

### 3.3 GREENING OUR CITIES

#### LESSON OBJECTIVES

- Learn about the benefits of urban green spaces
- Use your own knowledge to help you understand a text
- Use the first conditional



## Teens for greener cities (TGC)

### Plants against pollution

Urban life is attractive, and the world's cities are growing quickly. The United Nations predicts that 68% of humans will live in urban areas by 2050. If more people move into cities, what will happen? Unfortunately, they will get hotter and more polluted, but we can change that. Trees and plants reduce air pollution and keep cities cool. Medellín, in Colombia, is a great example of a city that introduced new plants and trees and became cooler and cleaner as a result.

**TGC says ... If we plant more trees in our cities, the air quality will improve.**

Medellín, Colombia



A pocket park in New Rochelle, USA

### Pocket parks

Most cities and suburbs have a lot of unused pieces of land. These often look bad and make people feel unsafe. Some cities are turning these empty spaces into small parks, called pocket parks. Research shows that pocket parks can reduce crime and stress in a community and increase the amount of exercise people do.

**TGC says ... If communities have pocket parks, people will feel safer and healthier.**

### Nature as our neighbour

Cities are noisy places full of traffic and concrete. This can make them very unattractive to wildlife. All animals need fresh water, birds and bats need trees, and bees and butterflies need wildflowers. If we provide these things in cities, they will be full of life. If our cities are full of plants and wildlife, will they be better places for humans as well? Yes, this will make them nicer and healthier places to live, work and visit. A great example of this is The High Line, in New York.

**TGC says ... Cities won't attract wildlife if they don't provide water, trees and wildflowers.**



The High Line, New York, USA

## READING

- 1 **MEDIATION** Think of a city you know well. Describe it to your partner in English using the words in the box. Then change roles.

clean green spaces noisy polluted quiet wildlife

There are some green spaces, but there isn't a lot of wildlife.

- 2 Read the Skill UP! Then discuss the questions.



Before you read a text, think about what you already know about the topic. As you read, look for those things in the text. This can help you to understand the text and work out the meaning of unknown words.

- 1 What do you already know about the topic of the leaflet above?
- 2 How do you think the following things can make urban life better?
  - trees and plants
  - green spaces and parks
  - birds, insects and other wildlife

- 3 12 Read and listen to the leaflet. Does it mention any of the things you talked about in exercise 2?

A collocation is two or more words that often go together, e.g. *blonde hair*, *go for a run*, *hard work*.

- 4 Complete the collocations with the most suitable verbs from the box. Use examples from the leaflet to help.

attract plant reduce

- 1 \_\_\_\_\_ trees / wildflowers / vegetables
- 2 \_\_\_\_\_ wildlife / birds / insects
- 3 \_\_\_\_\_ air pollution / crime / stress

**5** Read the leaflet again. Answer the questions.

1 How can we reduce heat and air pollution in cities?

2 How do pocket parks help urban communities?

3 Why are cities unattractive to wildlife?

4 How can we attract more wildlife to cities?

**6** **THINK** Discuss the questions.

1 Why do you think so many people want to live in cities?

2 Which ideas from the leaflet could help your local community the most?



Look online and find out more about The High Line, New York. What was it before it was a park?

## GRAMMAR

### First conditional

**7** Complete the table with the words *action* and *result*.

Action	1 .....
If we (don't) plant more trees in our cities,	the air quality will/won't improve.
2 .....	3 .....
Cities will/won't attract wildlife	
	if they (don't) provide water, trees and wildflowers.
Questions	
If more people move into cities, what will happen? 4 .....	
What will happen if more people move into cities? 5 .....	
We use <i>if</i> + present simple to talk about the 6 ..... and <i>will</i> or <i>won't</i> + verb to talk about the 7 .....	
If the 8 ..... is first, we put a comma after it.	

**CHECK IT!** → MY GRAMMAR REFERENCE & PRACTICE p110

**8** Match 1–4 with A–D to complete the sentences.

1 If we don't help bees and other insects, .....

2 Cities will get hotter and more polluted .....

3 If unused land is turned into pocket parks, .....

4 It will be easier for people to exercise .....

A people will feel safer.

B they won't pollinate our food plants.

C if we build more parks in our cities.

D if we don't plant more trees and plants in them.

**9** Complete the first conditional sentences with the correct forms of the verbs in brackets.

1 If we ..... (plant) these vegetables now, they ..... (be) ready in Autumn.

2 You ..... (not get) fit if you ..... (not exercise).

3 Where ..... you ..... (walk) your dog if there ..... (be not) any green spaces?

4 If you ..... (take) public transport, you ..... (create) less pollution.

5 How ..... you ..... (feel) if the local park ..... (close)?

**10** Ask and answer about what you will do in these situations. Use the first conditional.

1 you can't sleep tonight

2 there's no internet all weekend

3 you lose your house keys on the way home

4 a metre of snow falls tomorrow

**What will you do if you can't sleep tonight?**

**If I can't sleep tonight, I'll call you for a chat!**

## PROJECT BUILDER 3

Decide which green projects to include in the Eco Zone of your park.

→ Workbook Project Log p13



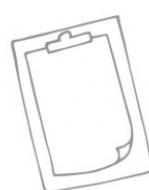
**11** Look at the list of green projects you could include in your park and think of one more.

- plant trees
- plant wildflowers
- collect and use rain water
- provide fresh water for animals and birds
- provide recycling bins

**12** Choose three green projects from exercise 11 to include in the Eco Zone of your park. Discuss and write down the benefits of each project.

**If we plant wildflowers in the Eco Zone, people will enjoy walking there.**

**And there will be more insects.**



**And if there are more insects, other animals will come to eat them!**

# 3.4 OUTDOOR EVENTS

## LESSON OBJECTIVES

- Learn outdoor events vocabulary
- Learn about unusual festivals
- Focus on round-up videos

## VOCABULARY

1 Match the outdoor events in the box with adverts 1–10.

arts and crafts market	carnival
car show	charity football match
concert	food (truck) festival
funfair	fun run
music festival	outdoor cinema



2 Discuss the questions.

- Which of these events are your favourites?
- What was the last outdoor event you went to? When and where was it?
- Is there anything about these types of events you don't like?

## LISTENING

- 3 **▶ Video** Read the **Video focus**. Then watch the first part of the video. What type of round-up video is it? Choose the correct option 1–3, then complete it.

- 1 Three of the most unusual ...
- 2 Three ways to ...
- 3 Three things you didn't know about ...



**Round-up videos** are a quick and interesting way to present a topic through a list of examples. They often have titles such as 'Three of the most unusual ...', 'Four great ways to ...' or 'Five things you didn't know about ...'. Organizing information in this way helps to keep the videos short and easy for viewers to follow.

- 4 **▶ Video** Watch the second part of the video. Number festivals A–C in the order the presenters talk about them.



- 5 **▶ Video** Watch the complete video. Answer the questions.

- 1 In which country do the Air Guitar World Championships take place? \_\_\_\_\_
- 2 Do competitors play real guitars at the championships? \_\_\_\_\_
- 3 How many people are in each team at the International Festival of Wormcharming? \_\_\_\_\_
- 4 How much time does each team have to catch worms? \_\_\_\_\_
- 5 In which month do the World Bog Snorkelling Championships take place? \_\_\_\_\_
- 6 What must competitors do to win at the World Bog Snorkelling Championships? \_\_\_\_\_

- 6 **THINK** Discuss the questions.

- 1 Which festival from this lesson would you most / least like to go to? Why?
- 2 Are there any unusual festivals in your country? What do you know about them?

- 7 **MEDIATION** Imagine you are at one of the festivals from exercise 4. An English-speaking friend asks you some questions about it in a text message. Write a reply.

- 1 Where is it?
- 2 What happens there?
- 3 Are you enjoying it?

## PROJECT BUILDER 4

Create a programme of events for your park's opening weekend.



→ Workbook **Project Log** p13

- 8 **PEOPLE** Plan six outdoor events to hold in your park on the opening weekend. Note the time, the type of event and give details. Then write a short description for each event. Plan one event for each of the times of the day 1–6 below.

- |                      |                    |
|----------------------|--------------------|
| 1 Saturday morning   | 4 Sunday morning   |
| 2 Saturday afternoon | 5 Sunday afternoon |
| 3 Saturday evening   | 6 Sunday evening   |

Time	Event	Details	Description
• Saturday morning • 9 a.m.	Fun run	• all ages • 3 km • all zones • prizes	On Saturday morning at 9 a.m., there will be a fun run for people of all ages. The run is 3 km long and goes through all the zones in the park. Winners will receive great prizes!

# 3.5 HELP!

## LESSON OBJECTIVES

- Learn how to ask for and offer help

## SPEAKING

1  Look at the photo below. Discuss the questions.

- What is happening in the photo?
- Do you like eating outdoors? Why / Why not?



2  Watch the first part of the video. Answer the questions.

- Why are Lucy and Marcel organizing a picnic?

- Why is Lucy unhappy with Marcel?

- What happens to Marcel's earbud?

3  Complete the *Key phrases* with the words in the box. You can use them more than once. Then watch again and check.

favour hand help manage

## KEY PHRASES

### Asking for and offering help

#### Asking for help

Could you help me, please?

I need your<sup>1</sup> \_\_\_\_\_, please.

I can't<sup>2</sup> \_\_\_\_\_ this on my own.

Could you do me a<sup>3</sup> \_\_\_\_\_?

Could you give me a<sup>4</sup> \_\_\_\_\_ (with these)?

#### Offering to help

What can I do to<sup>5</sup> \_\_\_\_\_?

Do you need a<sup>6</sup> \_\_\_\_\_ with that?

What else can I do?

Can I help you (with anything else)?

Can you manage?

4  Look at the photo below. What do you think happened next with Marcel's earbud? Then watch the second part of the video and check.



5  Listen to questions 1 and 2. Then choose the correct option to complete the *Pronunciation* rules. Practise saying the questions with the correct intonation.

- Can I help you with anything else?
- What can I do to help?

### PRONUNCIATION Question intonation

In questions where the answer is yes or no, the speaker's voice usually goes **up / down** at the end.

In questions that ask for information, the speaker's voice usually goes **up / down** at the end.

6  Read the *Skill UP!* Then listen to an extract from the video. Which two phrases does Marcel use to agree to help Lucy?



Show you are happy to help people when they ask by using the phrases *Sure*, *Of course* and *With pleasure*.

7  You are going to prepare and perform a role-play. Imagine you are organizing a surprise party for a friend. Make a list of food, drinks and other things you need. *Cake, orange juice, party hats ...*

8  Read the information below, then perform your role-play. Use the *Key phrases* to help you.

**Student A** You're organizing the party. Ask Student B to help you prepare some of the things on your list.

**Student B** Offer to help Student A prepare for the party.

*There's a lot to prepare for Maria's surprise party. I can't manage on my own. Could you help me, please?*

*Yes, of course.  
What can I do to help?*

# 3.6 WELCOME EVERYONE

## LESSON OBJECTIVES

- Write a speech • Learn about language and structure in a speech

## WRITING

1 Read the list of special events. When do people usually give speeches in your culture? Choose from the list or add your own ideas.

- An important birthday (e.g. 15, 18, 40)
- A wedding
- The birth of a new baby
- The opening of a new building or facility
- An awards ceremony
- When a sports team wins a competition

2  15 Listen to the beginnings of three speeches. Match each speech 1–3 to a special event from exercise 1.

3  15 Listen again. What phrases do the speakers use to get people's attention? Which are most and least formal? *Welcome everyone.*

4  16 Read and listen to the speech. What special event does Jing Wu talk about?

'Ladies and gentlemen, boys and girls, thank you all for coming to our opening ceremony. My name is Jing Wu and I would like to tell you about our brilliant new community leisure centre.

The centre has something for everyone. If you are a family with young children, you will love the fantastic outdoor playground and the safe, fun children's swimming pool.

