

6.6 WRITING A REPORT

LESSON OBJECTIVES

- Write a survey report
- Learn how to organize information in a report

WRITING

- 1 Read and complete the report. Match questions 1–3 with gaps A–C.

- 1 What do you do to relax?
- 2 Have you ever worried about school?
- 3 What else do you worry about?

This report shows the results of our class survey. We asked ten students what they worry about, and what they do to relax. The results are quite surprising.

A _____ Most students have worried about school. Only two people have never worried about school.

B _____ More than half the students worry about their appearance. A few feel stressed about the environment. None of the people in our survey worry about their future jobs.

C _____ All the students we asked spend time with friends when they want to relax. Half play video games with their friends and some watch TV together. In conclusion, the survey shows that our classmates worry about similar things and relax in similar ways.

- 2 Read the report again and answer the questions.

Then read the *Skill UP!* and check.

- 1 How many paragraphs are there in the report?
- 2 Which paragraph(s):
 - report the results of the survey questions?
 - summarize the results of the survey?
 - explain what the survey was about?



Writing a survey report

- 1 Paragraph 1: Tell the reader what your survey was about and how many people you asked. Make a general comment about the results.
- 2 Paragraphs 2, 3 and 4: Report the results of the survey questions.
- 3 Paragraph 5: Give a conclusion. Say what the results of the survey show.

- 3 Study the highlighted quantifiers in the report. Add them to the line below. Two of the quantifiers have a similar meaning. Put these in the same place.

LARGEST quantity —————— SMALLEST quantity

- 4 Complete each sentence with a quantifier from exercise 3. Use the information in brackets (5/10 = 5 out of the 10 people in the survey).

- 1 _____ of the people have never been to a gym. (5/10)
- 2 _____ of our classmates like eating burgers. (9/10)
- 3 _____ of the students go to bed before 10 p.m. (0/10)
- 4 _____ of the people in the survey enjoy team sports. (6/10)
- 5 _____ pupils have stayed awake for 24 hours. (3/10)
- 6 _____ of the people we asked brush their teeth twice a day, every day. (10/10)

PROJECT BUILDER 5

Write a survey report.

→ Workbook Project Log p26



- 5 Prepare a class survey on a health and fitness topic and write a report about it. Work in groups for Part A only.

A Write and do your class survey

- Choose one of the topics from your infographic and write three questions for your survey, each with two to four possible answers. Use *Have you ever ... ?* for one of your questions.

healthy mornings fitness healthy eating personal hygiene

Question 1: Have you ever worried about school?

A yes

B no

- Ask your questions to 8–10 classmates and record the results.

Results:

A: ✓✓✓✓✓✓✓✓ (8 students)

B: ✓✓ (2 students)

B Write your report

- Follow the tips in the *Skill UP!* and write a report about the results of your survey.
- Use quantifiers.

C Read and check

- Check your report has five paragraphs.
- Check you have used appropriate quantifiers.



6 PROJECT

Create a health and fitness infographic

SHARE AND REVIEW

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

- A personal hygiene? **4**
- B fitness?
- C healthy eating?
- D a survey report?
- E healthy mornings?

Use your
Project Log
 p24–26



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



ANALYSE

What is an infographic?

An infographic is a visual way to show information and data quickly and clearly.

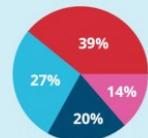
Did you know?



90% of the information processed by your brain is visual.

The brain processes visual information 60,000 times faster than text.

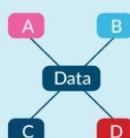
Different ways to show data



pie chart



bar chart

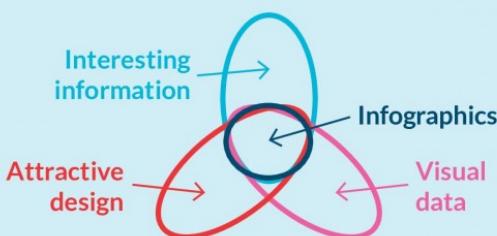


mind map



diagram

What makes a great infographic?



3 Find the following features in the infographic above.

- 1 information as text
- 2 numbers
- 3 tips
- 4 headings and sub-headings
- 5 visual data, e.g. charts or diagrams
- 6 a question in the present perfect with ever

Have you ever made an infographic?

Here are three important tips:

Tip 1: Use no more than five colours.

Tip 2: Use the same or similar fonts for all your text.

Tip 3: Use headings and sub-headings to make the information clear.

CREATE



- 4 Read the *Project skills*. Can you think of any other tips for dealing with disagreements during project work?

PROJECT SKILLS Dealing with disagreements

- Stay calm. Don't shout or get angry.
- Listen to everyone's opinions and work together to find solutions.
- Be kind and fair. Try to find fair solutions, e.g. 'If we use your idea here, can we use my idea there?'

- 5 Create your infographic on a large piece of paper. Follow steps 1–6 below. Try to deal with any disagreements while you work.

- 1 Divide the page into four sections. Use one section for each Project Builder 1–4.
- 2 Try to include all of your written work (your advice and tips etc.) from Project Builders 1–4 in your infographic.
- 3 Include the results of your survey from Project Builder 5 by creating charts or diagrams from the data and adding them to your infographic.
- 4 Design your infographic using the tips from page 78. It is also a good idea to look at examples of infographics online.
- 5 Display your finished infographic on a classroom wall or table for the other students to read.
- 6 Leave a blank piece of paper next to your infographic for feedback from other students.



REACT



- 6 Walk around the classroom and read the other groups' infographics. React to any interesting information in them. Use the *Key phrases* to help.

KEY PHRASES

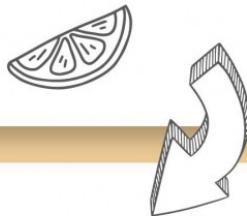
Reacting to information

- That's interesting!
- I didn't know that (swimming was so good for you).
- I'm surprised that (only two students like junk food).
- I've read / heard / seen something about that before.

- 8 Go back to your infographic and read the feedback. Which is the most helpful comment?



- 7 Write feedback for each group on the blank piece of paper next to their infographic. Comment on the following points.



- one thing you liked
- one thing that surprised you
- one suggestion for improving the infographic

REFLECT



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

COLLABORATION

- 1 Our group can deal with disagreements.



CREATIVITY

- 2 Our group can present visual information in different ways.



COMMUNICATION

- 3 Our group can talk about experiences.



- 10 Complete these sentences for you.

1 I am pleased with our infographic because _____

2 I want to improve _____

→ Workbook Project Log p27

7

Skills for life

UNIT OBJECTIVES



YOUR PROJECT Create a how-to video

Project Builders 1–5:

- 1 Make a list of possible topics.
- 2 Choose your final topic and write some instructions.
- 3 Prepare and plan.
- 4 Share tips and skills with your classmates.
- 5 Write the final instructions and cue cards.

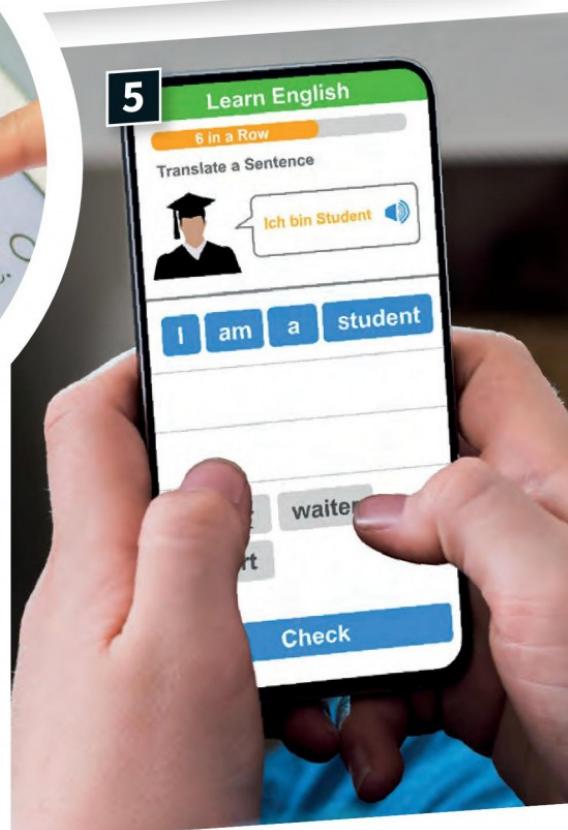
Present your how-to video.

VOCABULARY

- Verbs and their noun forms
- Verbs

GRAMMAR

- *should / shouldn't, must / mustn't*
- *have (got) to + infinitive without to*



LESSON OBJECTIVES

- Talk about online learning
- Learn vocabulary related to online learning

WARM-UP

1 Look at photos 1–5. Discuss the questions.

- 1 What kind of learning do the photos show?
- 2 What equipment for learning can you see in the photos?

2 Watch Curtis and Amanda's vlog. Answer the questions.

- 1 What are Curtis, Amanda and Sarah making for their school project?
- 2 What examples of how-to videos do they mention? Name four.

3 How many tips for learning with the internet can you remember from the vlog?

4 Complete the sentences from the video with the words in the box. Then watch again and check.

answers distract engine fact find focused learn resources search subject

- 1 The internet is ... a brilliant place to _____ from others and find _____ to your questions.
- 2 Let's look at how to use online _____ to help you learn.
- 3 Ask your parents, teachers, or classmates about good websites, blogs and vlogs where you can _____ for information or research a _____.
- 4 Websites with .gov or .edu in their addresses are usually reliable places to _____ out about something or check a _____.
- 5 Use a search _____ you know well.
- 6 How can I stay _____ while learning online?
- 7 Advertisements and links can easily _____ you from what you are doing.

5 Discuss the questions.

- 1 What search engine do you usually use?
- 2 How do you check facts that you find online?
- 3 Do you find it hard to stay focused when you are learning online? Why / Why not?

PROJECT BUILDER 1 Make a list of possible topics.



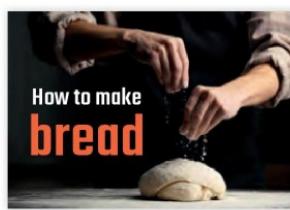
Workbook Project Log p28

6 Look at the titles for how-to videos on the right. Which video do you think was:

- 1 the easiest to make?
- 2 the most difficult to make?
- 3 the most fun to make?

7 Read the tips below, then make a list of four possible topics for your how-to video.

- Try to think of your own ideas.
- Choose topics that you already know a lot about.
- Choose topics that are easy to film.
- Choose topics that you can explain in less than five minutes.



7.2 YOUR SKILFUL BRAIN

LESSON OBJECTIVES

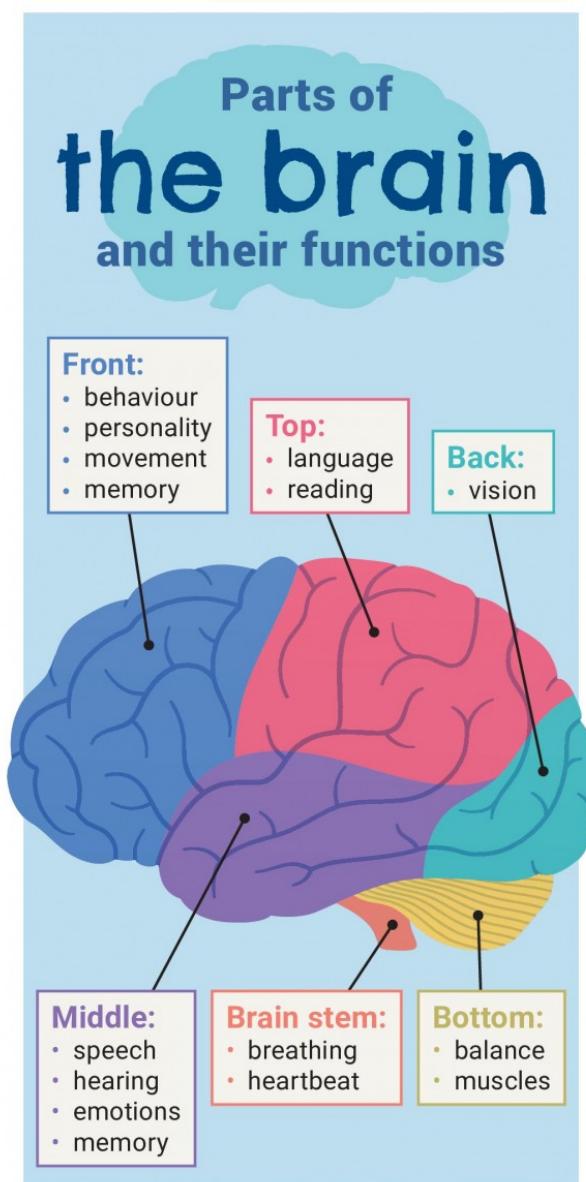
- Learn about the brain
- Learn verbs and their noun forms
- Use *should / shouldn't* and *must / mustn't* to talk about advice, obligation and prohibition

VOCABULARY

- 1 Look at the diagram. Say what the different parts of your brain do.

The front of your brain controls behaviour, personality, movement and memory.

The top of your brain controls ...



- 2 Read about a podcast. Who is it for? What will listeners learn?

Your Skilful Brain



Your skilful brain is responsible for every feeling you have, every decision you make and every goal you achieve. It can respond quickly when there is a problem and is brilliant at finding a solution. Your brain stores huge amounts of knowledge, but can also remember small details.

