

All about me

Reading

- 1 Skim the online forum on page 5. Write the correct name(s) for the photos (a–d).



- 2 Read the online forum again. Complete the sentences with the correct name(s) from the online forum.

- 1 _____ lives by the sea.
- 2 _____ talks about food from their country.
- 3 _____ studies computing.
- 4 _____ and _____ like sports.
- 5 _____ likes meeting people.
- 6 _____ and _____ can't cook.

- 3 What is the main purpose of the posts? Tick (✓) the correct answer.

- a to give information about a course
- b to introduce themselves to other people
- c to review a cooking course

Look at the Learning to learn box. Then do the task.

LEARNING TO LEARN: READING

Practising skimming outside the classroom

Skimming helps you to understand what a text is about quickly. Outside the classroom, skimming can help you read signs, adverts, menus, emails and other texts quickly. You can practise skimming at home with this technique:

- Find three different texts (e.g. a book, a news article, a website, an advert, a text message). These can be in your language or in English.
- Now read the texts quickly to understand the main idea. Make notes about the main idea.
- Read the texts again more slowly and check your answers.

Try the technique from the box. Make notes for the questions below.

- 1 Which text was easy to skim?
- 2 Which text was difficult?
- 3 What helped you to skim?

Welcome to week one of the online cooking course. Please introduce yourself to the group and tell us why you're doing the course. Sept 9th 08:20

My name is Maria and I'm a hotel manager. I'm from Brazil, but I live in Scotland. I'm doing this course because my daughter and I love cooking. We're doing it together; I suppose! Her name is Sophia. She's eight, has lots of energy and makes me laugh. She loves playing football, and baking cakes and biscuits. I love meeting new people, listening to music and spending time with Sophia. Seen by 9

You and 2 others Like Comment Write a comment ...

I'm Derek. I live in Rincon del Mar, Colombia and I'm retired. I'm not working any more. My job is to relax and enjoy myself. I love cooking, dancing and keeping fit. I live near a beach and I often go running, swimming or sailing there. I have a big family. At the weekend, I always cook a big dinner for them. I like seeing them smile. I'm doing this course because I'm looking for new ideas! Seen by 5

You and 1 others Like Comment Write a comment ...

I'm Anh and I'm a nurse. I live in Hue, in Vietnam. I live with my parents and my grandparents. My hobbies are reading, drawing and talking to my friends online. My favourite food is beef Pho. It's a Vietnamese noodle dish. It's delicious. On holidays, I like to visit different cities. I love shopping, especially for shoes! Bangkok is my favourite city for shopping! I can't cook, but I want to do this course to learn! Seen by 4

You and 3 others Like Comment Write a comment ...

I'm Anusha and I love climbing. I try to climb every day to stay strong. I really enjoy climbing because I can do it with my friends. After climbing, we go to a cafe for coffee or to the cinema. I'm a student in Singapore at the moment, but I'm from Malaysia. I'm studying computer science. In the future, I want to make my own social media website or app. But for now, I need to learn how to cook! Seen by 3

You and 2 others Like Comment Write a comment ...

Grammar

Adverbs of frequency

1 Rewrite the sentences using the adverbs.

1 I get up at 6 a.m. (every morning)

2 It's easy for me to make new friends. (usually)

3 Kevin goes to his chess club. (once a week)

4 Lena goes to the gym. (a lot)

5 I forget to do my homework. (rarely)

6 They are pleased to see me. (always)



Listening

1 **1.1** You are going to listen to people talk about what makes them feel good. Match the topics with the person who talks about them.

Topic	dancing	exercise	friends
Topic	looking good	making things	
1 Ally		4 Lin	
2 Manuel		5 Erica	
3 Viktor			

2 **1.1** Listen again. Complete the sentences.

- Dancing to my favourite song makes me feel _____.
- This party is in a nice restaurant, so the right shirt is _____.
- I always feel absolutely _____ after a really good basketball game.
- I'm happiest when I'm with my friends. I'm always in a _____ mood when I'm with them.
- I love drawing and painting because it _____ me.

1 Bibi _____ gets up early during the week.

2 She _____ goes to the gym on Thursdays.

3 She cleans the house _____.

4 She studies English _____.

5 She sees friends _____.

Grammar

Present simple and present continuous

1 Choose the correct option to complete the sentences.

- I rarely drink / I'm rarely drinking coffee in the morning.
- Are you usually feeling / Do you usually feel confident?
- Rekha's enjoying / enjoys her holiday in Honduras at the moment.
- Manoj goes / is going to the gym four or five times a week.
- What time do Cass and Rahki usually leave / are Cass and Rahki usually leaving the house?
- I'm not joking / I don't joke. Look out the window. It's really snowing!

2 Put the words in the correct order to make sentences or questions in the present simple or continuous. Use the time phrases to help you.

1 living in / Santiago / we / are / moment / the / at

2 how often / go / do / you / beach / the / to / ?

3 right / what / you / are / doing / now / ?

4 park / every / night / I / run / around / the / usually

5 Shh! / on / the / talking / phone! / I'm

6 takeaway / order / food / a / week / we / twice / once / or

3 Complete the conversation with the present simple or continuous form of the verbs.

A: Let's go! We ¹ _____ (be) late! Why ² _____ (you / wear) those?

B: Oh! These? They ³ _____ (be) my favourite trainers.

A: They ⁴ _____ (not look) great for hiking! I ⁵ _____ (wear) hiking boots.

B: I ⁶ _____ (not have) hiking boots. ⁷ _____ (you / think) I need them?

A: Yes, I do! It ⁸ _____ (be) dangerous to go hiking in trainers. What size ⁹ _____ (be) you?

B: I usually ¹⁰ _____ (wear) a size 7.

A: Perfect! Put these on, then let's go! Joe ¹¹ _____ (wait) for us.

B: Oh look! He's outside! And he ¹² _____ (not wear) boots!

Look at the Learning to learn box. Then do the task.

LEARNING TO LEARN: GRAMMAR

Understanding tenses

Choosing the right tense can be difficult. Some tenses can have similar uses, and the use of tenses doesn't always match perfectly between languages. When you learn a new tense, it can help to take notes on:

- how to make the tense (e.g. present continuous = *is/are + verb-ing*).
- rules for when to use the tense (e.g. present continuous = for temporary actions).
- time phrases (e.g. present continuous = *now, right now, at the moment*).
- examples (e.g. present continuous = *I'm watching TV at the moment*).

Use the tips in the box to make notes for the present simple and the present continuous. Then make notes for the questions below.

- What was difficult or easy for you about this technique?
- How useful was the technique? Do you think you will use it again?

2 Memory

Reading



1 Read the article on page 11 quickly. What is a memory palace? Tick (✓) the correct answer.

- a An expensive way to remember things.
- b A way to remember things by seeing them in your mind.
- c A way to use pictures to help you remember things.



2 Read the article again. Number the steps for building a memory palace (a–f) in the correct order (1–6).

- a 1 Think of somewhere you know well. Close your eyes. Imagine that you're moving between each object in the room.
- b Visit your memory palace often. Imagine walking around your memory palace.
- c Choose an object. Add some information to it.
- d Draw or write about your memory palace.
- e Move to the next object and add some information. Continue the process with different information and different objects.
- f Make another memory palace for something else you need to remember.



3 Find a synonym in the article for the words (1–4) and complete the table.

Word	Synonym
1 brain (n)	
2 things (n)	
3 choose (v)	
4 picture (n)	



4 Read the sentences (a–d) from the article. Answer the questions (1–3).

- a Memory palaces work because people are good at remembering places that they know well.
- b Many people use memory palaces to remember very long numbers, people's names, vocabulary in another language and lists of things they need to do.
- c One study, in *Neuron* magazine, showed that people who use memory palaces can remember more new vocabulary than people who don't!
- d Anthony Metivier, a memory palace expert and trainer, uses this method to remember almost everything. He has lots of books and videos about it.

1 Which sentences give names, research or information that you can check?
Sentences _____ and _____

2 Which sentences don't give names, research or information that you can check?
Sentences _____ and _____

3 Which information from the sentences would you like to check?



5 Tick (✓) the reliable places you can choose to check the information in Exercise 4.

- a university research
- b trusted websites
- c social media
- d Anthony Metivier videos
- e magazines

Remember everything with a memory palace!

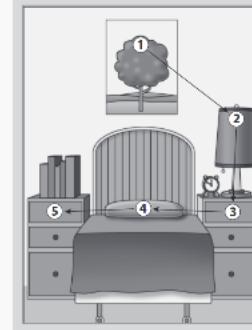
Do you need to remember long lists of information? Do you often forget what to buy at the shops? Try using a memory palace. A memory palace is a way to remember things by closing your eyes and trying to see them in your mind.