If you like keeping fit, you will definitely enjoy the large, modern gym and the beautiful sports pool. There will also be fitness classes for teenagers, adults and older adults in the sports hall next to the gym. And if you're hungry after all that exercise, there's a wonderful café with a great menu of healthy and delicious food.

Our opening weekend events include a charity football match at 2 p.m. today, a music festival in the evening, and an outdoor cinema tomorrow afternoon. We also have food trucks and a funfair here all weekend.

We hope that the new leisure centre will bring our community together. We are sure it will help us all stay fit, happy and healthy. Now, please come inside and have a look around. Thank you!'



5 **MEDIATION** A friend doesn't speak English. Summarize the speech from exercise 4 for them.

6 Read the *Skill UP!* Find examples of points 2–5 in the speech in exercise 4. Underline your answers.



### Writing a speech

- 1 Think about your audience and how formal you want the language in your speech to be.
- 2 Choose a suitable phrase to get everyone's attention at the beginning.
- 3 Introduce yourself and say why you are making the speech.
- 4 Use the pronoun *you* to talk directly to the audience.
- 5 Use lots of positive adjectives.

7 Add one or two positive adjectives to each sentence. Use the speech in exercise 4 for ideas.

*There's a beautiful lake in our park.*

- 1 A band will play a concert tonight.
- 2 If you're brave, try the skatepark.
- 3 Go for a walk in the Eco Zone if you like flowers.
- 4 Visit the café if you would like a coffee or a meal.
- 5 Every night, we'll show a film at the outdoor cinema.

## PROJECT BUILDER 5

**Write a speech to give at the opening of your park.**

 **Workbook Project Log** p14



8 Write a speech to give at the opening ceremony for your park. Work in groups for Part A only.

### A Plan

- Decide which features of your park to mention.
- Decide how the different groups of users in your community will benefit from the features.
- Look back at Project Builder 4 and decide which outdoor events from the opening weekend to mention.

### B Write

- Use the tips from the *Skill UP!*
- Describe the features and facilities in your park with positive adjectives.
- Say how the park benefits the community.



### C Read and check

- Check that your speech includes all the necessary information.
- Read it out loud, record it, or film it. How does it sound?

# 3 PROJECT

## Design a park for the whole community

### SHARE AND REVIEW

1 Look back at your Project Builders 1–5 for this unit. Which Project Builder is about:

- A outdoor activities? 2
- B outdoor events? \_\_\_\_\_
- C the features of your park? \_\_\_\_\_
- D the opening ceremony for your park? \_\_\_\_\_
- E the benefits of green projects? \_\_\_\_\_

2 Share and review the work from your Project Builders. Is there anything you want to change?

Use your  
Project Log

p12–14



### DECIDE

3 Complete the table with your final choices for features and activities in the zones of your park.

Family Zone:	Action Zone:
Quiet Zone:	Eco Zone:

4 Discuss and decide what shape your park will be, e.g. long, wide, square, circular.



### CREATE

5 Draw and label your park. Remember to include all four zones in your design.

- Add labels to the park features. Use your plan from Project Builder 1.
- Add labels to show what outdoor activities people will do in your park and where. Use your work from Project Builder 2.
- Add labels to give information about the green projects in your Eco Zone. Use your work from Project Builder 3.
- Make a copy of your programme of events from Project Builder 4. Put this with your final park design.





## PRESENT

- 6** You are going to give your park-opening ceremony speech to the class. First, read the *Project skills*.

### PROJECT SKILLS

#### Giving a group speech or presentation

##### Before you speak

- Before you give a speech or presentation as a group, decide who will say what.
- Practise together as a group before you present in front of an audience.

##### During the speech

- Start by getting everyone's attention.
- Make eye contact with some of the people in the audience.
- Speak slowly and clearly.



- 7** Choose one of your speeches from Project Builder 5. Divide it into sections so each person speaks. Follow the advice in the *Project skills* and give your speech to the class or to another group.

- 8** Display your park design in the classroom, for example, on a wall or table. Include your programme of events from Project Builder 4. Then walk around the classroom and look at the other groups' park designs. Write down three things you like and one question about each group's design.

- 9** Give the other groups some feedback and ask your questions. Use the *Key phrases* to help you.

### KEY PHRASES

#### Giving feedback

- I really like this because ...
- That's a great idea. We didn't think of that.

#### Asking questions

- Why did you choose this?
- Who will use / do this?



## REFLECT

- 10** Think about your project work in this unit. Read the statements and choose your reaction.

#### COLLABORATION

- 1 Our group can practise and improve a speech together.



#### CREATIVITY

- 2 Our group can design an interesting park.



#### COMMUNICATION

- 3 Our group can listen carefully to the other groups' speeches.



- 11** Complete these sentences for you.

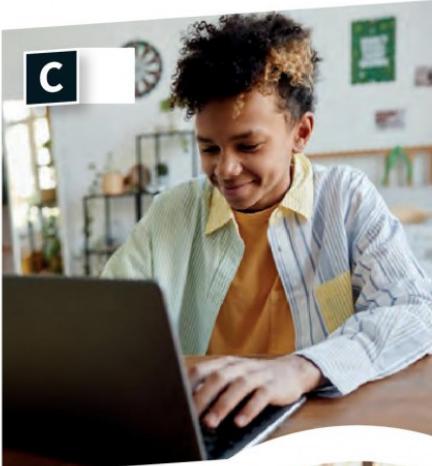
1 I am pleased with our park design because \_\_\_\_\_

2 I want to improve \_\_\_\_\_

→ Workbook Project Log p15

# 4 A helping hand

## UNIT OBJECTIVES



**YOUR PROJECT** Record or film a radio interview about helping others

Project Builders 1–5:

- 1 Choose some good deeds to do.
- 2 Choose a volunteering opportunity.
- 3 Choose things to donate to charity.
- 4 Prepare to talk about how doing good is good for you.
- 5 Write a formal email to a radio station. Present your recording or video.

### VOCABULARY

- Personality adjectives
- Phrasal verbs

### GRAMMAR

- *be going to* for future plans and intentions
- *be going to* and *will* for predictions

## LESSON OBJECTIVES

- Learn phrases for talking about good deeds
- Talk about everyday good deeds

## WARM-UP

1 Complete the phrases with the words in the box.

donate help offer put volunteer write

- |   |  |
|---|--|
| 1 _____ (money / clothes) to charity                      | 4 _____ (an older adult) across the street |
| 2 _____ your seat to (an older adult) on public transport | 5 _____ some litter in the bin             |
| 3 _____ at (an animal shelter)                            | 6 _____ a thank-you message                |

2 Match the good deeds in exercise 1 to photos A–F. Can you think of any more good deeds?

3  Watch Curtis and Amanda's vlog. Discuss the questions.

- 1 Why is Curtis doing good deeds?
- 2 What good deeds does Curtis do or plan to do?
- 3 Which of these good deeds were in exercise 1?

4  Watch again and answer the questions.

- 1 Why does Curtis donate his jumper to charity?  
\_\_\_\_\_
- 2 Why does Curtis write a message to Mr Thomas?  
\_\_\_\_\_
- 3 Why is Amanda unhappy when Curtis calls her?  
\_\_\_\_\_
- 4 Where does Curtis plan to volunteer?  
\_\_\_\_\_
- 5 What advice does Curtis give about donating money to charity?  
\_\_\_\_\_



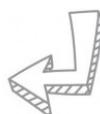
## PROJECT BUILDER 1 Choose some good deeds to do.

 Workbook Project Log p16

5 Your project is to record or film a radio interview about helping others. Another group will ask the questions and you will answer by talking about your good deeds and the benefits of doing good. Read question 1 below then complete exercises 6 and 7 to help you prepare your answer.



Question 1: What good deeds did you do recently and who did they help?



6  Think about the good deeds from this lesson and discuss the questions.

- Which are easy / more difficult to do?
- Which can you do quickly? Which need more time?
- Which can you do at home or at school?
- Who will the good deed help, e.g. a friend, a family member, or the community?



7  Complete the table with two good deeds for each group member. Then try to do them this week.

Name	Good deeds

# 4.2 VOLUNTEERING

## LESSON OBJECTIVES

- Learn about different ways to volunteer
- Learn personality adjectives
- Use *be going to* for future plans and intentions

## VOCABULARY

**1 THINK** Which of these is not a reason to volunteer? Which reasons do you think are the most important?

- |                          |                       |
|--------------------------|-----------------------|
| 1 to help other people   | 4 to meet new people  |
| 2 to get work experience | 5 to learn new skills |
| 3 to earn money          | 6 to feel good        |

**2 MEDIATION** Work in groups of three. Each read one of the volunteering opportunities on the website. Then tell your group about it in English. Which volunteering opportunity do you think is the most interesting?

Join our team of generous teenage volunteers and do some good in your community

### Today's opportunities

#### Dog shelter helper

**YOUR ROLE:** To play with, feed, clean and walk dogs; use social media to help find homes for dogs.

**YOU:** You are hard-working, kind and an animal lover.

[Click here to apply](#)



#### Computer skills trainer

**YOUR ROLE:** To help older adults improve their skills with the internet, mobile phones, printers, etc.

**YOU:** You are patient, polite and helpful. You have good communication and IT skills.

[Click here to apply](#)



#### Theatre group performer

**YOUR ROLE:** To take part in free music and drama performances in children's hospitals, kindergartens and community centres.

**YOU:** You are confident. You play a musical instrument, can sing, or can act.

[Click here to apply](#)



**3** Match the adjectives in the box to their opposites from the website.

impatient	lazy	mean	rude
shy	unhelpful	unkind	

**4** Listen and match one adjective from exercise 3 to each of the four speakers.

**5** Read Keya and Daniel's messages. Which volunteering role does Keya think will be good for Daniel and why?

Keya So, are you going to volunteer with me in the holidays, or not?

Daniel I'm still not sure. Are Miko and Charlie going to do it too, or is it just you?

Keya Charlie isn't going to do it, but Miko is. We found a great website with volunteering opportunities. I'm going to apply for the role of Dog shelter helper and Miko's going to apply for the Theatre group performer role. They also need a Computer skills trainer. You're good with computers and quite patient and helpful. Would that be good for you?

Daniel That sounds perfect for me.

Keya Miko and I are going to meet at my house at seven o'clock. Are you going to come over, too?

Daniel Yes, I am.

Keya Great. We also need to talk about our final science project. What are we going to do?

Daniel Let's talk about it later. My football match starts in five minutes. See you at 7.

## GRAMMAR

### **be going to** for future plans and intentions

- 6 Find examples of *be going to* in the messages in exercise 5. Then complete the table.

Affirmative		
I'm		apply for the role of Dog shelter helper.
He's / She's / It's	going to	
We're / You're / They're		
Negative		
I'm not		
He / She / It <sup>1</sup> _____	<sup>3</sup> _____	do it.
We / You / They <sup>2</sup> _____		
Questions		Answers
<sup>4</sup> _____ you going to come over, too?	Yes, I <sup>6</sup> _____. No, I'm not.	
What are we <sup>5</sup> _____ do?	Let's talk about it later.	

**CHECK IT!** → MY GRAMMAR REFERENCE & PRACTICE p112

- 7 Complete the answers (A) to the questions (Q) using the messages in exercise 5.

- Q: What are Miko and Keya going to do in the holidays?  
A: They're going to volunteer.
- Q: Is Charlie going to volunteer in the holidays?  
A: No, \_\_\_\_\_.
- Q: What role is Miko going to apply for?  
A: He's going to \_\_\_\_\_.
- Q: Is Daniel going to go to Keya's house at seven o'clock?  
A: \_\_\_\_\_, he \_\_\_\_\_.
- Q: What are Keya and Daniel planning to talk about later?  
A: \_\_\_\_\_ going to \_\_\_\_\_.

- 8 Complete each sentence with the correct form of *be going to* and the verb in brackets.