This week's podcast is especially for teenagers (and their brains). We talk to brain expert Liang Zhao about how to look after your growing brain and train it to make learning easier.

[Click here to listen](#)

- 3 Complete the table with words from the diagram in exercise 1 and the text in exercise 2.

Verb	Noun
	achievement
behave	
decide	
know	
learn	
move	
	response
solve	
speak	
	training

- 4 Choose the correct option. Then ask and answer with a partner.

- 1 What is your greatest **achievement / achieve** in life?
- 2 What is the best thing about language **learn / learning**?
- 3 How do you **respond / response** when you find a school subject difficult?
- 4 What is the best **decision / decide** you have made this year?
- 5 What **behave / behaviour** do you find really annoying?
- 6 Who is the cleverest person you **know / knowledge**?

- 5 Listen to part of the *Your Skilful Brain* podcast and answer the questions.

- 1 What three rules does Liang Zhao give for keeping teenage brains healthy?
- 2 What two pieces of advice does Liang give to make learning easier?

GRAMMAR

should / shouldn't, must / mustn't

- 6 28 Listen again for examples of *should*, *shouldn't*, *must* and *mustn't*. Then complete the rules.

- 1 We use **should(n't)** / **must(n't)** to give advice.
- 2 We use **should** / **must** to say something is necessary or is a rule.
- 3 We use **shouldn't** / **mustn't** to say something is prohibited or against the rules.

CHECK IT! **MY GRAMMAR REFERENCE & PRACTICE** p118

- 7 Complete the advice with *should* or *shouldn't*.

- 1 You regularly do puzzles. They keep your brain active.
- 2 You eat lots of junk food. It's not good for your brain.
- 3 You try to go to bed and wake up at the same time every day.
- 4 You go somewhere quiet to study, such as a library.
- 5 You study in front of the TV.
- 6 You spend too much time alone. Talking and laughing with friends is good for your mental health.

- 8 Write six rules about the computer room using the information in the sign below. Use *must* and *mustn't*.



- 9 Complete the rules and advice on learning with *must(n't)* or *should(n't)*. Then match sentences 1–5 to reasons A–E.

- 1 You cheat in tests.
- 2 You focus on one thing at a time.
- 3 You do your homework.
- 4 You study with other people sometimes.
- 5 You give up when you fail.

- A You learn by repeating things – first at school, then at home.
- B Changing from one task to another (and back again) slows you down.
- C Failure often comes before success.
- D You can discuss things and learn from each other.
- E They are an important part of learning.

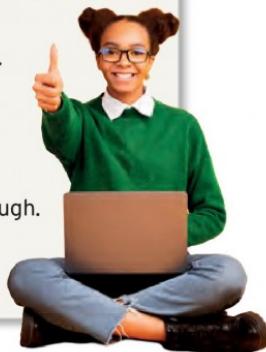
- 10 Complete the text with *must(n't)* or *should(n't)* and the verbs in the box.

copy do learn try work

Do you know about Homework Club?

One way for students to study together is Homework Club. There's one at our school on Tuesday and Thursday afternoons – you¹ it sometime.

At Homework Club, there are two rules. Firstly, you² other people's work. Secondly, you³ together and help each other. You⁴ all your homework at Homework Club though. You⁵ in a variety of ways. Sometimes it's good to study at home on your own.



- 11 **MEDIATION** Imagine you are introducing an English-speaking exchange student to your school. Write an email to them. Include:

- 1 two school rules with *must*.
- 2 two school rules with *mustn't*.
- 3 two pieces of advice with *should*.
- 4 two pieces of advice with *shouldn't*.

PROJECT BUILDER 2 Choose your final topic and write some instructions.

Workbook Project Log p28

- 12 Look back at your ideas from Project Builder 1. Choose a final topic and title for your how-to video.

- 13 Make a list of 5–10 useful words and phrases for your topic.

How to make an English cup of tea: teabag, water, cup, milk, ...

- 14 Write 4–8 instructions with *must(n't)* / *should(n't)* for your video.

First, you must boil the water. Then you should put the teabag in the cup before you add the water.



7.3 YOUNG AND SKILFUL

LESSON OBJECTIVES

- Learn about skilful teenagers
- Learn about scanning a text
- Use *have (got)* to talk about necessity

READING

1 Match pictures A–C in the article with activities 1–3 below.

- 1 _____ e-sports
- 2 _____ film-making
- 3 _____ skateboarding

2 Which of the activities from exercise 1 do you think is the most:

- 1 interesting? Why?
- 2 difficult? Why?
- 3 fun? Why?

3 Read the *Skill UP!* Then read questions 1–5 and decide what kind of information you need to find to answer them.



Scanning is reading quickly to find specific information, e.g. a number, a name, or a place. Work out what kind of information you need to find. Then move your eyes left, right, up and down the text to find it.

What was Zuriel Oduwole's age when she made her first film?

A number:

- 1 What is Sky Brown's country of birth?
- 2 What is Jaden Ashman's nationality?
- 3 What was Sky Brown's age when she had a serious accident?
- 4 What is Jaden Ashman's gaming name?
- 5 Where was Zuriel Oduwole born?

4 Scan the article and find the answers to the questions from exercise 3.

What was Zuriel Oduwole's age when she made her first film?

A number: nine.

5 Now read and listen to the article. Then cover it. In pairs, say what you can remember about each teenager.



You don't have to be an adult to be the best!

Check out these super skilful teenagers:

Sky Brown

... became the youngest professional skateboarder in the world when she was ten years old. Her mum is Japanese, her dad is British, and Sky was born in Japan. Her Japanese name is Sukai.



Sky is also a talented surfer. She has to get up at 4 a.m. so she can go surfing before school. After school, she practises skateboarding and then surfs again most evenings!

When she was 11, Sky had a serious skateboarding accident and is lucky to be alive. However, she believes you should never give up, and six weeks after the accident Sky was skateboarding again.

Jaden Ashman

... is a British school boy, e-sports champion and world-record holder. Jaden, or 'Wolfiez' as he's known in the gaming world, was just 15 when he won over a million dollars at an e-sports event. Now, he plays for one of the world's top gaming teams. Thanks to his skills, Jaden doesn't have to worry about money!



So, does he still have to go to school? Yes, he does! Jaden's mum is very proud of him, but she says he's got to finish his education.

Zuriel Oduwole

... is a successful young American film-maker, speaker and supporter of education, especially for girls in Africa. Her father is Nigerian and her mother is Mauritian, so she has family from Africa, but she was born in California. She made her first short documentary film about Africa. It was for a school competition when she was only nine. Since then, she has made several more documentaries. Her films have won awards and appeared in cinemas around the world.



Zuriel has also travelled to many different countries to speak at events about film-making and the power of education, and she has met with over 30 world leaders. Often, she has to work in a world filled with adults. At many of her presentations, she gets the feeling that the people in the audience don't think she's old enough to be presenting. She thinks that might stop when she's in her 20s. But, for now, she enjoys proving to them that young girls like herself can do great things.

6 Answer the questions.

- 1 Which two sports is Sky Brown very good at?
- 2 Why does Sky get up so early?
- 3 How much money did Jaden Ashman win when he was 15?
- 4 Did Jaden stop going to school after he won?
- 5 What does Zuriel talk about in her presentations?
- 6 What feeling does Zuriel often get from her audience during presentations?

7 Find the words in the box in the article. What do they mean in your language?

proud successful talented top

GRAMMAR

have (got) to + infinitive without to

8 Complete the table.

Affirmative and negative		
+	I / You / We / They	have to / 've got to don't have to / haven't got to
+	He / She / It	1 to / got to 2 have to / hasn't got to
Questions		Short answers
Do I	still have to	Yes, I do. / No, I don't.
3 he	4 to school?	Yes, he ⁵ / No, he doesn't.

We use *have (got) to + infinitive without to* when we want to say that something is ⁶**necessary / possible**.

We use *don't have to + infinitive without to* when we want to say that something is ⁷**prohibited / not necessary**.

Have got to is more ⁸**informal / formal** than *have to*.

CHECK IT! ➔ MY GRAMMAR REFERENCE & PRACTICE p118

9 Complete the sentences with words from the table.

- 1 Sky Brown to stay fit and healthy.
- 2 A: Jaden Ashman have to practise video games a lot?
B: Yes, he
- 3 Zuriel Oduwole to be confident to give presentations. Also, she to know a lot about her subject.
- 4 A: you have to be an adult to be successful?
B: No, you
- 5 An e-sports champion have to go to the gym.

10 Complete the text with the correct forms of *have (got) to* and the verbs in brackets.



Skills4life.edu
#how to do everything!

How to make a successful how-to video

- 1 (you / be) a professional to make a successful how-to video? No, you² (do)! Your video³ (not win) an Oscar, but there are a few things you⁴ (get) right. The topic⁵ (be) interesting and easy to film. The instructions⁶ (be) simple and clear, and your video⁷ (be) short. You⁸ (not write) a script, but you should write some notes. The presenter⁹ (speak) slowly and with confidence. Don't forget your technical skills! You¹⁰ (film) your video in a quiet place with lots of light. Make a plan of all the things you¹¹ (do) before you start and your video will be a success!

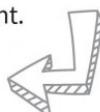
11 Talk about things you *have to* and *don't have to* do in these situations.

- you are learning a language
- you are rich and famous
- you are a teacher
- you are a superhero

PROJECT BUILDER 3

Prepare and plan.

➔ Workbook Project Log p29



12 Read the tasks and discuss what you have to or don't have to do to prepare for your how-to video.

- Find a video camera and other equipment.
- Decide on what pictures or diagrams you want to show.
- Do online research.
- Choose a place to film your video.

13 Do as many of the tasks as you can. Make plans for any tasks that you can't do now and do them later.

Let's write a list of all the pictures we've got to find.

OK, then I'll look for them online at home and print copies.

7.4 SHARING SKILLS

LESSON OBJECTIVES

- Learn how young people and their grandparents can benefit from each other
- Focus on using on-screen text in videos • Learn verbs

LISTENING

1 Look at photos 1 and 2. What do you think the relationship between the people is? What are they doing?

2 Discuss the questions.

- 1 How is spending time together good for grandchildren and grandparents?
- 2 What skills and ways of thinking can they learn from each other?

3 Watch the video. Does it mention any of your ideas from exercise 2?

4 Watch again and choose the correct option.

- 1 According to a study at Oxford, young people who spend time with their grandparents:
 - go to bed earlier.
 - behave better.
 - experience more problems with behaviour.
 - have more emotional problems.
- 2 Gemma's grandmother is teaching her how to:
 - bake delicious cakes.
 - use social media.
 - fix her bike.
 - fish.
- 3 Research shows that grandparents who support their grandchildren:
 - learn from them.
 - have a better memory.
 - feel happier.
 - live longer.
- 4 Jamie says grandparents can teach their grandchildren:
 - about their family history.
 - how to have better memories.
 - about the importance of sharing.
 - how to give good advice.
- 5 Which option best describes the main message of the talk?
 - Grandparents are very important to their grandchildren.
 - Grandchildren are very important to their grandparents.
 - Grandparents make good teachers for their grandchildren.
 - Grandparents and grandchildren both benefit from their relationship.



5 Video Read the *Video focus*. Then watch again. Which uses of on-screen text 1–6 from the *Video focus* do you see?



Videos often use on-screen text to:

- 1 show the video's title.
 - 2 name people, places or things in the video.
 - 3 introduce different sections of the video.
 - 4 give a set of steps or instructions.
 - 5 highlight important words or details in the video.
 - 6 give a summary of the video's main points.
- It is not difficult to add on-screen text to a video using video editing software.



VOCABULARY

6 Choose the correct option.

- 1 Many grandparents find it difficult to **educate / communicate** using digital technology, and prefer simple telephone calls.
- 2 I have **discovered / considered** some interesting things about my family by talking to my grandparents.
- 3 My grandmother is very fit and active – she even **supported / offered** to teach me how to ski!
- 4 My grandfather isn't well and I **expect / suggest** he'll come and live with us soon.
- 5 Grandchildren can **experience / provide** fun, love and friendship for their grandparents.

7 Complete the text with the correct forms of the verbs in the box. Which word is not needed?

communicate consider discover educate expect experience offer provide suggest support

American grandparents

Research ¹ _____ that the average person in the USA can ² _____ to become a grandparent for the first time at the age of 50. Ninety-six per cent of 65-year-old Americans are grandparents. According to research, American grandparents feel their most important roles are to ³ _____ their grandchildren about life, and help them ⁴ _____ their family history. Over a third of grandparents ⁵ _____ their families by babysitting, and many ⁶ _____ to help with money when necessary. Telephone calls are the most common way for grandparents and grandchildren to ⁷ _____, but almost half of grandparents also use video chat and texting. The most popular thing to do together is to go out and eat. Nearly all grandparents ⁸ _____ their relationship with their grandchildren to be good for their health. More than half say they ⁹ _____ a more active lifestyle and a better social life because of their grandchildren.



8 MEDIATION Look online and find three interesting facts about grandparents and grandchildren in your country. Tell the class in English.

9 How many different ways can you think of to complete sentences 1 and 2? Discuss your ideas.

- 1 The perfect grandparent ...
- 2 The perfect grandchild ...

