____



she / they _____

he / lunch _____

5 ☆☆☆ Are the sentences T (true) or F (false) for you? Correct the false sentences and give more information about the true sentences.

Yesterday I ...

- asked someone to do something. _____
- told someone not to do something. _____
- offered to help someone. _____
- suggested that my friend should do something. _____
- said that I was tired. _____
- said that I couldn't do something. _____

Idioms and expressions about time

1 ☆ Choose the correct option.

- Time will **ask/tell**.
- Time **runs/flies** when you're having fun.
- You can't **put/turn** back the clock.
- There's no time like the **present/now**.
- Better late than **not/never**.

2 ☆☆ Complete the mini conversations with the expressions from exercise 1.

- I can't believe the concert's almost over! That went quickly.

Me neither! *Time flies when you're having fun.*
- I wish I hadn't done that.

Look, _____ and change what you did, but you can learn from it.
- Have I made the right decision? I don't know!

I don't know either. I guess _____.
- Sorry I'm late! I hope you haven't done all the work by yourself!

_____. You can help me move the furniture.
- I really need to speak to Bilal about this problem.

Look – he's over there, speak to him now. _____. Good luck!

3 ☆☆ Complete the sentences with the correct form of the verbs in the box.

be (x2) make manage run

- I didn't finish my homework last night because I _____ *ran* _____ out of time.
- My interview was at 10:30, so I arrived at 10:15. I like to _____ on time for things.
- Tara isn't too good at _____ her time: she needs to be more organised.
- I got to class as the bell was ringing. Fortunately I _____ just in time!
- We haven't seen each other for ages. We must _____ some time for each other soon.

4 ☆☆ Complete the text with the correct form of the words in the box.

clock have in late make manage
on out of tell time



Time to get organised!

1 *Managing* your time well is a useful life skill.

Nobody likes to run **2** _____ time or let someone down because they haven't done something they promised to do! You can't turn back the **3** _____, so it's better to get something right the first time round. So, what can you do?

Set your priorities and **4** _____ time for those things first.

- Make a timetable and follow it. If you've got homework due for Thursday, make sure you do it on Tuesday or Wednesday (or earlier!); that way your work will be done **5** _____ time and won't be late. You shouldn't be doing it on Thursday on the bus going to school – even if it's done just **6** _____ time, it won't be your best work. You'll enjoy doing something more if you're not stressed – remember, time flies when you're **7** _____ fun!
- Think ahead. Do you need to be somewhere at 10:00 am? Make a list of what you have to do before and how long each thing will take. Be realistic. Arriving long after you should isn't good. 'Better **8** _____ than never' isn't always the case.

So, will you be better organised in the future? Time will **9** _____! What are you waiting for? Remember, there's no **10** _____ like the present!

5 ☆☆☆ Complete the questions with the correct form of an appropriate verb. Then answer for you.

- Have you ever _____ *run* _____ out of time in an exam? What did you do?

- Are you good at _____ your time and getting everything done that you need to do?

- Have you ever wished you could _____ back the clock? Why?

- Do you ever arrive late to school or _____ you always on time?

- Do you agree that time _____ when you're having fun?

Reported questions

1 ☆ Choose the correct reported question.

- 'Do you like learning English?' he said to me.
a He asked did I like learning English.
b He asked if I liked learning English.
- 'Can you help me?' he said to her.
a He asked her whether she could help him.
b He asked her whether could she help him.
- 'Where do you live?' she said to me.
a She asked me where did I live.
b She asked me where I lived.
- 'How long will it take?' he said to his brother.
a He asked his brother how long it would take.
b He asked his brother how long would it take.
- 'What did you do yesterday?' she said to me.
a She asked me what had I done the day before.
b She asked me what I had done the day before.

2 ☆☆ Read the direct question. Then choose the 5 words which complete each sentence and put them in the correct order.

- 'Is it your party tomorrow?' she asked me.
She asked me if it was my party tomorrow.

was your it me if when her my is

- 'Have you ever played that game before?' he said.
He asked me _____ that game before.

when played if I you had
did ever have play

- 'Where did you go last weekend?' she asked Dylan.
She asked _____ the previous weekend.

if where gone did him
he go you had

- 'Can you give Susan a message?' my mum asked me.
My mum asked me _____ a message.

can I could if her Susan
give what gave

- 'Where will your friends spend the summer?' my dad asked me.
My dad asked _____ spend the summer.

me them if what would
I will my where friends

3 ☆☆ Complete the reported questions.



1 How much were video game sales in 2007?

2 Do any video game developers use simple graphics now?

3 When did William Higinbotham invent electronic tennis?

4 Can colour-blind people play any video games?

5 Why do so many people love video games?

- She asked how much video game sales had been in 2007.
- She asked _____
- She asked _____
- She asked _____
- She asked _____

4 ☆☆ Write the reported questions in direct form.

- He asked how many video game players there were worldwide.
How many video game players are there worldwide?
- He asked if the video games market would be worth over \$90 billion.

- He asked why the Game Boy had been popular.

- He asked if colour-blind people could see all colours.

- He asked where most video game players lived.

5 ☆☆☆ Write questions using different tenses and ask other people. Report your questions and their answers.

- Did you watch TV yesterday?
I asked my friend if she watched TV yesterday.
She said that she had watched a film.
- Where do _____ ?

- Have _____ ?

- Are _____ ?

An infographic

About TIME

Did you know the word 'time' is the most often used noun in English?

$E=mc^2$

In 1905, Albert Einstein published his Theory of Relativity. It said that the closer you were to the centre of the Earth, the slower time went. This means that a year on the coast is about 15 microseconds longer than a year at the top of Mount Everest – and your head is older than your feet!



Our perception of time can depend on what we're doing. A recent study found that time seemed to pass more slowly when people were listening to music they liked.

The faster you move, the slower time goes. If you travelled to a distant star such as Sirius at 99% of the speed of light and then returned, you would have got less than 2.5 years older – but people on Earth would be an astonishing 17 years older!



Did you know that before the 19th century, every town in Britain set its own time by the position of the sun? After railways started in the 1840s, people kept missing their trains because of this. The railway companies started using standard London time for their timetables and the idea caught on across the whole country.



The oldest thing on Earth is 4.4 billion years old – that's only 160 million years younger than our planet. It's a crystal that was found in Australia.



Four friends in the Netherlands hold the board game record – they played for 80 hours from 3rd to 6th January 2017. That's over 3 days!



The Sumerians, who lived over 3,000 years ago, were the first people known to measure and record time. They probably invented the 60-second minute and 60-minute hour.

1 ☆ 🔊 13 Read and listen to the infographic. Which noun is used most often in English?

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

- 1 A year is longer at the top of a mountain than at sea level. F
- 2 If you travelled to Sirius and back, you'd be younger than people on Earth. —
- 3 The crystal found in Australia is 160 million years old. —
- 4 In 2017, some people played a board game for more than four days. —
- 5 A study found that listening to music we like makes time seem to go slower. —
- 6 Time was exactly the same in different parts of Britain before the 19th century. —
- 7 Railway companies helped establish a standard national clock time in Britain. —
- 8 The Sumerians are the first people we know of to record or measure time. —

Subskill: Recognising time references

Time references (e.g. *nowadays*, *in the 16th century*, *afterwards*, *the next year*, *on 5th April 2019*, etc.) help you understand when things happened and the order they happened.

3 ☆☆ Read the Subskill. Then read the infographic again and put events a–f in the order they happened.

- a A crystal discovered in Australia was formed. ☐
- b Four friends set a world record. ☐
- c The Sumerians measured and recorded time. ☐
- d Clocks all over Britain showed the same time. ☐
- e Planet Earth was formed. ☒ 1
- f Einstein published an important theory. ☐

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

- 1 Which fact did you find most interesting? Why?

- 2 Do you ever find time seems to pass faster or slower? When?

- 3 What is the longest time you have ever spent playing a computer game or other game?

A radio programme

- 1 ☆  14 Listen to a radio programme about films. In what order are they mentioned?

- a *Harry Potter and the Prisoner of Azkaban* ☐
b *Back to the Future* ☐
c *Star Trek IV: The Voyage Home* ☐

Subskill: Avoiding distractors

The speakers might mention all the possible answers, but only one is correct.

- 2 ☆☆ Read the questions in exercise 3 and underline the key words.

- 3 ☆☆ Listen again and choose the correct option.

- 1 In *Back to the Future*, Marty McFly
a gets stuck in 1955 forever.
b travels back to 1955 without changing anything.
c changes the future when he goes back to the past.
- 2 In the *Harry Potter* film,
a Harry saves Hermione by travelling in time.
b Hermione creates a time-turner using magic.
c Hermione uses a time-turner to study.
- 3 According to the presenter, a popular theme in time travel is
a the fun characters have when they meet themselves.
b that altering the past could affect the future.
c getting stuck in the past and not getting back.
- 4 Which is true about the *Star Trek* film?
a It wasn't popular with *Star Trek* fans.
b Whales saved Earth thanks to time travel.
c The crew travelled back thousands of years in time.

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

- 1 What year was *Back to the Future* released?
It was released in 1985.

- 2 What is a time-turner?

- 3 Do Harry and Hermione change the future?

- 4 Would you like to time travel? What year would you go to, and why?

Discussing points of view

- 1 ☆ Complete the phrases for discussing different points of view.

agree completely perhaps really
seems think view your

- 1 Perhaps you're right, I'm not really sure.
2 What do you _____ about the video game?
3 I _____ agree! You're absolutely right!
4 Do you _____ think so?
5 We both _____ about that.
6 It _____ to me that the best video games teach you things.
7 In my _____, people should exercise more.
8 What's _____ opinion? Do you like sci-fi films?

- 2 ☆☆ Choose the best option.

- 1 What's your opinion of video games?
a Do you really think so?
b In my view, they're great. They're fun, aren't they?
- 2 I think video games are fun.
a I completely disagree!
b My brother said that he plays them.
- 3 I don't really agree with you.
a Well, we each have to make up our own mind.
b Lots of people have agreed with me.
- 4 In my opinion, people spend too much time using electronics.
a I'd rather use a smartphone than a tablet.
b You've got a point, but I love mine!

- 3 ☆☆☆ Read the task and then write a short dialogue. Remember to include expressions for discussing points of view.

You and a friend are discussing one of the topics below. One of you is **for** and the other is **against**. Write a dialogue discussing your points of view.

- exercising more ● playing video games online
- using phones in class ● reducing school hours

7 Writing

A report

- 1 ☆ Match the statistics with the number equivalents in the box.

6% 25% 30% 40% 52% 60% 96%

- 1 six out of ten = 60%
- 2 the vast majority = _____
- 3 a little over half = _____
- 4 just under a third = _____
- 5 a very small minority = _____
- 6 four in ten = _____
- 7 one in four = _____

- 2 ☆☆ Rewrite the percentages in bold in the text in another way.

We asked how often people went to the gym. **1 53%** replied that they went more than once a week. **2 25%** said that they never went while the rest confirmed that it depended on the weather. When we asked what sports people had done the previous week, **3 95%** reported that they had played football or netball. **4 70%** said they had played tennis.

- 1 Just over half
- 2 _____
- 3 _____
- 4 _____

- 3 ☆☆☆ Write a report on how young people in your country spend their summer holidays. Research or invent the results of a survey.