- I \_\_\_\_\_ (do) some shopping for the older people who live in our apartment block. My dad \_\_\_\_\_ (come) with me.
- Nicolas: How \_\_\_\_\_ (stay) safe while collecting litter?  
Liliana: I \_\_\_\_\_ (wear) strong shoes and thick gloves.
- Alex: \_\_\_\_\_ (you / help) a dog from the shelter?  
Beatrice: Yes, I \_\_\_\_\_ (keep) it.

- 9 18 Read the *Pronunciation*, then listen and repeat sentences 1–3 using *gonna*.

#### PRONUNCIATION *gonna*

*Going to* is usually pronounced as one word: *gonna*.

- I'm going to volunteer.
- He's going to help someone.
- We're going to plant some trees.

- 10 Choose one of the goals below or use your own idea. Write your goal as a sentence and include a time limit. Then write four things you are going to do to achieve it.

*I want to get better at basketball by next month.*

- I'm going to practise every day.
  - I'm going to ...
- 1 get better at a sport
  - 2 learn a new skill
  - 3 improve my English
  - 4 get fitter and healthier

- 11 Work in groups of three or four. Read out the four things you are going to do to achieve your goal. Can you guess what your group members' goals are?

## PROJECT BUILDER 2

Choose a volunteering opportunity.

→ Workbook Project Log p16



- 12 Read question 2 of your radio interview, then complete exercises 13–16 to help you prepare your answer.



**Question 2:** Where are you going to volunteer and why did you choose that role?

- 13 Choose three adjectives from this lesson that describe you.

- 14 Choose the skills and qualities from the list that describe you. Then add two more of your own ideas.

- |                             |                          |
|-----------------------------|--------------------------|
| • good IT skills            | • can play an instrument |
| • good communication skills | • can sing               |
| • an animal lover           | • can act                |

- 15 Choose a volunteering opportunity from this lesson or use your own idea. Imagine you are going to volunteer in this role in the future. Write three or four sentences about your skills and qualities and what you plan to do in the role.

*I have good IT skills and I'm patient. I'm going to volunteer to teach older people about computers. I'm going to teach them how to download apps and how to post photos on social media.*

- 16 Tell your group about your choice from exercise 15.

## 4.3 DONATIONS

### LESSON OBJECTIVES

- Read about things you can donate to charity
- Use *be going to* and *will* for predictions

# Four things you can donate to charity

We don't all have enough money to donate to charity, but there are lots of things you can give to help other people.

### 1 Teddy bears

 SAFE (Stuffed Animals For Emergencies) is an American organization that collects old teddy bears and other soft toys and gives them to police and firefighters to use in emergencies. When young children are scared, they feel safer with a soft teddy bear to **cuddle**.

### 3 Gaming equipment

 Donate your old gaming equipment to Get Well Gamers UK and they will give it to children's hospitals. Playing video games helps entertain bored young people who are in hospital for a long time. Research also shows gaming can help reduce pain.



### 2 Socks and blankets

 Unfortunately, many homeless people must live, and often sleep, on the streets. When it's **chilly**, they need warm clothes and blankets. Charity organizations say that socks are especially necessary because not many people donate them. New socks are best, but clean, used socks (with no **holes**!) are also very welcome, especially in winter.



### 4 Glasses

 An organization called Lions Clubs International sends used glasses to people around the world. Glasses are often expensive and some families can't **afford** to buy them. Getting a pair for free can completely change someone's life.

### READING

1  What kinds of things do people donate to charity?

2  19 Look at the photos in the article. Who might need these donated items? Then read, listen and check. **Homeless people might need the socks and blankets.**

3 Answer the questions.

- 1 Who do SAFE give the donated soft toys to?
- 2 Why do charity organizations want people to donate more socks?
- 3 What can people donate to Get Well Gamers UK?
- 4 How can video games help people?
- 5 What can people donate to Lions Clubs International?
- 6 Who do Lions Clubs International send the donations to?

4 Read the **Skill UP!** Then answer the questions to help you guess the meaning of the word **cuddle** from the article.



When you find a word you don't know, try to guess its meaning by looking at the words around it. For example, here we can use the underlined words to help us understand the word **cuddle**:

When young children are scared, they feel safer with a soft teddy bear to cuddle.

1 Why are teddy bears soft?

2 What do young children usually do with teddy bears when they are scared?

5 Now try to guess the meaning of the other words in bold in the article.

6 **MEDIATION** Look online and find three interesting facts about a charity in your local area. Tell the class in English.

## GRAMMAR

### be going to and will for predictions

- 7 Match underlined sentences A and B from the reader's comment with rules 1 and 2 from the grammar box below.

## Readers' comments

### Marek #3

<sup>A</sup>The weather forecast shows it's going to be a very cold winter this year. <sup>B</sup>I think homeless charities will need blankets, strong shoes and warm clothes.

#### be going to and will for predictions

- 1 We use **will** to make predictions based on what we believe or know. \_\_\_\_\_  
2 We use **be going to** to make predictions based on what we can see / hear / smell / feel. \_\_\_\_\_  
what we see = black clouds prediction = It's going to rain.

#### CHECK IT! ➔ MY GRAMMAR REFERENCE & PRACTICE p112

- 8 Match sentences 1 and 2 with A and B in each pair.

- 1 1 A Dad will get tired soon.  
2 B Dad is going to get tired soon.  
A He always gets tired at this time on Friday evenings.  
B It's nearly midnight and he's still working.  
2 1 \_\_\_\_\_ She'll win.  
2 \_\_\_\_\_ She's going to win.  
A She's first in the race and close to the finish line.  
B She always wins the race.  
3 1 \_\_\_\_\_ He'll miss the bus.  
2 \_\_\_\_\_ He's going to miss the bus.  
A He's always late.  
B He's running, but the bus is already leaving.  
4 1 \_\_\_\_\_ It's going to be delicious.  
2 \_\_\_\_\_ It'll be delicious.  
A He's a great cook. Everything he makes is delicious.  
B It smells great.

- 9 Complete the sentences with the correct form of **be going to** or **will** and the verbs in brackets.

- 1 I'm sure you ..... (feel) better soon.  
2 It's a job for two people. You ..... (not manage) on your own.  
3 He's driving too fast. He ..... (crash).  
4 We ..... (not go) skiing because there isn't any snow.

- 10 Complete the sentences. Make them true for you.

- 1 The weather today looks \_\_\_\_\_, so after school I'm going to \_\_\_\_\_.  
2 I'm good at \_\_\_\_\_, so I'll \_\_\_\_\_ one day.  
3 I can't stand \_\_\_\_\_, so I definitely won't \_\_\_\_\_.  
4 My best friend is \_\_\_\_\_, so he / she will \_\_\_\_\_ when he / she is older.

- 11 Work in groups of four or more and follow the instructions.

- 1 Fold your pieces of paper from exercise 10 in half so that they all look the same. Then mix them up.  
2 One of you choose a piece of paper. If you choose your own piece of paper, put it back and take a different one. Read out the sentences.  
3 The rest of the group must listen and try to guess which person in the group wrote the sentences. If you hear your own sentences, don't say it's you!

## PROJECT BUILDER 3

Choose things to donate to charity.

➔ Workbook Project Log p17



- 12 Read question 3 of your radio interview, then complete exercise 13 to help you prepare your answer.



Question 3: What are you planning to donate to charity and how will the items help?

- 13 🚗 What do you have at home that you could donate? As a group, think of six items, then complete the table. Use the list of categories below to help.

- books
- games
- clothes
- glasses
- electronics
- toys

Item	Who will want it?	How will it help?
a winter coat	a homeless person	<i>It's going to be very cold this winter. The coat will keep them warm.</i>

## 4.4 FEELING GOOD ABOUT DOING GOOD

### LESSON OBJECTIVES

- Discover how doing good is good for you
- Focus on joining video calls
- Learn phrasal verbs

### LISTENING

- 1 Complete the quiz. Are the sentences true (T) or false (F)?

Test your  
knowledge  
with our  
quick quiz.

### Does doing good do you good?

- 1 Talking over someone's problems with them makes you feel more stressed. .... T / F
- 2 Doing a good deed once a week makes you feel happier. .... T / F
- 3 Being kind to others helps you feel more confident. .... T / F
- 4 Doing good deeds can make your body healthier. .... T / F
- 5 Volunteering regularly can help you live longer. .... T / F

- 2 Watch the video and check your answers to the quiz.

- 3 Read the *Video focus*. How do you say the words in bold in your language?



#### Before you join a video call, remember these tips:

- 1 Ask people around you not to **disturb** you.
- 2 Make sure the room you are in is not too light or dark.
- 3 Think about what other callers will see through your camera.
- 4 Learn how to switch your camera and **microphone** on and off.
- 5 Learn how to control digital **backgrounds** and other special effects.
- 6 **Mute** your other **devices** during the call.



- 4 Watch again. Which tips from the *Video focus* didn't Professor Perkins follow?

**LIFE SKILLS** We all make mistakes. Often, a mistake is an opportunity to learn something new or change your behaviour. Think of a time you learned from a mistake. What happened and what did you learn?

- 5 **MEDIATION** Imagine a friend who doesn't speak English asks you for advice on taking part in video calls. With your partner, give your friend some advice in your own language. Use the *Video focus* to help.

## VOCABULARY

- 6  **Video** Complete the extracts from the video with the correct form of the phrasal verbs in the box. Then watch again and check.

find out    go away    look after    look at  
pick up    take part in    talk over    turn off  
turn on    work out

- 1 This week, we're going to ..... how doing good is good for us.
- 2 Professor Perkins, we can't hear you. Please ..... your microphone.
- 3 When we help a friend ..... their problems, for example, we also feel less stressed.
- 4 It's very bright, Professor Perkins. Could you ..... the light?
- 5 After we do something kind, such as ..... the neighbour's cat, or ..... some litter, we get a nice positive feeling.
- 6 Another study ..... 11–14-year-olds who regularly help others.
- 7 Oh no! What happened? How do I make that .....?
- 8 The researchers tested the helpers' blood and found that they were healthier than other students who didn't ..... the research.
- 9 American scientists also ..... that people who regularly volunteer have a better chance of living longer. This is because volunteering reduces stress.

- 7 Complete the sentences with the correct form of the phrasal verbs from exercise 6. Use one of the phrasal verbs twice.

- 1 If you can't ..... the meaning of a new word, look in a dictionary to ..... what it means.
- 2 Ask the doctor to ..... your knee. She'll probably give you some medicine to make the pain ..... .
- 3 Please ..... your mobile phone during the exam. Do not ..... your phone until you leave the school building.
- 4 I need to ..... a problem I have at school. Will you help me ..... what to do?
- 5 Will you ..... our eco-day this weekend? We're going to ..... litter in the local community.

- 8  Work in small groups. Follow the instructions to complete the challenges.

- 1 Name five things you need to turn on to make them work.



- 2 Find out the birthdays of the people in your group. Then work out who is the oldest.



- 3 Name three places where people need to turn off their mobile phones.



- 4 Find out what clubs or events the people in your group are taking part in at school this year.



## PROJECT BUILDER 4

Prepare to talk about how doing good is good for you.

 **Workbook Project Log** p17

- 9 Read question 4 of your radio interview, then complete exercises 10 and 11 to help you prepare your answer.

 **Question 4: How is doing good good for you?**

- 10 Write answers to the questions.

**How does doing good help:**

- 1 your mental health?
- 2 your physical health?
- 3 you live longer?

- 11  Compare your answers with the other members of your group.

For number 1, I wrote that doing good makes you feel less stressed. For example, if you talk over a friend's problems ...



# 4.5 TALK IT OVER

## LESSON OBJECTIVES

- Ask for, give and react to advice
- Use phrases that give you time to think

## SPEAKING

### 1 Work in small groups. Discuss the questions.

- Are you good at giving advice?
- Who can young people talk to if they need advice?

### 2 Watch the first part of the video. Answer the questions.

- What did Lucy post on social media?
- Why is Alessia's mum angry with Lucy?
- What advice does Marcel give Lucy?

### 3 Read the Key phrases, then watch again. Tick the phrases they use.

#### KEY PHRASES

##### Asking for, giving and reacting to advice

###### Asking for advice

What do you think I should do?  
Have you got any advice?  
What do you suggest (doing / I do)?