PROJECT BUILDER 4 Share tips and skills with your classmates.

Workbook **Project Log** p29

10 Discuss the questions.

- 1 Who might be able to provide information to help you with your how-to video, e.g. a grandparent, a teacher, a brother or sister, a friend?
- 2 Which websites or other sources of information might help you discover more about the topic of your how-to video?



11 Talk to the other students in your class about their how-to videos. Can you offer any tips, suggest any websites or share any skills to help them with their videos? Make a note of any new information.



7.5 GIVING SPOKEN INSTRUCTIONS

LESSON OBJECTIVES

- Give spoken instructions
- Learn about intonation

SPEAKING

- Watch the first part of the video. What do Lucy and Marcel show you how to make?
- Watch again. Number the items of equipment 1–4 in the order Lucy and Marcel use them.
 - a big plastic bag
 - ice and salt
 - warm gloves
 - a small plastic bag
- Complete the *Key phrases* with the words in the box.

before forget important show sure thing

KEY PHRASES

Giving spoken instructions

Starting

I'm / We're going to ¹ _____ you how to ...
You're going to learn how to ...

Talking about equipment / ingredients

² _____ you start, ...
You will need (to) ...
Make ³ _____ you (have) ...

Making the order of your instructions clear

Step 1 / 2 / 3 is to ...
The first / next / final step is to ...
The first / next / final ⁴ _____ you (have to do) is ...
And that's it!

Giving important instructions

It's very ⁵ _____ to ... You have to ...
Don't ⁶ _____ / You must(n't) ...
Remember to ... / (Squeeze the bag) like this.

- Listen to the instructions below. Does the speaker's voice go up or down?
 - Step 1 is to put all the ingredients into one of the small bags.
 - It's very important to close the bags properly.
 - The liquid mustn't come out.
- Read the *Skill UP!* Then practise saying the instructions in exercise 4 using falling intonation.

Skill UP! We use falling intonation when we want to be very clear about something, e.g. when giving instructions.

- 6** Look at photos A–C. What mistakes do you think Marcel and Lucy made while making the ice cream? Watch the second part of the video and check.



- 7** **MEDIATION** Explain how to make one of the dishes below to another pair of students. Use the *Key phrases* and the correct intonation.

- a fruit smoothie
- a healthy salad
- pasta and sauce
- vegetable soup



7.6 CUE CARDS FOR PRESENTING

LESSON OBJECTIVES

- Write instructions and cue cards
- Learn style tips for writing cue cards

WRITING

1 Discuss the questions.

- 1 How do you feel when you have to speak to a camera or give a presentation?
- 2 What problems are there if you:
 - try to memorize everything?
 - read out every word from a script?

2 Listen to the speaker. Does she mention any of your ideas from exercise 1? Why does she think cue cards are helpful?

3 Look at the cue cards. What is the presentation about? Which example (A or B) is better and why?

A

How to make perfect hot chocolate

Step 1 Ingredients: Before you start you will need milk, sugar, cocoa powder, small pan, cup, spoon.

Step 2 Pour the milk into your cup about three-quarters full. Then pour the milk from the cup into the pan.

B

Perfect Hot Chocolate

1

STEP 1 – You will need:

Ingredients

- milk
- sugar
- cocoa powder

Equipment

- small pan
- cup
- spoon

2

STEP 2 – Pour 3/4 cup of milk into pan:

- Pour milk → into cup
- **3/4 full!**
- Pour milk from cup → into pan

4 Now read the *Skill UP!* and check your ideas from exercise 3.



Writing cue cards

- 1 Have one main heading, idea or step per card.
- 2 Write important words only. Don't write full sentences.
- 3 Write on one side of the card only.
- 4 Use large, neat writing that is easy to see.
- 5 Use bullet points, numbers, symbols and colours.
- 6 Number the cue cards.

5 Read the next part of *How to make perfect hot chocolate*. Write three cue cards based on the text.

STEP 3 is to heat the milk on the stove. When the milk is warm, add the cocoa powder and 1–2 spoons of sugar. The next thing you have to do is to stir the milk slowly and carefully so all the cocoa powder mixes with it. It's very important not to let the milk boil. The final step is to pour the milk back into the cup. Taste it to see if it is sweet enough (add more sugar if not), then enjoy your perfect hot chocolate.

PROJECT BUILDER 5

Write the final instructions and cue cards.

Workbook Project Log p30

6 First plan and write the instructions for your how-to video, then write cue cards. Work in groups for Parts A and B only.

A Plan your instructions

- How many steps are in your video? Aim for 3–6.
- What is the main heading for each step?

B Write your instructions

- Write the final instructions for your how-to video.
- Use your work from Project Builders 2 and 4.
- Use the *Key phrases* on page 88 to help you.
- Use *must*, *should* and *have to*.

C Write your cue cards

- Create cue cards to help you when you film your video.
- Follow the advice in the *Skill UP!*

D Read and check

- Check your cue cards are neat and clear.



7 PROJECT

Create a how-to video

SHARE AND REVIEW

1 Look back at your Project Builders 1–5 for this unit.

Which of the tasks below are new and which are complete?

- Think of a title for your video.
- Find the equipment you need.
- Decide who is doing what.
- Plan and write the instructions for your how-to video.
- Write cue cards.
- Create any pictures or diagrams.
- Practise.
- Film.
- Edit your video and add on-screen text.



Use your
Project Log
 p28–30



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

DECIDE

3 Study the diagram below. Complete it with the skills in the box.

building things supporting others
understanding visual information writing

Technical skills

machines, technology,
software,

Visual skills

drawing,
designing,

Word skills

reading, giving
presentations,

People skills

communicating,
organizing,

6 Read the *Project skills*, then decide who will:

- lead and organize the group.
- create the pictures and diagrams.
- present your how-to video.
- film your how-to video.
- edit the video and add on-screen text.



PROJECT SKILLS Teamwork and skills

Use these tips to help your group work successfully as a team.

- Find out the skills of each group member.
- Think about the skills needed for each part of the project.
- Use this information to decide who does what.
- Be flexible – project work also offers the chance to develop new skills.

LIFE SKILLS Thinking about the kinds of skills you are good at will help you make decisions about what to study in the future. What skills do you have? What do you want to study in the future?

4 32 Listen to Mia, Claire and Ryan talking. Check your answers to exercise 3.

5 What kinds of skills are the different members of your group good at? Use the *Key phrases* to help you.

KEY PHRASES

Asking about skills

- What are you good at?
- What do you enjoy doing?
- Who has good (people skills)?
- You're good with (computers), right?



CREATE

7 Choose one group member's cue cards from Project Builder 5 and make final copies.
Make sure the cards are clear enough for the presenter to read.

8 Practise your how-to video.

9 Read these tips, then film your video:

- Choose high-quality video on your camera / phone.
- Make sure there is enough light on the presenter(s).
- Test the sound and picture quality before you film the whole video.
- If the sound is too quiet, move closer to the presenter(s).
- Move the camera slowly when filming.

10 Edit your video.

- Make sure it is less than five minutes.
- Add some video and audio effects.
- Add some on-screen text.



WATCH AND REACT

11 Watch the other groups' videos. Tick the boxes and add comments to complete it.

	Group 1:	Group 2:	Group 3:
1 The topic was interesting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 The instructions were clear.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 The presenter(s) spoke clearly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 The on-screen text was helpful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 The visuals, e.g. pictures or diagrams, were useful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 The film and sound quality were good.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments			
7 One thing I really liked about (...)’s video was (...).			
8 (...) could improve their video by (...).			

REFLECT

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

COLLABORATION

- 1 Our group can use our skills to work well as a team.



CREATIVITY

- 2 Our group can use on-screen text to make videos easy to follow.



COMMUNICATION

- 3 Our group can present clear instructions to a camera or an audience.



13 Complete these sentences for you.

1 I am pleased with our how-to video because _____

2 I want to improve _____

⇒ Workbook Project Log p31

8 What a year!



UNIT OBJECTIVES

YOUR PROJECT Create a group yearbook

Project Builders 1–5:

- 1 Prepare information about memorable events and activities from the school year.
- 2 Write recommendations for things to do during the school summer holidays.
- 3 Nominate students for class awards.
- 4 Prepare information about future jobs.
- 5 Write a reflective essay about a memorable event.

Read and review each others' yearbooks.

VOCABULARY

- Things to do during the summer holidays
- Jobs

GRAMMAR

- Reflexive and indefinite pronouns
- Question tags



LESSON OBJECTIVES

- Learn vocabulary for talking about school events and activities
- Talk about memorable events and activities from the school year

WARM-UP

1 Look at photos 1–5 from a school yearbook. Match them with five of these school events and activities.

- _____ a guest-speaker talk
- _____ a memorable project (e.g. a science project)
- _____ a school competition (e.g. a spelling competition)
- _____ a school play
- _____ a school trip
- _____ a sports day
- _____ an end-of-year dance
- _____ a school concert

2 Can you add any more school events and activities to the list in exercise 1?

3 Read about school yearbooks. Then watch Curtis and Amanda's vlog. Which of the underlined features 1–8 in the factfile are in Curtis and Amanda's yearbook? _____

FACTFILE

School Yearbooks

A school yearbook is a collection of memories, ¹photos, ²messages and ³signatures put together by students to help them remember the best parts of the school year and the people they experienced it with.

Yearbooks can be paper or digital. They often contain pages about ⁴memorable school events, ⁵student awards, and ⁶academic achievements. They may also include ⁷predictions for students' future jobs and ⁸recommendations for things to do in the school holidays.

4 MEDIATION A friend doesn't speak English. With your partner, explain in your own language what a school yearbook is.

5 Watch again. Answer the questions.

- Where did Curtis's classmates sign their names?
- What problem was there at sports day this year?
- What does Curtis think of Amanda's performance in the school play?

- Where did Curtis and Amanda go for their school trip?
- What did the class predict Curtis's future job will be?
- What skill does Amanda plan to learn more about during the summer holidays?

PROJECT BUILDER 1

Prepare information for a yearbook section about memorable events and activities from the school year.

Workbook Project Log p32

6 Choose two or three memorable events or activities from this school year.

7 Complete the table on the right. Answer the questions for each event or activity.

8 At home, look for photos of your memorable events and activities.



	1	2	3
What was the event?	Guest-speaker talk		
When was it?	November		
What happened?	A journalist from a local radio station came to speak to us.		
What do you remember about it?	She was really funny and told us lots of interesting things about working at a radio station.		

8.2 HOLIDAY PLANS

LESSON OBJECTIVES

- Learn vocabulary for talking about things to do during the summer holidays
- Use reflexive pronouns and indefinite pronouns

VOCABULARY

1 Discuss the questions.

- 1 How do you feel on the last day of the school term?
- 2 When do your school summer holidays start?
- 3 How long do they last?

2 Read the web page.

Then discuss the questions.

- 1 Who is the web page for and what is it about?
- 2 Which is your favourite suggestion on the web page?

3 Make short phrases with the verbs in the box. Use the language from the web page and your own ideas.

arrange	attend	borrow
build	contact	explore
improve	organize	repair
teach		

arrange a day out / a trip / a party
attend a course / a school / a club

4 Using verbs from exercise 3, think of five things that you would like to do during the summer holidays.

arrange a video games competition,
borrow some sports equipment ...

5 Rank the activities in exercise 4 from most to least interesting. Then compare your answers in pairs.

6 **MEDIATION** Write a text message to an English-speaking friend. Invite them to do the most interesting activity from exercise 5 with you during the holidays. Include at least three pieces of information about your plans, e.g. What? When? Where?



We worked hard all year, now it's time to give ourselves a break. Here are some fun ways to enjoy the summer holidays.

Be adventurous

Arrange a day out with your family and friends and explore somewhere new. Do you own a tent? If not, do you know anybody who does? You could borrow it and organize a group camping trip together. Go online and read reviews or contact someone you know for advice about the best campsites.



Teach yourself a new skill

Lots of young people use the holidays to teach themselves something new! Learn how to rap, dance, fish, act, repair your bike or anything else that interests you. Improve your skills by attending an online course, or reading a book.



Comments

Alexandru I got a telescope for my birthday so I'm going to teach myself about the stars and planets.

Tanice My sister went to a summer camp last year. She really enjoyed herself.

Yakubu My brother built a BMX ramp all by himself.

Chloe I've got a tent that sets itself up! It makes camping very easy.

GRAMMAR

Reflexive and indefinite pronouns

- 7 Complete the table. Then find an example of each reflexive pronoun on the web page.

	Subject pronoun	Object pronoun	Reflexive pronoun
Singular	I	me	myself
	you	you	1
	he	him	2
	she	her	3
	it	it	4
Plural	we	us	5
	you	you	6
	they	them	7

- 8 Choose the correct option to complete the rules.

Reflexive pronouns

- Reflexive pronouns refer back to a person or a thing. We use them when the object is the ¹same as / different to the subject of the sentence.
- The phrase (all) ²by / on + reflexive pronoun shows that the subject did something on their own, i.e. without any help.

CHECK IT! ➔ MY GRAMMAR REFERENCE & PRACTICE p120

- 9 Complete the sentences with the correct reflexive pronouns. Are any of the sentences true for you?