Super skills

CREATIVITY

Using your imagination

Complete the phrases with the words in the box.

brainstorm crazy explore original think

- 1 I know it sounds crazy, but how about choosing a fictional character?
- 2 We need to come up with a plan. Let's _____ some ideas.
- 3 We need something a bit different. Let's _____ outside the box.
- 4 Let's _____ this idea further. I think it could be really interesting.
- 5 Which idea is the most _____?



7

Vocabulary review

Reporting verbs

- 1 Choose the correct option.

A new study about young people in America has **1 reported/advised** that teenagers are using their free time differently now than ten years ago. It has **2 denied/confirmed** that teens now spend more time sleeping and doing homework. The researchers **3 promised/added** that teens don't work as much now and **4 explained/replied** that they also spend less time with friends. It **5 recommended/admitted** that teenagers socialise more and use less technology. The report also **6 pointed out/offered** that boys and girls use their time a little differently. It **7 said/told** that screen time was more popular with boys while girls spend longer on other activities. While some people have **8 refused/denied** that this is true, evidence from the report backs up their statistics. 36% of girls and 23% of boys also **9 complained/invited** that they feel stressed almost every day and more girls than boys **10 offered/claimed** that they feel a lot of pressure to look good.

Idioms and expressions about time

- 2 Complete the sentences with phrases in the box.

be on time better late than never
make time for manage your time
run out of time there's no time like the present
time flies when you're having fun time will tell
you can't turn back the clock

- 1 Will people still use mobile phones in the future? Time will tell!
- 2 It's no good wishing you could change the past. _____.
- 3 I know I should have been here an hour ago – sorry! _____!
- 4 Hurry! We don't want to _____!
- 5 Writing a schedule or timetable is a good way to _____.
- 6 Your hobbies are important: you should _____ them every week.
- 7 Being punctual is important. It's polite to _____.
- 8 I'm going to do it right now. _____.
- 9 I can't believe the school year has gone so quickly. _____!

Grammar review

Reported speech

1 Read the notes for an article and then complete it.

- *The brain needs rest*
- *'Doing nothing' is a skill most people have to learn*
- *When people are doing nothing, they feel more alive*
- *Being busy has become a bad habit*
- *We tested people – we found that after resting, people are more productive*

Why we should learn to do nothing

According to recent research, doing nothing is good for our brains. Researchers said that the brain 1 needed rest to process information. They pointed out that 'doing nothing' 2 _____ a skill that most people 3 _____ to learn, and said that when people 4 _____ nothing, they 5 _____ more alive. They explained that being busy 6 _____ a bad habit. There are advantages to giving the brain a rest from constantly being busy. The researchers explained that they 7 _____ people and they 8 _____ that after resting people 9 _____ more productive.

2 Rewrite the sentences as reported requests, offers, suggestions and commands.

- 'Let's do the project together!' my friend said.
My friend suggested that we should do the project together.
- 'Don't walk on the grass!' the gardener said to us.

- 'Please send me a text later,' Anita said to me.

- 'I'll help you make pizza,' Raj said to his sister.

Reported questions

3 Complete the reported questions.

- Where do you usually meet your friends?
1 He asked where I usually met my friends.
- Will you play any sports next week?
2 He asked _____
- Have you ever travelled abroad?
3 He asked _____
- What did you do at the weekend?
4 He asked _____

Round-up

1 2 3 4 5 6 7 8

Read the article and choose the correct option.

Times are changing!

Not so long ago, all chimney sweeps – the people 1 who/whose clean your chimney – were men, but that is slowly changing. At 3 o'clock tomorrow, Emily Wilebore 2 will be cleaning/will have cleaned someone's chimney and, perhaps, surprising people. Emily is one of only 18 women sweeps in the UK. At first, when people saw her on the roof of a house, they asked her what 3 was she doing/she was doing and if she needed help! They 4 can't/must have been surprised to see a woman up there. Emily 5 said/told reporters that she had set up her business in 2016. She 6 is working/has been working as a sweep since then – if she didn't like the job, she 7 wouldn't do/won't do it. Times 8 changed/have changed for the equipment too – nowadays, cameras 9 use/are used to examine each chimney and check for problems. Emily recommends chimney-sweeping to



anyone as a challenging job. What jobs do YOU think will change in the next ten years? Ask 10 yourself/each other 'Could my perfect job be something that was traditionally done by a man or woman, but that anyone can do now?'

Self-evaluation

Read the objectives for this unit.
How well can you do each one?



- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| 1 I can use reporting verbs. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 I can use idioms and expressions about time. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 I can report statements, requests, offers, suggestions and commands. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 I can report questions. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 I can read and understand a timeline and time references. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 I can understand and avoid distractors in a listening text. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 I can discuss different points of view. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 I can write a report and talk about statistics. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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

8

Sport

Vocabulary

Doing sport

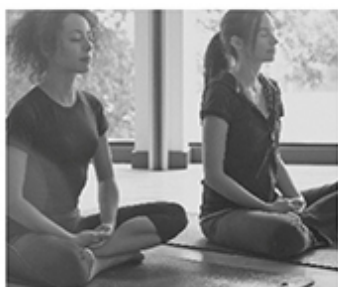
- 1 ☆ Complete the sports and write the correct verb, *do, go* or *play*.



1 play football



2 swims



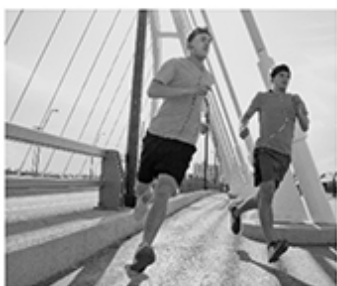
3 do yoga



4 has hockey



5 has a hurdle



6 run on a bridge

- 2 ☆ Complete the table with the words in the box.

athlete champion championship event
medal tournament trophy

People in sport	Things you can participate in	Rewards for winning
<u>champion</u>		



- 3 ☆☆ Complete the text with the correct form of sports words. The first letter is given.

Sports news

Which team did you 1 support in the Women's World Cup 2019? It was won by the USA team. They 2 beat the Netherlands 2-0 in the final to become the 2019 3 champion. In the photo they can be seen wearing their 4 team and the captain, Megan Rapinoe, is holding the 5 trophy! The competition was 6 held in France. The team certainly deserved to win – they 7 tried hard before the competition and played well. During the 8 time, the team 9 set some new records, including the highest goal difference victory, when Thailand 10 lost a match to the US team 0-13! The USA's Alex Morgan 11 scored five of the goals, the most individual goals in a match. The Women's World Cup has become a popular sports 12 event since the first ever Women's World Cup in 1991.

- 4 ☆☆ Look at the verbs and choose one collocation in each group which is NOT possible.

- break/hold/set a record/a match
- score a match/a goal
- compete in a sports event/in a record
- support a team/a trophy
- beat a team/another athlete/a medal
- lose a game/a goal/a match
- be a champion/a match

- 5 ☆☆☆ Complete the questions with a word in the box. Then answer these questions for you.

athlete event medal

- Would you like to be a famous _____ and compete internationally?

- Have you ever been to a sports _____? What was it like?

- Have you ever won a trophy or _____ for sports? What and when?

Gerunds and infinitives

1 ☆ Choose the correct option. If both are possible, choose both.

- 1 I enjoy playing/to play lots of different sports.
- 2 **Starting/To start** gymnastics has changed my life – I love it!
- 3 I enjoyed the talk. It was interesting **learning/to learn** about different sports.
- 4 Do you ever dream of **winning/to win** a sports competition?
- 5 Oh no! It's started **raining/to rain**. Quick, let's go home!
- 6 I walk to school every day **waking up/to wake up**, and it helps me stay fit.
- 7 I love **doing/to do** athletics, it's my favourite sport.
- 8 Last year, I wanted **getting/to get** fitter, so I took up swimming.

2 ☆☆ Complete the text with the correct form of the verbs in brackets. Use the gerund or infinitive.

An unusual sport

Have you ever dreamed of **1 trying/to try** an interesting and unusual sport? If you enjoy **2 riding/to ride** a bike and football, then cycle ball might be for you! It isn't a new sport – in fact, it was invented in 1893 by Nick Kaufmann and now it's often called 'Rad Ball'. It's played by two teams, usually with two players each, on a small court, and players use their front bike wheel or head **3 scoring/to score** goals. The bikes don't have brakes and players' feet mustn't touch the ground, which make it very difficult **4 controlling/to control** the bike! If you don't fancy **5 taking/to take** part in a game, you can always watch the best teams competing in the annual UCI Indoor Cycling World Championships. The most successful players ever are probably the Pospíšil brothers of Czechoslovakia – they managed **6 winning/to win** the world championship twenty times between 1965 and 1988! If you're wondering about **7 joining/to join** a club, there are plenty in Europe. **8 Playing/To play** with friends is an option, though. If you do decide **9 trying/to try** it, you should be careful as it isn't an easy sport!



3 ☆ Look at the pairs of sentences and choose the correct option.

- 1 a I need some new trainers. I must remember **buying/to buy** some tomorrow.
b I can remember **buying/to buy** some new trainers last week, but I can't find them.
- 2 a I'll never forget **playing/to play** in my first basketball match. It was such fun!
b We've got an important match next week. We mustn't forget **playing/to play** our best!
- 3 a Max has stopped **running/to run** marathons, but he still goes for short runs.
b He's training for a marathon. He stops **resting/to rest** for a few minutes when he gets tired and then continues.

4 ☆☆ Complete the text with the gerund or infinitive form of the verbs in brackets. If more than one form is possible, write both.

Up the wall

I'll never forget **1 climbing (climb)** my first wall – it was amazing! I had decided **2 (try)** it because I wanted **3 (challenge)** myself. I like **4 (do)** active sports and I don't mind **5 (go)** up high, so I thought I would enjoy **6 (climb)**. After **7 (do)** a few practice climbs on a small wall, I was prepared **8 (go up)** the high wall. Halfway up I got stuck! I can remember **9 (hear)** the instructor's voice, but I couldn't move. I stopped **10 (listen)** to her and tried to concentrate. 'You must remember **11 (breathe)** slowly and not look down,' I told myself. After what seemed a long time, but was only a minute, I was ready **12 (get)** to the top. When I got to the top, I stopped **13 (have)** a rest. I had done it! **14 (climb)** down was easy after that and I felt proud of myself for **(achieve)** it!



5 ☆☆☆ Complete the sentences with the correct form of the verbs in brackets. Then answer the questions for you.

- 1 Have you ever wanted _____ **(try)** an unusual sport? If so, which one? If not, why not?

- 2 Can you remember _____ **(learn)** to swim when you were a child?

- 3 What is it important _____ **(think)** about before you try a new sport?

Benefits of sport

- 1 ☆ Find 11 nouns in the word square to talk about the benefits of sports.

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

- 2 ☆☆ Complete the sentences with the correct form of the words in brackets.

- You have to be skilful to play most sports. (skill)
- If you want to run 10 kilometres, you need to be fit. (fitness)
- Playing basketball is said to make you more coordinated. (coordination)
- If you're the goalkeeper, you can't daydream in a match. You have to be focused all the time! (focus)
- In sports like basketball, it's important to be accurate or the ball won't go in the net. (accuracy)
- In rugby, players need to be strong and fast. (strength)
- Yoga is a good thing to do if you want to be more flexible. (flexibility)
- As a result of playing more sport, I am now more confident and I feel better. (confidence)

- 3 ☆☆ Choose the correct option.