###### Giving advice

I (don't) think you should ...  
You could ...  
Why don't you ... ?

###### Reacting to advice

I'm not sure that's a good idea.  
That's great advice, thanks.  
I'll try that, thanks.

### 4 Look at the photo. Why do you think Lucy is unhappy? Watch the second part of the video and check.



### 5 Read the Skill UP! Then follow instructions 1–3 below.



Use these phrases if you need time to think before you answer a question:

Hmm. That's a good question.  
Well, let me see.  
OK, let me think.

##### 1 Choose a problem from the list below or use your own ideas.

- You wrote a negative comment about someone online when you were angry and now you feel bad about it.
- Someone shared a photo of you online that you don't like.
- Someone wrote something unkind about you online.

##### 2 Work together to think of some good advice for the problem.

##### 3 Write and practise a role-play using language from this lesson. Include one of the phrases from the Skill UP!

**Student A** Explain your problem, ask for advice, then react to the advice you get from your partner.

**Student B** Listen to your partner's problem and offer them some advice.



# 4.6 REQUEST FOR AN INTERVIEW

## LESSON OBJECTIVES

- Write a formal email • Learn about writing a formal email, letter or message

## WRITING

- 1 Who do people usually write formal emails to?  
Choose two options from the box.

companies and organizations   friends and family  
people we don't know   people we know well

- 2 Read Ingrid's email and answer the questions.

- 1 Why is she writing?
- 2 How did Ingrid and her classmates decide to help their friends and neighbours?
- 3 Why does she think listeners will be interested?

To: [sarah\\_cook@community-radio](mailto:sarah_cook@community-radio)  
From: [ingrid\\_nielson@123mail.co.uk](mailto:ingrid_nielson@123mail.co.uk)  
Subject: <sup>1</sup>[Can we do an interview?](#)

<sup>2</sup>Hi there,

<sup>3</sup>I'm Ingrid and I'm 13. <sup>4</sup>Just a quick email to ask if my classmates and I could come on the Morning Show and talk about our project to clean up the local community.

As part of our English course at school, our teacher asked us to think of ways to help our friends and neighbours. There is a lot of litter in our neighbourhood so we decided to clean it up.

We would like to come on your show and talk to you about what we did. We think your listeners will be interested to hear from young people trying to make a difference in their community.

<sup>5</sup>Will you help us?

<sup>6</sup>I can't wait to hear from you. <sup>7</sup>Thanks.

<sup>8</sup>Bye for now,

Ingrid Nielson

- 3 Match the underlined informal phrases in Ingrid's email 1–8 with the more formal phrases A–H.

- A \_\_\_\_\_ Please let me know if you are able to help.
- B \_\_\_\_\_ My name is Ingrid Nielson and I am 13 years old.
- C \_\_\_\_\_ Yours sincerely,
- D \_\_\_\_\_ Dear Ms Cook,
- E \_\_\_\_\_ Thank you.
- F \_\_\_\_\_ I hope to hear from you soon.
- G \_\_\_\_\_ I am writing ...
- H \_\_\_\_\_ Request for an interview

- 4 Read the Skill UP! and choose the correct option.



### Writing a formal email, letter or message

- 1 **Fill in / Don't fill in** the 'subject' box with a short phrase (emails only).
- 2 **Start / Don't start** with *Dear* plus the correct title, e.g. *Mr*, *Mrs* or *Ms*, and the person's surname.
- 3 **Introduce / Don't introduce** yourself in the first paragraph.
- 4 **Say / Don't say** why you are writing in the first paragraph.
- 5 **Use / Don't use** contractions, e.g. *I am* not *I'm*.
- 6 **Use / Don't use** exclamation marks (!) or emojis (:)).
- 7 **Use / Don't use** short forms, e.g. *Thanks* not *Thank you*.
- 8 **Finish / Don't finish** with a formal sign-off, e.g. *Kind regards* or *Yours sincerely*.

- 5 Change the sentences to make them more formal.

- 1 Hello Mr Parker!
- 2 I'm John and I'm a pupil at Grange School.
- 3 I want to ask for your help.
- 4 Will you come to the school event?
- 5 Write back soon!
- 6 Thanks and bye.

## PROJECT BUILDER 5

Write a formal email to a radio station.

→ Workbook Project Log p18



- 6 Write a formal email to one of the local radio stations below. Ask if you can come on a show and talk about your project from this unit. Work in groups for Part A only.

### A Plan

- Why are you writing?
- What is your project about?
- Why will listeners be interested in your project?

### B Write

- Follow the tips in the Skill UP! and write your email.

### C Read and check

- Check that your email has a formal style.
- Check your spelling and grammar.

## RADIO CITY CHAT

New music, local news,  
listeners' calls

Contact: David Night [david\\_night@radio-city](mailto:david_night@radio-city)

## Youth Radio

For young people, by young people.

Music, news and issues.

Contact: Selma Miles  
[selma\\_miles@youth-radio](mailto:selma_miles@youth-radio)



# 4 PROJECT

**Record or film a radio interview about helping others**

## SHARE AND REVIEW

- 1 Look back at your Project Builders 1–5 for this unit. Check that you have:
  - a list of good deeds that you did.
  - your plans for volunteering work.
  - a list of six things that you could donate to charity.
  - some reasons why doing good is good for you.
- 2 Share and review the work from your Project Builders. Is there anything you want to change?

Use your  
Project Log

p16–18



## DECIDE

- 3 Read the interview questions in the boxes below and prepare your responses.

- Make sure all the members of the group will speak.
- Use Project Builder 5 to help you with the introduction.
- Use Project Builders 1–4 to answer questions 1–4.

### Introduction

'Welcome to the show. Recently, you wrote an email to the radio station. Please could you introduce yourselves, then tell us about your email and why you're here today.'



### Question 1

'What good deeds did you do recently and who did they help?'



### Question 2

'Where are you going to volunteer and why did you choose that role?'

### Question 3

'What are you planning to donate to charity and how will the items help?'

### Question 4

'How is doing good good for you?'



## CREATE

- 4** Read the *Project skills*. Then practise your interview. Use the *Key phrases* below to give and respond to feedback while practising.

### PROJECT SKILLS Practising in groups

- Listen carefully to the other members of your group while they are practising. Are they speaking slowly and clearly?
- Be honest, but respectful, when giving feedback to each other.
- Help each other with your English, but remember that it doesn't need to be perfect.
- Practise until all members of the group feel confident.

### KEY PHRASES

#### Giving feedback

- It was great when you ...
- I noticed that you (spoke a bit too fast).
- Maybe you could (speak more clearly).

#### Responding to feedback

- Yes, you're right.
- OK, I'll try that, thanks.
- I'm not sure. I think it was OK.

- 5** Find another group to work with. Group A asks the interview questions and Group B answers. Record or film the interview. Then change roles.

#### Group As:

- Welcome the radio listeners at the beginning.
- Ask Group B to introduce themselves and explain their project (see exercise 3).
- Take turns asking the questions from exercise 3, as well as any other questions you think of.
- Listen carefully and respond positively to what Group B says.

## PRESENT

- 6** Show your recording or video to the rest of the class.

- 7** Give feedback to each of the groups on their recording or video. Use the *Key phrases* above to help.



## REFLECT

- 8** Think about your project work in this unit. Read the statements and choose your reaction.

#### COLLABORATION

- 1 Our group can give respectful feedback and respond to it.



#### CREATIVITY

- 2 Our group can record or film an interview.



#### COMMUNICATION

- 3 Our group can speak slowly and clearly in an interview.



- 9** Complete these sentences for you.

1 I am pleased with our radio interview because \_\_\_\_\_

2 I want to improve \_\_\_\_\_

→ Workbook Project Log p19

# 5

# Let's play



## UNIT OBJECTIVES



### YOUR PROJECT

Make a set of games and challenges

#### Project Builders 1–5:

- 1 Prepare a revision word game.
- 2 Write a set of fun challenges.
- 3 Create a memory game.
- 4 Create a wordsearch puzzle.
- 5 Write an online advert for a games club.

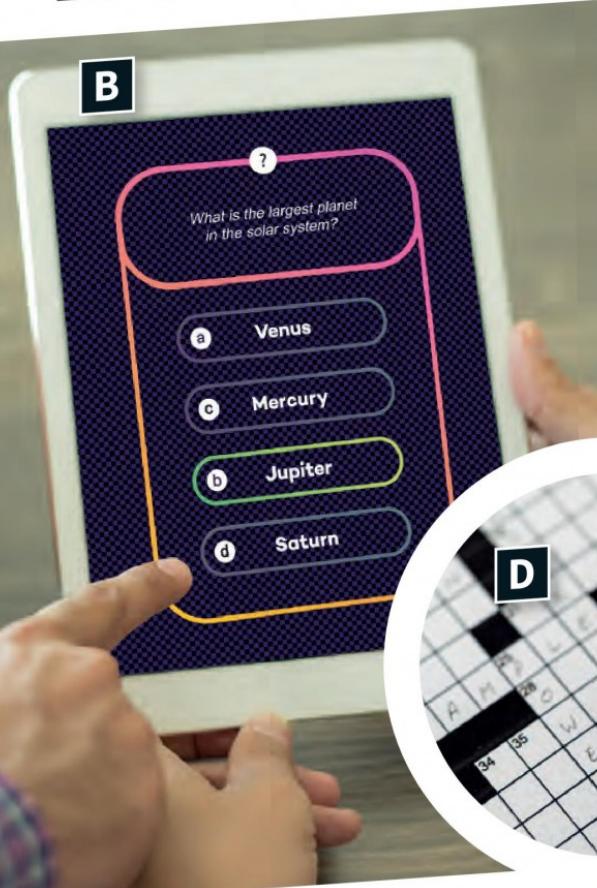
Give your set of games and challenges to another group to play and review.

### VOCABULARY

- Senses
- Gaming verbs

### GRAMMAR

- can / can't, could / couldn't
- Comparative and superlative adverbs



## LESSON OBJECTIVES

- Talk about games and the skills you need for them
- Learn games and gaming skills vocabulary

## WARM-UP

1 Match the types of games 1–5 to photos A–E.

1 quiz games    2 word games    3 board games    4 role-playing games    5 card games

2  Discuss the questions.

- 1 Which types of games do you play at home or school?
- 2 Who do you play with?
- 3 What are your favourite games?

3  Watch Curtis and Amanda's vlog. Which types of games from exercise 1 does each character like?

- Amanda \_\_\_\_\_
- Curtis \_\_\_\_\_
- Sarah \_\_\_\_\_

4 What do these words mean in your language?

- |             |            |               |            |
|-------------|------------|---------------|------------|
| 1 luck      | speed      | 4 thought     | vocabulary |
| 2 knowledge | memory     | 5 imagination | patience   |
| 3 strategy  | experience |               |            |

5  Match the pairs of words 1–5 in exercise 4 with the types of games from exercise 1. Then watch again and check.

6 Choose the correct option.

- 1 I don't have enough **patience** / **experience** to play games that take hours and hours. I get bored easily!
- 2 My **memory** / **imagination** is very good. I don't usually forget things.
- 3 I don't like playing card games. I think you need more **vocabulary** / **luck** than skill to play them, and I prefer games of skill.
- 4 I like games where **speed** / **thought** is important because they're exciting. I find slow games boring.
- 5 I'm not good at quiz games. I don't have enough general **strategy** / **knowledge**.

7  Are the sentences in exercise 6 true for you? Compare your answers with a partner.

## PROJECT BUILDER 1 Prepare a revision word game.

 Workbook **Project Log** p20

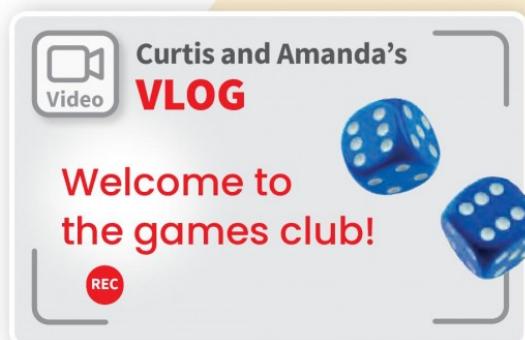
8 Look back at the vocabulary in Units 1–4 of your Student Book and choose one word for each of the categories below. Make sure the words aren't too easy.