Memory palaces work because people are good at remembering places that they know well. To create a memory palace, you try to see a place you know well in your head. You then put different bits of information in that place.

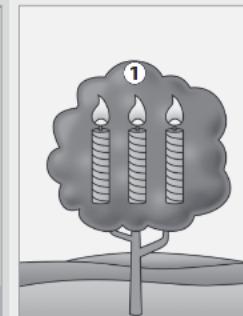
Many people use memory palaces to remember very long numbers, people's names, vocabulary in another language and lists of things they need to do. One study, in *Neuron* magazine, showed that people who use memory palaces can remember more new vocabulary than people who don't! Anthony Metivier, a memory palace expert and trainer, uses this method to remember almost everything. He has lots of books and videos about it.

To make a memory palace, use these steps:

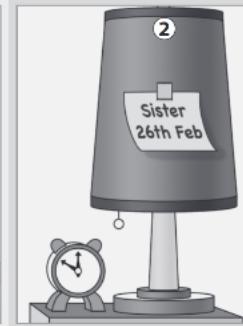
1 Choose a place that you know well, for example, your bedroom. Imagine that you're in that place. Walk around and stop at important places and objects. This helps you to see the room clearly.



2 Select the information that you need to remember. Close your eyes and think about the first place or object in your room. Add a piece of information to the object. For example, to remember birthdays, you could add three candles to show the 3rd or a calendar with July.



3 Move to the next object in your memory palace to add the next piece of information. For example, another birthday.



4 Repeat steps 2 and 3 until you add everything you need to remember.

5 Draw a picture of your memory palace or write a description of it. The drawing doesn't need to be brilliant, it just needs to help you remember. Try to make the ideas funny or unusual. This can help you remember.

6 Visit your memory palace often. Take a walk around the memory palace in your head and think about what information is in each part of the palace.

7 Make another memory palace for other information that you need to remember.

Grammar

Past simple

1 Write the past tense form of the verbs.

- | | | | |
|----------|-------|---------|-------|
| 1 have | _____ | 5 plan | _____ |
| 2 study | _____ | 6 relax | _____ |
| 3 hate | _____ | 7 drink | _____ |
| 4 forget | _____ | 8 take | _____ |

2 Tick (✓) the sentences with the correct past tense form.

- 1 a I not slept at all last night.
b I didn't sleep at all last night.
- 2 a Krishna and Usman ate all of my birthday cake!
b Krishna and Usman eated all of my birthday cake!
- 3 a The hotel staff carried our bags to our room.
b The hotel staff carned our bags to our room.
- 4 a Gran stoped watching the news a while ago!
b Gran stopped watching the news a while ago!
- 5 a The children played quietly all morning!
b The children plaied quietly all morning!
- 6 a My teacher taught me about past tense verbs.
b My teacher teached me about past tense verbs.
- 7 a We not had to left early.
b We didn't have to leave early.

3 Complete the text with the correct past form of the verbs.

When I ¹ _____ (be) a child, my family ² _____ (usually / not go) on summer holidays. But my summer ³ _____ (never / be) boring. We ⁴ _____ (live) in a popular holiday destination and lots of people ⁵ _____ (visit) on holiday. The best summer was the year I ⁶ _____ (meet) a tourist called Nicole. She ⁷ _____ (fall) off the swings in the park, so my sister and I ⁸ _____ (help) her to get back to her hotel. After that, Nicole and I ⁹ _____ (spend) lots of time together and ¹⁰ _____ (become) good friends. At the end of her holiday, she ¹¹ _____ (go) home, but we ¹² _____ (stay) in contact. She's still one of my good friends.

Pronunciation

Saying past form endings (-ed)

1 **A 2.1** Listen and tick (✓) the sound you hear in the past tense ending.

	/t/	/d/	/ɪd/
1 watched			
2 wanted			
3 lived			
4 stayed			
5 needed			
6 pushed			
7 carried			
8 moved			

2 **A 2.1** Listen again and repeat.

Listening

1 **A 2.2** You are going to listen to a lecture about animals and their memory. Listen and tick (✓) the animals the lecturer gives information about.



1 dolphins



5 octopuses



2 elephants



6 dogs



3 goldfish



7 rats



4 bees



8 chimpanzees



2 **A 2.2** Listen again. Write the name of an animal from Exercise 1.

- 1 _____ can remember things for five months.
- 2 Two _____ remembered each other after twenty-three years.
- 3 _____ can remember sounds for twenty years.
- 4 The University of Stockholm study looked at twenty-five different animals, from dolphins to _____.
- 5 _____ can only remember some things for two minutes.
- 6 _____ forgot some important things after twenty seconds.
- 7 _____ remember for longer than chimpanzees.

3 **A 2.2** Listen again. Match the words (1–6) with the meanings (a–f). Listen for clues from the speaker to help you.

- | | |
|---------------------|-------|
| 1 myth (n) | _____ |
| 2 rescue centre (n) | _____ |
| 3 trunk (n) | _____ |
| 4 herd (n) | _____ |
| 5 whistle (n) | _____ |
| 6 survive (v) | _____ |
- a a safe place where humans take care of animals
b the noise a dolphin makes
c stay alive
d an elephant's nose
e lots of the same type of animal living together
f false information that people think is true

Vocabulary

School subjects

1 Choose the correct option to complete the sentences.

- 1 I'm terrible at maths / geography. I have to use my phone to add most bills.
- 2 I'd love to join an art / a drama club. I think I'm a good actor!
- 3 I'm good at geography / history because I travelled a lot as a child.
- 4 I often forgot to bring gym clothes for my history / PE lessons.
- 5 I'm really interested in physics / biology. I want to understand more about living things.
- 6 I don't think you need to be good at art / history to draw pictures.
- 7 My favourite subject was biology / chemistry. I liked mixing things to see what happened.
- 8 I'm really good at IT / drama. Lots of people ask me to fix their laptops.
- 9 I never enjoyed geography / history at school, but I do believe we can learn a lot from the past.
- 10 I learned how electricity, lights and batteries work in physics / chemistry.

Look at the Learning to Learn box. Then do the task.

LEARNING TO LEARN: VOCABULARY

Using drawings to remember vocabulary

Connecting new vocabulary with images can help you remember the words. Drawings don't need to be beautiful art, they just need to help you remember.

Draw a simple image for each school subject in Exercise 1. To help you find ideas for the images, search online for 'new word + icon' or 'new word + image'. For example, 'art + icon' or 'art + image'.

Vocabulary

- 1** Listen to the conversation extracts and complete the sentences with these personality adjectives.

confident	creative	friendly	honest
patient	reliable	serious	

- 1 The second woman is _____.
- 2 Carla is _____.
- 3 Maria is _____.
- 4 The man is _____.
- 5 The man is _____.
- 6 Marta is _____.
- 7 The man is _____.

- 2** Complete the definitions with these words.

art	biology	chemistry	drama
geography	history	IT	
maths	PE	physics	

- 1 _____: learning about the past
- 2 _____: computers, internet and technology
- 3 _____: using numbers
- 4 _____: acting, dancing and singing
- 5 _____: the study of places around the world
- 6 _____: drawing, painting and photography
- 7 _____: the science of living things
- 8 _____: the science of different substances, e.g. water
- 9 _____: sports and exercise
- 10 _____: the science of energy

Grammar

- 9** 1 Complete the text with the present simple or continuous form of the verbs.

Tell us about yourself! Who ¹ _____ (be) you? What ² _____ (do) at the moment? What ³ _____ (like) doing in your free time?

My name is Francisco. I ⁴ _____ (be) a salesperson from Salvador, in Brazil. I ⁵ _____ (usually / travel) a lot for my work, but today, I ⁶ _____ (work) at home. After work, I ⁷ _____ (often / play) computer games with my friends online. My best online friend is Hossein. He ⁸ _____ (usually / be) friendly, but he is very serious about computer games. He ⁹ _____ (not like) it when he loses! Right now, I ¹⁰ _____ (practise) a game so I can win!

- 9** 2 Choose the correct option to complete the sentences.

- 1 _____ a good student?
a You were b Were you c You are
- 2 I _____ the door after I got home.
a was lock b locked c lock
- 3 _____ practise new vocabulary?
a When you b When you do c When do you
- 4 She _____ his phone number.
a not know b didn't knew c didn't know
- 5 _____ live in Kuwait?
a He does b Do he c Does he
- 6 We _____ the new memory tips last night.
a try b tries c tried

Reading

- 1** Read the social media posts quickly. Which is the best question for the posts? Tick (✓) the correct answer.