- I bought a nice present for recently.
- My friends and I really enjoyed last year in the school summer holidays.
- My mum and dad decorated our house all by
- My pet cleans, so I don't have to do it.
- My cousin makes some of her clothes
- My friend fell off his bike and hurt

- 10 ➔ Compare your answers to exercise 9 in pairs. Ask and answer follow-up questions.

1 is true. I bought a nice present for myself recently.

Oh really, what?

- 11 ➔ Discuss the questions.

- How did you keep yourself busy during the last school summer holidays?
- What new skills would you like to teach yourself during the next school summer holidays?

- 12 Complete the table with the indefinite pronouns highlighted in the web page.

	Person	Thing	Place
Affirmative	somebody 1	3	5
Negative / Question	2	4	anywhere

CHECK IT! ➔ MY GRAMMAR REFERENCE & PRACTICE p120

- 13 ➔ Complete questions 1–3 and instructions 4–6 with the correct indefinite pronouns. Then discuss the questions and follow the instructions in pairs.

- Did you do interesting during the last school holidays? What?
- Do you know that doesn't like school holidays?
- Did you go unusual last summer? Where was it and what did you do there?
- Tell your partner about you would like to go in the summer holidays.
- Tell your partner about you would be happy to spend all summer with.
- Tell your partner about you would like to buy yourself this summer.

PROJECT BUILDER 2

Write recommendations for a yearbook section about things to do during the school summer holidays.



➔ Workbook Project Log p32

- 14 ➔ Discuss recommendations for things to do during the school summer holidays. Think of one or two recommendations for each item 1–3.

- Something for students to learn or teach themselves. What and how?
- Somewhere for new students to explore. Where and who with?
- Something students can organize for themselves and their friends or family. What and where?

- 15 ➔ Choose one idea from each item in exercise 14. Then write down your three recommendations.

If you want to learn something new in the summer holidays, why not teach yourself how to ...



8.3 AND THE AWARD GOES TO ...

LESSON OBJECTIVES

- Read an online text chat
- Recognize informal style
- Use question tags to ask for agreement or check information

READING

- 1 Read the headlines below. What do they all have in common?

Teens nominate Billie Eilish for a Teen Choice Award

Teenage heroes attend BBC Radio 1's Teen Awards ceremony as famous DJs give out awards.

Greta Thunberg will not accept climate award: 'The climate movement does not need any more awards'.

Teenager Lauren Zhang wins Young Musician of the Year award.



- 2 What is the difference in meaning between these four phrases?

- 1 nominate someone for an award
- 2 win an award
- 3 give out an award
- 4 attend an awards ceremony

3 Discuss the questions.

- 1 Have you or anyone you know ever won an award? What for?
- 2 Which famous awards ceremonies do you know?



Choose a famous awards ceremony and research one of the categories from this year or last year, e.g. The Academy Awards – Best Picture. Find out:

- Which films / people were nominated?
- What / Who won?
- Who gave out the award?

- 4 33 Read and listen to the online text chat between Danny, Aymar and Ian. What are they discussing?

We3

Danny I'm back!

Aymar Danny! I missed you. How was it? It's a cool place, isn't it?

Danny So cool! You were right, Aymar.

Ian Welcome back Danny. Where have you been?

Danny 😊 Spanish language camp, near Granada. I told you about it, didn't I?

Ian Oh yeah, you did, sorry! You've been there too, haven't you, Aymar?

Aymar Yep, last year. So how was it? Were the other kids nice?

Danny Yeah! They were from all over the world, but we always spoke in Spanish.

Ian Wow! I guess that was tiring, wasn't it? 😴

Aymar But that's the point. It makes it easier to practise, doesn't it Danny?

Danny It does, but it WAS tiring, Ian. Here's my group. That's Sigrid on the left, and the others. Sigrid was from Norway. She was really cool.



Danny We all nominated people for awards on the last day. I won the 'Human Power Bank' award for the person who's always full of energy!

Human Power Bank
Awarded to
Danny Crowther



Ian That sounds about right. You don't chill out much, do you Danny? 😊

Danny 💪 Sigrid won the 'Desert Island' award for the person you would most like to be stuck on a desert island with! Everyone liked her. She was so funny.

Aymar So, I guess you won't see Sigrid again, will you?

Danny No, probably not. 😞

Ian You can keep in touch online, can't you?

Danny Well, yes, but ...

Aymar Lucky for you Danny, we're funny too, aren't we Ian?

Ian Err ... sure! But I'd prefer not to be stuck on an island with either of you, thanks!

- 5** Read the *Skill UP!* Find examples of features 1–3 in the online text chat on page 96. Then match features 1–3 to their uses A–C.



Understand some of the different features of informal style and why we use them.

- 1 ___ exclamation marks (!), ellipses (...) emojis (😊)
 - 2 ___ direct questions, question tags
 - 3 ___ exclamations (e.g. Wow!), short sentences, phrasal verbs
- A to make writing sound more like speech
B to express emotions without words
C to make conversation more personal

- 6** Are the sentences true (T) or false (F)? Correct the false sentences.

- 1 Aymar has been to the same language camp as Danny. ___
- 2 Danny found it tiring to speak Spanish all the time. ___
- 3 Danny made friends with a Spanish girl called Ingrid. ___
- 4 Danny won the ‘Human Power Bank’ award. ___
- 5 Ian suggests that Danny rarely relaxes. ___
- 6 Sigrid didn’t win an award. ___
- 7 Danny plans to meet Sigrid again. ___
- 8 Aymar suggests that Danny is lucky to have funny friends like her and Ian. ___

- 7** Imagine you are going to an ideal language camp. Describe your plans.

The language camp is in Italy. I’m going with my best friend for two weeks.

GRAMMAR

Question tags

- 8** Study the underlined sentences in the online text chat. Then choose the correct options to complete the rules about question tags.

We use questions tags in speech and ¹**formal / informal** writing to check facts and ask for agreement or confirmation.

- When the statement is affirmative, use ²**an affirmative / a negative** question tag.
- When the statement is negative, use ³**an affirmative / a negative** question tag.
- When the statement contains ⁴**an auxiliary verb / a modal verb** (*be, have, do*) or ⁵**an auxiliary verb / a modal verb** (e.g. *can, will, should*), repeat it in the question tag.
- If there isn’t an auxiliary verb in the statement, use a form of ⁶**do / be** in the question tag.

CHECK IT! **MY GRAMMAR REFERENCE & PRACTICE** p120

- 9** Complete the questions with tags.

- 1 You’ve been to a summer camp, _____
- 2 Danny will miss Sigrid, _____
- 3 Aymar went to the same camp as Danny, _____
- 4 You don’t know anyone from Norway, _____
- 5 We should speak English in class, _____
- 6 Your brother doesn’t go to our school, _____
- 7 We can’t meet during the holidays, _____
- 8 This exercise was easy, _____

- 10** **34** Read the *Pronunciation*, then listen and repeat questions 1 and 2 using the correct intonation.

PRONUNCIATION Question tag intonation

We use falling intonation with a question tag when we expect the speaker to agree with us. We use rising intonation with a question tag when we aren’t sure what answer the speaker will give.

- 1 It’s a cool place, isn’t it?
2 You can keep in touch online, can’t you?

- 11** Work with someone you know well. Complete the questions with information about your partner. Then take turns to ask and answer. How many things did you get right?

- 1 You like _____, don’t you?
- 2 You don’t like _____, do you?
- 3 You will _____, won’t you?
- 4 You won’t _____, will you?
- 5 You can _____, can’t you?
- 6 You have _____, haven’t you?
- 7 You went to _____, didn’t you?
- 8 You think _____, don’t you?

PROJECT BUILDER 3

Nominate students for the class awards section of your yearbook.

Workbook Project Log p33



- 12** Nominate classmates for the following awards. Make a note of your choices.

- 1 **Go-getter:** someone who is always busy
- 2 **Human Power Bank:** someone with a lot of energy
- 3 **Human search engine:** someone who knows a lot
- 4 **Desert Island:** someone people are happy to spend lots of time with
- 5 **Helpline:** someone who helps other people
- 6 **Class DJ:** someone who knows a lot about music
- 7 **Picasso:** someone who is good at drawing
- 8 **Chill out:** someone who is always calm



Miguel is always full of energy, isn’t he? Let’s nominate him for the Human Power Bank award.

8.4 DREAM JOBS

LESSON OBJECTIVES

- Focus on questions in videos
- Learn jobs vocabulary
- Learn about matching personal qualities to jobs

LISTENING

1 Discuss the questions.

- What jobs can you see in photos A–F?
- How many jobs can you write down in English in one minute?
- Which jobs on your list would you be good at? Why?
- What is your dream job? Why?

2 35 Read the *Video focus*. Then listen to the beginning of an online show. How many questions does the presenter ask the viewers and why?



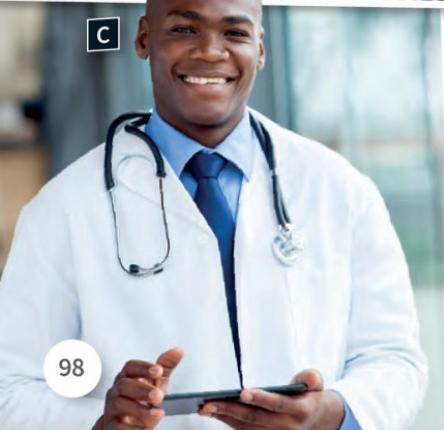
Video and television presenters often ask their viewers questions to create interest or drama, or to make a point. The presenters don't usually expect an answer to these kinds of questions.



A



B



C



D



E



F

3 Now watch the video of the complete online show. What is Gemma and Jamie's main point?

- Different jobs are popular in different countries.
- There are different jobs for different people.
- There are lots of unusual jobs in the world.

4 Watch again. Match jobs 1–3 with personalities A–C.

- | | | |
|---------|--------------------|------------------------------------|
| 1 _____ | panda nanny | A practical people |
| 2 _____ | olive oil officer | B caring people |
| 3 _____ | water slide tester | C people who like making decisions |

5 Watch again. Answer the questions.

- What is Jamie's dream job?
- Which of the presenters loves animals?
- Where is the Giant Panda Research Centre?
- What is Gemma's dream job?
- What kind of food does Gemma love?
- Which two jobs does Jamie suggest for musical people?
- Which three jobs does Gemma suggest for Salima?

6 MEDIATION Look online and find out more about the jobs in exercise 4. Which of the jobs would you most like to do and why? Tell a classmate in English.

VOCABULARY

7 Match two jobs from the box to each student 1–8. Sometimes more than one answer is possible.

astronaut	baker	builder	cook	dentist	detective	engineer
fashion designer	hairdresser	lawyer	manager	musician	police officer	racing driver
songwriter	video game designer					

1  <i>Devesh Ray</i>	2  <i>Simon Plummer</i>	3  <i>Camila Garcia</i>	4  <i>Tia Wu</i>
I'm creative and I'd love to work with food.	I'm musical and I taught myself to play guitar and sing.	I'm caring and my dream job is something in health or beauty.	I'm active and I'd like to fight crime.
5  <i>Liam Lewis</i>	6  <i>Reva Varma</i>	7  <i>Kofi Clark</i>	8  <i>Annie Richardson</i>
I'm not musical, but I'd like a creative job.	I'm comfortable taking risks. I'm not scared of anything.	I like making decisions and telling other people what to do.	I'm practical and I want a job where I make or build things.

PROJECT BUILDER 4

Prepare information for a yearbook section about future jobs.

➲ Workbook Project Log p33

8 What personal qualities do you have? Write down three. Use ideas from exercise 7 or your own.

Creative, practical, ...

9 Write three job predictions for yourself based on your personal qualities. Think of:



10  Read your job predictions to the other members of your group in any order. Can they guess your dream job and give a reason?

I'd like to be a professional snowboarder, the first astronaut on Mars, or a sports coach. Which one is my dream job?

I think your dream job is professional snowboarder because I think you're an active person and you're comfortable taking risks.

Yes! You're right.



8.5 YOU ROCK!

LESSON OBJECTIVES

- Express and respond to thanks
- Respond to thanks with *Thank YOU*

SPEAKING

1 Discuss the questions.

- Can you explain what 'thank you' means, using English?
- When do we thank people formally and when informally? Give an example of each.
- Why is it important to thank people?

2 Video Watch the first part of the video. What school event are Amy, Marcel and Lucy preparing for, and how?

3 Video Complete the table with the words in the box. Then watch again and check.

appreciate	best	grateful	million
pleasure	problem	rock	thank

KEY PHRASES

Expressing and responding to thanks

Expressing thanks

That's (nice / kind) of you.
I'd like to ¹ _____ you for ...
I'm very ² _____ for ...
Thanks (so much) for everything.
I really ³ _____ (it).

Fun informal ways to say thank you

You're the ⁴ _____!
You ⁵ _____!
Thanks a lot / a ⁶ _____!
I owe you one!

Responding to thanks

No ⁷ _____.
My ⁸ _____.
You're (very) welcome.
Don't mention it.

LIFE SKILLS Remember the power of saying *thank you*. People respond positively, even when you thank them for small things. Saying *thank you* is a great way to build new relationships and look after old ones. Think of examples of small things you can thank people for.