- In running, **speed/accuracy** is important as the fastest person wins.
- Doing sport can improve your **strength/confidence** – by giving you the belief that you can do things well.
- Gymnasts need good **flexibility/fitness** so they can easily move their body. They also need excellent **speed/balance** so they don't fall off the equipment.
- Before running a marathon, it's important to build **stamina/balance** because it's a long race.

- If you want to score a goal, **stamina/accuracy** is essential, or you'll miss.
- Sports training can improve your **focus/flexibility** and **speed/coordination**. The first is your ability to concentrate and the second your ability to control the different parts of your body so they work well together.
- You need a lot of **strength/flexibility** to be good at weight-lifting.
- Playing basketball is a good way to improve many different **skills/speeds** such as ball control and your general **fitness/focus** level.

- 4 ☆☆ Complete the text with words from exercises 2 and 3. The first letter is given.

Get swimming!

It isn't surprising that swimming is a popular sport as it has many benefits. If you haven't done much exercise for a while, it's a good way to get **1 fit**

because the water supports you.

You can quickly build your

2 s and get stronger,

so you can swim for longer. Once you have built muscle **3 s**,

you can work on your swimming style and be more **4 a** in the way you make each movement.

Because you have to move your arms and legs together, swimming helps with your **5 c** – people who

swim regularly tend to be more **6 c** in the way they move in general. Swimming also has

benefits for your mental health. It can help you stay

7 f and improve your **8 c**

in your ability to succeed. People also say it helps them stay calm. These are all useful **9 s** to have

as well as a better physical **10 f** level.

Nearly all your muscles are used in swimming, so it's a great workout!



- 5 ☆☆☆ Answer these questions for you.

- 1 What sport do you think is best to improve flexibility? Are you flexible?

- 2 Has playing sport increased your strength and focus? Which sports are best for this?

- 3 Do you think sport helps you stay calmer and be more confident?

- 4 In which sport is it important to be accurate? Why?

Quantifiers

1 ☆ Choose the correct option to complete these sentences.

- Few/Several** people do athletics at my school. I wish more did!
- If you haven't been running before, start by running **plenty of/a few** kilometres and build up from there.
- There are **several/not many** sports centres in my town, only two or three. It isn't enough, so I hope they build more.
- There were **not many/plenty of** people watching the sports event. I'm glad we had a big crowd.
- There is **several/not much** time before we have to go, so hurry up.
- I admire **not many/lots of** different sports stars. I think they're all fantastic.
- Doing sports has **loads/several** important benefits for your health.

2 ☆☆ Choose the correct option to complete the text.

Pato

It's a sport that 1 _____ people have heard of outside Argentina, but Pato is a popular sport there. It's a combination of basketball and polo and players ride horses while trying to score goals. 2 _____ people know that this sport dates back to as early as 1610. There are two teams of only four players each, so unlike football, there are 3 _____ players on the field. The ball has four handles, which makes it easy to throw and catch. When a player gets close to the goal, there is 4 _____ time to score as the horses are moving at speed, so they have to be very skilful. When games are played, 5 _____ people go to watch because it's a popular sport in Argentina. I can think of 6 _____ reasons why I'd like to watch a game – I love horses, I love basketball and I love trying new sports! At the moment, I can't travel to Argentina to try it, but perhaps in 7 _____ years' time I'll be able to. I hope so!



- | | | |
|---------------------|------------|-------------|
| 1 a not many | b not much | c several |
| 2 a Plenty | b Few | c Loads |
| 3 a several | b not many | c lots of |
| 4 a lots of | b few | c not much |
| 5 a lots of | b not many | c a few |
| 6 a several | b not much | c lots |
| 7 a few | b a few | c plenty of |

3 ☆ Look at the words in bold and match 1–5 with a–e to make sentences.

- | | |
|--|---|
| 1 People spend too much | a time being active. I exercise a lot! |
| 2 I think I spend enough | b for me. I wouldn't want to go further. |
| 3 They cancelled the fun run because not enough | c money on fancy sports clothes. You just need a simple t-shirt and shorts! |
| 4 There are too many | d sports to choose from. I can't decide which to do. |
| 5 I don't run far. Five kilometres is enough | e people turned up to take part. |

4 ☆☆ Complete the sentences with the quantifiers in the box.

enough x2 not enough
too many too much

- If I have enough time later, I'll go running. I could do with some exercise!
- I wish I was taller! There are _____ people in front of me and I can't see the game.
- We had to cancel the volleyball match because _____ players turned up. Only 5 people came.
- I wanted to join my local gym, but it costs over £50 a month. That's _____ money – I didn't think it would be so expensive.
- I've been waiting for ages for John. He is so late. That's long _____. I'm going to go now.

5 ☆☆☆ Answer the questions about you.

- When was the last time you did too much sport in one day? How did you feel?

- Do you agree that most people spend too much time looking at screens?

- Do you think 30 minutes a day doing sport is enough time?

- Do you agree that there are too many sports to choose from?

A debate forum

Debating now: IS DANCING A SPORT?

👍 Yes 164 👎 No 119



I'm on a high-school dance team and you build strength, fitness, focus and accuracy with dance.

Some sports stars train in dance – ex-footballer Rio Ferdinand trained in ballet and lots of American footballers do too! The Russian dancer Misha Botting coached a Scottish rugby team. All these sports professionals (and me!) know that dance is just as much a sport as rugby.

breakdancer

Of course! You don't need a ball for something to be a sport! Swimming, skiing and horse racing are all sports. Surfing and karate became Olympic sports in 2020, and gymnastics has been an Olympic sport since 1896.

Maz77

My dictionary defines sport as 'an activity in which players or teams compete against each other, usually an activity that involves physical effort'. There are dance competitions and dance definitely involves a lot of physical effort, so for me it's certainly a sport.

Lyra

It's an activity, not a sport. In dance you learn routines and steps, but in sport you train to react to things that happen. Doing sports is all about having a goal and winning. Besides, you need a ball and rules for something to be a sport which

dance doesn't have. If dance was a sport, the IOC (International Olympics Committee) would have chosen it years ago.

teampayer29

Dance is a creative art form without winners or losers. Although there are dance competitions, at the highest levels dance is not competitive – dancers dream of performing for an audience, whether in a pop video or at the Bolshoi Theatre. Dancers have to be good at performing and acting. Dance tells a story and has emotion.

dancing_girl

No! It's harder to do a sport than dance. Anyone can dance and have fun, but to be top in any sport requires years of hard training and dedication. Plus, in real sports you have an opponent. Yes, dancers work out, but not as hard as the Lionesses (the England women's national football team!) or Kawhi Leonard (best basketball player ever!).

sportsfan



- 1 ☆ 🎧 15 Read and listen to the debate forum.
Who thinks dance is a sport? Who doesn't think it is?

► **Subskill: Scanning**

When you scan, look for specific information. Names, numbers, dates, abbreviations (e.g. IOC = International Olympic Committee) and other words with capital letters can help you answer the question.

- 2 ☆☆ Find the following in the text:

- 1 the name of a dancer from Russia Misha Botting
- 2 when gymnastics became an Olympic sport _____
- 3 the name of a football team _____
- 4 a famous place for dancers _____
- 5 when surfing became an Olympic sport _____
- 6 the name of a football player _____

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

- 1 Rio Ferdinand learned ballet to help him play better. T
- 2 A rugby team from Scotland all became ballet dancers. _____
- 3 Gymnastics has been part of the Olympics for over 100 years. _____
- 4 teampayer29 thinks the IOC should make dance an Olympic sport. _____
- 5 dancing_girl argues that dance isn't a sport because it's a performing art. _____
- 6 sportsfan thinks dancers and sports players all train equally hard. _____

- 4 ☆☆☆ Answer these questions with your ideas.

- 1 What is your opinion – is dancing a sport?

- 2 What do you think makes something a sport or not?

- 1 ☆ 16 Listen to a radio programme about an organisation called StreetGames. In which country were the StreetGames Olympics held?



- 2 ☆☆ Match 1–5 with a–e.

- | | |
|----------------------------|------------------------------|
| 1 increase opportunities | a participants |
| 2 communities | b give more possibilities of |
| 3 the people who took part | c more likely to get a job |
| 4 obvious benefits | d neighbourhoods |
| 5 more employable | e important advantages |

Subskill: Answering true/false questions

Read the statements carefully before you listen and underline key words. Answer according to the information in the listening, not what you know.

- 3 ☆☆ Underline the key words and then listen again. Are the sentences T (true) or F (false)?

- StreetGames tries to give all young people more possibilities of doing sport. F
- Participants had to do all the different sports at the Olympics.
- Getting involved in sport helps stop teenagers from getting involved in crime.
- Volunteering at sports clubs makes young people more employable.

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

- When did StreetGames officially start?
It started in 2007.
- What skills does volunteering help people learn?
- How many 14–25 year-olds take part in StreetGames clubs?
- What is the aim of Us Girls?
- Would you like to volunteer at StreetGames or a similar organisation? Why/Why not?

Describing an event

- 1 ☆ Complete the phrases for describing events. The first letter is given.

- Then what happened ?
- It was e !
- The c went wild. Everyone was c and cheering.
- I've never been so s in my life. I couldn't believe we won!
- You'll never g what happened!
- B I knew it, our team had scored!

- 2 ☆☆ Match 1–4 with a–e. There is one extra response.

- | | |
|---------------------------------------|---|
| 1 Then what happened? | a I wish I'd seen it! |
| 2 What was the final score? | b We won 3–2. |
| 3 What a match! I'll never forget it. | c We never score any goals! |
| 4 What was the match like? | d The other team scored – twice! |
| | e Well, the start was pretty boring, but after that it was thrilling. |

- 3 ☆☆☆ Read the task and then write a short dialogue. Remember to include expressions for describing an event and describing your feelings.

You watched a live sports event on TV, but your friend missed it. Describe it to your friend, saying what happened and how you felt.



An opinion essay

1 ☆ Use a dictionary to choose the correct options.

- Many young people are interested in/on/at doing sport, but can't afford to.
- There would be a **hugely/huge** increase in the number of teens doing sport if they didn't have to pay.
- We had played well and had finally **beat/beated/beaten** the other team!
- Teenagers would be fitter. **Beside/Besides**, they would have fewer health problems.

2 ☆☆ Add the expressions in the box to the lists 1–6.

in addition in conclusion ~~in my opinion~~
in my view in the past it seems to me that
some people say that today to sum up

- For me, I strongly believe that, I think, in my opinion, _____, _____
 - Furthermore, what is more, _____
 - Nowadays, _____
 - Some people argue that, _____
 - To conclude, _____, _____
 - Traditionally, _____
- 3 ☆☆☆ 'All sports centres should be free for young people to encourage them to get active.' What do you think? Write an opinion essay.

Super skills

CRITICAL THINKING

Complete the sentences with the words in the box.

facts information official reliable

- Is that website _____ and secure? Can you trust it?
- We should use the _____ website to look up information about that sports star.
- Let's check the _____, like the dates and awards, on different websites.
- Where did you get that _____? Are you sure it's right?



Vocabulary review

Doing sport

1 Complete the sentences. Which sentences are true for you?

- I recently won a **medal** _____ or a **t** _____ at a sports **e** _____.
- The football team that I **s** _____ is Manchester United.
- I **w** _____ **o** _____ at the gym at least once a week.
- Our school sports teams never **l** _____ matches against other teams because they always **s** _____ plenty of goals.
- I'd like to be a professional **a** _____, so I **t** _____ hard every day.
- I would love to **b** _____ a world sports **r** _____ one day.
- There's a tennis **t** _____ or a football **c** _____ in my country soon.
- My school is going to **h** _____ a sports competition soon.