- a Who are you? Tell us about yourself.
- b How good is your memory?

- 2** Read the posts again. Answer the questions with a name from the posts.

- 1 Who works at a university? _____
- 2 Who got a bad result in a test? _____
- 3 Who teaches languages? _____
- 4 Who doesn't have a job? _____
- 5 Who uses music to remember things? _____
- 6 Who uses pictures to remember things? _____



Hi, I'm Ari. I'm a language teacher and I live in New Zealand. I love languages. I am studying Arabic at the moment, but the new alphabet is difficult for me. I try to copy all the letters and words so I can remember them. I had a test last week though and I only got 3 out of 20!



I'm Hieu. I'm from Vietnam. I am a student. I am studying physics and chemistry. I need to remember lots of words for different chemicals, but it's difficult. For my last test, I drew pictures in my notebook to help me. That worked well. I didn't remember some of the maths for my physics test, though. It was too hard!



I'm Lucia. I'm a history professor. At the moment, I'm working at a university in Argentina. I think my memory is OK, but I'm not good at remembering important dates. I usually try to be creative when I need to memorize dates. When I was a student, I made little songs in my head. Maybe it isn't very academic, but it works!

Listening

- 1** Listen to the information. What is the speaker talking about?

- a social media profiles
- b staying safe online

- 2** Listen again. Complete the advice. Staying safe online is really ¹ _____. People spend ² _____ hours and fifteen minutes on social media a day.

Don't use easy passwords with your ³ _____ date of birth or 'password123'.

In your password, use a mix of numbers and ⁴ _____, and use different passwords for every website.

To be safe on social media sites, keep your profiles ⁵ _____ and be careful with the information you share.

Don't give your ⁶ _____ information or passwords to people you don't know.

Pronunciation

- 1** Listen and circle the word the speaker stresses.

- 1 I am so happy to see you!
- 2 That's a really difficult password.
- 3 It's very cold today. Wear a jacket.
- 4 She definitely wants to come!

- 2** Listen and notice how the -ed ending is pronounced. Complete the table.

/t/	/d/	/ɪd/
arrived hated	asked played	danced started

3 Food for thought

Reading

1 Read the blog post on page 19. What problem with food does it mention? Tick (✓) the correct answer.

- a food waste
- b the cost of food
- c unhealthy food

2 Read the blog post again. Number the paragraph headings (a-d) in the order the text is organized.

- a _____ The problem with food waste.
- b _____ Things companies do with food waste.
- c _____ One thing everyone can do about food waste.
- d _____ My reasons for researching food waste.

3 Read the blog post again. Tick (✓) the correct sentences and correct the false sentences about the blog post.

1 700 million people live on the planet.

2 23 million tonnes of food goes in the bin every year.

3 There is more plastic waste than food waste in the US.

4 Some companies use food waste for energy.

5 Some food packets are made from food.

6 There is an app to tell people where to get food for no money.

9 4 Look at the sentences about the writer (1-5). Read the blog post again and decide how we know this information. Match the information (a-e) with the sentences (1-5).

- 1 He's a food blogger.
 - 2 He's comfortable with technology.
 - 3 He likes spicy food.
 - 4 He's good at cooking.
 - 5 He cares about the environment.
- a He did research about food waste.
 - b He uses an app to order food and he blogs.
 - c He writes recipes and blog posts about food.
 - d He made curry.
 - e He cooks for friends and writes recipes.

SAVING FOOD

Ken B.

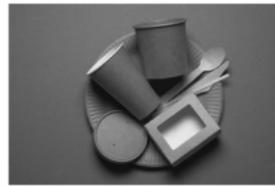


Food waste.

As you know, I read a lot about food and recently I learned that one third of all the food in the world becomes food waste every year. I read a little more and found that there are eight billion people on the planet, but about 700 million are hungry. This made me feel bad about how much food I was putting to waste. What happens to all the food we don't use? I wanted to find out. This is what I found.



A lorry leaves rubbish at a rubbish dump.



Some food containers are made from food waste.

I did find a few good news stories, though. In some places, companies use food waste to feed animals, make electricity or power cars. I didn't know until now that one large burger restaurant actually uses their old oil, not petrol, in their lorries! What a great idea! And 'plastic' plates, cups and sandwich boxes are also often made from food or food waste.



A box of free vegetables.

Grammar

Past simple and past continuous

1 Choose the correct option to complete the sentences and questions.

- 1 She didn't check her phone while she was **eating / ate** breakfast.
- 2 Was she working as a chef when you both **met / were meeting**?
- 3 They were running when they were **seeing / saw** her in the street.
- 4 While Christine **was working / worked** there, the food was always brilliant.
- 5 When I **was dropping / dropped** my plate, everyone in the café turned around.
- 6 Pau **didn't try / wasn't trying** the local food while he was living in the UK.

2 Correct the mistakes in the sentences.

- 1 While we **was waiting** for our food, the concert started.

- 2 Casey **was walk** home when he got the news.

- 3 She **weren't living** in Eritrea when she had the baby.

- 4 My sister **was cutting** her finger while she was chopping vegetables.

- 5 He was eating lunch when she **was getting** home.

- 6 While my sisters **looked** for dried fish, they saw the spicy tofu.

- 7 I was making spicy soup and I **was used** too much chilli.



3 Complete the text with the past simple or continuous form of the verbs.

#food nightmares

I ¹ _____ (have) a total disaster while I ² _____ (cook) a special meal for my sister's birthday last weekend. My plan was to make her favourite pasta dish. I ³ _____ (prepare) everything carefully and ⁴ _____ (start) cooking. But while I ⁵ _____ (make) the sauce, someone ⁶ _____ (call) me. I ⁷ _____ (not pay) attention to the sauce while I was on the phone and the tomatoes ⁸ _____ (get) burned. The result was horrible and we ⁹ _____ (decide) to go out for dinner.

Pronunciation

Understanding weak forms (1): was and were

1 **A 3.1** Read the sentences and questions. Underline the strong form of was/were and circle the weak forms. Listen and check.

- 1 A: Were you at the supermarket yesterday afternoon?
B: No, I wasn't.
- 2 We were driving and we think we saw you.
- 3 A: I think you were listening to music!
B: I was.
- 4 We weren't enjoying the meal, but Kendra was.

Listening

1 **A 3.2** Listen to four conversations between two friends. Tick (✓) the best description of the conversations (1–4).

- a They talk about their favourite restaurants.
- b They talk about which restaurant to go to.
- a They talk about what to order.
- b There is no vegetarian food on the menu.
- a They both order the same things.
- b They order different things.
- a There are problems with the food.
- b Their food is very nice.

Look at the Learning to learn box. Then do the task.

LEARNING TO LEARN: LISTENING

Doing a sentence completion exercise in a listening test

When you're in a listening test with a sentence completion exercise, follow these steps:

- 1 Read the instructions. Check how many words you can write.
- 2 Read the sentences. Predict the types of answers you need for each gap, e.g. verb, adjective, noun.
- 3 Listen and complete the sentences. Pay attention to the number of words you write.

Look at Exercise 2. Predict the types of answers you need for each gap.

2 **A 3.2** Listen again and complete the sentences with between one and three words.

- 1 Sophie wants to go to a restaurant because she _____.
- 2 Eloise wants to eat somewhere quiet because her _____.
- 3 Sophie wants the spicy chicken sandwich because it _____.
- 4 They call the waiter because the soup _____ and the chicken isn't spicy.

Vocabulary

Food

1 Match the sentences (1–8) with the sentences (a–h).

- 1 My friend was on a raw food diet.
 - 2 About eight per cent of the world's population is vegan.
 - 3 This curry is absolutely delicious.
 - 4 I became vegetarian last year.
 - 5 I have an allergy to prawns.
 - 6 I love Italian food.
 - 7 My gran likes to prepare food by herself.
 - 8 We usually put all the food on the table.
- a Can I have the recipe, please?
 - b She never wants any help.
 - c We like to serve ourselves.
 - d My favourite dish is lasagna.
 - e I didn't want to eat animals any more.
 - f My face goes red when I eat them!
 - g They don't eat anything from animals.
 - h Everything she ate was uncooked.

2 Answer the questions about you. Write one or two sentences for each question.

- 1 Is anyone you know vegan, vegetarian or on a raw food diet?

- 2 What dishes do you think are delicious?

- 3 Who usually prepares food in your house?