- |                        |                        |                                      |
|------------------------|------------------------|--------------------------------------|
| • useful nouns         | • useful verbs         | • words I find difficult to remember |
| • useful phrasal verbs | • words from this page |                                      |

9  Check that all the members of the group have different words.

10 Write definitions for your words in English.

**quiz games:** games where people answer questions to test their knowledge and memory



## 5.2 CHALLENGES

### LESSON OBJECTIVES

- Learn vocabulary related to senses
- Use can / can't and could / couldn't to talk about ability and permission

### VOCABULARY

1 Read the web page. Complete the tasks in sections 1–3.

HOME BLOG ACTIVITIES MORE!

# #Amazing You

## 1 Body Tricks

Some lucky people are really talented – a beautiful voice, fantastic at sports, an amazing brain, and so on. But there are some things that only a few very special people can do. What about you?

- Can you raise one eyebrow?  
(Most people can do this with practise.)
- Can you roll your tongue? (60% of people can do this.)
- Can you move your ears up and down without moving your face? (Only 10–20% of people can do this.)
- Can you touch your nose with your tongue?  
(Around 10% of people can do this.)

Yes, I can 😊  
No, I can't 😞



## 2 Do You Believe Your Eyes?

Human sight is amazing, but it is possible to trick it. Check out these interesting images.

Can you see the pattern moving?



Stare at the dot on the girl's face for 30 seconds then look at a smooth white wall or piece of white paper. What can you see?

2 Complete the table with the highlighted words from the web page.

Hearing	Sight	Smell	Taste	Touch
voice				

If you have a few minutes and nothing to do, you'll love our activities page!

## 3 Amazing People Puzzle

Check your answers below!

1 6 16 23

Could you walk when you were <sup>1</sup> \_\_\_\_? Most children start walking around this time, but Freya Minter from the UK could walk when she was just <sup>2</sup> \_\_\_\_ months old! Her parents couldn't believe it when she took her first steps.

How many languages can you speak? Timothy Doner, from the UK, could speak <sup>3</sup> \_\_\_\_ languages by the time he was <sup>4</sup> \_\_\_\_ years old ... and this amazing teenager learned them without a teacher!

## Extra Bubblegum Challenge



My mum told me I couldn't have bubblegum when I was a child. Maybe that's why I love it so much now! If you like soft, sweet bubblegum, you will love this challenge!

**Step 1:** Stand in a circle with your friends.

**Step 2:** Make sure each person has a piece of bubblegum in their mouth.

**Step 3:** Count to three, then see who can blow the biggest bubble!



The world record for a bubblegum bubble is 50.8 cm wide!

## GRAMMAR

**can / can't, could / couldn't**

- 3 Match the underlined examples of *can* / *could* from the web page on page 58 with descriptions A–D.

A present ability      C present permission  
B past ability      D past permission

- 4 Complete the table. Use verbs from the web page on page 58.

Affirmative and negative		
I / He / She / It / We / You / They	<b>can / can't</b> <sup>1</sup>	one eyebrow.
	<b>could / couldn't</b> <sup>2</sup>	bubblegum.
Questions		
Can you <sup>3</sup>		your tongue?
Could you <sup>4</sup>		when you were one?

We<sup>5</sup> **use** / **don't use** to after *can* and *could*.

**CHECK IT!** ➔ MY GRAMMAR REFERENCE & PRACTICE p114

- 5 Choose the correct option.

- 1 My cousin **can** / **can't** put his foot behind his head! He showed me this morning.
  - 2 I **can't** / **couldn't** play the drums very often when I was living with my parents. They were too loud.
  - 3 **Can** / **Could** you do the *Renegade* TikTok dance?
  - 4 Ama **can** / **could** skateboard when she was five.
  - 5 Isre and Emre **can** / **could** stay here until 7 p.m. Then we'll drive them home for dinner.
- 6 Complete the text with *can* / *can't* or *could* / *couldn't*. Then match gaps 1–6 with descriptions A–D.

## #Read My Lips Challenge

When I was ten years old, I was ill and I <sup>1</sup> ..... hear for almost a week. My mum said I <sup>2</sup> ..... stay off school. After a few days at home, I was bored so I tried to learn to read my parents' lips! It was very difficult and I <sup>3</sup> ..... do it very well. Try the **Read My Lips Challenge** and you'll see what I mean!

**Step 1:** Choose some well-known words from a song, a famous line from a film or TV show, or a sentence in a foreign language.

**Step 2:** Say the words without sound. You <sup>4</sup> ..... move your lips, but you <sup>5</sup> ..... make any noise.

**Step 3:** <sup>6</sup> ..... your friends guess what you're saying?

- 7 **MEDIATION** A friend doesn't speak English. With your partner, explain steps 1–3 of the *Read My Lips Challenge* in your own language.

- 8 20 Read the *Pronunciation*, then listen. Can you hear the strong and weak forms of *can* and *could*? Listen again and repeat.

### PRONUNCIATION Strong and weak forms of *can* and *could*

	Strong form	Weak form
<b>can</b>	/kæn/	/kən/
<b>could</b>	/kud/	/kəd/

- 9 Write four sentences about ability and permission. Compare what you could or couldn't do when you were five years old with what you can or can't do now. Use the ideas in the box.

eat chocolate every day    make your own dinner  
ride a bike    sit in the front seat of a car  
speak English    stay up late    swim    use a laptop  
walk to school on your own

When I was five years old, I couldn't swim, but now I can.

Now I can walk to school on my own, but when I was five years old, I couldn't.

- 10 Use the ideas from the box in exercise 9 to ask and answer questions about past and present abilities and permission with a partner.

Could you swim when you were five years old?

Yes, I could. Could you walk to school on your own?

No, I couldn't, but I can now.

## PROJECT BUILDER 2

Write a set of fun challenges.

➔ Workbook **Project Log** p20

- 11 Try some more challenges. Say what you can and can't do.

- 1 Can you close your eyes and write a sentence in English?
- 2 Can you remember ten new words from this lesson? (You can't look at the book while you're doing it!)
- 3 Can you sing part of a song in English?



- 12 Write five fun challenges. Invent your own or use ideas from this lesson. Write a question with *Can you ... ?* for each challenge.

# 5.3 MEMORY

## LESSON OBJECTIVES

- Learn how to remember things more easily
- Understand pronouns • Use comparative and superlative adverbs

## READING

- 1 How good is your memory? What kind of things do you sometimes forget?
- 2 Look at the photo of Timur Gareyev. What do you think he is doing? Read lines 1–7 of the blog and check.
- 3 21 Now read and listen to the complete blog. What will Omar's tips help readers to do?
- 4 Complete the statements with one or two words from the blog.
  - 1 Timur Gareyev has a great \_\_\_\_\_.
  - 2 Gareyev played his blindfold chess games while riding an \_\_\_\_\_.
  - 3 Omar looked \_\_\_\_\_ for tips on how to improve his memory.
  - 4 On school nights, Omar now goes to bed \_\_\_\_\_ than he did before.
  - 5 Not long ago, Omar won a \_\_\_\_\_ at school.
- 5 Read Omar's notes for his blog. Match topics 1–5 with A–E.

- Topics
- 1 Sugar
  - 2 Sleep
  - 3 Exercise
  - 4 Learning study notes
  - 5 Remembering facts

- Tips
- A This helps. Do it regularly.
  - B Read them out loud.
  - C Avoid it. Eat healthily.
  - D Teach them to someone else.
  - E Get enough of this. Do it after you learn something new.

- 6 MEDIATION Explain Omar's tips to your partner in English using the notes above. Then change roles.
- 7 THINK Which of Omar's tips do you think is most useful?
- 8 Read the Skill UP! Then answer the questions.



We use pronouns (e.g. *it*, *they*, *them*, *this*, *that*) to avoid repeating nouns and noun phrases. When you see one in a text, think about which noun or noun phrase it refers to.

- 1 Which noun phrase does *them* in line 7 refer to?  
**games of blindfold chess**
- 2 Which noun does *it* in line 22 refer to?  
\_\_\_\_\_
- 3 Which noun does *them* in line 25 refer to?  
\_\_\_\_\_
- 4 Which noun phrase does *this* in line 27 refer to?  
\_\_\_\_\_



## Omar's blog

About New posts

- <sup>1</sup> I enjoy chess, but I play it badly. Normal chess is a difficult game, so can you imagine how difficult blindfold chess is? In blindfold chess, the better player covers their eyes and has to remember where all the pieces are. In 2016, a chess <sup>5</sup> master called Timur Gareyev played 48 games of blindfold chess at the same time, while riding an exercise bike! He won 35 of them. What a fantastic memory he has!



After I heard about Gareyev, I decided to improve my memory. Here are some of the most interesting tips I read online and some of the changes I made:

**Fact:** Research shows that sugar is bad for your memory and getting enough sleep is very important for it.

**Change:** I eat more healthily than before and, from Monday to Thursday, try to go to bed earlier than I did.

<sup>15</sup> Apparently, sleeping after you learn something new helps you remember it more easily! (Tell the teacher that next time you fall asleep in class!)

**Fact:** Studies show that exercise is helpful for improving your memory.

<sup>20</sup> **Change:** I exercise more regularly than before and can run further. Last week, I ran the fastest out of everyone in a race at school. I'm not sure if it is helping my memory, but I certainly feel happy and healthy. Maybe this is why Gareyev rode that exercise bike!

<sup>25</sup> **Fact:** Reading study notes out loud helps you learn them better than reading them in your head.

**Change:** I tried this and it works! I also read that teaching facts to someone makes them easier to remember.

**Why not try some of these tips? Maybe one day you will have a memory like Timur Gareyev's!**

## GRAMMAR

### Comparative and superlative adverbs

- 9 Find an adjective and an adverb in the underlined language in Omar's blog. Then answer the questions.

- 1 What type of words do we use to describe nouns? \_\_\_\_\_
- 2 What type of words do we use to describe verbs, and say how we do things? \_\_\_\_\_
- 3 How do we form regular adverbs? \_\_\_\_\_

- 10 Complete the table with examples of adverbs from Omar's blog.

	Adjective	Adverb	Comparative adverb	Superlative adverb
1 Adverbs ending in <i>-ly</i>	healthy	healthily	1 _____	the most healthily
2 Adverbs that take the same form as adjectives	fast	fast	faster	2 _____
3 Irregular adverbs	good	well	3 _____	the best
	bad	4 _____	worse	the worst

**CHECK IT!** ↗ MY GRAMMAR REFERENCE & PRACTICE p114

- 11 Find four more adverbs in Omar's blog. Match them to rows 1, 2 or 3 from the table in exercise 10.

- 12 Choose the correct option.

- 1 I eat **more healthily / the most healthily** out of everyone in my family and I remember things **well / better** than everyone else!
- 2 Kelly did **worse / the worst** than me on the English test today. She said she wasn't feeling well and her memory was working **more slowly / the most slowly** than usual!
- 3 I read **slower / the most slowly** out of all my classmates, but I can do maths **more quickly / the quickest** than most of them.

- 13 Complete the sentences so they are true for you. Then compare with a partner.

I swim **well**.

- 1 I ..... well.
- 2 I can ..... easily.
- 3 I ..... worse than my best friend, but they ..... worse than me.
- 4 I ..... the worst out of all my friends.
- 5 I can ..... faster than my mum / dad, but she / he can ..... better than me.
- 6 I ..... better than my mum / dad, but she / he ..... better than me.

- 14 Complete the text with adverbs in the correct form. Use the adjectives in brackets.