Benefits of sport

2 Choose the correct option.

Coco Gauff

Coco Gauff is an incredibly **1** _____ tennis player. She trains hard and is extremely **2** _____ and a great athlete. Spectators are amazed by her **3** _____ on court. She is so fast and has powerful legs. The **4** _____ of her serve is surprising – she can serve a ball at speeds of 189 km/hour! She manages to return some balls that look impossible because she is so fast and she hits the ball with great **5** _____. She loves competing and winning and tries her best on every single point – she believes in herself and is a **6** _____ player. Her ability to stay **7** _____ even in the most difficult moments is well known. Hopefully we'll see a lot more of her in the future!



- | | | |
|-------------|----------------|------------------|
| 1 a skill | b accuracy | c <u>skilful</u> |
| 2 a fitness | b fit | c stamina |
| 3 a speed | b fast | c flexibility |
| 4 a strong | b strength | c skilful |
| 5 a skilful | b coordination | c accurate |
| 6 a balance | b confident | c stamina |
| 7 a focused | b flexible | c confidence |

Grammar review

Gerunds and infinitives

- 1 Complete the text with the gerund or infinitive form of the verbs in brackets.

Alone at sea

Michelle Lee has become the first Australian woman to row alone across the Atlantic. Amazingly, she only started 1 rowing/to row (row) two years before starting this challenge! While she was preparing for her trip, she learned how 2 _____ (build) a boat and trained hard 3 _____ (increase) her stamina. She left the Canary Islands and travelled over 5,000 kilometres before 4 _____ (arrive) in Antigua. 5 _____ (walk) on land felt very strange after so much time at sea! She managed 6 _____ (row) for at least ten hours a day and only stopped 7 _____ (rest) and sleep for a few hours a day. It was a tough trip and she missed 8 _____ (talk) to people. Would she do it alone again? No, because she doesn't like 9 _____ (be) alone! One thing's certain, she'll never forget 10 _____ (cross) the Atlantic!



Round-up

1 2 3 4 5 6 7 8

Read the article and choose the correct option. If both are possible, choose both.

Ultra-runner Dave Mackey

1 Running/To run has always been part of Dave Mackey's life – he isn't just a runner, he's a professional American ultra-runner 2 whose/who often runs races of 100 kilometres or more! So far, he 3 has achieved/has been achieving some incredible things, like winning the Way Too Cool 50-km race three times or running from one side of the Grand Canyon to the other and back in under 7 hours! In 2015, Dave 4 has had/had an accident while he 5 has been running/was running. Luckily, another runner found him and called the emergency services. If he 6 didn't find/hadn't found Dave, things could have been much worse. As a result of the accident in 2016 part of Dave's left leg 7 had removed/was removed. This 8 must stop/might have stopped someone else, but not Dave. After 9 learning/to learn to run with an artificial leg, he soon started 10 competing/to compete again. No doubt he 11 will still be running/will still have run long distances in twenty years' time! Not 12 much/many people are as dedicated to their sport as he is.



Quantifiers

- 2 Choose the correct option.

- There are **a few/lots of/not many** shops in the city. It's great to have so much choice.
- Exercising regularly has **loads/few/several** benefits, such as being fitter and feeling happier.
- When I was organising a fun run, **a few/plenty/few** people in my class said they'd like to do it.
- Few/Plenty of/Not much** people know that I once competed in the Olympics – I've only told my closest friends.
- There is **not much/plenty of/few** opportunity for people to do sports around here. It's a pity.

- 3 Complete the sentences with **enough, not enough, too much or too many**.

- There is not enough water in the swimming pool. You need to add some more.
- Is the stadium big _____ to hold all the people who've come to watch the match?
- There were _____ players to make just two teams, so in the end we had four teams.
- That's far _____ cake for me – I'll never be able to eat it all. I'd like a smaller piece, please.

Self-evaluation

Read the objectives for this unit. How well can you do each one?



- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| 1 I can talk about sport. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 I can talk about the benefits of sport and use adjective forms of nouns. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 I can use gerunds and infinitives. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 I can use quantifiers. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 I can scan an article for key information. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 I can identify if information is true/false about a listening. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 I can describe an event and my feelings. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 I can write an opinion essay and use a dictionary to check information. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

If you choose , ask your teacher for extra help.

EXPLAINING HOW YOU FEEL

People sometimes do things which make others feel embarrassed, jealous, fed up or even angry. Although it's important to let others know how you feel, try to do it in a calm, constructive way. A well-thought out explanation is often better than a hasty reply or reaction which may show a lack of respect.

1 Read the questions and answer them for you.

- 1 Do feelings like anger or happiness usually last for a long or short time?

- 2 Do you tell people how you are feeling? Why/Why not?

- 3 Is it easier to express your emotions online or face to face?

2 Match the emotions to how the body reacts.

angry embarrassed frightened happy
nervous sad worried

- This can start with pain in your stomach which moves up your body. You might want to shout or scream. _____
- This feeling makes you want to dance and smile. _____
- This emotion gives you red cheeks and may make you want to be invisible. _____
- It can feel like there is something stuck in your throat and you may cry. _____
- You might have an unusual feeling in your stomach, you might tap your fingers or your heart can beat very fast. _____
- It can be difficult to sleep at night. You may bite your nails or lips. _____
- Your heart beats faster, you breathe quicker and you might leave where you are. _____

3 Match the idioms to the emotions in exercise 2.



tear your hair out _____



have butterflies in your stomach _____



have a lump in your throat _____



be scared stiff _____

4 Answer the questions with your own ideas.

- 1 Have you ever had butterflies in your stomach? Why did you have them and what did you do?

- 2 Have you ever been scared stiff? What happened and what did you do?

5 Read and complete the quiz. Then calculate your result. Do you agree with it? Why/Why not?

6 Now read the tips for talking about your emotions. Tick the things you usually do.

- Identify how you are feeling. ☐
- Think about why you are feeling like this. ☐
- Think about how the other person/people might be feeling. ☐
- Use the words 'I feel (sad)' not 'You made me feel (sad)', because these are your emotions. ☐
- Expect the other person to explain their feelings and say what they think. ☐

7 Complete each sentence with your own experiences.

- A time when I felt **angry** / **worried** was when _____. If this happens again, I will _____.
- A time when I felt **embarrassed** / **frightened** was when _____. If this happens again, I will _____.

Are your emotions taking over?

We experience lots of feelings every day. Sometimes we have many emotions at the same time, which can make it difficult to know how we really are. Let's find out if you know how you are feeling today ...

- 1** Our body sends signals to warn us it is feeling emotions like stress, worry or anger. Can you identify those signals?
a always b sometimes c never
- 2** You and a friend have had an argument. Your friend said some things that hurt you. Do you ...
a explain how you're feeling?
b keep your feelings to yourself?
c stop talking to your friend?
- 3** You are with your friend in the park. He is very quiet and not listening to you. Do you ...
a ask him if he is OK?
b continue talking?
c feel angry because he is not talking?
- 4** When you disagree with your friends, do you feel that you ...
a speak calmly and are in control of your emotions?
b aren't always calm and can lose control of your emotions?
c aren't calm and that your emotions control how you act?
- 5** When I talk to other people about my emotions, they ... understand me.
a always
b sometimes
c never



Mostly a: You understand your own emotions and those of the people around you.

Mostly b: You can identify emotions in yourself and others. If your emotions are in control, stop and think about what you really want to say.

Mostly c: Sometimes emotions can seem very big, and that's normal. Remember that's your body's way of telling you how you feel. Try to recognise each emotion.

SHOWING EMPATHY

We're often very quick to judge people by their appearance or for their actions. Showing empathy means trying to understand someone else's situation, why they do things and how they are feeling. This is also called 'putting yourself in someone else's shoes'.



1 Read the dialogue. Who shows empathy? Who doesn't show empathy?

Pierre: Hi everyone! What a great day – I won the chess competition. I am the best player ever!

Cara and Greta: Well done, Pierre!

Hans: That's great. I've got to go now. Bye.

Cara: What's wrong with Hans?

Pierre: He's a bad loser. He lost today.

2 Look at the photos. What's happening in each one? How are the people feeling?

- 1 A classmate _____

- 2 A relative _____

- 3 An elderly next-door neighbour _____

- 4 A stranger _____

3 Look at the photos in exercise 2 again. How could you offer to help each person?

4 Read the phrases. Which ones are for noticing something is wrong (N), acknowledging pain (A) or offering help (H)?

- 1 I am here for you. _____
- 2 Wow. I don't know what to say. _____
- 3 What can I do to help you? _____
- 4 You seem (angry). Is everything OK? _____
- 5 How (annoying)! _____

5 Read the text on p71 and choose the correct options.

- 1 The school is looking for people with **extra/no** time to volunteer.
- 2 Volunteers at the hospice need to be **funny/serious**.
- 3 The homeless shelter needs people to **prepare/give people** food.
- 4 The charity shop needs **full-time/part-time** volunteers.
- 5 Residents **stay in/visit** the care home.

6 Read the job advertisements (1–4) and match them to the places (a–d).

- | | | |
|---|--|-------|
| a | a special place for old people | _____ |
| b | a place which sells second-hand things to raise money to help others | _____ |
| c | a place for people to stay when don't have their own home | _____ |
| d | a hospital for people who are dying | _____ |

7 Read the text and answer the questions for you.

- 1 Put the benefits of volunteering in order of importance for you.

- 2 Read the advertisements. Where would you like to volunteer? Why?

8 In pairs, think about your area and answer the questions.

- 1 What problems do the people have in your area?

- 2 How do you think the people feel?

- 3 What could you do to help the people or to solve the problems?



Make a difference! Be a volunteer!

Do you have some spare time? Are you passionate about helping others? Now is your chance to help the people in our area because we are re-starting our volunteering programme and we need YOU to get involved!

You know others will benefit from it, but it can also help you.

Volunteering has lots of benefits, including:

- the joy of knowing you are helping others who are not so lucky
- meeting more people from different backgrounds
- becoming more confident
- learning new skills
- doing something you care about
- work experience

You can choose from any of the four adverts below.

Come on, let's show the community that our school cares!



1 Children's Hospice

We're looking for enthusiastic young people who would like to join our team of clowns. Come and help us make our young patients laugh.



2 Homeless Shelter

Are you looking for a new challenge? Come and support our kitchen staff by helping them to serve lunch to our residents.



3 Charity Shop

We'd love to hear from young people who could volunteer at our shop at the weekend. Come and help us raise funds for educational projects all over the world.



4 Care Home for the Elderly

Do you have some spare time? Could you come and entertain our residents? They love meeting new people and playing games.

LEARNING FROM THE PAST

Both positive and negative things can happen, but it is always possible to learn something from them. When something happens, think about what happened and also how you or others could do the same thing differently in the future.

1 Read the quotes and answer the questions.

'A mistake repeated more than once is a decision.'
Paolo Coelho

'The past is a place of learning, not living.'
R. T. Bennett

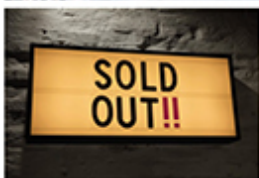
- 1 Is it possible to make the same mistake twice? Have you ever done this?

- 2 Have you ever learnt something from a mistake? Explain your answer.

- 3 Do you think people live in the past? Give reasons for your answer.