4 Video Look at the photo. What award do you think Amy won? Watch the second part of the video and check.



5 Complete the two conversations. Use words from the Key phrases.

- **Mario** It was a great party, Abi. You ¹!
Abi My ² Mario. And thanks a ³ for my cool present. That was very ⁴ of you.
Mario You're very ⁵ Happy birthday one more time!
• **Paco** I really ⁶ your help, Julia, and I'm very ⁷ for your advice.
Julia Don't ⁸ it, Paco. That's what friends are for!

6 36 Read the Skill UP! Then listen to a conversation. What is Antonia thanking Emilio for?



Sometimes people thank us, but we feel we should be saying *thank you* to THEM. In these situations, you can say *No, thank YOU*, with stress on the word 'you'.

7 Read the three situations. Then take turns expressing thanks and responding to it. Use appropriate (formal or informal) Key phrases.

Student A

- Student B is awarding you first prize (€1,000) for winning a competition. A large audience is watching.
- Student B is an older adult and your neighbour. They looked after your cat when you were on holiday.
- Student B is your best friend. They baked you a birthday cake.

Student B

- Student A is awarding you a prize for raising money for charity. You are on television.
- Student A is your friend's mother or father. You went on holiday with their family this year.
- Student A is your best friend. They bought you a great present for your birthday.

8.6 AN EVENT TO REMEMBER

LESSON OBJECTIVES

- Write a reflective essay
- Learn how to organize information in a reflective essay

WRITING

1 Which three places would you like to visit for a school trip? Why?

- a fire station
- a historical building
- a science museum
- a sports stadium
- a television studio
- an airport
- an art gallery
- an outdoor activity centre
- a theatre
- a farm

2 Read Lotte's reflective essay and answer the questions.

1 What type of place did Lotte and her class visit on their school trip?

2 What did Lotte learn on the school trip?

3 What decision did Lotte make as a result of the trip?

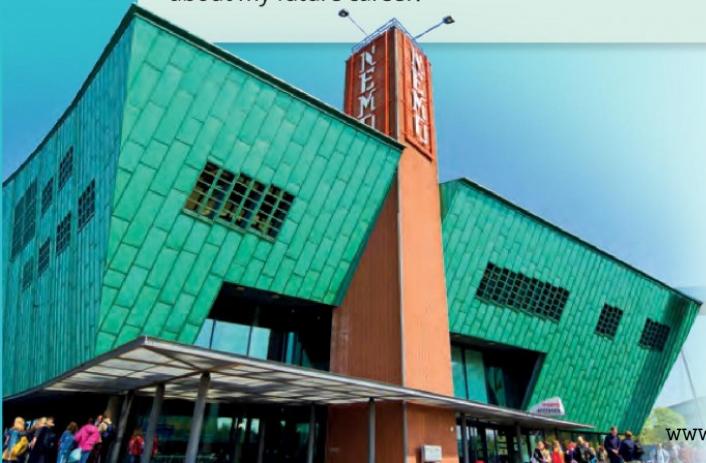
1 In this essay, I will describe a memorable event from this school year and explain what it taught me.

2 In October, my class went on a school trip to the NEMO science museum, in Amsterdam. We spent a very memorable day there visiting all the different exhibitions and learning about science.

3 My favourite part of the science museum was the laboratory. We dressed like scientists and did our own chemistry experiments.

4 The visit was really fun and taught me some important things about science. I learned that chemistry is very important for understanding what everything in the world is made of. I decided that I would like to study and work in science in the future.

5 In conclusion, our school trip to NEMO was memorable, and also very valuable for me. It showed me how important science is and helped me think about my future career.



3 Read the essay again. Which paragraph:

- A _____ describes the memorable event?
- B _____ tells you what the essay will be about?
- C _____ describes what Lotte enjoyed most about the event.
- D _____ gives a summary of the essay?
- E _____ describes what Lotte learned from the event?

4 Read the Skill UP! Check your answers to exercise 3.



Writing a reflective essay

Organize your essay into five paragraphs:

- 1 Introduction: Explain what your essay is about.
- 2 Paragraph 2: Describe the memorable event.
- 3 Paragraph 3: Say what you enjoyed about the event.
- 4 Paragraph 4: Say what you learned from the memorable event.
- 5 Conclusion: Summarize your main points.

5 Study the underlined language in the essay. Find:

1 a phrase to help you describe the best part of the event.

2 four phrases to help you describe what you learned from the event.

3 a phrase to help you summarize your essay.

4 a phrase to help you explain what your essay is about.

PROJECT BUILDER 5

Write a reflective essay about a memorable event and what you learned from it.

→ Workbook Project Log p34



6 Write a reflective essay for your yearbook.

A Plan

- What memorable event do you want to write about? You could look back at Project Builder 1 for ideas.
- What did you enjoy about the event?
- What did you learn from the event?

B Write

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

C Read and check

- Check that your essay is organized into five paragraphs.
- Check your spelling and grammar.

8 PROJECT

Create a group yearbook

SHARE AND REVIEW

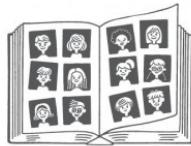
1 Look back at your Project Builders 1–5 for this unit.

In which Project Builder did you:

- A write about memorable events and activities from the school year? 1
- B nominate students for class awards? _____
- C write recommendations for things to do during the school summer holidays? _____
- D write a reflective essay about a memorable event? _____
- E write job predictions for yourself? _____

2 Share and review the work from your Project Builders.

Is there anything you want to change?



Use your
Project Log

→ p32–34



IDEA !?



DECIDE

3 Match features 1–7 to pictures A–G. In which sections of your yearbook could you use these features and how?

- 1 _____ a calendar / year plan
- 2 _____ a group photo
- 3 _____ icons
- 4 _____ photos or graphics found online
- 5 _____ a quotation or message for your class
- 6 _____ signatures
- 7 _____ bullet points



B *Don't be sad because it's over;
smile because it happened.*



- D** • _____
• _____
• _____
• _____



G *Adm
for live*

4 Now read these tips for creating your yearbook. Do they mention any of your ideas from exercise 3?

MEMORABLE EVENTS AND ACTIVITIES SECTION

- Create this using the information in your tables from Project Builder 1, plus any photos you found. You can also add your group's essays from Project Builder 5 here.

TIP Organize this section around a calendar or year plan of important dates.

SCHOOL SUMMER HOLIDAYS SECTION

- Include your recommendations for things to do during the school summer holidays from Project Builder 2.

TIP Find some pictures and graphics online to illustrate this section. Use bullet points for the text.

CLASS AWARDS SECTION

- Include your nominations for awards from Project Builder 3.

TIP Use icons to represent the awards and to make this section look attractive.

FUTURE JOBS SECTION

- Include your group's personal qualities and all the predictions for your future jobs from Project Builder 4.

TIP Take a group photo, then write everyone's names and job predictions around it.

EXTRA! You might want to leave a page at the end of your yearbook for your classmates to sign their names and write some messages.

5 Decide who will prepare each section of your group yearbook.



CREATE



- 6 Read the Project skills. Make decisions as a group about the design of your yearbook.

PROJECT SKILLS Thinking about design

- Choose one or two fonts and use them on all pages.
- Use **bold**, *italics* and **different sizes** for emphasis.
- Choose three or four colours and use them on all pages.
- Use a similar design and layout for each page of your project.



Look online and search for 'yearbook templates'. How could the ideas you find help you design your yearbook?

- 7 Look at exercise 4 again and create the different sections of your yearbook. Then put everyone's work together into one book.



READ AND REACT

- 8 Leave your yearbook on a classroom table and walk around in your group, looking at the other groups' yearbooks. Think about the questions below.

- 1 Did any of the groups write about the same memorable event(s) as you?
- 2 Which summer holiday recommendations sound interesting? Why?
- 3 How are the other groups' award nominations similar or different to your group's?
- 4 What jobs did other groups predict for themselves? Would you like to do any of these jobs?
- 5 Write a message and sign your name in the other groups' yearbooks.



REFLECT

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

COLLABORATION

- 1 Our group can share tasks and work together to make a yearbook.



CREATIVITY

- 2 Our group can design an attractive yearbook.



COMMUNICATION

- 3 I can communicate about past events in speech and in writing.



- 10 Complete these sentences for you.

1 I am pleased with our yearbook because _____

2 I want to improve _____

⇒ Workbook Project Log p35

0 MY GRAMMAR REFERENCE AND PRACTICE

Question words

- We use different question words to ask for different types of information.

Question word	Use
What	To ask about things and actions
Where	To ask about places
When	To ask about times
Which	To ask about things and people
Who	To ask about people
Why	To ask about reasons
How	To ask about the way to do something; to ask about amounts

- We can form questions in the present simple with *be*.

What colour is the jacket?

- We also form questions in the present simple with:

Question word + *do / does* + subject + verb + ?

How do I get to the museum?

Question word	<i>do / does + subject</i>	Verb	
What	do I	want	for dinner?
Where	do you	live?	
When	do we	get	home?
Which	do they	prefer?	
Who	does he	live	with?
Why	does she	like	shopping?
How	does it	work?	

- Complete each question with one question word.

- 'Why is your hair wet?' 'It's raining.'
- '..... does he get home every day?' 'By train.'
- '..... is her birthday?' 'It's on 13th June.'
- '..... do you need?' 'A pencil and some paper.'
- '..... is the cinema?' 'It's on Plum Street.'
- '..... does she sit next to in class?' 'Her friend Mila.'
- '..... is your food?' 'It's very nice, thank you.'
- '..... ice cream do you prefer? Strawberry or chocolate?'

like + -ing / noun

- We use *like + -ing* to give opinions about activities:

My sister (doesn't) like playing video games.

- We can use *like + noun* to give opinions about things, people or places:

I (don't) like burgers / my teacher / New York.

- For questions and answers:

<i>like + -ing</i>	Answers
Do you like playing tennis?	Yes, I do. I love it.
Does he like playing piano?	No, he doesn't. He hates it.
<i>like + noun</i>	Answers
Do they like pizza?	Yes, they do. They're crazy about it.
Does she like dogs?	No, she doesn't. She can't stand them.

- We use these verbs and phrases in the same way as *like*:

+	love, be crazy about
+ / -	don't mind
-	hate, can't stand

My brother's crazy about football.

- Write present simple sentences with *-ing / noun*.

1 Grace / love / travel to different countries

Grace loves travelling to different countries.

2 I / can't stand / spiders

3 we / not mind / study for exams

4 Connor / hate get up / early

5 Holly / like / pasta with cheese

Quantifiers

	With countable nouns	With uncountable nouns
Affirmative	There are some / a lot of cars.	There is some / a lot of water.
Negative	There aren't any / many / a lot of / enough chairs.	There isn't any / much / a lot of / enough time.
Questions	How many books have you got?	How much money do we need?
	Do you have any / a lot of / enough books?	Do you have any / a lot of / enough time?

- Choose the correct option.

1 Be careful. There's **any** / **some** ice on the road.

2 How **many** / **much** carrots do you want?

3 Do you have **any** / **many** sugar?

4 I haven't got **some** / **any** money in my pocket.

5 There aren't **enough** / **a lot of** eggs for an omelette.

I've only got one.

6 There's not **many** / **much** food in the fridge.

Present simple

- We use the present simple to talk about routines and habits.
I study every day.
- We also use the present simple to talk about facts, feelings and opinions.
He doesn't speak French.
- With negative forms, we don't add -s or -es to the verb with *he / she / it*.
She doesn't eat meat. (NOT: *She doesn't eats meat.*)

Affirmative		
I / You / We / They	like	milk.
He / She / It	likes	
Negative		
I / You / We / They	don't like	chips.
He / She / It	doesn't like	
Questions		
Do you like ice cream?	Yes, I do. / No, I don't.	
Does he like tomatoes?	Yes, he does. / No, he doesn't.	

4 Choose the correct option.

- My parents **live** **lives** in New Zealand.
- Elsa **work** **works** in a library.
- Greg and Selma **study** **studies** Chinese at school.
- Does Sophie **go** **goes** horse riding at the weekend?
- My best friend **play** **plays** the guitar and the piano.

Present continuous

- We use the present continuous to talk about actions happening now (or not) or around the time of speaking. We form the present continuous with *am / are + -ing*.
- We form yes/no questions in the present continuous with: *Am / Are / Is + subject + -ing* form

Affirmative		Negative
I	am / 'm	speaking English.
He / She / It	is / 's	
You / We / They	are / 're	
Negative		
I	am / 'm not	listening to music.
He / She / It	is not / isn't	
You / We / They	are not / aren't	
Questions		
Am I		
Is he / she / it	wearing a hat?	
Are you / we / they		

- In affirmative short answers, we don't use short forms. '*Are you reading?*' '*Yes, I am.*' '*No, I'm not.*' (NOT: *Yes, I'm.*)

5 Complete the sentences. Use the present continuous form of the verbs in brackets.

- You **aren't listening** (not / listen) to me.
- they **watch** (watch) the news?
- I **enjoy** (not / enjoy) the film.
- She **study** (study) English at college.
- Why **smile** (smile)?

Present continuous: future arrangements

- An arrangement is a plan with a fixed time and/or place. It often includes other people. We can use the present continuous to talk about arrangements.

We're meeting at the cinema on Saturday.
Are you getting the seven o'clock flight?