Pronunciation

Stressing words to express meaning



- 1 **A 1.33** Listen to four orders in a restaurant. Tick (✓) the correct order (a or b).

- 1 a spinach curry with rice
- b chicken curry with rice
- 2 a three colas and two orange juices
- b two colas and three orange juices
- 3 a three bowls of vegetable noodles
- b three bowls of beef noodles
- 4 a two small chocolate ice creams
- b two big chocolate ice creams

- 2 **A 1.33** Listen again and repeat the orders. Use stress on the important words.

Look at the Learning to learn box. Then do the task.

LEARNING TO LEARN: PRONUNCIATION

Practising sentence stress

You can use physical movement to help you practise sentence stress. Try these three techniques:

- 1 Press your hand on the table when you say the stressed word(s).
- 2 Clap your hands together when you say the stressed word(s).
- 3 Make a pattern in the air with your finger to show the stress. For example:

two small chocolate ice creams

Practise the techniques (1–3) from the box with the sentences from Exercise 1. Make notes for the questions below.

- 1 Which technique did you prefer? Why?
- 2 Do you want to use the techniques again?

Grammar

Indefinite pronouns

- 1 Choose the correct option to complete the sentences.

- 1 Did you buy *nobody / anything* at the market?
- 2 Would you like *somebody / something* to drink?
- 3 I want a big party with *everyone / nobody* there.
- 4 *Nobody / Anybody* called last night.
- 5 There isn't *somewhere / anywhere* to sit down.

- 2 Rewrite the sentences with an indefinite pronoun. More than one answer may be possible.

- 1 All of the food was delicious.
_____ was delicious.
- 2 Are all my friends outside?
Is _____ outside?
- 3 Can I get you some food?
Can I get you _____ to eat?
- 4 There's a girl at the front door.
There's _____ at the front door.
- 5 There's no food in the fridge.
There's _____ in the fridge.
- 6 Nobody wants to come with me.
I don't have _____ to go with.
- 7 Do you want to go to a cheaper place?
Do you want to go _____ cheaper?

- 3 Answer the questions about you.

- 1 Did you eat anything unhealthy last night?

- 2 Did anyone cook for you at the weekend?

- 3 Does everyone you know eat meat?

Writing

Recipe: Vegetable chilli

Ingredients: 1 onion, 3 peppers, 1 carrot, 400g chopped tomatoes, 400g beans, a little oil, a teaspoon of chilli spices, some garlic

- 1 Firstly, chop the onion, garlic, peppers and carrot.
- 2 Secondly, fry the onion and garlic for five minutes.
- 3 Then, add the peppers and carrots. Cook for five to ten minutes.
- 4 After that, add the chopped tomatoes, beans and chilli spices.
- 5 Finally, reduce the heat and cook for about thirty minutes. Make sure you cook the chilli until the vegetables are soft.
- 6 Serve with tortilla chips or rice.



Look at the Learning to learn box. Complete your Learning journal.

LEARNING TO LEARN: YOUR JOURNAL

It's a good idea to review your progress at different stages in the course. You can do this by writing in your notebook, making an audio or video diary, or by creating a 'Journal' file on your computer.

- 1 Read the questions (a–e) and write your answers.

- a Were Units 2 and 3 interesting? Why? What parts of the units do you remember?
- b Think of the reading and listening tasks in Units 2 and 3. Were they difficult? Why?
- c How do you feel about your writing in English? Do you check your writing each time?
- d How do you feel about your speaking in English? Why?
- e What areas do you want to practise more in the next units? What areas do you need to review?

- 2 Choose how you want to make your journal. Make a journal entry about your learning in Units 2 and 3. Use your answers in task 1 to help you.

4 Goals and ambition

Reading

1 Skim the article on page 25. Choose the best heading (1–5) for each paragraph (A–E).

1 Fixed mindset

2 Mindset research

3 Growth mindset

4 Changing your mindset

5 Two ways of thinking

2 Scan the article. Complete the sentences with a word or name from the text.

1 The _____ changes as people get older and learn new things.

2 A _____ mindset is when people think they can learn new things.

3 People with growth mindsets believe they can learn new information and _____.

4 A _____ mindset is when people don't think their skills and abilities can change.

5 _____ researched growth and fixed mindsets.

6 She is a professor at _____.

7 She found that a positive or negative mindset can affect _____.

8 Some people with fixed mindsets can change how they _____ about their abilities.

3 Answer the questions, according to the article.

1 What three things do people with growth mindsets like doing?

2 Write two examples of things people with growth mindsets don't believe.

3 Why don't people with fixed mindsets set goals?

4 Apart from a growth mindset, which three things can affect success?

4 Are the sentences (1–6) examples of fixed mindsets (F) or growth mindsets (G)? Write F or G.

1 I'm training for a race. I'm not sure that I'm ready, but I know I can do it.

2 When I know I'm not going to do well, I give up. I don't even try!

3 I hate making mistakes. I don't think I learn from them at all.

4 I'm sure I can achieve anything. I just need to work hard!

5 I want to be a vet. I need to study hard, but I want to try.

6 I'd love to be an artist, but I don't think I'm good enough.

The effect of mindset on success

[A] Science tells us that the human brain is always changing. As we get older, we learn new information and skills. However, while some people believe that anyone can learn anything, others think nature decides your talents and how clever you are. These two ways of thinking are called growth mindset and fixed mindset.

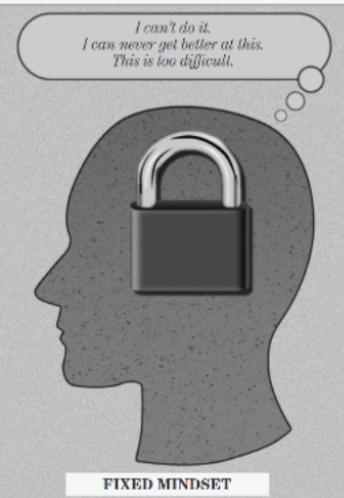
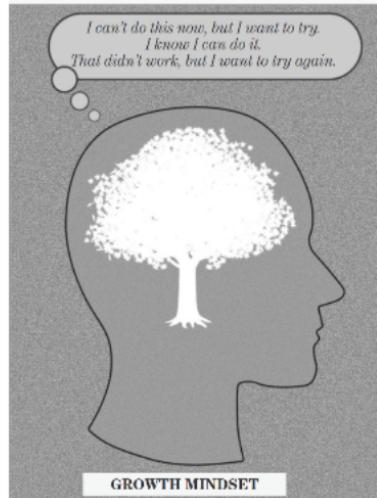
[B] Mindset is how a person thinks or feels about things. People with growth mindsets believe that they can memorize new information and learn new skills throughout their lives. They like doing difficult things, getting feedback and learning from their mistakes. However, this doesn't mean people with a growth mindset believe they can easily join NASA or be the richest person in the world. It means that they believe they can grow as a person and work towards their own personal goals.

[C] On the other hand, people with fixed mindsets don't believe that everyone can learn new things, especially difficult things. They believe that people are

either good at something, or they aren't. Often those with fixed mindsets don't set goals because they think that they won't be able to achieve them.

[D] The psychologist behind the idea of growth and fixed mindsets is Dr Carol Dweck, from Stanford University. She did research into why some people fail when others succeed. The research found that if people believe that ability is not fixed, and that they are able to improve their abilities, they have a better chance of success. Of course, good luck, opportunities and support also affect success.

[E] Dr Dweck also found that mindsets can change. With work, people can change the way they think about their abilities and develop a growth mindset. It helps if they set goals that are possible for them to achieve, and think about what they can and can't control. With positive action, they may start to see that they have the ability to learn from mistakes and to grow as a person as a result.



Grammar

Future plans



1 Read the statements. Are they plans (P) or arrangements (A)? Write P or A.

- 1 I'm going to study maths at university. _____
- 2 We're meeting Hani on Tuesday afternoon. _____
- 3 I'm seeing the doctor at 10:30. _____
- 4 We're going to buy a new car. _____
- 5 I'm not going to go on holiday. _____



2 Choose the best option to complete the conversations.

- 1 A: Do you have any plans for the summer?
B: Yes, I've decided *I'm going to visit / I'm visiting* my sister. I need to talk to her about when I can come, though.
- 2 A: What's he doing when he finishes school?
B: He says *he's studying / he's going to study* music. But he still needs to decide where he wants to study.
- 3 A: Hazeem's cousin is arriving this evening. Don't forget!
B: I know. *We're collecting / We're going to collect* her from the airport at 8 p.m.
- 4 A: How is your tooth?
B: Not so good. *I'm going to go / I'm going to* the dentist at 3 p.m. tomorrow.