2 Look at the pictures. What can you learn from them?



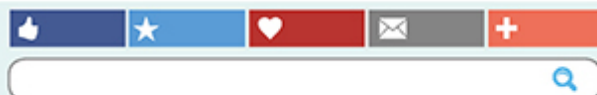






3 Read the blog post. Order these events as they appear in the blog.

- a speak to someone _____
- b learning from the past _____
- c a bad decision _____
- d think of a plan _____
- e feeling unhappy _____



LEARNING LESSONS

Welcome back to my blog. Today I'm going to talk about mistakes. Have you ever made one? I have. In fact, I made a big one recently and today I'm going to tell you what I did and how I solved it. In September, I had to choose some school subjects for my final two years of high school and I chose geography, French and biology. After about a month, I realised I wasn't happy with my decision and I was feeling down. Languages are my passion, not science. About a week later, I spoke to my parents about how I felt. They told me it was completely normal to make a mistake, and it was great that I had spoken to them. My mum told me that when she makes a mistake at work, she follows these steps:

- 1 Admit the mistake
- 2 Understand the mistake
- 3 Make a plan to solve it
- 4 Think about ways of not making similar mistakes again



As I had already admitted my mistake, we worked on steps 2 and 3 together. Talking with my parents made me see that I had chosen biology because I wanted to be in the same class as my friends. Then, we decided on a plan. I would speak to the school to see if I could stop studying biology and take up Italian. Luckily, the school let me do this.

My next big decision will be what to do after school, but I'm not worried about that because I'm going to make an informed decision and study something I love at university.

4 Read the blog again. Are the statements T (true) or F (false)?

- 1 The writer felt unhappy at school. _____
- 2 The writer's parents were supportive. _____
- 3 His parents spoke to the head teacher at school. _____
- 4 He is going to study both biology and Italian. _____
- 5 The writer is worried about making similar decisions in the future. _____

5 People sometimes say the things below when something goes wrong. What do you think they mean?

1 Never mind. Better luck next time!

2 If at first you don't succeed, try, try, again!

3 Well, you were at fault. You should apologise.

4 I told you so!

5 You'll get over it in no time!

6 It's no use crying over spilled milk.

6 Match the expressions in exercise 5 with their meanings.

- a Don't give up! Keep trying. _____
- b See! I told you that was going to happen. _____
- c Don't get upset about something that has already happened. _____
- d You need to say sorry because you were responsible for it. _____
- e Don't worry! You'll manage to do it soon. _____
- f You'll feel better about it soon! _____

7 Read the expressions in exercise 5 again. Which would you use in the situations below? Which ones are not useful? Why?

- 1 A friend gets a poor mark in a test.

- 2 A friend says something that isn't nice about another friend.

- 3 Your friend uploaded a photo to social media by mistake.

- 4 Your brother trained very hard but wasn't chosen for the team.

- 5 A friend forgot his lunch.

8 Think about some positive and negative things that have happened to you in the past and complete this table.

What happened?	What did I learn?	What would I do differently?

9 Answer the questions with your own experiences.

- 1 Do you criticise yourself when you make a mistake? If so, how could you be nicer to yourself at those times?

- 2 Have you avoided making mistakes from a lesson learnt in the past?

- 3 What mistakes do you want to avoid in the future?

MAKING DECISIONS RESPONSIBLY

Responsible decision-making means making decisions which are good for you and for others. Before you decide whether to do something or not, it's a good idea to make a list of all the possible advantages and disadvantages. Then evaluate each one so you can make an informed decision about whether to do it or not.

1 Answer these questions for you.

- 1 Do you find it easy to make decisions? Why/Why not?

- 2 Who do you turn to if you can't make up your mind?

- 3 What is the most difficult decision you have ever made?

2 Read situations A–D. Which ones are easy to make? Which are more difficult? Why?

Easy decisions: _____

Difficult decisions: _____

A

Your friends are going to the cinema. You really want to see the film, but you have lots of homework to do. Do you go to the cinema with your friends or do you stay at home and do your homework?

B

All your friends are going to a disco on Friday night. Your parents have said you can't go. What do you do? Do you stay at home or do you try to go to the disco?

C

You have been offered two jobs. Both of them are in your town. The first job offers more money but fewer hours, while the second one pays less, but the work will be more interesting. Which job do you take?

D

You have two best friends, but you can't see them at the same time because they don't get on well. You have already arranged to go to the skate park with one of them, when your other friend calls you and asks you to go to his house as he needs to talk to you. What do you do?

3 Complete the titles in the decision-making flowchart with these words.

decision (x2) problem
pros and cons responsibility

1 DEFINE THE _____

Pete's dad has offered me a Saturday job in his shop. Should I **take him up** on his offer?



2 IDENTIFY THE _____

Advantages – the job means extra cash and some work experience.

Disadvantages – **miss out** on meeting friends and need to **make** time **for** schoolwork.

Let Pete's dad down. **Turning** the job **down** means Pete's dad might not find anyone else.



3 CONSIDER _____

(legal, ethical, moral, etc.)

Age: 16 – Can I legally work?



4 REACH AN INFORMED _____

Try it for 6 weeks. If it doesn't **work out**, I'll help him find someone else.



5 REFLECT ON YOUR _____

I **came to** the right decision: school marks are still good and I have enough time for my friends.

4 Complete these sentences with the correct form of the verbs in bold in the flow chart.

- 1 I haven't _____ a decision yet. I'm still thinking about it.
- 2 I needed to finish my project, so when he asked me to watch the match, I had to _____ him _____.
- 3 My brother said he would help, but I didn't _____ him _____ on his offer because I wanted to do it on my own.
- 4 I tried looking after my next-door neighbours' kids, but that didn't _____ because they didn't listen to me.
- 5 When I broke my foot, I couldn't walk for a month, so I _____ on Tara's party.
- 6 You can't play on a sports team, volunteer at a hospital, go to school and still _____ time _____ your friends.

5 Choose one of the situations in exercise 2. Then prepare a flow chart like the one in exercise 3 and decide what to do.

6 Read the forum and answer the questions.

- 1 Where will ScienceQueen's parents be on the night of the party?

- 2 How many people can ScienceQueen invite to the party?

- 3 What decisions is ScienceQueen having difficulty with?

- 4 Who does BookFan recommend not inviting?

- 5 What things do you need to consider when giving food to friends at a party?

7 Read the replies to ScienceQueen. Do you agree with the advice? Is there anything you would change or add?

8 Using the decision-making flow chart helps make an informed decision. Answer the questions.

- 1 How does it help you to make an informed decision?

- 2 Will you find the decision-making flowchart useful? Why/Why not?

9 Think about a decision you made recently. It can be an important decision or something small. Answer the questions.

- 1 Did you make the decision quickly or slowly?

- 2 Was it an informed decision?

- 3 Would you do anything differently if you were to make the decision today?



My party plan

ScienceQueen

9:20

I'm so excited! My parents are letting me have a party at home. They will be there and they have given me some rules: I can invite a maximum of 20 friends, I need to create a playlist, I have to decide what food and drink to buy, I have to decorate the house myself and everybody has to leave by 2 am.

I have more than 20 friends and I don't want them to be mad at me. Also, what food do I get? There is so much to choose from!



BookFan

9:52

To choose your friends: make a list of all the friends you want to invite. Then, put a star beside all the ones you really want to be there – the ones you have great fun with and talk to every day (either online or face to face). Then, put a square beside the ones you talk to from time to time. Do any of your friends not get on? Do you have friends who don't like parties? If so, cross them off your list.



Gamer4Life

10:19

Once you have your guestlist ready, identify if any are vegetarian, vegan or if they have allergies. If you don't know, ask them. Then think of food that everyone can eat. Pizzas and pasta are usually a good choice as you can make them with a variety of ingredients. Have some snacks, like crisps, biscuits and nuts, too.



COOPERATING/SHOWING TEAM SPIRIT

Although it may be quicker in the short term to try to do things on your own, by working with other people, you can get things done more efficiently and also you can learn a lot more from each other.

'If you want to go fast, go alone. If you want to go far, go together.'

African proverb

1 Do you prefer to do these things alone or with others? Put a tick.

	Alone	With others	Don't mind
1 Train for a sports event	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Work on a difficult homework exercise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Plan and prepare a party	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Study for an exam	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 Buy a present for someone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Tidy up your bedroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2 Read the opinions and match the words in bold with the definitions 1–7.

He never passes the ball. His own **selfishness** prevents him from becoming a better player.

She's a great **team player** because she always finishes everything for us.

It's tough to work with someone if you don't **see eye to eye**.

For a team to work really well, **team building** is important to create **team spirit**.

We're often told to work in groups, but there's rarely much **teamwork** going on.

It's a **win-win** situation! Harry gets to draw cartoons which he loves, Feli writes the captions, which she's good at, and I put everything together.

- 1 agree with someone, have the same opinion _____
- 2 someone who works well with other people as part of a group _____
- 3 work that you do together with other people _____
- 4 an enthusiastic attitude towards working or playing together with other people as a team _____
- 5 thinking only about yourself and not about other people _____
- 6 a situation in which everyone benefits _____
- 7 helping all the members to feel important, included and motivated _____

3 Read the mini-articles. Match the sentences to the correct texts. Write Australia (A), England (E) or USA (U).

- 1 Children are getting more exercise here. _____
- 2 Students here used social media to encourage more people to take part. _____
- 3 Students improved how they recycled. _____
- 4 Teamwork helped this school get some money. _____
- 5 The students feel better at the start of the school day. _____
- 6 Speaking to people in politics didn't help. _____

4 Read the mini-articles again. What did the people achieve? Was there team spirit?

5 Match the definitions 1–5 with the words in bold in the text.

- 1 take long steps when walking _____
- 2 rubbish _____
- 3 put in a certain position _____
- 4 concern and interest about something _____
- 5 to have more energy and be able to think clearly _____

High School turns trash into cash

Glenmore High School in Australia has managed to raise \$3,500 from empty drink containers. The whole school community got involved. Special bins were **placed** around the school for students and staff to put their empty bottles or cartons in them. Students emptied the bins, a teacher drove the waste to the collection point and the head collected the money. In fact, everyone contributed to this success!



Schools launch 'Park and Stride' scheme

A number of schools in England have asked parents who drive their children to school to park their cars in a local car park so that students walk the remaining distance to school. This scheme has a number of advantages. Children get exercise and arrive at school feeling **refreshed** and ready to learn. It also helps to improve air quality around the school by reducing pollution, and children can learn about road safety. It is thought that the scheme will also provide opportunities for schools to work with the local community.

Zero Hour – 'If you don't like the news, become the news.'

When Jamie Saraí Margolin, from Seattle, USA was just 14, she wanted to raise **awareness** about the climate crisis. She went with her friends to speak to local schools and politicians, but they weren't making any progress. She realised that they needed to create an international presence, so she found other people around the country who believed the same as her, like Nadia Nazar, and created 'Zero Hour'. By using social media, Google Drive and numerous group calls, many more young people all over the USA got involved, organising different events around the world.



6 Read the situation below and then answer the questions.

Your school is taking part in a competition to implement some green initiatives. Your teacher has asked you to come up with some ideas.

- 1 How will you come up with the ideas? Will you do it alone or with a group?
- 2 Who do you think should decide on the best initiative(s)? Why?
- 3 Once the initiatives are chosen, how should the class work on them?
- 4 How will team building and team spirit be important?