6 Write questions with the present continuous. Then match them to answers A-E.

- where / you go / this evening?
Where are you going this evening? C
 - what time / Leah leave?
 - you / run / on Sunday morning?
 - how long / they / stay / at Grandma's / in July?
 - when / Mike and Jane / get married?
- A Yes, I am. Do you want to join me?
B In August.
C I'm going to the cinema with Suzi.
D They're staying for two weeks.
E She's leaving at 4 p.m.

Possessive pronouns

Subject pronoun	I	you	he	she	it	we	they
Possessive adjective	my	your	his	her	its	our	their
Possessive pronoun	mine	yours	his	hers	-	ours	theirs

7 Complete the sentences with a possessive pronoun from the table.

- 'This isn't my book. Is it **yours**?' 'Yes, it is. Thanks.'
- Brad doesn't like milk, so I'm sure this drink isn't _____.
- The blue suitcase is _____. We lost it last week.
- It's not Katy's phone. _____ is black.
- 'Is that your parents' car?' 'The red one? Yes, that's _____.'

REMEMBER! Never use an apostrophe with a possessive pronoun: '*My bag is next to your's.*' X
'My bag is next to yours.' ✓

1 MY GRAMMAR REFERENCE AND PRACTICE

Past simple: regular and irregular verbs

- We use the past simple to talk about states or completed actions in the past.
Ella was relaxed before the game.
Euro Disney opened in 1992.
- We use it for repeated actions and things that happened one after another.
She checked her phone about ten times during the meal!
He got into the car, shut the door, and started the engine.
- We add -ed to form the past simple of most regular verbs.

Past simple: regular verbs		
Most verbs	add -ed	play → played
Ends in -e	add -d	live → lived
Ends in a consonant + -y	change -y to -ied	study → studied
Most verbs ending in one vowel + one consonant (except w and y)	double the consonant and add -ed	stop → stopped

- The past simple verb form is the same for every subject (*I, you, he, she, etc.*) except for the verb *be*:

She wore sunglasses. (NOT: *She-wore-sunglasses.*)

Was and *were* are the past simple forms of the verb *be*.

Past simple: be		
	Affirmative	Negative
I / He / She / It	was	wasn't
You / We / They	were	weren't

- With irregular verbs, we do not add -ed for the past simple form. They all have different forms.

buy → bought	leave → left	see → saw
eat → ate	make → made	swim → swam
give → gave	put → put	write → wrote

→ Irregular verb list p127–128

- We form negatives and questions in the same way for regular and irregular verbs, except for the verb *be* and modal verbs (*can, must, etc.*).

Negatives			
Subject	didn't (did not)	Infinitive without to	
I / He / She / It / You / We / They	didn't	come	to the party.

Questions				
Question word	did	Subject	Infinitive without to	
When	did	you	get	home?
	did	she	write	to you?

- The main verb in negatives and questions is the infinitive without *to* (*play*), not the past simple form (*played*).
I didn't finish my work. (NOT: *I-didn't-finished-my-work.*)
Did you fly to Tokyo? (NOT: *Did-you-flew-to-Tokyo?*)
 - In short answers, we use *did* or *didn't*.
'Did you meet her parents?' 'Yes, I did.' / 'No, I didn't.'
- These forms are the same for both regular and irregular verbs, except for the verb *be*.
- We can also answer a yes/no question with just *yes* or *no*.
'Did you see the castle?' 'Yes.' / 'No.'
 - We pronounce the -ed endings of regular verbs in the past simple in different ways.

Pronunciation: regular verbs ending in -ed		
Verbs that end in a voiced sound, except /d/	pronounce -ed as /d/	played (/pleɪd/) / lived (/lɪvd/)
Verbs that end in an unvoiced sound*, except /t/	pronounce -ed as /t/	worked (/wɜːkt/) / stopped (/stɒpt/)
Verbs that end in the sound /d/ or /t/	pronounce -ed as /ɪd/	ended (/endɪd/) / started (/sta:tɪd/)

* Sounds that don't require our voices (only air) are called 'unvoiced': /p/, /t/, /tʃ/, /k/, /f/, /θ/, /s/, /ʃ/, /h/

Past simple: (*there*) was / were

- We use *there was* / *were* to talk about things in the past.
There was a record shop on the high street.
There were lots of people at the concert.

Past time phrases

- We often use past time phrases with the past simple to say exactly when things happened, e.g. *an hour ago*, *at lunchtime*, *yesterday*, *last week*, *in 2017*, *ten years ago*.

I saw Bella an hour ago.

They didn't go to the lake yesterday.

Was it hot last week?

REMEMBER! With past simple negatives, we usually use the short form *didn't*, but we sometimes use the full form *did not* in formal writing.

1 Complete the sentences. Use the correct past simple form of the verbs in brackets.

- 1 Richard left (leave) school in 2006.
- 2 My parents (have) a house by the sea.
- 3 We (not / see) our cousins last week.
- 4 (they / go) to Spain in June?
- 5 When you (arrive)?
- 6 I (stop) working at 9 p.m.
- 7 They (organize) a surprise party for us.
- 8 When the film (finish)?

2 Correct the sentences.

- 1 What time you woke up?

What time did you wake up?

- 2 My grandfather didn't had green eyes.
- 3 I tidied the house. After then, I made lunch.
- 4 We played tennis from 9.30 and 12.30.
- 5 I didn't kept the letter.
- 6 When you did meet Sophie?
- 7 Lily lived here during six years.
- 8 Harry arrived lunchtime.

3 Complete the dialogue.

A Hi Johan, did you go out last night?

B Yes, I ¹did. I went to the cinema.

A What did you ² ?

B *Tenet*.

A I don't know that film. ³ you like it?

B No, I ⁴ It was very long. How about you? ⁵ did you do last night?

A I listened to some old vinyl.

B Really?! Where ⁶ you buy that?

A I ⁷ it at the old record shop on the high street.

B ⁸ did it open?

A It opened a year ⁹ !

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

enjoy not last not look perform play show
think travel wear

When my dad was at school, he ¹played the guitar in a band. The band usually ² at the school disco and they sometimes ³ to other schools, too. They ⁴ jeans with holes in them and baggy T-shirts and they ⁵ they looked cool. Dad ⁶ me a photo – they ⁷ very fashionable (in my opinion!). The band ⁸ very long, but Dad really ⁹ it.

5 Complete the sentences. Use the correct form of *there was/wasn't* or *there were/weren't*.

- 1 Was there a message from Alice on the phone?
- 2 a gym in the town in those days.
- 3 any people swimming in the sea yesterday.
- 4 'Was there an airport on the island?'
'No,'.
- 5 many people at the party.
- 6 any good DVDs at the second-hand shop?
- 7 In the room one big desk and two chairs.
- 8 The test was great! some really easy questions.

6 Match sentence halves 1–8 to A–H.

- | | |
|----------------------------------------------|----------|
| 1 He posted the letter on | <u>C</u> |
| 2 We bought a new car last | |
| 3 I first met Sandra three years | |
| 4 The journey only took | |
| 5 Barack Obama was president of the USA from | |
| 6 The accident happened at | |
| 7 Did you see Layla | |
| 8 My parents listened to vinyl in the | |
- | | |
|-----------------|----------------------|
| A 20 minutes. | E ago. |
| B 2009 to 2017. | F 1990s. |
| C Monday. | G about ten o'clock. |
| D yesterday? | H month. |

7 Complete the text with the correct form of the words in the box.

be buy get know sell spend there are
there is

When I ¹was a teenager, ² a music shop in the town centre. It sold vinyl, cassettes and CDs. It didn't only ³ music from the top 40 of the time, but music from the 60s and 70s, too. On Saturdays, I ⁴ the bus into town and ⁵ hours looking for singles (one song on one record) and listening to music.

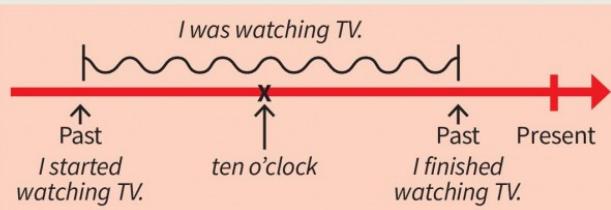
⁶ shop assistants to help you and they ⁷ everything about all types of music. Now things are very different – I don't have to get the bus into town to choose a single – I download it. Last week, I ⁸ three new albums without leaving the house – this is great news at my age!

2 MY GRAMMAR REFERENCE AND PRACTICE

Past continuous

- We use the past continuous to talk about actions in progress at a time in the past.

I was watching TV at ten o'clock last night.



- We often use the past continuous to describe a scene, especially at the start of a story.
The sun was shining and the birds were singing.
- We also use the past continuous for an action that continues for a whole period of time, e.g. a day or week.
I was working on my project all week.
- We form the past continuous with:
Subject + was / were + -ing form of the verb

Affirmative and negative

Subject	was / were	-ing form	
+ I / He / She / It	was	running	in the park.
	were	eating	in a restaurant.
- I / He / She / It	wasn't	moving	very fast.
	weren't	playing	video games.

- To form questions, we change the order of was / were and the subject:

Was / Were + subject + -ing form

Question word + was / were + subject + -ing form

Questions

Question word	was / were	Subject	-ing form	
	Was	I / he / she / it	running	in the park?
	Were	you / we / they	eating	in a restaurant?
Why	was	the bus	going	the wrong way?
What	were	the children	doing?	

- We can answer yes/no questions with short answers.

'Was he running in the park?' 'Yes, he was.' / 'No, he wasn't.'

- We don't usually use the past continuous with state verbs such as *believe, need* and *understand*, but we often use it with verbs which show that the action or event lasted a long time, such as *wait, live, work* and *rain*.

They were living in Paris last year.

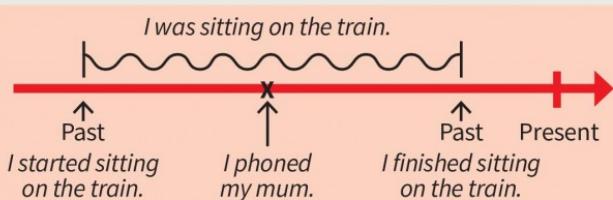
Past continuous and past simple

- We use the past continuous when an action in the past is interrupted or unfinished. We use the past simple for finished actions in the past. Compare these two sentences:

I was reading my book on the train. (= I didn't finish it.)
I read the magazine on the train. (= I read the whole magazine.)

- We can use the past simple and the past continuous together for actions that happened at the same time. We use the past continuous for the longer action and the past simple for the shorter action.

I was sitting on the train when I phoned my mum.



- We can put the past continuous before the past simple in a sentence or we can put the past simple first.

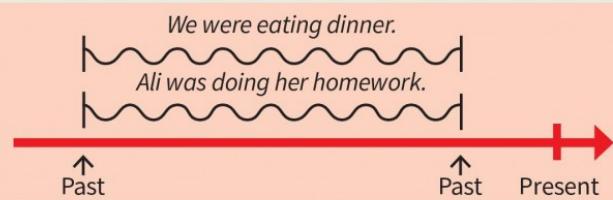
Past continuous	Past simple
I was sitting on the train	when I phoned my mum.
Past simple	Past continuous
I phoned my mum	while I was sitting on the train.

- We usually use the past simple to describe past states.
I hated carrots when I was a child. (NOT: *I was hating carrots when I was a child.*)

Connecting past actions with *as*

- We can also use the past continuous with two actions in the same sentence. It expresses the idea that both actions were happening at the same time. We often use *as* to show this.

As we were eating dinner, Ali was doing her homework.



REMEMBER! We often use *when* before the past simple and *while* before the past continuous.

1 Complete the sentences. Use the past continuous form of the verbs in brackets.

- 1 At seven o'clock yesterday evening, I was watching (watch) a musician at the town hall.
- 2 Why _____ (you / take) photos of that building?
- 3 You _____ (not listen) to me while I _____ (speak) to you!
- 4 Verity _____ (walk) along the street, _____ (eat) an ice cream.
- 5 Ben _____ (watch) TV and Toby _____ (paint) a picture.
- 6 At eleven o'clock, Elijah _____ (play) video games.

2 Complete the text with the past continuous form of the verbs in the box.

eat finish get look talk watch

It was a busy morning. Mum ¹was looking for her bag and Dad ²_____ his breakfast and ³_____ the news on TV. I ⁴_____ my homework and my brother ⁵_____ to his friend on the phone. We ⁶_____ ready for the day.

3 What were you doing at these times yesterday? Write true sentences for you.

I was sleeping at 6 a.m.

- | | | |
|-----------|--------------|--------------|
| 1 6 a.m. | 3 12.30 p.m. | 5 9 p.m. |
| 2 11 a.m. | 4 7 p.m. | 6 10.30 p.m. |

4 Choose the correct option.

- 1 A Did it snow / Was it snowing when you woke up this morning?
B Yes, everything was white when I opened / was opening the curtains.
- 2 A What time did you get / were you getting home yesterday?
B Eight o'clock. John's dad drove / was driving me home.
- 3 A I saw / was seeing you this morning.
B Really? Where was I? What did I do / was I doing?
- 4 A Did you enjoy / Were you enjoying your trip? What was London like?
B Very crowded and busy! Everyone rushed / was rushing around!
- 5 A What did you do / were you doing after school yesterday?
B I met / was meeting my friends and we went / were going to the park.
- 6 A I phoned / was phoning you at five o'clock, but you didn't answer.
B Sorry, I talked / was talking to my friend Harry.
- 7 A When did you move / were you moving to this town?
B We came / were coming here about five years ago.