3 Answer the questions about you.

- 1 What are you doing later?
I'm meeting Carlos at the cinema at 7:30 p.m.

- 2 What time are you having dinner tonight?

- 3 Are you going to do any new courses soon?

- 4 Who are you going to see at the weekend?



4 Look at the to-do list and complete the sentences. Write two plans with *going to* and three arrangements with the present continuous.

To do

- Buy milk, bread and eggs
Meet Cillian at 8 p.m.
Do online class – 26th at 4 p.m.
Paint the living room
Call Dad
Play rugby – Tuesday morning at 9 a.m.

- 1 *He's going to buy milk, bread and eggs.*
2 _____
at 8 p.m.
3 _____
on the 26th at 4 p.m.
4 _____
5 _____
6 _____
on Tuesday morning at 9 a.m.

Pronunciation

Understanding weak forms (2): prepositions and articles



1 **4.1** Read the conversations. Circle the words you think are stressed. Listen and check.

- 1 A: What are you going to do at the weekend?
B: I'm going to visit an old friend.
- 2 A: Are you doing anything fun for your birthday?
B: We're renting a car and driving to the beach.



2 **4.1** Listen again. Underline the weak forms.



Listening



1 **4.2** Listen to five people talking about apps to help with goal setting. Write the number of the speaker (1–5) next to the purpose of the apps (a–e).

- a staying positive _____
- b drinking water _____
- c saving money _____
- d getting organized _____
- e counting steps _____



2 **4.2** Listen again. Choose the correct option to complete the sentences.

- 1 Speaker 1's app tells them to move every hour / hour and a half.
- 2 Speaker 2 wants to buy some coffee / new shoes.
- 3 Speaker 3's app sends her a message / a photo with a message.
- 4 Speaker 4 is happy / unhappy with their app.
- 5 Speaker 5 has a lot to do at home / work.



3 **4.2** Listen again. Tick (✓) the filler each time you hear it.

- 1 y'know 3 er 5 like
2 um 4 well

Look at the Learning to learn box. Then do the task.

LEARNING TO LEARN: LISTENING

Using audio and video tools

When you listen to audio or watch a video, try to use the tools in the audio or video player to help you. Here are some tools you can try:

- Many audio players have an option to play the audio fast or slow. Try to listen to the fast version first. Listen to the slow version if you need help.
- Some videos have subtitles. It can help to turn these on or off. Try to use the subtitles in English.

Try the tools in the box. Does the advice help you? How?

Grammar

will and *won't* for promises, offers and spontaneous decisions

- 1 Match the statements (1–6) with the responses (a–f).

1 My window is broken.



2 The traffic looks really bad.



3 Don't forget to turn all the lights off.



4 I don't understand this at all.



5 You still owe me £30.



6 She doesn't like early morning calls.



a I won't call her before 10 a.m.

b I'll explain it to you.

c I'll give it to you soon.

d I'll fix it for you.

e I'll leave early.

f I won't forget.

- 2 Match the statements (a–f) from Exercise 1 with their uses (1–3).

1 promise _____

2 offer _____

3 decision _____

- 3 Complete the conversation with *will/won't* and these verbs. Use contracted forms.

be check forget get have pick

A: We need more milk.

B: I¹ _____ some on the way home.

A: Thanks. Can you get me a new notebook too?

B: OK. I² _____ a look. Do we need anything else?

A: I³ _____ the fridge. No. We're OK. Don't forget I have band practice tonight.

B: Don't worry. I⁴ _____!

I⁵ _____ you up at 5 p.m.

A: OK. I⁶ _____ outside the house at 5 p.m. exactly!

Pronunciation

Saying words beginning with /p/ and /b/

- 1 Listen. Look at the table. Notice the words with a /p/ or a /b/ sound. Listen and repeat.

/p/	/b/
please	before
plan	bread
put	book
past	but
paint	billionaire
positive	because

Look at the Learning to learn box. Then do the task.

LEARNING TO LEARN: PRONUNCIATION

Practising pronunciation outside the classroom

Every English language speaker is different and some sounds are difficult for different speakers. When a sound is difficult for you, it can help to practise this sound outside the classroom. Try this technique for practising English outside the classroom:

- Write a list of words with the sound that is difficult for you. Use an online dictionary or translator to find an example of someone saying the words. Listen and repeat the words.
- Now record yourself saying the words. Listen to your recording. Then listen to the online example. Do this a few times to practise. Ask your teacher or a friend for feedback.

Try the technique in the box with the words from Exercise 1. If the /p/ and /b/ sounds are easy for you, try the technique with a different sound, e.g. /tʃ/ or /h/.

Writing

- 1 Add one apostrophe to each sentence.

- 1 It's really hard to understand everything.
- 2 I'd love to study science at a university in Australia.
- 3 You're starting that course next month.
- 4 Is this Annabel's laptop?
- 5 He's going to learn online.

- 2 Read the forum posts.

Topic: personal goals

Carlos2022

I'd love to move overseas to study. I want to study maths. What about you? What would you love to do?

RachidF

I live in France. I don't know many people who speak English. I need to find some people to practise with. How often do you speak English? Who do you speak to?

Frieda

I'm learning to drive, but it's really hard for me. I need to improve a lot before my driving test! What do you need to improve?

Naser

I want to get fit. I try to go running twice a week and I'm learning to swim. What's your personal goal?

- 3 Choose one post from Exercise 2 and write a response. Write 30–50 words. Use the sentences in Exercise 1 and the notes below to help you.

- Include a clear personal goal.
- Answer the question.
- Use apostrophes correctly.
- Include language for talking about goals.



- 4 Check your response. Use the checklist.

- Are the spelling and punctuation correct?
- Are the grammar and vocabulary correct?
- Does your response include all the information from the notes in Exercise 3?

Look at the Learning to learn box. Then do the task.

LEARNING TO LEARN: SETTING LEARNING GOALS

Setting learning goals for your English can help you plan how to study. Think about your main goal. Then think of small steps to help you achieve it. It can help to set weekly or monthly goals. Choose goals and times that are comfortable for you. For example:

Main goal: progress to Intermediate level

Mini-goal (every week):

- vocabulary: learn ten new words

Mini-goals (every month):

- grammar: practise one grammar point
- reading: read one article
- listening: listen to one podcast
- speaking: chat to my friends from English class
- writing: write five messages on social media
- pronunciation: practise one sound

Choose one main language learning goal. Then make a list of mini-goals that you can achieve each week or month.

3&4

Review 2

Vocabulary

1 Choose the correct option to complete the sentences.

- 1 This cake is *delicious* / *vegan*. I love the cream on the top.
- 2 Do you have any *dishes* / *allergies*? Maybe to peanuts, eggs or seafood?
- 3 The waiter was really friendly when he *served* / *prepared* our food.
- 4 Kate isn't *vegan* / *vegetarian*, she's vegan / *vegetarian*. She doesn't eat meat, but she eats eggs and yogurt.
- 5 How long does it take to *prepare* / *serve* your favourite meal? What's the recipe?
- 6 The fish isn't ready. It's still *delicious* / *raw*. Maybe cook it for five more minutes.
- 7 What *dishes* / *allergies* should we order? The salmon and the broccoli are great.

2 Complete the text with these words. There is one word you do not need.

challenge encouraged praise prize
punished purpose reward

My sister loves a(n) ¹ _____. Last year, she wanted to read fifty books! I think her ² _____ for reading was to improve her English and learn more about the world. The challenge really ³ _____ her to read more. She read 52 books and got a(n) ⁴ _____ from her library because she read the most books! She said all the ⁵ _____ from her family was the best ⁶ _____.

Grammar

1 Complete the text with the correct form of the verb or choose the correct indefinite pronoun.

My husband and I ¹ _____ (go) out for dinner at the new place on the corner last night, but it ² _____ (not / be) very good. When we ³ _____ (get) to the restaurant, there was ⁴ nobody / anybody there to show us to our table. We ⁵ _____ (sit) at the nearest table and waited for ⁶ something / someone to come and take our order. Then we ⁷ _____ (notice) the waitress at the back of the restaurant – she ⁸ _____ (talk) on the phone. Some other customers were trying to get her attention, but she ⁹ _____ (not / pay) attention. We ¹⁰ _____ (decide) to find ¹¹ everywhere / somewhere else to eat.