The members of our group are all good at different things. Jan is a great musician. He can sing <sup>1</sup> ..... (beautiful) than everyone else. Aga is a brilliant swimmer and can swim <sup>2</sup> ..... (far) in our group. Sonia is brilliant at IT. She understands computers <sup>3</sup> ..... (good) than anyone I know. We all work <sup>4</sup> ..... (hard) at English, but Alexi speaks it <sup>5</sup> ..... (good) because his mum is English.

- 15 Play a memory game in groups of three or four. Read the paragraph in exercise 14 for two minutes then cover it. Try to remember and say as many of the details from the paragraph as you can. Use the picture grid to help you.

Jan (M)	
Aga (F)	
Sonia (F)	
Alexi (M)	

Jan is a great musician. He sings more beautifully than everyone else. Aga ...

## PROJECT BUILDER 3

Create a memory game.

↗ Workbook Project Log p21

- 16 Talk about your skills and abilities using comparative and superlative adverbs.

Dylan is a great cook. He cooks better than everyone else in the group.



You're really good at running, Julia.  
You can run the fastest out of our group.

- 17 Write a paragraph like the one in exercise 14 about the skills and abilities of the members of your group.

- 18 Create a picture grid like the one in exercise 15.

# 5.4 GAMING

## LESSON OBJECTIVES

- Listen to teenagers talking about gaming
- Learn to listen for examples
- Learn gaming verbs

## LISTENING

1  Discuss the questions about video games. Compare your answers.

- 1 Do you play video games? How often?
- 2 Do you think playing video games is good for you? Why / Why not?

2  22 Listen to two teenagers talking about their gaming habits and attitudes. Number questions A–D in the order that they answer them.

- A \_\_\_\_\_ Do you think that teenagers spend too much time playing video games?
- B \_\_\_\_\_ Which devices (e.g. phone, console, computer) do you use to play video games?
- C \_\_\_\_\_ Are some games too violent?
- D \_\_\_\_\_ Which are your favourite video games or types of video games?

3  22 Read the Skill UP! Then listen again. Complete the sentences below with the types of games from the box.

**Skill UP!** We use *for example*, *like* and *such as* to introduce examples. Listen for these. They can help you follow a speaker's main points.

adventure games driving games fighting games  
simple games

- 1 Kyle likes \_\_\_\_\_.
- 2 Chantelle likes \_\_\_\_\_.
- 3 Kyle prefers to play \_\_\_\_\_ on his phone.
- 4 Chantelle prefers to play \_\_\_\_\_ in the car.



## VOCABULARY

4 How do you say the verbs in the box in your language?

avoid	balance	beat	collect	compete
continue	control	dislike	hurt	recognize
solve	worry			

5  23 Choose the correct option to complete the extracts from the audio in exercises 2 and 3. Then listen and check.

- 1 I like games where you have to **collect** / **compete** useful things, discover clues, **solve** / **recognize** puzzles and **worry** / **avoid** danger.
- 2 I like to **compete** / **balance**, for example, in fighting games. I like to **beat** / **avoid** the other players' scores.
- 3 That's not something I **hurt** / **worry** about really. I think most teenagers can **control** / **dislike** how much gaming they do.
- 4 It can be hard to **control** / **balance** gaming with the other things I need to do, such as my homework or exercise. Often, I just want to **avoid** / **continue** playing.
- 5 Perhaps, but I **dislike** / **worry** violent games anyway. I prefer to play *with* other players than to fight *against* them.
- 6 I **recognize** / **solve** the difference between gaming and reality. I would never **hurt** / **collect** anyone in real life.

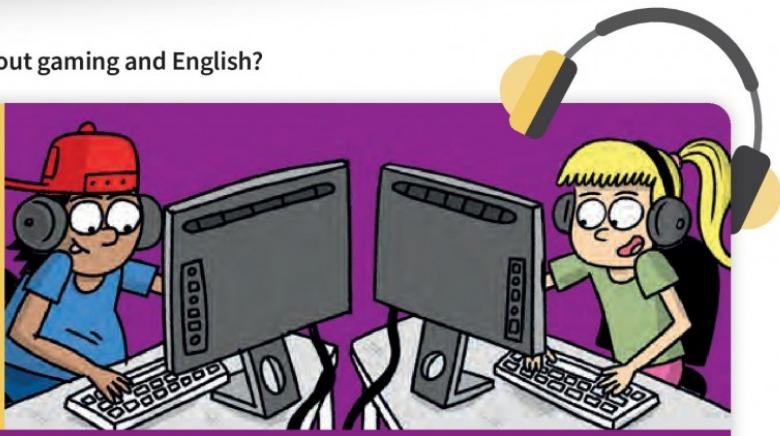


- 6 Read the introduction to the quiz. What does it say about gaming and English?

GAMING ENGLISH presents ...

# Let's go! A Quiz for Gamers

It's official! Swedish research suggests that gaming is a great way to improve your English. Many frequent gamers are also keen language learners. They often have better English than non-gamers. But how good is your knowledge of gaming English? Test your skills in our multiple-choice quiz. Let's go!



**1** What do the letters AFK mean?

- A About fifty kilobytes
- B Away from keyboard
- C Ask for knowledge

**2** In gaming, what is a bug?

- A a dangerous enemy
- B a puzzle you must solve
- C a mistake in the design of a game

**3** A noob, newb or noobie is a player who is:

- A not very experienced.
- B as good as the others on their team.
- C not as interested in the game as the others in the team.

**4** If a player is toxic, they:

- A avoid other players.
- B are rude to other players.
- C worry too much about losing.

**5** If a player is salty, they:

- A are less skilful than the other members of their team.
- B have a slow computer.
- C are disappointed and upset.

- 7 Choose the correct option A–C to complete the quiz. Check your answers at the bottom of the page.

- 8 Do you know any other gaming words in English?

- 9 **THINK** Why do you think frequent gamers often have better English than non-gamers?

To compare two things that are the same we can say:

Hannah is **as** skilful **as** Scott at video games.

To compare two things that are different, we can say:

Charlie **isn't** **as** skilful **as** Scott. / Charlie is **less** skilful **than** Scott.



## PROJECT BUILDER 4

Create a wordsearch puzzle.

Workbook Project Log p21

- 10 Race the other members of your group to find four words from exercise 4 in the wordsearch puzzle.

- 11 Create a wordsearch puzzle using eight words from exercise 4.



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



# 5.5 IT'S ONLY A GAME ...

## LESSON OBJECTIVES

- Interact during games and activities
- Learn how to ask, explain or check something during a game

## SPEAKING

### 1 Do you agree with statements 1–3?

- 1 Taking part in a game is more important than winning.
- 2 When playing a game, you should always try to win.
- 3 I am a competitive person.

### 2 Compare your answers to exercise 1. Who is more competitive?

### 3 **THINK** How is competing with other people good or bad for us?

Think about the topics in the box.

games money popularity sports tests and exams

**LIFE SKILLS** Losing at sports and games can be difficult, especially if you are competitive. How can you be a 'good loser' and why is it important?

### 4 Watch the first part of the video. Who is the most competitive person, Amy, Lucy or Marcel?

### 5 Watch again. Answer the questions.

- 1 How many cards does each player get at the start of the game?
- 2 How long do players have to complete the challenge on the card?
- 3 How do the characters decide who goes first?

### 6 Complete the *Key phrases* with the words in the box. Then watch again and check.

better deal do done ready roll shall timer

## KEY PHRASES

### Interacting during games and activities

Talking about the rules	Talking about taking turns
What do we have to <sup>1</sup> _____? Let's check the instructions / rules. Sorry, that's against the rules.	Is everyone <sup>5</sup> _____? (It's) my / your turn. I'm / You're next. <sup>6</sup> _____ we play again?

- 7** **Video** Look at the photo. What do you think happened when Lucy got up to answer the door? Watch the second part of the video and check.



- 8** Read the *Skill UP!* Then play a game in groups of four. Use the *Key phrases* to help you.



When you are playing a game or doing an activity with friends and need to stop the other players so that you can ask, explain or check something, you can say:

*Wait a minute.*

*Hang on a second.*

*Can I just ask / say / check ... ?*

Use a pleasant tone of voice to be polite.

- Use the table below for your group.

Heads	last year	a hero	health and fitness	an outdoor event
Tails	next year	parks	art and design	good deeds

- Take turns to play.
- Throw a coin to decide which row of topics to choose from, heads or tails.
- Choose one of the topics and talk about it for 20 seconds without stopping.
- If you succeed, score one point and cross out the topic.
- If you fail, all the other players score one point. Don't cross out the topic. Another player can choose it.
- The game ends when all the topics are crossed out. The person with the most points is the winner.

# 5.6 #CHECK THIS OUT!

## LESSON OBJECTIVES

- Write an online advert
- Learn style tips for writing online adverts

## WRITING

1  Do you agree or disagree with these opinions about online advertising? Why?

- 1 I like seeing adverts for products and events that interest me.
- 2 I find online adverts really annoying.

2 Read online adverts 1 and 2. Answer the questions.

- 1 What can people do at Astro Park Funfair?
- 2 What is inside the Abracadabra Magic Set?



1 

## ASTRO PARK FUNFAIR



**Astro Park Funfair** We're the place to be this summer!

You finally finished school and now you're free!!! Bring your friends to Astro Park. Enjoy the exciting funfair rides, visit our amazing souvenir stalls or get something to eat at one of our delicious food trucks. There's nowhere as good as Astro Park! For groups of four or more, one person gets in free!

4 Read adverts 1 and 2 again. Answer the questions.

1 Which advert uses:

- exclamation marks (!)? \_\_\_\_\_
- CAPITAL LETTERS? \_\_\_\_\_

2 Which advert includes a video? \_\_\_\_\_

3 Which advert includes questions? \_\_\_\_\_

4 Which advert uses hashtags (#)? \_\_\_\_\_

5 Read the *Skill UP!* Then complete it with the headings in the box.

Audience	Formality	Hashtags(#)	Length
Visuals			



### Writing an online advert

Follow these tips:

- 1 \_\_\_\_\_ : Short (50–100 words) is usually good for online adverts.
- 2 \_\_\_\_\_ : Try to include a photo with your advert.
- 3 \_\_\_\_\_ : Use informal language, exclamation marks (!) and CAPITAL LETTERS.
- 4 \_\_\_\_\_ : Talk directly to the people who will read your advert. Ask them questions.
- 5 \_\_\_\_\_ : Use these to connect your advert to a larger discussion.

## PROJECT BUILDER 5

Write an online advert for a games club.

 Workbook Project Log p22

6 Write an online advert for the school website about a games club where students can play with your set of games and challenges as well as other games. Work in groups for Part A only.

 A Plan

- What is the name of the games club?
- Where is the club? When is it open?
- What is your set of games and challenges called?

 B Write

- Follow the tips in the *Skill UP!* and write your advert.

C Read and check

- Check that your advert has an informal style.
- Check your spelling and grammar.



2 

## Abracadabra

Own the magic

Do you dream of being a great magician? Would you like to surprise your friends with incredible tricks? The Abracadabra Magic Set is now available worldwide. There are over 20 great tricks in the box, plus video instructions on how to perform them. You will love this high-quality beginner's magic set, so ORDER YOURS TODAY. (Rabbit not included.) #ownthemagic #abracadabra



3  MEDIATION Which online advert do you think is the most effective and why? Tell your classmates in English.

# 5 PROJECT

## Make a set of games and challenges

### SHARE AND REVIEW

1 Look back at your Project Builders 1–5 for this unit. In which Project Builder did you:

- A write a set of fun challenges?   2
- B write an online advert? \_\_\_\_\_
- C prepare a revision word game? \_\_\_\_\_
- D create a wordsearch puzzle? \_\_\_\_\_
- E create a memory game with a paragraph and a grid? \_\_\_\_\_

2 Share and review the work from your Project Builders. Is there anything you want to change?



Use your  
Project Log

p20–22



### DECIDE

3 Read the tasks for creating your set of games and challenges. Choose roles for each member of your group. More than one person can work on the same task.