5 Complete the text with the correct form of the words in the box.

enjoy have knit paint see not understand
walk want

- 1 I tried to answer the question, but I didn't understand it.
- 2 While we were living there, Josie _____ a serious accident and hurt her back.
- 3 A Carla called while you were out.
B Oh, do you know what she _____?
- 4 I saw an amazing street artist in town. He _____ on a wall.
- 5 My son spent six months in Spain and he really _____ it.
- 6 My grandma _____ when I arrived for tea.
- 7 _____ you _____ in the mountains when you took that photo?
- 8 We were walking home when we _____ a sculpture in the park.

6 Write sentences with the past continuous and as.

- 1 I was taking a photo and the celebrity came out of the restaurant.

As I was taking a photo, the celebrity came out of the restaurant.

- 2 I was dancing and Livvy sang.

3 I drove. It was snowing.

4 I wrote my essay. My sister painted a picture.

5 She was having breakfast. Her brother got dressed.

7 Complete the text with the past simple or past continuous form of the verbs in brackets.

Yesterday afternoon, I ¹was walking (walk) home from school through the town centre when I ²_____ (see) a lot of people. So I ³_____ (stop) to see what ⁴_____ (happen). A group of street dancers ⁵_____ (perform) and people ⁶_____ (clap). They were amazing. While I ⁷_____ (watch) them, people ⁸_____ (film) it. When I got home, I ⁹_____ (tell) my brother about it and he said they were his friends!

3 MY GRAMMAR REFERENCE AND PRACTICE

will / won't for predictions

- We use **will** and **won't** to make predictions about the future.
I'm sure she'll win the match tomorrow.
We won't see them again this year.
- The form of **will** or **won't** is the same for every subject (*I, you, it, they*, etc.).
- We use the infinitive without **to** in both affirmative and negative forms.
Pete won't be early. (NOT: *Pete won't to be late.*)

Affirmative and negative

Subject	will / won't	Infinitive without to	
+ I / He / She / It / You / We / They	will / 'll	make	lots of money in the future.
		be	happy.
- I / He / She / It / You / We / They	will not / won't	stay	here for long.
		go	on holiday next year.

- To form **yes/no** questions, we change the order of the subject and **will**.

Will	Subject	Infinitive without to	
Will	I / he / she / it / you / we / they	make	lots of money in the future?

Short answers

Yes, I will. / No, I won't.

- To form **Wh-** questions, the question word goes at the beginning of the question, before **will**.

How will people travel in the year 3000? (NOT: People will how travel in the year 3000?)

Question word	will	Subject	Infinitive without to	
When	will	you	make	lots of money?
How			do	it?

- In spoken English, we usually use the short form of **will** with personal pronouns (e.g. *I'll, you'll, he'll, she'll*). In the negative, we usually use the short form **won't**. We use **won't** in negative short answers, too (e.g. *No, I won't.*).

REMEMBER! We don't use the short form in affirmative short answers:

'Will Sunita be there?'
'Yes, she'll.' X 'Yes, she will.' ✓

First conditional

- We use the first conditional to talk about a possible action or situation in the future, and the result or effect that follows.
If I have time this afternoon, I'll plant some flowers.
If clause = *If I have time this afternoon,*
Result clause = *I'll plant some flowers.*
- We form the first conditional with the **if** clause + result clause (or result clause + **if** clause).
- We form the **if** clause with **If + subject + present simple**. We form the result clause with **subject + will('ll) / will not (won't) + infinitive without to**.

Affirmative, negative and yes/no questions

	If	Subject	Present simple	Subject + will / won't	Infinitive without to	
+	If	Luke	visits us,	we'll	take	him to London.
-	If	you	don't study harder,	you won't	pass	that exam.
?	If	I	leave before dinner,	will	they	mind?

- We can also ask first conditional questions using question words.

How will you get to the beach if we go?

What will they do if the park closes?

- We can put the **if** clause before or after the result clause. We use a comma after the **if** clause when it comes before the result clause.

if clause / action	Result
If I see Cathy,	I'll invite her for dinner.
If I see Cathy,	I'll give her the message.

Result	if clause / action
I'll invite Cathy for dinner	if I see her.
I'll give Cathy the message	if I see her.

1 Complete the sentences with '*'ll*, *will* or *won't* and the verbs in the box.

be not be ~~not go~~ not have live see start tell

- 1 Children won't go to school in the future.
- 2 Sally him – don't worry.
- 3 I the same friends when I leave school because they are going somewhere different.
- 4 We the coral reefs when we go to Australia. I can't wait!
- 5 I in Australia when I'm older.
- 6 Alex at the skatepark? No, he won't.
- 7 A When you learning to surf?
B I don't know.
- 8 We usually go on holiday in July, so we at home.

2 Match questions 1–6 with answers A–F.

- 1 **B** What will you do when you get home?
 - 2 Will you go to college when you leave school?
 - 3 Will you see your friends this weekend?
 - 4 When will you see your best friend?
 - 5 Will you go out on your bike on Saturday?
 - 6 Where will you watch TV this evening?
- A I don't know. I think I'll see him tomorrow.
B I'll have a snack and do my homework.
C No, I won't. It's too cold to cycle.
D Yes, I will. I want to study English.
E I'll watch it in the living room with my family.
F Yes, I will. We always meet at the café.

3 Complete the dialogue.

- Ken** Where were you? We'll ¹be late for the cinema now.
Zach Sorry, I was at the gym.
Ken OK, well, let's go.
Zach Don't worry, it's just adverts first – we ² miss the film.
Ken Did you ask your mum to come and get us?
Zach Yes, I think she ³ come when she finishes work.
Ken Great! Do you think the film will ⁴ good?
Zach I don't know! ⁵ you leave early?
Ken No, I ⁶ !

4 Match sentence halves 1–8 to A–H.

- | | |
|------------------------------------------|----------------------------|
| 1 If you go to Australia, <u>F</u> | A it will be cheaper. |
| 2 If we take the bus, <u>.....</u> | B they'll be late. |
| 3 If we go into town, <u>.....</u> | C if we have time. |
| 4 He won't go to the party <u>.....</u> | D if the weather's bad! |
| 5 I'll go swimming with you <u>.....</u> | E if you say that. |
| 6 We'll visit Central Park <u>.....</u> | F will you visit Brisbane? |
| 7 If they don't leave soon, <u>.....</u> | G will you drive us? |
| 8 You'll upset her <u>.....</u> | H if you don't ask him. |

5 Complete the dialogue with the first conditional. Use the correct form of the verbs in brackets and add *if* where necessary.

- Gini** If I ¹go (go) for a run, ²will you come (you / come) with me?
Meg OK. I ³ (ask) Amy ⁴ (she / want) to come, too.
Gini ⁵ (you / ask) Amy, we ⁶ (have to) run faster.
Meg That's true, she's really quick, and she ⁷ (not wait) for us ⁸ (we / slow).
Gini That's OK. We ⁹ (get) a really fast time ¹⁰ (we / go) with her!
Meg Yes! Let's do it!

6 Write first conditional sentences.

- 1 you not study harder / you not pass all your exams
If you don't study harder, you won't pass all your exams.
- 2 we not plant the flowers now / they not grow
- 3 your garden has lots of wildflowers / it attract insects
- 4 I open the window / it be too noisy to work in here?
- 5 we reduce air pollution / we feel healthier
- 6 there is a lot of snow / we go skiing this winter?
- 7 you go snorkelling / I not come with you
- 8 Ben enter the rowing competition / he win

7 Complete the first conditional sentences so they are true for you.

If the weather is nice at the weekend, I'll go cycling.

- 1 If the weather is nice at the weekend,
- 2 , I'll call my friend.
- 3 If I get invited to a party on Saturday,
- 4 If I see later,
- 5 , I'll go jogging.
- 6 , we'll go cycling.

4 MY GRAMMAR REFERENCE AND PRACTICE

be going to for future plans and intentions

- We can use *be going to* to talk about future plans and intentions.

I'm going to visit my aunt in hospital this evening.

'Are they going to meet us for lunch later?' 'Yes, they are.'

- We often use *be going to* with future time phrases, e.g. *tomorrow, next week, tonight, next year.*

I'm going to cycle to work tomorrow.

'What are you going to do this summer?' 'I'm going to visit my friends in Kenya.'

- We can also use *be going to* with adverbs of (definite) frequency, e.g. *every day, twice a week, monthly.*

I'm going to exercise every day.

- We form affirmative sentences with:

Subject + am / is / are + going to + infinitive without to

Affirmative

Subject + be	going to	Infinitive without to	
I'm		swim	in the sea.
He's / She's / It's	going to	ride	a horse.
You're / We're / They're		visit	friends.

- We form negative sentences with:

Subject + am / is / are + not + going to + infinitive without to

Negative

Subject + be	going to	Infinitive without to	
I'm not		drive	to the beach.
He / She / It isn't	going to	come	to the party.
You / We / They aren't		go	to the library.

- We form yes/no questions with:

be + subject + going to + infinitive without to + ?

Yes/No questions

be	Subject	going to	Infinitive without to	
Am	I		travel	around America?
Is	he / she / it	going to	go	to the party?
Are	you / we / they			

- We can answer yes/no questions with a short answer.

'Are you going to donate some money?' 'Yes, I am.'

'Are they going to volunteer to help?' 'No, they're not.'

- We form *wh-* questions with:

Question word + am / is / are + subject + going to + verb

Wh- questions

Question word	be	Subject	going to	Verb
Where	am	I		go?
When	is	he / she / it	going to	arrive?
What	are	you / we / they		do?

be going to and will for predictions

- We can use both *be going to* and *will* to make predictions about the future.

- We usually use *be going to* when there is some evidence in the present to support the prediction, for example what we can see, hear, smell or feel.

*There isn't a cloud in the sky. It's going to be a lovely day.
I'm not going to finish. There isn't enough time.*

- We usually use *will* to make predictions based on what we believe or know.

You'll love Australia. It's beautiful.

He won't come. He never comes to parties.

- We use the infinitive form of the verb without *to* after both *be going to* and *will*.

Affirmative and negative: be going to

	Subject	be going to	Infinitive without to	
+	It	's going to	rain.	
-	I	'm not going to	win	this race.

Affirmative and negative: will

	Subject	will / won't	Infinitive without to	
+	You	'll	have	a great time.
-	Sam	won't	be	late.

REMEMBER! We often use *I don't think* with *be going to* or *will* when we are less certain about a prediction:

I think people won't / aren't going to drive flying cars in the future. X

I don't think people will / are going to drive flying cars in the future. ✓

1 Complete the sentences with the correct form of *be going to* and the verbs in the box.

do help pay take not travel volunteer
walk **not watch**

- 1 Oh no! I **'m not going to watch** this film. Turn it off!
- 2 We to the shops for our neighbour. She needs some milk and she can't get there.
- 3 When you your homework?
- 4 Sara her smartphone back to the shop.
- 5 you me or not? I can't do this!
- 6 My mum for a new pair of shoes.
- 7 Dave at the youth club?
- 8 They by plane anymore.

2 Choose the correct option.

- 1 I'm going to my driving test next year.
A to take B take C taking
- 2 going to be at home this weekend?
A You are B Is you C Are you
- 3 I invite Ula to my party.
A 's going to B 'm going to C 'm go to
- 4 Tanya isn't going to her seat.
A offer B to offer C to offering
- 5 going to play football this weekend?
A Is Ben B Ben is C Ben isn't
- 6 We going to buy a new car this year.
A not B isn't C aren't
- 7 Which charity donate your money to?
A are you going to B you are going to C you going to
- 8 Where is Lily next year?
A study B going to study C going study

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

- Ben** ¹ **Are you going to help out** (you / help out) this weekend at the charity book sale?
- Lara** Yes, I am. I ² (get) there early so that I can organize the books.
- Ben** What time ³ (you / arrive)?
- Lara** At eight o'clock. Do you want to come?
- Ben** Yes, please.
- Lara** My mum ⁴ (take) me. Would you like to come with us?
- Ben** Thank you. I ⁵ (not stay) for long because Nick ⁶ (meet) me to play football.

4 Match sentences 1–6 to A–F.

- 1 **D** She looks miserable.
 - 2 I'm really hungry.
 - 3 There's a lot of traffic.
 - 4 They practised hard.
 - 5 Don't climb so high.
 - 6 Holly's sorry she hurt your feelings.
- A I think I'll order a pizza.
B You're going to fall.
C She won't do it again.
D It looks like she's going to cry.
E They'll win.
F We're going to be late.

5 Choose the best option.

- 1 That boy is travelling very fast on his bike. He **'s going to** / **will** have an accident.
- 2 Katy's usually in the library after school, so I'm sure that I **'ll** / **'m going to** see her later.
- 3 That smells great – dinner **will** / **'s going to** be delicious!
- 4 Grandma is planting lots of new flowers. The garden **will** / **'s going to** look really colourful in the summer.
- 5 Fiona is a very confident person. She **'ll** / **'s going to** meet new people easily.
- 6 James is quite lazy – he **won't** / **isn't going to** get a job in the summer holidays.