2 Choose the correct future forms to complete the conversation.

- A: Have you got any goals for this year?
B: Yes. ¹I'm going to learn / ²I'm learning to play the guitar. I bought a guitar this morning and I'm looking for a teacher now.
- A: Oh. That's exciting. ³I'll teach / ⁴I'm teaching you the easy stuff. I can play a little bit.
- B: Thanks! ⁵I'll bring / ⁶I'm going to bring my guitar to dinner tomorrow night then.
- A: Good idea. ⁷I'm making / ⁸I'll make a curry. I bought everything this morning.
- B: Oh! I don't really eat spicy food.
- A: Don't worry. ⁹I won't put / ¹⁰I'm not going to put much chilli in it! ¹¹Marta is coming / ¹²Marta will come to dinner too and she hates really spicy food.

Reading

1 Read the blog. Tick (✓) the best title for the blog.

- a Around the world in different foods
- b From chopsticks to forks and sporks

2 Read the blog again. Answer the questions.

- 1 What does the writer use to eat curry?

- 2 What did the writer use to cut cheese?

- 3 Who gave the writer the spork?

- 4 What is the spork made from?

- 5 Why does the writer want everyone to have one?

Listening

1 ¹ Listen to the podcast. Tick (✓) the correct definition of *ikigai*.

- a a way of finding purpose in life
- b a way of organizing your daily life

2 ² Listen again. Complete the sentences about *ikigai*.

- 1 In Japan, *ikigai* is a way to live your _____.
- 2 Other parts of the world use a diagram with four _____.
- 3 The four parts of *ikigai* are: things you love, things you are good at, things the world _____ and things you can do for money.
- 4 There are lots of _____ about *ikigai*.
- 5 Ken Mogi believes _____ are personal.

Pronunciation

1 ¹ Listen. Circle the words you think will be weak. Listen and check.

- A: What was your last job?
B: I was a chef.
A: Was it a good job?
B: It was! And the other chefs were lovely.

2 ² Listen and repeat the words.

/p/	/b/
pack	back
pay	bay
pie	buy
pull	bull



A spork

Reading



1 Read the two emails on page 33. Do Jenny and Kaz live in the same country?



2 Read the emails again. Choose the correct opinion to complete the sentences.

- 1 Kaz thinks the weather is *good / bad* where she lives.
- 2 Kaz *likes / doesn't like* staying home in winter.
- 3 Kaz *loves / hates* her blanket.
- 4 Jenny's neighbour thinks it's a *little / very* hot.
- 5 Jenny *likes / doesn't like* cold weather.
- 6 Jenny *loves / hates* the views from her flat.
- 7 Jenny thinks green tea is the *best tea / OK*.



3 Underline the words in the emails that helped you choose the correct answers in Exercise 2.



4 Read the emails again. Match these words from the emails with their definitions (1–6). Use the text around each word to help you understand the meaning before you use a dictionary.

balcony	blanket	bite	dreadful
fan	heater		horrendous

- 1 _____: very bad
- 2 _____: an object that people lie under to keep warm
- 3 _____: a machine used to heat the air in a room to keep it warm
- 4 _____: a machine used to move air around and help a room feel cool
- 5 _____: part of a flat where you can sit outside
- 6 _____: to make a small hole in the skin

Look at the Learning to learn box. Then do the task.

LEARNING TO LEARN: READING

Using online learner's dictionaries to check new vocabulary

If you can't find the meaning of a word by using the text around it, online learner's dictionaries can help. Learner's dictionaries are special dictionaries for students of English. These dictionaries can help you to:

- check the meaning of the word.
- hear the pronunciation.
- check the type of word, e.g. verb, noun or adjective.
- see an example sentence.
- find other words that are similar (e.g. synonyms).
- know if the word has different meanings.

Search for an online learner's dictionary: 'learner's dictionary + English'. Search for one of the words in Exercise 4. Listen and repeat the word. Then answer the questions. For each new word, make notes for the questions below.

- 1 What type of word is it (e.g. verb, noun)?
- 2 What does it mean?
- 3 Is there an example sentence?
- 4 What synonyms does it have?
- 5 How many meanings does it have?

New Message

Hi Jenny,

How are you? I miss you! Tell me all your news! It's cold and dark here. I think this is the coldest winter for years. I didn't leave the house all weekend because the weather was so horrendous!

But it's OK – staying home is brilliant when it's horrible outside. You know me, I love sitting under a blanket and reading a good book! We got new heaters and windows last year and now the house is really warm, but I still use that blanket you made me. It's so soft and comfortable. It's brilliant.

I hope you are doing well and you're not missing home too much! If there's anything you want from here, just let me know. I can post it to you.

Lots of love,

Kaz



New Message

Hi Kaz,

Thanks for your email. It's great to hear from you. Your house looks lovely and warm. Sorry to hear the weather is dreadful. It's the opposite here. My neighbour says this is the hottest summer in a long time!

I need to sleep with the fan on and the window open every night. It's lovely to have fresh air, but it's noisy. Plus, there are lots of insects and they like to bite me! I actually miss the cold weather.

I really love my new flat, though. It's beautiful. It has the most incredible view of the park and a big balcony. It's such a great place to live.

I'm enjoying my course, but I'm missing home a little. I'd love to see everyone and to have a nice cup of tea! If you want to send me something, you can post me teabags! You know the best ones to buy. The ones here are nice, but nothing is better than green tea!

Love,
Jenny



Grammar

Zero conditionals



- 1 Match the beginnings of the sentences (1–6) with the endings (a–f).

- 1 If they don't want to come,

- 2 If the trains are cancelled,

- 3 When the weather is good,

- 4 If we don't cook dinner,

- 5 When the house is messy,

- 6 If it's noisy outside,
a we don't open the windows.
b we get a takeaway.
c I tidy up.
d we take the bus.
e I go to the beach.
f they can stay at home.



- 2 Complete the sentences with the correct verb forms.

- 1 If he _____ (go) for a walk, he _____ (be) out all day.
- 2 When she _____ (visit) us, we always _____ (have) fun.
- 3 We always _____ (watch) a film if we _____ (be) at home on Saturday night.
- 4 She _____ (get) sick when she _____ (travel) by car.
- 5 My brother _____ (not like) staying inside when it _____ (be) sunny.
- 6 When we _____ (not have) much money, we _____ (not go) on holiday.

First conditionals



- 3 Choose the correct option to complete the sentences.

- 1 If she tidies the house, I'll cook / cook dinner.
 - 2 If your desk is / be organized, it'll be easier to study.
 - 3 We'll complain if the air conditioning doesn't work / not work.
 - 4 If you can't do it, he'll help / helps you.
 - 5 They'll see everyone when they getting / get to Lima.
 - 6 If we help them, they not get / won't get lost.
- 4 Put the words in the correct order to make sentences. Add the correct punctuation.

- 1 If / it's / I'll / angry / be / messy

- 2 we'll / visits / If / she / be / happy

- 3 they / won't / go / out on the boat / it / isn't / windy / If

- 4 call / she / doesn't / We'll / stay in / if

- 5 arrives / they'll / us / When / the bus / call

- 6 a balcony / she'll / If / there's / be / excited

- 7 won't / if / we / have to / don't / move house / We

- 8 pass / We'll / have / when / you / your exams / a party

Look at the Learning to learn box. Then do the task.

LEARNING TO LEARN: GRAMMAR

Learning from your mistakes

Learning from your mistakes is one of the best ways to learn. If you make mistakes in a grammar exercise, try to find out why it's a mistake and how to change it. Use a grammar book, check online or ask someone to help you. With conditionals, typical mistakes are:

- verbs – check you are using the correct form in each clause.
- Zero conditional = If + present simple + present simple
- First conditional = If + present simple + will/won't
- commas – When the if/when clause comes first, use a comma. Don't use a comma when the if/when clause comes second.

Look at your answers to the Grammar Exercises 1–4. Make notes for the questions below.

- 1 Did you make any mistakes?
- 2 What were they?
- 3 Why were they mistakes?
- 4 How can you change them?

Vocabulary

Extreme adjectives

- 1 Complete the phrases with these adjectives.

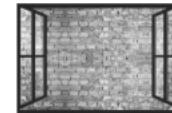
awful	disgusting	filthy
freezing	spectacular	tiny



1 a(n) _____ sunset



4 a(n) _____ window



2 a(n) _____ view



5 a(n) _____ room



3 a(n) _____ floor



6 a(n) _____ smell

Pronunciation

Understanding contractions of auxiliary verbs



- 1 Listen and complete the sentences with 'I / we' + verb, or a verb in the present simple.

- 1 If the bus doesn't come, we _____ home.
- 2 They _____ if you email them.
- 3 If it's warm, we _____ in the sea.
- 4 I _____ if you put the fire on.