#### Project planner

Project tasks

#### REVISION WORD GAME

Project Builder 1

Write each of the words from your group on the front of a card or small piece of paper. Write the definition on the back. Put all the cards together to make a set.

Front of card

quiz games

Back of card

games where people answer questions to test their knowledge and memory

Who?

#### CHALLENGES

Project Builder 2

Create a page for your five challenges. Add pictures of the challenges, where helpful, and make it look attractive.

#### MEMORY GAME

Project Builder 3

Create a page for your memory game. Include your paragraph and the picture grid. Add instructions for the game to the page.

#### WORDSEARCH PUZZLES

Project Builder 4

Create a page for your wordsearch puzzles. Include all the wordsearch puzzles from your group. Write the answers on the back of the page.

#### FOLDER

Project Builder 5

Create a folder for your set of games and challenges. Write the name of the set on the front of the folder and add pictures or drawings to make it look attractive. Put a copy of one of your adverts for a games club inside the folder for players to read.



## CREATE

- 4 Complete the instructions for the word game from Project Builder 1. Use the words in the box.

don't show guess play put take use

- 5 Read the *Project skills*. Then write instructions for the memory game from Project Builder 3. Use the words in the box.

### PROJECT SKILLS Writing instructions

- Organize the instructions as bullet points instead of one long text.
- Write clear instructions that are easy to follow.
- Use simple language, for example:  
*Take a card. Don't write on it. Read the word to the group.*
- Ask another person to read your instructions and check they are clear.

cover groups paragraph picture grid play read  
remember say two minutes

- 6 Create your set of games and challenges. Complete the rest of the tasks from the project planner in exercise 3.

## PLAY

- 7 Swap your set of games and challenges with another group and complete the activities. Then discuss the questions as a group.

- Which were your favourite activities?
- Which activities were the most difficult?
- How successful were you at the activities?
- Can you think of any ways to improve the other group's project?

- 8 Use your answers to exercise 7 to give some feedback to the other group.

## Instructions for our word game

- 1 \_\_\_\_\_ as two teams.
- First, <sup>2</sup> \_\_\_\_\_ all the cards in one pile with the words down and the definitions up.
- Team A: <sup>3</sup> \_\_\_\_\_ the top card and read out the definition. <sup>4</sup> \_\_\_\_\_ team B the word.
- Team B: <sup>5</sup> \_\_\_\_\_ the word.
- Correct answer = 1 point  
Wrong answer = 0 points
- Take turns (A, B, A, B).
- <sup>6</sup> \_\_\_\_\_ all the cards.
- The team with the most points wins!



## REFLECT

- 9 Think about your project work in this unit. Read the statements and choose your reaction.

### COLLABORATION

- 1 I can work with others to discuss and give feedback.



### CREATIVITY

- 2 Our group can create activities that are not too easy and not too difficult.



### COMMUNICATION

- 3 Our group can write clear instructions.



- 10 Complete these sentences for you.

1 I am pleased with our set of games and challenges because \_\_\_\_\_

2 I want to improve \_\_\_\_\_

→ Workbook Project Log p23

# 6 Move it!

## UNIT OBJECTIVES



Start your day the healthy way ...  
**with breakfast!**

Research shows that about  
25% of teenagers in the USA  
don't eat breakfast.



## Why is breakfast good?

Studies show links between:

**1** eating breakfast  
and doing better  
at school.



**2** eating breakfast  
and doing better  
at sports and  
exercise.



**Eat a healthy breakfast every day. It's good for you!**

**YOUR PROJECT** Create a health and fitness infographic

**Project Builders 1–5:**

- 1 Prepare the *Healthy mornings* section of your infographic.
- 2 Prepare the *Fitness* section.
- 3 Prepare the *Healthy eating* section.
- 4 Prepare the *Personal hygiene* section.
- 5 Write a survey report.

Display your infographic.

### VOCABULARY

- Exercise and the body
- Personal hygiene

### GRAMMAR

- Present perfect
- Present perfect with ever and never

## LESSON OBJECTIVES

- Talk about morning routines
- Learn vocabulary for talking about morning routines

## WARM-UP

- 1 Look at the infographic and discuss the questions.

- 1 Why is it a good idea to eat breakfast?
- 2 Give an example of a healthy breakfast.

- 2 **MEDIATION** A friend doesn't speak English. With your partner, explain the infographic on page 68 to them in your own language.

- 3 **Video** Watch Curtis and Amanda's vlog. Who has items 1–7 for breakfast? Label them Curtis (C) or Amanda (A). Who has the healthiest breakfast?

- |  |   |                                  |
|--|---|----------------------------------|
| 1 <input type="checkbox"/> C Banana    | 4 <input type="checkbox"/> Orange juice | 6 <input type="checkbox"/> Tea   |
| 2 <input type="checkbox"/> Brown bread | 5 <input type="checkbox"/> Spinach      | 7 <input type="checkbox"/> Water |
| 3 <input type="checkbox"/> Eggs        |   |                                  |

- 4 **Video** Watch again and answer the questions.

- 1 In what other ways is Curtis's morning different to Amanda's?
- 2 Whose Saturday morning is most similar to yours?

- 5 Complete the questions with the words in the box.

alarm asleep energy fit fresh get up  
lifestyle personal hygiene wake up

- 1 Do you use an \_\_\_\_\_ to help you wake up in the morning?
- 2 Do you usually \_\_\_\_\_ soon after you \_\_\_\_\_ or do you like to stay in bed for a while?
- 3 Do you usually feel \_\_\_\_\_ and full of \_\_\_\_\_ after you get out of bed or tired and still half \_\_\_\_\_?
- 4 Do you do your \_\_\_\_\_ routine (e.g. brush your teeth and wash) before or after breakfast?
- 5 Do you think exercising in the morning is an important part of a \_\_\_\_\_ and healthy \_\_\_\_\_?

- 6 Discuss the questions in exercise 5. Which of you is more of a 'morning person'?

- 7 **THINK** How could you make your mornings healthier? Discuss.



## PROJECT BUILDER 1

Prepare the *Healthy mornings* section of your infographic.

### Workbook Project Log p24

- 8 Your project is to create a health and fitness infographic. Your infographic will have four sections. Prepare the text for the *Healthy mornings* section. Write five pieces of advice for a healthy morning.

It is good to get eight hours of sleep before you get up in the morning.



# 6.2 FITNESS FAQS

## LESSON OBJECTIVES

- Understand the importance of exercise for teenagers
- Learn vocabulary related to exercise and the body
- Use the present perfect to talk about experiences

## VOCABULARY

### 1 Discuss the questions.

- 1 How is exercise good for you?
- 2 How much exercise do teenagers need to do?
- 3 Is it possible to do too much exercise?
- 4 What's the best kind of exercise to do?

### 2 Read Anya's blog and complete gaps A-D with questions 1–4 from exercise 1.



### Anya-keeps-fit!

# teenage fitness

**Home** **Blog** **Top Tips** **FAQs**

A \_\_\_\_\_ It's best to exercise in a variety of ways if you want to get fit. Try aerobic exercise for your heart and lungs, strength training to build your muscles and stretching to keep them flexible.

B \_\_\_\_\_ Keeping fit is good for your brain and your body. Exercising produces chemicals (called endorphins) that make you happy. Regular training helps you sleep better, and reduces your risk of illness. It also helps you burn calories, lose weight and even keeps your bones strong.

C \_\_\_\_\_ Experts recommend 60 minutes per day for teenagers. Warm up before you train and stretch when you have finished. I usually rest one day a week.

D \_\_\_\_\_ Teenage bodies need calories to develop. Using all your energy for exercise can slow your physical development. Do the recommended amount of regular exercise correctly and safely. If you feel any pain, stop before you get an injury.

**LIFE SKILLS** Try to do an hour of exercise a day. This could be 20 minutes of exercise at three different times of the day. It can be as simple as going for a fast walk. When is the best time for you to exercise?

### 3 Match the highlighted words in Anya's blog to the categories.

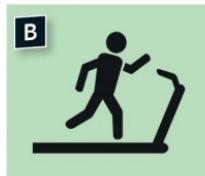
- 1 actions related to exercise (x7)

- 2 parts of the body (x5)

- 3 the effects of unsafe exercise (x2)

### 4 Match words 1–3 from Anya's blog with the pictures A–C.

- 1 aerobic exercise
- 2 strength training
- 3 stretching



### 5 Read the live chat from Anya's blog. Answer the questions.

- 1 What is Anya's favourite type of exercise?
- 2 What type of exercise does Anya recommend for Sergio?

## Live chat

**Josh** What's your favourite type of exercise, Anya?

**Anya** I've done lots of different types of exercise. My favourite is CrossFit. I love doing strength training with other people. Have you tried CrossFit, Josh?

**Josh** No, I haven't. It looks great though. I'll try it. Thanks!

**Clara** My friend Sergio wants to exercise with his dog. He's tried jogging, but his dog didn't like it! Can you suggest anything?

**Anya** Have you heard of Doga? There has been a lot about it online recently. It's like yoga, but you do it with your dog! ☺



**Clara** Wow, cute!

No, I haven't heard of this before. I'm sure my friend hasn't either. Thanks, Anya.

### 6 MEDIATION Look online and find out more about CrossFit for teenagers or Doga. Tell a classmate two interesting things about either of these activities in English.

## GRAMMAR

### Present perfect

- 7 Study the language from the live chat in exercise 5. Then complete the table.

Affirmative and negative		
Subject	have	Past participle
+ I / You / We / They	have / <sup>1</sup> 've	<sup>4</sup> lots of different types of exercise.
-	have not / <sup>1</sup> .....	
+ He / She / It	has / <sup>2</sup> .....	<sup>5</sup> jogging.
-	has not / <sup>3</sup> .....	
Questions		Short answers
..... you tried CrossFit?	Yes, I have. / No, I <sup>7</sup> .....	
Has he tried CrossFit?	Yes, he has. / No, he hasn't.	

We use the present perfect when we <sup>8</sup>want / don't want to mention a specific time in the past.

We say *there is* and *there are* in the present perfect using <sup>9</sup>..... and <sup>10</sup>.....

#### CHECK IT! ➔ MY GRAMMAR REFERENCE & PRACTICE p116

- 8 Complete the sentences with the present perfect form of the words in brackets.

- 1 We ..... (try) Zumba.
- 2 I ..... (not do) strength training.
- 3 Tim ..... (learn) how to stretch safely.
- 4 ..... (you run) 10 km?
- 5 Rachael ..... (not use) a fitness app.

- 9 Write sentences in the present perfect using the prompts below and the live chat in exercise 5.

Anya / do lots of different types of exercise.

Anya has done lots of different types of exercise.

- 1 Josh / try CrossFit.
- 2 Sergio / try jogging with his dog.
- 3 Clara / heard of Doga before.
- 4 Sergio and his dog / join a Doga class.

- 10 ➡ 24 Read the *Pronunciation*, then listen. Can you hear the strong and weak forms of *have* and *has*? Listen again and repeat.

#### PRONUNCIATION Strong and weak forms of *have* and *has*

	Strong form	Weak form
<b>have</b>	/hæv/	/həv/
<b>has</b>	/hæz/	/həz/

- 11 Complete the live chat post with the present perfect affirmative form of the verbs in brackets.

**Leo** Hi Anya. I started exercising regularly when I was 13. I wasn't fit then, but I am now! There <sup>1</sup> ..... (be) good times and difficult times on my fitness journey. I <sup>2</sup> ..... (make) some brilliant friends and we <sup>3</sup> ..... (share) the pleasure and the pain of getting fit! I'm very proud of some of my achievements. For example, I <sup>4</sup> ..... (run) a 5 km race and I <sup>5</sup> ..... (learn) how to lift weights safely. I <sup>6</sup> ..... (write) a blog about my experiences, and there <sup>7</sup> ..... (be) a really positive response. I <sup>8</sup> ..... (enjoy) your blog a lot, Anya. Getting fit has changed my life!