7 Work with a partner. Compare your answers for exercise 6 and form a plan on how you would work together as a team.

8 Now think about a sports team or a group of classmates you work with. Answer these questions.

- 1 Do you work well as a team?
- 2 What is the team spirit like?
- 3 How did you build the team spirit?
- 4 Which of the members are good team players? Why?

DEVELOPING A SOCIAL CONSCIENCE

The things we do may have an effect on the people around us and on our world. Having a 'social conscience' is feeling responsible for our actions (both the things we do and the things we choose not to do) and knowing what's right and what's wrong. It is also being aware of the problems that other people have, e.g. having no food, and trying to help them.

- 1 Look at the photos. What do they have in common?
- 2 Read the Social and Emotional Skill above. Which four of these expressions have a similar meaning to 'social conscience'?

kindness uncaring public spirit
tolerance consideration irresponsibility

- 3 Look at the photos again and answer these questions.

- 1 Which of the words in exercise 2 could you use to describe them?
- 2 What's the connection between the photos and having a 'social conscience'?



- 4 Read the quiz and match the words in bold to the definitions.

- 1 often treating someone badly or unfairly, especially by criticising them

- 2 don't get involved in something because it doesn't concern you

- 3 give a spoken or written account of something you've seen, heard or done, often to the police

- 4 pay no attention to something

- 5 when someone speaks to you angrily for doing something wrong

- 6 do something bad to someone because they did something bad to you

- 7 not intended, the opposite of 'on purpose'

- 5 Write down your own answers (a, b or c) to the quiz.

- 6 Look at the answers again and complete these conclusions with a, b or c.

- 1 People who answer with mainly _____ probably have a strong social conscience.
- 2 People who answer with mainly _____ have very little social conscience.
- 3 Those who answer with mainly _____ have some social conscience.

- 1 There's some money sticking out of a cash machine. Someone must have forgotten to take it. Do you ...?
 - a phone the bank and **report** the incident.
 - b do nothing. The machine will take back the money.
 - c take the money and buy your friends a meal.
- 2 The physics teacher has missed a mistake on your exam and congratulates you in front of the class for getting full marks. Do you ...?
 - a interrupt her and show her the mistake.
 - b tell her about the mistake when everyone else has left the room.
 - c say nothing and enjoy the moment.
- 3 A friend is upset because some classmates are **picking on** students in her younger brother's class. Do you ...?
 - a speak to your tutor and work on a plan of action.
 - b **get your revenge** by picking on them.
 - c tell her to **ignore** it. It's not your problem.
- 4 You get on really well with your sports coach. In fact, he's your next-door neighbour. You're on the starting line-up while your best mate is on the bench again. Do you ...?
 - a tell the coach it isn't fair.
 - b pretend that you aren't feeling well and suggest your friend plays instead.
 - c say nothing. **It's none of your business** anyway.
- 5 You were playing with your little cousin when you broke a window **by accident**. Do you ...?
 - a say you did it even though you'll **be told off**.
 - b let your cousin take the blame for it. He's only a little kid.
 - c say nothing and persuade your cousin to do the same.



- 7 Look at your own answers. Are they mainly a, b or c? Are the conclusions in exercise 6 true for you? Why/Why not?
- 8 Think of at least two different situations for the quiz and write some questions. Use the situations and questions in the quiz to help you.
- 9 Work in small groups. Take turns to read out your situations from exercise 8 and answer each other's questions.

10 Answer the questions with your own ideas.

- 1 Is it always easy to act according to a strong social conscience? Why/Why not?

- 2 Have you ever got your revenge on someone? Would you act the same way now? Why/Why not?

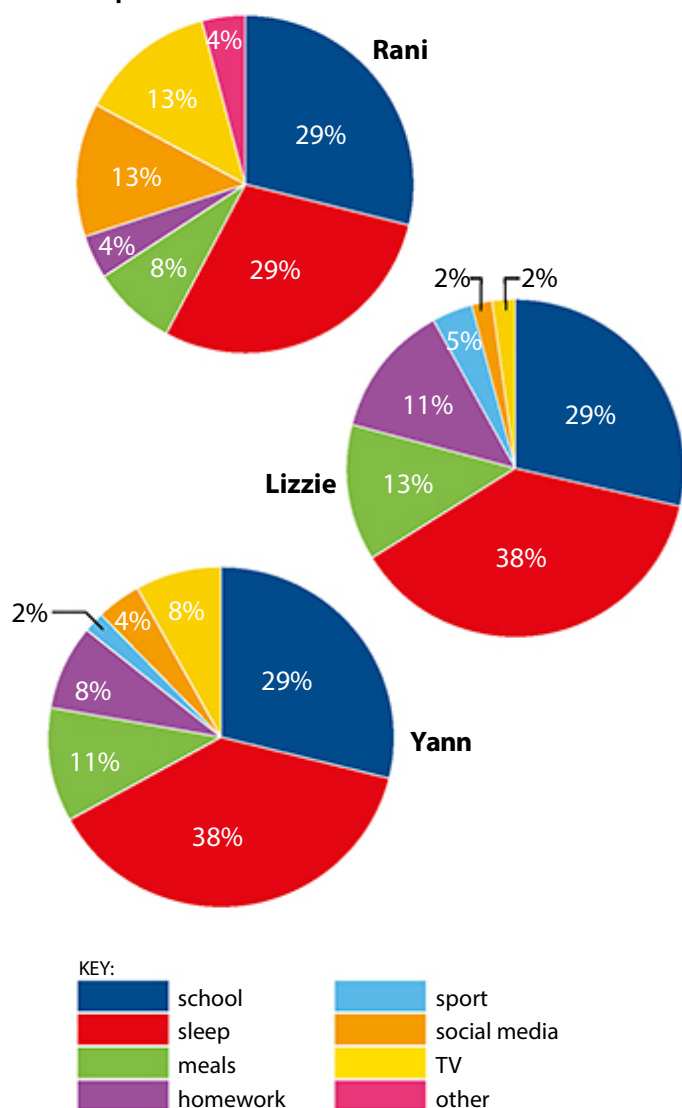
- 3 How do you feel when a person on the street asks you for food or money?

- 4 How could you help others to develop their social consciousness?

BALANCING DIFFERENT AREAS OF OUR LIVES

It's very easy to say that you don't have enough time for anything, but it's important to make time for different things so that you can study, rest and have fun, and be efficient in how you use this time.

1 Look at the pie charts. What do you think they represent?



2 Read the Social and Emotional Skill. Then look at the pie charts in exercise 1 again and answer these questions.

- Who balances the different areas of their life well? Why?
- Has anyone not found the right balance? Why?
- Who is probably the most similar to you? Why?

3 Read the infographic on p81 and match these tips with the advice (1–6).

- | | | |
|---|--------------------------------|-------|
| a | Create a planner | _____ |
| b | Take things one step at a time | _____ |
| c | Learn from your mistakes | _____ |
| d | Keep to a routine | _____ |
| e | Learn to prioritise | _____ |
| f | Use your screen time wisely | _____ |

4 Match the expressions in bold in the infographic with definitions 1–8.

- divide something into separate parts

- a list of things you need to do or consider

- something which can be done easily

- switch to an electronic form of creating a planner

- continue doing something to the end

- be in a better situation

- a list of things you have to do

- keep or save time for something
_____ and _____

5 Read the infographic again and put a 😊, 😐 or 😞 next to each tip.

- Tip 1: 😊 Tip 2: _____ Tip 3: _____
Tip 4: _____ Tip 5: _____ Tip 6: _____

- | | |
|---|---|
| 😊 | Good advice! I'll do that. |
| 😐 | Not sure about this one, but I'll give it a go. |
| 😞 | It wouldn't work for me, I'm afraid. |

6 Look at the pie charts in exercise 1 again. Then follow these instructions to create your own.

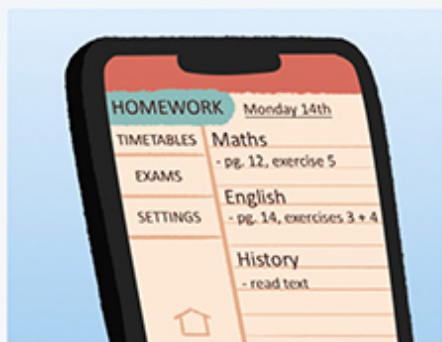
- Choose a school day.
- Write down everything you do on that day with how long you spend on each task.
- Group the activities into categories and calculate the % time. Create the pie chart.
- Reflect on your pie chart:
 - Is your answer in exercise 2, question 3 still the same?
 - Could you improve the balance in any way? How?

7 Find a partner. Compare your pie charts and suggest ways you could both improve your balance.

How to find the right balance

1 _____

Organise your time on paper or **go paperless** by using a 'school planner' app.



2 _____

Decide on a start and end time to every day and **stick to it**. Remember experts recommend 8 to 10 hours' sleep per night. **Block out** time for fixed events like school and meals. Then **set aside** time for regular tasks such as homework, chores, etc.



Don't forget to include time to take care of yourself. Think about your hobbies, sports and spending time with family and friends. These will help clear your mind and allow you to stay calm.

3 _____

Start every week by making a **to-do list** and write a number next to each one:

- 1 = it has to be done whether I like it or not.
- 2 = I would like to get it done, but it can wait.
- 3 = I want to do it – it's fun.

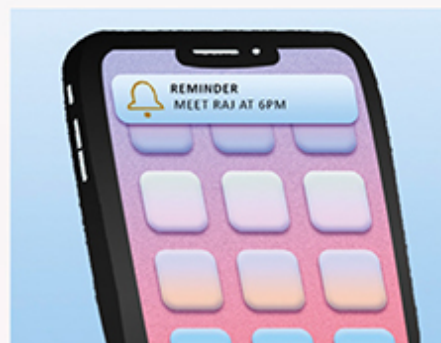
Put the 1s on your planner and then add some of your 2s and 3s in equal amounts.

If you have too many interests and hobbies, you may need to decide which ones are most important to you and cut back on the others. You can always return to that hobby at a later time.



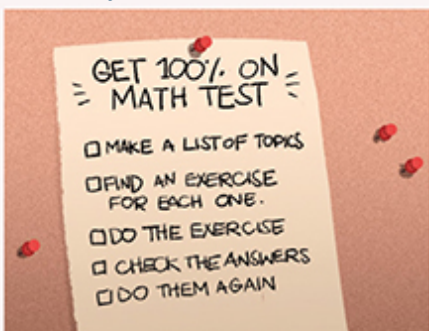
4 _____

Electronic devices are a distraction, so put them away when you need to concentrate. However, set up an alert on your phone to tell you when it's time to rest, eat or even go somewhere.



5 _____

Look at your big tasks and **break them down** into smaller, more **manageable** pieces. Use a **checklist** so you can tick off each task as you do it.