- 2 Choose the correct options to complete the conversation.

- A: How's your new flat?
B: It's brilliant / awful. We have the most enormous / spectacular view of the mountains.
A: Oh good! We want to move too. Our flat is tiny / enormous. The heating doesn't work very well either. It's filthy / freezing.
B: That sounds tiny / awful. It's so cold right now.
A: Yes, and our neighbour always leaves his filthy / tiny rubbish bags outside his door. They smell disgusting / brilliant. I saw a(n) enormous / spectacular rat in the hall yesterday too.
B: Oh no! I hope you can move soon!

Answer key

UNIT 1

Reading

- 1 a Anusha b Anh c Maria d Derek
2 1 Derek 2 Anh 3 Anusha 4 Derek, Anusha
5 Maria 6 Anh, Anusha
3 b

Learning to learn: reading

Students' own answers

Grammar

Adverbs of frequency

- 1 I get up at 6 a.m. every morning. / Every morning, I get up at 6 a.m.
2 It's usually easy for me to make new friends. / Usually, it's easy for me to make new friends.
3 Kevin goes to his chess club once a week. / Once a week, Kevin goes to his chess club.
4 Lena goes to the gym a lot.
5 I rarely forget to do my homework.
6 They are always pleased to see me.
2 1 always 2 never 3 twice a week
4 once a week 5 several times a week

Listening

- 1 1 dancing 2 looking good 3 exercise
4 friends 5 making things
2 1 brilliant 2 important 3 amazing 4 good
5 relaxes

Grammar

Present simple and present continuous

- 1 1 I rarely drink 2 Do you usually feel
3 I'm enjoying 4 goes 5 do Cass and Rahki usually
leave 6 I'm not joking
2 1 We are living in Santiago at the moment.
2 How often do you go to the beach?
3 What are you doing right now?
4 I usually run around the park every night.
5 Shh! I'm talking on the phone.
6 We order takeaway food once or twice a week.
Once or twice a week, we order takeaway food.

- 3 1 are / 're 2 are you wearing 3 are / 're
4 don't / do not look 5 'm / m wearing
6 don't / do not have 7 Do you think 8 is / 's
9 are 10 wear 11 's / is waiting
12 isn't / is not wearing

Learning to learn: grammar

Students' own answers

Pronunciation

Stressing words to express strong opinions

- 1 1 I really hate shopping.
2 I always feel absolutely amazing after a game of tennis.
3 I feel so great when I'm cycling.
4 No, I definitely don't like studying.
5 Yes, I do enjoy meeting people.

Vocabulary

- 1 1 reliable 2 serious 3 confident
4 honest 5 professional 6 patient
7 friendly 8 creative
2 1 professional 2 serious 3 friendly
4 creative 5 reliable 6 confident 7 patient
3 Students' own answers

Pronunciation

Saying long and short sounds (1): /i:/ and /ɪ/

- 1 1 feet 2 fit 3 live 4 leave 5 sit 6 seat

Writing

- 1 1 I 2 F 3 F 4 I

- 2 1 B 2 A

- 3 Model answer

Advert B

Hi! I'm Sara. I'm a positive, friendly, confident person. I work as an art teacher and in my free time, I enjoy doing creative things, like painting and drawing. My passion is painting pictures of natural places. At the moment, I'm painting a picture of a beach, so I usually go there most weekends.

- 4 Students' own answers

Learning to learn: your journal

Students' own answers

Answer key

UNIT 2

Reading

- 1 b
2 a 1 b 5 c 2 d 4 e 3 f 6

3 1 mind 2 objects 3 select 4 drawing

4 1 c, d 2 a, b 3 Students' own answers

5 a, b, and d are reliable places to check information

Grammar

Past simple

1 1 had 2 studied 3 hated 4 forgot 5 planned
6 relaxed 7 drank 8 took

2 1 b 2 a 3 b 4 b 5 a 6 a 7 b

3 1 was 2 didn't/did not usually go 3 was never
4 lived 5 visited 6 met 7 fell 8 helped 9 spent
10 became 11 went 12 stayed

Pronunciation

Saying past form endings (-ed)

	/t/	/d/	/ɪd/
1 watched	✓		
2 wanted			✓
3 lived		✓	
4 stayed	✓		
5 needed			✓
6 pushed	✓		
7 carried		✓	
8 moved	✓		

Listening

1 The lecture mentions all the animals, except 5 octopuses.

2 1 Goldfish 2 elephants 3 Dolphins 4 bees
5 Dogs 6 Chimpanzees 7 Rats

3 1 f 2 a 3 d 4 e 5 b 6 c

Vocabulary

1 1 maths 2 a drama 3 geography 4 PE 5 biology
6 art 7 chemistry 8 IT 9 history 10 physics

Learning to learn: vocabulary

Students' own answers

Grammar

Making questions

- 1 1 How often do you study?
2 Which animals are clever?
3 When was your maths exam?
4 Is that for my sister?
5 Do you have a good memory?
6 Did they give you that book?
- 2 1 Is she 2 did you watch 3 Do you often make
4 were Shay and Demi 5 does she sleep
6 did you live
- 3 2 When/What time did she finish school?
3 Who were you with yesterday?
4 Did you see Laila last night?
5 How often do they study English?
6 Why did Amit fail the exam?
7 How long can elephants remember things?
8 Is she (always) busy on Saturdays?

Pronunciation

Understanding fast speech: How words change

- 1 1 a 2 b 3 a 4 a

Writing

1 1 so 2 because 3 because

2 Students' own answers

3 Model answer

Five years ago, my brother and I decided to go on a camping holiday. I have such good memories of the time we had!

The campsite was a wonderful place. It was near a forest and it was a very beautiful place. The campsite was quite small, so there weren't many people there and it was very quiet and relaxing.

My favourite thing about the holiday was visiting the local area. The area had a lot of wonderful walks in the countryside, so we went on a long walk every day. In the evenings, we cooked dinner at the campsite and ate our food under the stars. It was wonderful.

I would love to go back there again because it is such a special place.

4 Students' own answers

Learning to learn: practising English outside of class

Students' own answers

1&2 REVIEW 1

Vocabulary

- 1 1 honest 2 reliable 3 friendly 4 confident
5 serious 6 creative 7 patient
- 2 1 history 2 IT 3 maths 4 drama
5 geography 6 art 7 biology 8 chemistry
9 PE 10 physics

Grammar

- 1 1 are 2 are you doing 3 do you like 4 am/m
5 usually travel 6 am/m working 7 often play
8 is/it's usually 9 does not/doesn't like 10 am/m
practising

- 2 1 b 2 b 3 c 4 c 5 c 6 c

Reading

- 1 b
2 1 Lucia 2 Ari 3 Ari 4 Hieu 5 Lucia 6 Hieu

Listening

- 1 b
2 1 important 2 2 / two 3 name 4 letters
5 private 6 personal

Pronunciation

- 1 1 I am so happy to see you!
2 That's a really difficult password.
3 It's very cold today. Wear a jacket.
4 She definitely wants to come!

/t/	/d/	/ɪd/
asked	arrived	hated
danced	played	started

UNIT 3

Reading

- 1 a
2 a 2 b 3 c 4 d 1

3 1 700 million people (on the planet) are hungry.

2 900 million tonnes of food goes in the bin every year.

3 There is more food waste than plastic waste in America.

4 ✓

5 ✓

6 ✓

- 4 1 c 2 b 3 d 4 e 5 a

Grammar

Past simple and past continuous

1 1 was eating 2 met 3 saw 4 was working
5 dropped 6 didn't try

2 1 While we **were** waiting for our food, the concert started.