- 12 ➡ Use *have* and *haven't* to talk about the ideas in the box. Ask each other questions.

do strength training exercise at an outdoor gym  
feel muscle pain after exercise go to an exercise class  
have a sports injury play sports in a team run 5 km  
swim 1 km try yoga (or Doga!) use a fitness app

I've tried yoga.

Where did you do it?

## PROJECT BUILDER 2

Prepare the *Fitness* section of your infographic.

➔ Workbook Project Log p24

- 13 ⚽ Read the text. Can you think of any other benefits of playing roller hockey?

### Roller hockey



- It's fast and it's fun.
- You can play in a team.
- It's great aerobic exercise.

- 14 ⚽ Discuss to find three types of sport or exercise that you have all tried and enjoyed.

Have you tried ... ?

Yes, I have. / No, I haven't.

Did you like it?

Yes, I did. / No, I didn't.



- 15 ⚽ Prepare the text for the *Fitness* section of your infographic. Write three benefits for each of the types of sport or exercise that you chose in exercise 14.

## 6.3 JUNK FOOD

### LESSON OBJECTIVES

- Learn about junk food
- Use cognates while reading
- Use the present perfect with ever and never

# Dump the junk!

It's not easy to cut down on junk food. We know it's bad for us, but it tastes great, feels good in our mouths and comes in so many varieties.

Here are some healthier ways to enjoy the things we love about junk food.

### Strong flavours

The strong flavours of salt, sugar, and fat make us want to **keep on eating** junk food, even when we know we should stop. We really only need small amounts of salt, fat and sugar as part of a healthy diet.

Look for strong flavours in healthy foods – spicy pepper or chili, sharp vinegar or lemon, and sweet fresh fruit. Healthy foods taste good, too.



### Interesting textures

Food companies design junk food to feel good in our mouths. We really enjoy snacks that are crunchy outside with a soft middle full of flavour.

Remember, you'll also come across interesting textures in healthy food: crunchy raw carrots or nuts, soft tasty hummus or avocado, chewy dried fruit, and grapes that explode in your mouth!



### Lots of variety

Food companies come up with a wide variety of flavours, colours, shapes and sizes for their products. Just look at breakfast cereal! Your brain easily gets bored, so it loves variety.

You don't have to give up junk food completely. Balance it with healthy food of all different flavours, colours and textures. Healthy food doesn't have to be boring!

### READING

- 1 Look at the photos in the article and discuss the questions.

- 1 What types of junk food can you see?
- 2 Which do you eat regularly? Which do you never eat?
- 3 Why do you think people like junk food so much?

- 2 Read the *Skill UP!* then scan the article 'Dump the junk!'. Are there any cognates? Underline similarities in the spelling. What differences in pronunciation are there?



#### Use your own language to understand English

Some English words sound or look similar in other languages. When the meaning is the same in both languages, these words are called 'cognates'. Scan texts quickly for cognates and use them to help you work out the topic.

- 3 25 Read and listen to the article. Check your ideas from exercise 1 question 3.

- 4 **MEDIATION** Imagine you are talking to a young child. With your partner, explain in your own language why too much junk food is bad. Give three reasons.

- 5 Are the statements about the article true (T) or false (F)?

- 1 It explains why people like eating junk food. \_\_\_\_\_
- 2 It describes the effects of eating too much junk food. \_\_\_\_\_
- 3 It explains how to cook healthier junk food at home. \_\_\_\_\_
- 4 It suggests healthy alternatives to junk food. \_\_\_\_\_
- 5 It tells readers to stop eating junk food completely. \_\_\_\_\_
- 6 It recommends a balanced diet. \_\_\_\_\_

- 6 Match the highlighted phrasal verbs in the article to definitions 1–6 below.

- 1 try to find \_\_\_\_\_
- 2 continue doing something \_\_\_\_\_
- 3 stop doing, or having, something \_\_\_\_\_
- 4 suggest, invent, or think of something \_\_\_\_\_
- 5 eat or do less of something \_\_\_\_\_
- 6 find something by chance \_\_\_\_\_

## GRAMMAR

### Present perfect with ever and never

- 7 26 Listen to Kirsten and Magnus trying some healthy food. Answer the questions.

1 What food do they try?

.....

2 What do they think of the food?

.....

- 8 Study sentences A and B from Kirsten and Magnus's conversation. Then choose the correct option to complete the rules.

- A I've never tried banana chips.  
B Have you ever eaten popcorn?

#### Present perfect with ever and never

We use the present perfect with ever and never to talk about life experience up to now.

- **Ever / Never** means 'at any time in the past' and **ever / never** means 'at no time in the past'.
- We use **never + a(n) affirmative / negative** verb form to talk about experiences you or other people didn't have.
- We usually use **ever / never** in questions and **ever / never** in answers.

#### CHECK IT! ➔ MY GRAMMAR REFERENCE & PRACTICE p116

Kirsten and Magnus have **been** to a health-food shop.  
= They went, then came back.

Kirsten and Magnus have **gone** to a health-food shop.  
= They are still at the health food shop.

- 9 Complete the sentences with ever or never.

- 1 Has Cleo ..... tried to give up junk food?
- 2 I've ..... eaten junk food for breakfast.
- 3 Have you ..... kept on eating junk food even though you were full?
- 4 I've ..... looked for a healthy option in a fast-food restaurant.
- 5 Has Paul ..... been to a health food shop?
- 6 We've ..... made French fries at home.

- 10 Complete the mini dialogues using the present perfect and the words in brackets. Add ever or never where possible.

- 1 A **Have you ever had** (you have) banana chips, Maddie?  
B No, ..... , but .....  
(try) garlic popcorn.
- 2 A Where's Araf?  
B He ..... (go) to Big Burger for lunch.  
A Oh, I ..... (not go) there. Have you?  
B No, I haven't. I ..... (go) to Burger Boy, but not Big Burger. Shall we try it one day?
- 3 A ..... (you order) chocolate pizza, Keyla?  
B Yes, ..... . It was far too sweet.

- 11 Write sentences that are true for you. Use never and the present perfect form of the verbs in the box.

eat drink go meet play / do  
read see try

- 1 an unhealthy food  
**I've never tried chocolate pizza.**
- 2 a healthy food
- 3 a drink
- 4 a famous film
- 5 a type of sport or exercise
- 6 a city or country
- 7 a celebrity
- 8 a famous book

- 12 Make questions with ever using your answers from exercise 11. Then ask and answer.

**Have you ever tried chocolate pizza?**

**Yes, I have! It was delicious!**

## PROJECT BUILDER 3

Prepare the *Healthy eating* section of your infographic.



### ➔ Workbook Project Log p25

- 13 Ask and answer present perfect questions about 1–6 below.

- 1 think about how much junk food you eat
- 2 try to give up junk food
- 3 look for healthy snacks instead of crisps or chocolate
- 4 choose vegetarian burgers or sausages instead of meat ones
- 5 eat crunchy vegetables as a snack
- 6 drink water instead of sugary drinks

**Have you ever thought about how much junk food you eat?**

- 14 Write three pieces of advice about food and drink to include in the *Healthy eating* section of your infographic. Use ideas from exercise 13 or your own.

**Try to give up junk food. If you can't give it up completely, try to avoid eating it more than once a week. It's bad for your health.**

## 6.4 HYGIENE

### LESSON OBJECTIVES

- Listen to an expert talk about personal hygiene
- Listen for detail
- Learn personal hygiene collocations

### LISTENING

1 What personal hygiene tips do you know?

You should wash your hands before eating.

And shower regularly. What else?

2 Complete the quiz.

#### How much do you know

# about personal hygiene?

1

How often should you shower?



3

How often do experts say you need to visit the dentist?



5

Sweat smells.  
True or False?



7

Should you use your hand to cover your mouth when you cough or sneeze?



2

How long does it take to brush your teeth properly?



4

Can your phone give you spots?



6

What is the difference between a deodorant and an antiperspirant?



8

How long does it take to wash your hands properly?



3 Read the Skill UP! Which quiz questions are asking about a length of time?



Before you listen for answers to questions, study the questions and think about what kind of detail you need to listen for. For example:

- A question with *How long* could be asking for a ‘length of time’, e.g. *one hour*.
- A question with *How often* is asking about frequency, or a ‘number of times’, e.g. *six times a day, every year*.

4 27 Listen to a hygiene expert and check your answers to the quiz.

## VOCABULARY

5 Match the verbs in the box to a group of words 1–6 to make collocations.

brush change cut go prevent use

1

spots  
smelly feet  
illness



4

(your) hair  
(your) teeth



2

to the dentist  
to the hairdresser



5

deodorant  
antiperspirant  
soap  
shampoo



3

(your) socks  
(your) toothbrush



6

(your) fingernails  
(your) toenails  
(your) hair



6 Complete the sentences with collocations from exercise 5.

- 1 \_\_\_\_\_ to reduce the amount you sweat.
- 2 Change your socks every day to help \_\_\_\_\_.
- 3 Every time I \_\_\_\_\_, I fall asleep while she is cutting my hair.
- 4 I forgot my toothbrush so I had to \_\_\_\_\_ with my finger.
- 5 Grandad didn't \_\_\_\_\_ and they made holes in his socks!
- 6 The dentist told me I should \_\_\_\_\_ every three months.

7 Ask and answer questions about the collocations in exercise 5. Use the question prompts below.

- How can you ... ?
- When do you ... ?
- How often do / should you ... ?
- Why do people use ... ?

**How can you prevent smelly feet?**

**It helps to change your socks regularly.**

### PROJECT BUILDER 4

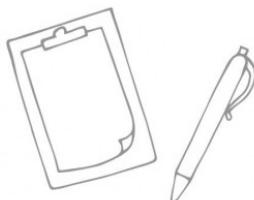
Prepare the Personal hygiene section of your infographic.

Workbook Project Log p25

8 Agree on the five most important personal hygiene tips.

9 Prepare the text for the Fitness section of your infographic. Write down your top five tips from exercise 8. Give a reason for each tip.

**It is very important to wash your hands regularly. You should do this after you go to the toilet and before you eat or prepare food. This can help prevent illness.**



# 6.5 WHAT'S THE MATTER?

## LESSON OBJECTIVES

- Talk about health problems
- Learn how to express sympathy

## SPEAKING

- 1 Look at pictures A–J. Have you ever had any of these illnesses?



- 2 Match pictures A–J from exercise 1 to health problems 1–10 under *Describing health problems* in the Key phrases.

### KEY PHRASES

#### Talking about health problems

#### Asking about health problems

1 \_\_\_\_\_ you all right?

What's<sup>2</sup> \_\_\_\_\_ matter?

Where does it hurt?

Does your head<sup>3</sup> \_\_\_\_\_ ?

Have you<sup>4</sup> \_\_\_\_\_ a temperature?

How do you feel?

#### Describing health problems

1 \_\_\_\_\_ I feel (awful / terrible / ill).

2 \_\_\_\_\_ I feel sick.

3 \_\_\_\_\_ I've got a temperature.

4 \_\_\_\_\_ My back hurts. / I've hurt my back.

5 \_\_\_\_\_ I've got a sore throat.

6 \_\_\_\_\_ I've got stomach ache.

7 \_\_\_\_\_ I've got toothache.

8 \_\_\_\_\_ I've got a cough.

9 \_\_\_\_\_ I've got a headache.

10 \_\_\_\_\_ I've got a cold.

- 3 Watch the first part of the video. Complete the Key phrases. Which phrases does Amy use to describe her health problems?

- 4 Video Look at the photo. What do you think happened to Lucy? Watch the second part of the video and check.



- 5 Read the Skill UP! Then choose one of the situations below or use your own idea. Take turns asking what happened and how your partner feels. Express sympathy and offer some advice.



When someone tells you they don't feel well, you can express sympathy with one of these phrases. Use a sad tone of voice.

*Oh dear. Oh no! Poor you. You poor thing.*

- You have a bad cold.
- You were looking at your phone and walked into a door.
- You fell off your chair in class.
- You broke your tooth eating something hard.