6 _____

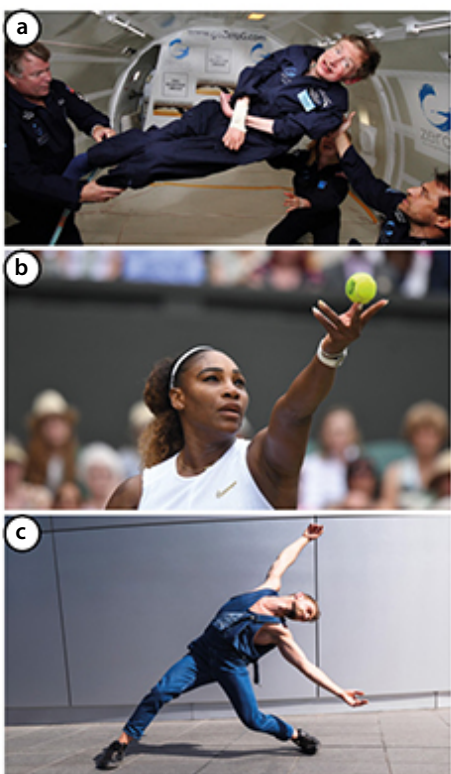
Remember, it is impossible to do everything well. It's important to be a realist and focus on one or two big goals, e.g. playing a lead role in a school play or being captain of a sports team. At the end of each week, look at your checklist to see how much you've achieved. Evaluate how you feel and consider whether you'd **be better off** moving some of your regular tasks to other parts of the day.



LIVING IN AN INCLUSIVE SOCIETY

It may be tempting to choose only certain types of people for a project group, team or club (the fastest, the strongest, the person who gets the best marks, etc.). However, it's important to include all sorts of people so that you can benefit from a range of different experiences and backgrounds. Remember, everyone has something to offer!

- 1** Look at the photos. What's happening? What kinds of people do these things?



- 2** Look at the photos in exercise 1 again. Could anyone do these activities? Why/Why not?
- 3** Read the definition of 'barrier'. Then think about how the things below might become a barrier.

barrier (n) /ˈbæriə(r)/: anything that prevents progress or makes it difficult for someone to achieve something

talent and ability

gender

ethnic
origin

disability

family background

- 4** Look at the article and choose a title.

- a A perfect world
- b In search of inclusivity
- c Being an activist

- 5** Read the article and answer the questions.

- 1 What happened from 2006 to 2016?

- 2 Who could be seen in Legally Black's billboard advertising?

- 3 Where were the billboards that they used?

- 4 How does Sinéad feel about fashion?

- 5 Which groups of people are not included in fashion?

- 6 How will having more diverse teams benefit the world?

- 6** Match the definitions with the words in bold in the article.

- 1 unusual and special _____
- 2 efforts or fights _____
- 3 to question _____
- 4 excluded _____
- 5 a large area for advertising _____
- 6 people who act in a way to create political or social change _____

- 7** Design an end-of-year event for the whole class. Consider the following:

- 1 Will it be a sports event, a trip, a party or something else?
- 2 How will you make sure that everyone can take part?
- 3 How will you make sure that everyone will enjoy themselves?

- 8** Work in small groups. Compare your events and decide which would be the most inclusive.



No two people in the world are exactly the same. Each of us brings something **unique** to those around us. That's why our differences should be used to unite not to divide us. Industries around the world should be inclusive to all people. However, this is not the case, so today we are going to talk about two **activists** who are working to make a more inclusive planet.



From the years 2006 to 2016, only 0.5% of lead actors in British films were black. Shiden Tekle and his friends noticed there weren't enough black people in TV shows or films and they wanted to change this. Together, they formed Legally Black and made new versions of existing **billboard** posters for movies and TV series to challenge the way people think. The people in their new posters were members of Legally Black and their friends and family. The posters were put up around south London and Brixton.



Another campaigner for inclusion is Sinéad Burke. Sinéad, who is 1.05 m, has always loved clothes, but she always felt **left out** of the fashion world. This is because the industry has never been inclusive of little people or people with disabilities. Her aim is to make the industry more inclusive and think more diversely. To do this, she writes on social media and for a fashion magazine, has given a TED talk and been on the cover of Vogue among other things.

By focusing on the **struggles** of only two activists, we can see the need to have more diverse teams in industry. This diversity will bring a variety of new skills and ways of thinking. We need to **challenge** the way things have been done traditionally and think about the needs of all members of our society.





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 from 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 Paper 1. 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 allow extra time for this. **Part 3** will also probably take you quite a long time.

Reading Part 1

In Part 1, you read different types of short text from the real world and choose the sentence that most closely reflects the text. You get 1 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

Two for the price of one this weekend only!

Buy any pair of trainers for £50 or more and receive a second pair for free.

- A This weekend, all trainers in the shop cost £50 per pair.
- B If you spend at least £50, you can get two pairs of trainers.
- C It costs £50 to buy any two pairs of trainers in the shop.

2

Explorer! Tonight at 7:30 pm

Don't miss the final episode.
Who will win the competition?
Vote for your favourite participant!
£10,000 for one lucky viewer.

- A There's a new episode of a TV show on tonight.
- B A competitor on the show will win some money.
- C If you vote, you can be in the competition.

3

Telstar Telecom

Hi, just letting you know that your data, calls & texts are going to end at 11:59:59 pm on 28th July.

- A This is a message between two friends.
- B This is a special offer for the phone user.
- C This is telling you about a possible problem.

4

School play ~ actors needed

All students welcome to take part and join in the fun.
Go to the drama club meeting after school on Tuesday.

- A The school play will be performed on Tuesday.
- B Only members of the drama club can be in the play.
- C You must go to a meeting to say you are interested.



Reading Part 2

You read short descriptions of people. You have to match each description to a short text. You get 1 mark per question.

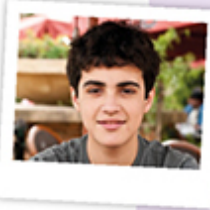
- Spend some extra time on this task as you will need to read a number of pieces of information.
- First, read the description of the first person and underline all the key information.
- Next, read the eight texts. Which text matches all the key information you have underlined in the description?
- Repeat this process with the descriptions of the other four people.
- When you have answered all the questions, look again at the three texts you didn't choose and read them carefully to make sure they don't match with any of the descriptions.
- 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 play tennis. There are descriptions of five different tennis clubs (A–E). Decide which tennis club would be the most suitable for each person.



- 1 Ayesha is fifteen. She's good at tennis and she'd like to join a club and play in competitions. She can practise most days after school and at weekends. She'd prefer to practise with people her own age. ☐



- 2 Carlos has been given a tennis racket for his birthday and he wants to learn how to play. He can only have lessons after six o'clock and he'd prefer private lessons. ☐



- 3 Maya stopped taking part in competitions when she hurt her arm. She's better now and she'd like to play with advanced players, but just for fun. She doesn't want to pay for a yearly membership. ☐



Tennis clubs in the city

A ABC Tennis

Our coaches are former champions who have experience in teaching all levels. John Newton coaches beginners and mid-level players, in groups or one-on-one. Margaret Jones is responsible for higher levels. The club has won many tournaments. You could be a champion too! Open daily from 10 am to 6 pm.

B Tony's Club

Tony White's club is popular with all ages and levels. Come along for a fun game. Winning isn't everything here – it's all about enjoying yourself and meeting people. Sign up at the club or download a membership form here. Buy a year's membership or pay just £5 whenever you feel like playing.

C The Smith Academy

If you're serious about tennis, look no further. Our intensive summer camps produce champions! With ten coaches and 12 courts, this is a professional academy for experienced players. Talk to us about a specialised programme that includes coaching, gym work and a healthy eating plan. Book early because places are limited.

D Slam Champs

At Slam Champs, we understand your dreams and can help you reach your goals. We're the leading academy for teen players. Training is one-on-one or in age-based group sessions. Can you train at least four times a week? Do you already know the basics of the game? Then call us to arrange an interview.

E Top Tennis

Top Tennis has been teaching beginners for over ten years. Helen James and George Owen are proud of their club and the facilities they offer. Six outdoor courts with night lights and two indoor courts make it possible to play day and night. Group classes and individual training are available.



Reading Part 3

In Part 3, you read a text which expresses an opinion or attitude. You have to answer five multiple-choice questions on it with four options (A, B, C or D). You get 1 mark per question.

- Spend some extra time on this task as you will need to read a longer text.
- The first four questions follow the order of information in the text.
- The final question focuses on the meaning of the whole text.
- First, read the text quickly to get the general idea.
- Next, read the first question and find the place in the text which contains the information.
- Don't choose an answer just because it repeats some words from the text.
- For the last question, think about the text as a whole. Consider the main topic and the writer's opinion, then choose the answer that is closest to your understanding of the text.

3 Look at the reading text on p8. For each question, choose the correct answer.

- The music industry today is ...
 - creating its own trends.
 - shaped by pop.
 - run by young people.
 - influenced by the Internet.
- Some artists have become popular because ...
 - their followers have recommended their songs.
 - young people have come across them online.
 - they have shared their songs with others.
 - their music has been played on the radio.
- If a YouTuber recommends an artist, viewers ...
 - often search for the musician and listen to them.
 - always share the music on social media.
 - make funny videos about them.
 - listen out for them on the radio.
- What is true about online tutorials?
 - Artists play their songs in the background.
 - You can learn whatever you like in them.
 - They can be a way for people to hear new music.
 - Friends share what they learn in them with each other.

Reading Part 4

In Part 4, you read a longer text which has five sentences missing. Following the text are eight sentences (A–H). You have to choose which of the eight sentences goes in each gap in the text. You get 1 mark per question.

- First, read the complete text to get the general idea.
- Then, look at the first gap and the sentences before and after it, and decide which one fits best in 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.
- Look at words like *also* and *too* in the sentences. They also link back to something mentioned in 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 gap, choose the correct sentence. There are two extra sentences which you do not need to use.

Tech teacher

Christina Li, from Michigan in the USA, has always been interested in science and how things work. That's why she joined her high school's robotics team. She says it was great fun learning how to program a robot. **1** ☐ However, there were few girls in the team, and this worried her. She wanted more girls to be involved in technology. **2** ☐ Since then, many have learnt how to create websites, apps and games. They've even programmed robots, like Christina did when she was younger.

There's only one rule for those who want to attend. They have to be aged between 11 and 14. Why? **3** ☐ Christina's camp is helping them to realise they are smart enough to do anything – even computer coding. Her belief in girls is so strong that the camp is absolutely free!

- Today, each camp has about 30 girls.
- She was able to make it dance and move.
- It's important to teach yourself new skills every day.
- Because this is when girls start losing confidence in their abilities.
- So, in 2015, she began a five-day science camp called *Hello World* for young girls.



Reading Part 5

In Part 5, you read a short text with six gaps. Each gap represents one word. You have to choose one of four words (A, B, C or D) to complete each gap. You get 1 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*?).
- After you choose your answer, check the other options again and decide why they are wrong.
- 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.

Exchange programmes

If you're learning a language, it's a good idea to **1** ☐ on an exchange. Living with another family and attending a local school mean you can practise the language all day, every day. There are other benefits, too. You can **2** ☐ friends in the country and learn about the culture. When you return from your exchange, **3** ☐ in touch with your new friends will help you to continue practising the language.

- 1 **A** apply **B** do **C** go **D** stay
 2 **A** make **B** do **C** start **D** get
 3 **A** holding **B** having **C** giving **D** keeping

6 For each question, choose the correct answer.

Staying safe online

When you go online, you need to be careful. Despite all the **1** ☐ about attachments from unknown senders, people still open them. Don't **2** ☐ this mistake or you could end up with a virus on your computer or smartphone. Also, when you get **3** ☐ mail, the best thing to do is delete it immediately. You can block the senders too so that you never receive mail from them again.

- 1 **A** threats **B** promises **C** warnings **D** arguments
 2 **A** get **B** do **C** have **D** make
 3 **A** scam **B** junk **C** fraud **D** rubbish

Reading Part 6

In Part 6, you read a short text with six gaps. Each gap represents one word. You have to think of the correct word to fill each gap. You get 1 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?