2 Casey was **walking** home when he got the news.

3 She **wasn't** living in Eritrea when she had the baby.

4 My sister **cut** her finger while she was chopping vegetables.

5 He was eating lunch when she **got** home.

6 While my sisters **were** looking for dried fish, they saw the spicy tofu.

7 I was making spicy soup and I **used** too much chilli.

- 3 1 had 2 was cooking 3 prepared 4 started
5 was making 6 called 7 wasn't/was not paying
8 got 9 decided

Pronunciation

Understanding weak forms (1): was and were

1 A: Were you at the supermarket yesterday afternoon?
B: No, I wasn't.

2 We were driving and we think we saw you.

3 A: I think you were listening to music!
B: I was.

4 We weren't enjoying the meal, but Kendra was.

Listening

- 1 1 b 2 a 3 b 4 a

Learning to learn: listening

Students' own answers

- 2 1 is hungry 2 hearing isn't great 3 sounds different 4 cold

Answer key

Vocabulary

1 1 h 2 g 3 a 4 e 5 f 6 d 7 b 8 c

2 Students' own answers

Pronunciation

Stressing words to express meaning

1 1 b 2 b 3 a 4 a

2 Students' own answers

Learning to learn: pronunciation

Students' own answers

Grammar

Indefinite pronouns

1 1 anything 2 something 3 everyone
4 Nobody 5 anywhere

2 1 Everything 2 everyone/everybody 3 something
4 someone/somebody 5 nothing
6 anyone/anybody 7 somewhere

3 Students' own answers

Writing

1 chop, fry, reduce, serve 2 for five minutes, for five to ten minutes, for about thirty minutes 3 Firstly, Secondly, Then, After that, Finally, 4 1, 3, 400g, a little, a teaspoon, some

2 Model answer

Recipe: Tomato and basil pasta sauce

Ingredients: a teaspoon of olive oil, 1 piece of garlic, 400g of chopped tomatoes, 4 teaspoons of tomato paste, 1 teaspoon of sugar, some basil leaves, some water

1 Firstly, chop the garlic and the basil.
2 Secondly, heat the olive oil in a pan. Then fry the garlic clove for one minute.
3 Then, add the chopped tomatoes, tomato paste, sugar and water. Cook for a few minutes until it is hot.
4 After that, reduce the heat and cook for five minutes. Make sure you stir the sauce occasionally.
5 Finally, add the basil leaves.
6 Serve with pasta and parmesan cheese.

3 Students' own answers

Learning to learn: your journal

Students' own answers

UNIT 4

Reading

1 1 C 2 D 3 B 4 E 5 A

2 1 brain 2 growth 3 skills 4 fixed
5 Dr Carol Dweck 6 Stanford University
7 success 8 think

3 1 doing difficult things, getting feedback, learning from mistakes 2 that they can join NASA or be the richest person in the world 3 they believe they can't achieve them 4 good luck, opportunities and support

4 1 G 2 F 3 F 4 G 5 G 6 F

Grammar

Future plans

1 1 P 2 A 3 A 4 P 5 P

2 1 I'm going to visit 2 he's going to study
3 We're collecting 4 I'm going

3 Students' own answers

4 2 He's meeting Cillian at 8 p.m.
3 He's doing an online class on the 26th at 4 p.m.
4 He's going to paint the living room.
5 He's going to call (his) dad.
6 He's playing rugby on Tuesday morning at 9 a.m.

Pronunciation

Understanding weak forms (2): prepositions and articles

1 1 A: What are you going to do at the weekend?
B: I'm going to visit an old friend.

2 A: Are you doing anything fun for your birthday?
B: We're renting a car and driving to the beach.

2 1 A: What are you going to do at the weekend?
B: I'm going to visit an old friend.
2 A: Are you doing anything fun for your birthday?
B: We're renting a car and driving to the beach.

Vocabulary

1 1 praise 2 encourage 3 reward 4 punish
5 purpose 6 challenge 7 prize

2 Students' own answers

Listening

1 a 3 b 4 c 2 d 5 e 1

2 1 hour 2 new shoes 3 a photo with a message
4 happy 5 work

3 1 ✓✓ 2 ✓✓✓✓✓ 3 ✓✓✓ 4 ✓✓ 5 ✓✓

Learning to learn: listening

Students' own answers

Grammar

will and won't for promises, offers and spontaneous decisions

1 1 d 2 e 3 f 4 b 5 c 6 a

2 1 c,f 2 b,d 3 a,e

3 1 I'll get 2 I'll have 3 I'll check 4 won't forget
5 I'll pick 6 I'll be

Pronunciation

Saying words beginning with /p/ and /b/

1 Students' own answers

Learning to learn: pronunciation

Students' own answers

Writing

1 1 It's really hard to understand everything.
2 I'd love to study science at a university in Australia.
3 You're starting that course next month.
4 Is this Annabel's laptop?
5 He's going to learn online.

2 Students' own answers

3 Model answer

Post 1

I dream of learning lots of languages. I can already speak English, Arabic and Mandarin Chinese. I want to learn Spanish next and I want to study in South America next year.

4 Students' own answers

Learning to learn: setting learning goals

Students' own answers

3&4 REVIEW 2

Vocabulary

1 1 delicious 2 allergies 3 served
4 vegan, vegetarian 5 prepare 6 raw 7 dishes
2 1 challenge 2 purpose 3 encouraged 4 prize
5 praise 6 reward

Grammar

1 I went 2 was not/wasn't 3 got 4 nobody
5 sat 6 someone 7 noticed 8 was talking
9 was not/wasn't paying 10 decided
11 somewhere

2 1 I'm going to learn 2 I'll teach 3 I'll bring
4 I'm making 5 I'm not going to put
6 Marta is coming

Reading

1 b From chopsticks to forks and spoons
2 1 (The writer uses) bread (to eat curry).
2 (The writer used) a credit card (to cut cheese).
3 a friend (gave the writer the spork) 4 (It's made from) titanium/metal 5 (Because it's a great way) to use less plastic

Listening

1 a
2 1 life 2 circles 3 needs 4 books 5 goals

Pronunciation

1 A: What was your last job?
B: I was a chef.
A: Was it a good job?
B: It was! And the other chefs were lovely.

2 Students' own answers

UNIT 5

Reading

1 No, they don't.
2 1 bad 2 likes 3 loves 4 very 5 likes 6 loves
7 the best tea
3 I think this is the coldest winter for years. I didn't leave the house all weekend because the weather was so horrendous!

Answer key

- 2 ... staying home is brilliant when it's horrible outside.
3 ... I still use that blanket you made me. It's so soft and comfortable. It's brilliant.
4 My neighbour says this is the hottest summer in a long time!
5 I actually miss the cold weather.
6 It has the most incredible view of the park ...
7 ... but nothing is better than green tea!
- 4 1 dreadful, horrendous 2 blanket 3 heater
4 fan 5 balcony 6 bite

Learning to learn: reading

Students' own answers

Grammar

Zero conditionals

- 1 1 f 2 d 3 e 4 b 5 c 6 a
2 1 goes, is/s 2 visits, have 3 watch, are/re
4 gets, travels 5 does not/doesn't like, is/s
6 do not/don't have, do not/don't go

First conditionals

- 3 1 cook 2 is 3 doesn't work 4 help 5 get
6 won't get
4 1 If it's messy, I'll be angry.
2 If she visits, we'll be happy.
3 If it isn't windy, they won't go out on the boat.
4 We'll stay in if she doesn't call.
5 When the bus arrives, they'll call us.
6 If there's a balcony, she'll be excited.
7 We won't move house if we don't have to.
8 We'll have a party when you pass your exams.

Learning to learn: grammar

Students' own answers

Pronunciation

Understanding contractions of auxiliary verbs

- 1 1 walk 2 'll reply 3 swim 4 'll relax

Vocabulary

- 1 1 spectacular 2 awful 3 filthy 4 tiny
5 freezing 6 disgusting
2 1 brilliant 2 spectacular 3 tiny 4 freezing
5 awful 6 filthy 7 disgusting 8 enormous

Listening

- 1 c
2 1 good locations 2 own space 3 cost 4 mess
3 1 (She stayed with) her sister. 2 (They broke) a lamp. 3 (Because there was a) party, (she was) bored of staying away from home every weekend, (she has a) better job with better pay, lots of people rent their homes so it's more competitive. 4 (The rent for tourists is) €200–€300. 5 (The rent for locals is) €400–€500.

Grammar

Comparatives and superlatives

- 1 1 c 2 b 3 c 4 c 5 c
2 1 the best 2 more expensive than 3 closer
4 biggest 5 most beautiful 6 hotter

Pronunciation

Saying /f/ and /v/

- 1 1 ferry 2 very 3 view 4 few 5 half 6 have

Writing

- 1 1 Do you have availability for one person on those nights? Also, what time do I need to check out?
2 Your rooms look perfect., I'd love to host you., I look forward to meeting you.
3 WiFi and breakfast are included in the price., You can get a taxi from the station and check out is at 10 a.m.

- 2 Students' own answers

- 3 Model answers

Hi Chao,
My wife and I are coming to Chengdu to do a language course from 12th May to 12th June. Your flat looks perfect for us. Do you have availability for those dates?

I also have some questions. We're arriving at 11 p.m. on 12th May. How do we check in? Also, is there a bus stop nearby?

- 4 Students' own answers

Learning to learn: your journal

Students' own answers