7 For each question, write the correct answer. Write one word in each gap.

The Isabella Stewart Gardner Museum theft

Early in the morning on 18th March 1990, the Isabella Stewart Gardner Museum in Boston was robbed. Two thieves, **1** _____ were dressed as police officers, took paintings, drawings and other items worth approximately \$500 million. In all, 13 works of art by famous European artists including Rembrandt, Manet and Degas **2** _____ stolen that day. It was **3** _____ largest art theft in history, but experts were surprised by the artworks taken because there were more valuable works in the museum. The crime has not been solved and the paintings are **4** _____ missing. The museum is offering \$10 million to anyone with information about where the paintings are.

8 For each question, write the correct answer. Write one word in each gap.



Getting behind the wheel

Getting a driving licence is a major achievement for many teenagers. It's something they **1** _____ forward to because it gives them a sense of freedom and independence. In most countries around the world, the minimum driving age for a full licence is 18. In some countries, teens can start learning to drive before then. **2** _____, in some parts of the USA, teenagers can obtain a full licence at 16. Many scientists believe that 16-year-olds aren't mature **3** _____ to drive. Young people are more likely to take risks and have accidents because their brains haven't fully developed **4** _____. For this reason, people think the minimum driving age should be increased across the country.



Writing

EXAM SKILLS

Paper 2 is Writing and it has got two parts.

In **Part 1** you answer an email which has four notes on it.

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* and if you use all four of the notes.
- 25% of the marks are for communicative achievement. You will get full marks if your text is written in the right 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. Some notes are provided to tell you what to say in your email. You can get 20 marks for this part.

- First, read the email carefully and make sure you understand who you are writing to and why.
- Make sure you understand the four points in the notes on the email and what they require you to do.
- When you finish, check that you have included all four points in the notes.

Write your email to Kate using all the notes. Write about 100 words.

1 Read this email from your friend Kate and the notes you have made.

From: Kate
Subject: My birthday party

Fantastic!

Hello!

I'd like to do something unusual to celebrate my birthday with a few friends next Saturday.

Disagree

The new ice centre in town has opened. Maybe we could go there. What do you think?

If not, what could we do instead?

Suggest

Can you stay at my house on Saturday night?

Cheers,
Kate

Tell Kate

This image shows a single page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, leaving small margins at the top and bottom. There are no vertical margin lines, and the page is completely blank except for the lines themselves.



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 get 1 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! There are always distractors in this exercise to trick you.
- You will listen to each conversation twice. Make sure you listen carefully the second time to check your answer.

1 17 For each question, choose the correct answer.

1 What time do the students usually have their history lesson?

A



B



C



2 What did the boy enjoy most about the camp he went to?

A



B



C



3 What does the girl decide to eat?

A



B



C





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 get 1 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.
- The first time you listen, try to understand the general meaning and choose the best option. The second time you listen, check your answer is correct.
- 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 18 For each question, choose the correct answer.

- You will hear two friends talking about a film they've just seen. They agree that it ...
A was a boring story.
B was better than expected.
C should have been more like the book.
- You will hear a boy telling his friend about a basketball competition. How did he feel about the competition?
A He believed his team would win.
B The result did not surprise him.
C It was unforgettable.
- You will hear two friends talking about buying a present. The boy thinks the girl should ...
A let her friend choose what present she wants.
B buy a present now because there are sales.
C go to the shops another day.
- You will hear a girl telling her friend about a quiz at her youth club. Why does the girl enjoy the quiz?
A There are cool prizes for the winners.
B She likes playing against the other teams.
C It's a good way to improve her knowledge.

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 get 1 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 Look at the gaps and the words that come before and after the gaps. For each gap, what type of word do you need to write?

Buy and win!

Enter the competition to win a
1 _____ from Top Sports.

The competition ends on **2** _____, so hurry!

Top Sports stores are open until
3 _____ every day.

- | | | |
|----------------------------|-----------------|-------------------|
| 1 A a number | B a time | C a word |
| 2 A a date | B a name | C a number |
| 3 A a word | B a time | C a date |

4 19 Now listen and for each question, write the correct answer in the gap. Write one or two words or a number or a date or a time.

5 20 For each question, write the correct answer in the gap. Write one or two words or a number or a date or a time.

CITY COMEDY FESTIVAL



A festival pass costs
1 £ _____.

Performances will be
 at the Regent Theatre in
2 _____.

Information about the
 comedy classes can be
 found on **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 get 1 mark per question.

- Before you listen, read the information about the situation and the six 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.

6 21 For each question, choose the correct answer.

You will hear a radio interview with a young blogger called Emma.

- 1 Emma is interested in mysteries that ...
A are shown in documentaries.
B she has read about.
C are about actual events.
- 2 What influenced Emma to study film-making?
A Some series that were on TV
B Documentaries that she watched
C Films she saw at the cinema
- 3 Why does Emma's research take a long time?
A She has to check information carefully.
B She's too busy with other things.
C She spends ages writing about it.
- 4 Emma gets the best information from ...
A TV news stories.
B newspaper journalists.
C other bloggers.
- 5 What did Forrest Fenn do?
A He gave away valuable items.
B He wrote a book of poetry.
C He gave others the idea to do something.
- 6 What does Emma think about the Fenn treasure?
A It may not exist.
B It could be somewhere else.
C It might have been found.

7 22 For each question, choose the correct answer.

You will hear a girl called Frida talking to her brother Toby about a friend's visit.

- 1 How does Frida feel about visiting the zoo?
A She loves the idea.
B She isn't very keen.
C She's looking forward to it.
- 2 What did Toby like most about the City Farm?
A He was able to feed a rabbit.
B There was a wide variety of animals.
C It didn't cost him anything.
- 3 Toby's friend Ben was alone because ...
A he wanted to take pictures of animals.
B he was looking for his mother.
C he was running after an elephant.
- 4 How did Ben's parents feel?
A They were not at all worried.
B They were annoyed and frightened.
C They didn't mind in the end.
- 5 What does Toby say about the Photography Exhibition?
A Frida's friend will probably like it.
B They can find details on Frida's computer.
C It hasn't opened yet.



Speaking

EXAM SKILLS

Paper 4 is Speaking and it has 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 to give longer answers, not just one or two words. These are easier questions to help you relax and show the examiner what you know.
- When possible, you should explain an answer with *because*. It can also be useful 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 and what they are doing. This can be the general activity, as well as each individual person.
- Describe where the people are, how they might be feeling, and what they are wearing.
- Talk about the objects you can see, the weather, etc.
- Don't give your personal opinion about the topic of the photo. Focus on describing what you can see.

1  **23** You will hear eight questions. Answer each one after you hear it.

2 Look at this photo. It shows a teenage boy and an older woman. Talk about it for 1 minute.





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.
- Make sure both of you talk about each picture. When your partner has given his/her opinion, comment on it. This shows the examiner that you are listening to your partner.
- Leave the second part of the task until after you have talked about each picture. Don't come to an agreement too quickly. The objective is to have a conversation for four minutes – not to agree quickly. And remember, you don't always have to agree!
- 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 your ideas aren't very interesting!

3 Work with a partner. Some students are going on a school trip. Here are some activities they could do.

Talk together about the different activities they could do, and say which would be the most fun.

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?*)
- Listen to your partner's opinions and be prepared to comment on them. Also, you can ask your partner questions about what they have said. This will show the examiner that you are listening to your partner, and your conversation will be longer.
- 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.

Do you often go on school trips? Where do you go?
Should school trips be for fun or to learn something?
Why?

Do you think school trips should be during the week, or at the weekend? Why?

Which famous city would you like to visit with your school? Why?

School trip





Infinitive

be /bi:/
 beat /bi:t/
 become /br'kʌm/
 begin /br'gɪn/
 bet /bet/
 break /breɪk/
 bring /brɪŋ/
 broadcast /'brɔ:d,kɑ:st/
 build /bɪld/
 buy /baɪ/
 catch /kætʃ/
 choose /tʃu:z/
 come /kʌm/
 cost /kɒst/
 cut /kʌt/
 do /du:/
 draw /drɔ:/
 drink /drɪŋk/
 drive /draɪv/
 eat /i:t/
 fall /fɔ:l/
 feed /fi:d/
 feel /fi:l/
 fight /faɪt/
 find /faɪnd/
 fly /flaɪ/
 forget /fə(r)'get/
 get /get/
 give /gɪv/
 go /gəʊ/
 grow /grəʊ/
 hang /hæŋ/
 have /hæv/
 hear /hɪə(r)/
 hit /hɪt/
 hold /həʊld/
 hurt /hɜ:(r)t/
 keep /ki:p/
 know /nəʊ/
 lay /leɪ/
 learn /lɜ:(r)n/
 leave /li:v/
 let /let/
 lose /lu:z/

Past simple

was/were /wɒz/ /wɜ:(r)/
 beat /bi:t/
 became /br'keɪm/
 began /br'gæn/
 bet /bet/
 broke /brəʊk/
 brought /brɔ:t/
 broadcast /'brɔ:d,kɑ:st/
 built /bɪlt/
 bought /bɔ:t/
 caught /kɔ:t/
 chose /tʃəʊz/
 came /keɪm/
 cost /kɒst/
 cut /kʌt/
 did /dɪd/
 drew /dru:/
 drank /dræŋk/
 drove /drəʊv/
 ate /et/
 fell /fel/
 fed /fed/
 felt /felt/
 fought /fɔ:t/
 found /faʊnd/
 flew /flu:/
 forgot /fə(r)'gɒt/
 got /gɒt/
 gave /geɪv/
 went /went/
 grew /gru:/
 hung /hʌŋ/
 had /həd/
 heard /hɜ:(r)d/
 hit /hɪt/
 held /held/
 hurt /hɜ:(r)t/
 kept /kept/
 knew /nju:/
 laid /leɪd/
 learnt/learned /lɜ:(r)nt/ /lɜ:(r)nd/
 left /left/
 let /let/
 lost /lɒst/

Past participle

been /bi:n/
 beaten /'bi:t(ə)n/
 become /br'kʌm/
 begun /br'gʌn/
 bet /bet/
 broken /'brəʊkən/
 brought /brɔ:t/
 broadcast /'brɔ:d,kɑ:st/
 built /bɪlt/
 bought /bɔ:t/
 caught /kɔ:t/
 chosen /'tʃəʊz(ə)n/
 come /kʌm/
 cost /kɒst/
 cut /kʌt/
 done /dʌn/
 drawn /drɔ:n/
 drunk /drʌŋk/
 driven /'drɪv(ə)n/
 eaten /'i:t(ə)n/
 fallen /'fɔ:lən/
 fed /fed/
 felt /felt/
 fought /fɔ:t/
 found /faʊnd/
 flown /fləʊn/
 forgotten /fə(r)'gɒt(ə)n/
 got /gɒt/
 given /'gɪv(ə)n/
 gone /gɒn/
 grown /grəʊn/
 hung /hʌŋ/
 had /həd/
 heard /hɜ:(r)d/
 hit /hɪt/
 held /held/
 hurt /hɜ:(r)t/
 kept /kept/
 known /nəʊn/
 laid /leɪd/
 learnt/learned /lɜ:(r)nt/ /lɜ:(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 /ˌʌndə(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 /ˌʌndə(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 /ˌʌndə(r)'stʊd/
woken /'wəʊkən/
worn /wɔ:(r)n/
won /wʌn/
written /'rɪt(ə)n/