6 Complete the dialogue with *will* or (*be*) *going to* and the correct form of the verbs in brackets.

- Mum** Look at all the cars. It ¹ **'s going to be** (be) busy in town today. I wanted to take these old trousers to the charity shop.
- Fin** Mum, they only take things they can sell. They ² (not want) Dad's old trousers.
- Mum** Yes, they ³ – I've washed them! I took them a pair like this last week.
- Fin** Dad ⁴ (not be) pleased. Wait, those are his favourite pair!
- Mum** Not so loud! He ⁵ (hear) you. I can hear him in the room next door.
- Fin** At least tell him, Mum. Anyway, you ⁶ (be) late. The charity shop closes in 15 minutes!

7 Make predictions about these times. Write true sentences for you.

- 1 (this evening)
- 2 (on Saturday morning)
- 3 (this summer)
- 4 (a time of your choice)

5 MY GRAMMAR REFERENCE AND PRACTICE

can / can't, could / couldn't

- We use *can / can't* to talk about abilities in the present.
I can ski.
- We use *could* and *couldn't* to talk about abilities in the past.
My sister could run very fast when she was 12, but she couldn't ride a bike.
- We use an infinitive without *to* after *can / can't* or *could / couldn't*. The forms are the same for all subjects.
I / He / She / It / You / We / They can / could run 5 km in less than 30 minutes.
- To form questions, we change the order of *can / could* and the subject.
Can you ride a bike?
Could you read when you were five?

Present ability	I can ride a bike. She can't drive a car.
Questions	Can they cook?
Short answers	Yes, they can. / No, they can't.

Past ability	I could talk when I was two years old. They couldn't swim when they were five.
Questions	Could he speak English when he was young?
Short answers	Yes, he could. / No, he couldn't.

- We use *can / can't* or *could / couldn't* to talk about rules.
You can take a dictionary into the exam.
We couldn't speak during the exam.
- We also use *can* to make a request or to ask for permission to do something.
'Can we eat in here?' 'No, you can't.'
'Can I go to Sarah's party?' 'Yes, you can.'

Present permission	You can drive a car when you're 17. We can't go to the party on Friday.
Questions	Can I go to the cinema?
Short answers	Yes, you can. / No, you can't.

Past permission	I could come home at 10 p.m. on Saturday. We couldn't use our mobiles at school.
Questions	Could you go into town with your friends?
Short answers	Yes, we could. / No, we couldn't.

REMEMBER! We don't use *do* to form questions with *can / could*:

Do you can / could ride a bike? X

Comparative and superlative adverbs

- We use comparative adverbs with *than* to say that a person or group does things better, worse or differently to another person or group.
The girls play more quietly than the boys.
- For most adverbs ending in *-ly* or *-ily*, we form the comparative with *more*. For adverbs with the same form as the adjective, we add *-er*.

Comparative adverbs

Adverbs that end in <i>-ly</i> or <i>-ily</i>	<i>more + adverb</i>	<i>quietly → more quietly</i> <i>easily → more easily</i>
Adverbs with the same form as the adjective	<i>add -er</i>	<i>fast → faster</i> <i>hard → harder</i>

- Some adverbs have two different comparative forms. The forms ending in *-er* are more informal.
My sister eats ice cream more quickly / quicker than me.
Dave works more slowly / slower than Ed.
- Some adverbs are irregular and have an irregular comparative form.

Adjective	Adverb	Comparative adverb
good	well	better
bad	badly	worse

- We use superlative adverbs to compare the way one person does something to the way others (in a group) do it.
Jenna works the hardest in our office.
- For most adverbs ending in *-ly* or *-ily*, we form the superlative with *the most*. For adverbs with the same form as the adjective, we add *the + -est*.

Superlative adverbs

Adverbs that end in <i>-ly</i> or <i>-ily</i>	<i>the most + adverb</i>	<i>quietly → the most quietly</i> <i>easily → the most easily</i>
Adverbs with the same form as the adjective	<i>the + -est</i>	<i>fast → the fastest</i> <i>hard → the hardest</i>

- Some adverbs have two different superlative forms. The forms ending *-est* are more informal.
My sister eats ice cream the quickest / most quickly.
Dave works the slowest / most slowly.
- Some adverbs are irregular and have an irregular superlative form.

Adjective	Adverb	Superlative adverb
good	well	(the) best
bad	badly	(the) worst

1 Complete the sentences with *can* / *can't* or *could* / *couldn't*.

- 1 My brother can't ride a bike.
- 2 When I was four I _____ read.
- 3 My mum _____ speak two languages.
- 4 Ali _____ swim, so she's having lessons.
- 5 _____ you ski?
- 6 I _____ play the guitar when I was young, but I _____ now.
- 7 _____ you walk when you were one?
- 8 My sister _____ dance really well.

2 Choose the correct option.

- 1 Can I _____ it now?
A to eat **B** eat
- 2 No, you _____ use your mobile phone in class.
A can B can't
- 3 _____ sit in the front seat of the car when you were young?
A You could B Could you
- 4 My uncle owns the restaurant so I _____ eat for free.
A can B could
- 5 I'm sorry. You _____ play football here.
A can't B couldn't
- 6 Excuse me, Mrs Bond, _____ I borrow this?
A can B can't
- 7 Can I take this book home, please? _____
A I'm sorry, but you couldn't.
B I'm sorry, but you can't.

3 Complete the sentences with *can* (+) / *can't* (-) or *could* (+) / *couldn't* (-) and the verbs in the box.

eat play ride run sing speak text walk

- 1 My dad **could speak** French when he was young, but can't now! (+)
- 2 Tilly _____ a bike until she was seven. (-)
- 3 I _____ lots of different card games. (+)
- 4 _____ I _____ to school on my own please, Mum?
- 5 A _____ you _____?
B Yes, I can. Do you want to hear?
- 6 You _____ your friends in class. (-)
- 7 My mum _____ 10 km in 45 minutes when she was 30. (+)
- 8 We _____ sweets at school when we were younger. (-)

4 Write sentences, questions and short answers with *can* / *can't* or *could* / *couldn't*.

- 1 in the UK / you / get a job / when you're 13
In the UK, you can get a job when you're 13.
- 2 A your sister / drive?
B No, / she
- 3 in 1990 / teenagers / leave school / when they were 16
- 4 we / not wear / trainers / at school
- 5 you / not watch / this film – it's rated 15
- 6 my gran / not use / a computer / when she was at school

5 Complete the sentences with the correct comparative adverb form of the adjective in brackets.

- 1 Do it **more carefully** (careful) next time.
- 2 Can we walk _____ (slow), please?
- 3 Rosy works _____ (hard) than Dora.
- 4 He's playing much _____ (bad) than he did yesterday.
- 5 Go _____ (fast)!
- 6 You need to do _____ (good) than that!
- 7 I usually get up _____ (late) at the weekend than during the week.
- 8 Heather eats _____ (quick) than the rest of us.

6 Write sentences with superlative adverbs.

- 1 Who / speak / well / English?
Who speaks the best English?
- 2 I / sleep / quiet / in my family
- 3 Jade / run / fast / out of my friends
- 4 Joseph / work / hard / in our class
- 5 Isla / dance / beautiful / in the show
- 6 Ariana always / arrive at hockey practice / late

7 Complete the sentences with the correct comparative or superlative adverb form of the adjective in brackets.

- 1 My mum makes **the best** cakes. (good)
- 2 You need to check your work _____. (careful)
- 3 I play chess _____ my friend Jay. (good)
- 4 He began to speak _____ when he saw she couldn't understand. (slow)
- 5 Eldon lives _____ to school in our class. (near)
- 6 Rob always arrives to class _____ out of all the class. (late)
- 7 My brother always argues _____ in the family when we play board games! (loud)
- 8 She forgets things now _____ than when she was younger. (easy)

6 MY GRAMMAR REFERENCE AND PRACTICE

Present perfect

- We can use the present perfect to talk about life experiences or states that are still relevant in the present.
Maria has travelled around the world.



- We don't say when the action happened with the present perfect.
I've visited Paris. (NOT: *I've visited Paris last year.*)
- To say when an action happened in the past, we use the past simple.
I visited Paris last year.
- We don't use the present perfect to talk about the experiences of dead people.
Shakespeare wrote more than 30 plays.
(NOT: *Shakespeare has written more than 30 plays.*)
- Regular verbs have past participles which are the same as their past simple forms, ending in -ed.
visit, visited → visited arrive, arrived → arrived
- Irregular verbs have irregular past participles.
Sometimes the past participle of an irregular verb is the same as the past simple form and sometimes it is different.
*do, did → done have, had → had
eat, ate → eaten lose, lost → lost*
- We form present perfect simple affirmative with:
Subject + have / has + past participle

Affirmative

Subject	have / has	Past participle	
I / You / We / They	have	played	in a band.
He / She / It	has	had	dance lessons.

- We form the present perfect simple negative with:
Subject + haven't / hasn't + past participle

Negative

Subject	haven't / hasn't	Past participle	
I / You / We / They	haven't	played	basketball.
He / She / It	hasn't	had	swimming lessons.

- We form present perfect yes/no questions with:

Have / Has + subject + past participle

Questions

Have / Has	Subject	Past participle	
Have	I / you / we / they	played	in a team?
Has	he / she / it	had	any injuries?

- We form short answers with:

Yes / No + subject + have / haven't or has / hasn't

'Have you done your homework?' 'Yes, I have.'

'Has Jane seen Kylie?' 'No, she hasn't.'

There has / have been is the present perfect form of there is / are.

There has been a lot of noise.

There haven't been any problems.

Present perfect with ever and never

- We can use ever and never when we talk about life experiences up to now.
- Ever means 'at any time in the past'. We use it in questions.
*Have you ever climbed a mountain?
Has she ever worked in a restaurant before?*
- Never means 'at no time in the past'. We use it with an affirmative verb.
*I've never read The Goblet of Fire.
He's never been to China.*

REMEMBER! We don't use not and never together:

I haven't never watched a horror film. X

I've never watched a horror film. ✓

1 Write the past participles of the verbs.

- | | | | |
|---------|--------|----------|-------|
| 1 walk | walked | 7 stop | |
| 2 try | | 8 give | |
| 3 win | | 9 catch | |
| 4 run | | 10 enjoy | |
| 5 find | | 11 do | |
| 6 write | | 12 see | |

2 Choose the correct option.

- 1 Peter **have / has** been to Egypt.
- 2 We **haven't / hasn't** seen your bag.
- 3 I **given / 've given** them some food.
- 4 **Have / Has** you tried this?
- 5 You **aren't / haven't** cleaned your teeth.
- 6 **Have / Has** the children done their homework?
- 7 Anna has **watch / watched** that film twice.
- 8 A Have you had dinner?
B No, we **haven't / hasn't**.
- 9 Have **read you / you read** those emails?

3 Find the mistake. Write the correct present perfect sentence.

- 1 We're visited Frankfurt and Berlin.

We've visited Frankfurt and Berlin.

- 2 You read this book?

.....

- 3 We hadn't a holiday this year.

.....

- 4 The team haven't did enough strength training.

.....

- 5 Mandy isn't found a job.

.....

- 6 Who has took my bike?

.....

- 7 I hasn't heard the news.

.....

- 8 He did washed the car.

.....

4 Complete the sentences with the correct form of the present perfect simple and the verbs in the box.

not finish lose start **try** win not work

- 1 I've never **tried** spinach.

- 2 Lou **.....** yoga and she loves it.

- 3 I **.....** at the shop for long.

- 4 **.....** he **.....** a lot of weight?

- 5 Wait for me! I'm watching the game and it **.....**.

- 6 **.....** they **.....** the match?

5 Write present perfect simple sentences with ever or never.

- 1 I / have / acting lessons

I've never had acting lessons.

- 2 you / injure / yourself / ?

.....

- 3 we / work out / at an outdoor gym

.....

- 4 you / meet / a famous sportsperson / ?

.....

- 5 I / win / a race

.....

- 6 Nadia / try / yoga before

.....

- 7 I / forget / to send you a birthday card / ?

6 Write present perfect questions for the answers.

- 1 A **Have you ever been to Canada?** (go / Canada)

B No, I've never been to Canada. But I'd like to go.

- 2 A **.....** ?
(win / money)

B No, but I'd love to win some money one day.

- 3 A **.....** ?
(see / a lion)

B Yes, I saw a lion when I was on holiday in South Africa.

- 4 A **.....** ?
(run / 5 km)

B Yes, I ran 5 km yesterday and I did it in 26 minutes!

- 5 A **.....** ?
(use / a fitness app)

B Yes, I often use a fitness app to do strength training.

- 6 A **.....** ?
(swim / 2 km)

B No, I haven't. I'm not a good swimmer – 2 km is too far for me!

7 Complete the dialogue with have or haven't and the correct form of the verbs in brackets.

Hiro ¹**Have you ever gone** (you / go) swimming in a lake or river?

Sam No, I ² Have you?

Hiro Yes, I ³

Sam Where ⁴ (you / do) it?

Hiro There's a lake near my house.

I ⁵ (be) in there a few times, but I'm not sure I like it anymore.

Sam Why not?

Hiro Well, I ⁶ (not / see) any fish yet, but I'm sure they're down there. The water's very dark.

Sam Hmm. ⁷ (you ever / feel) a fish swimming about?

Hiro Yes, I ⁸ Well, I think so.

Sam Ha ha! ⁹ (you ever / see) the film Jaws?

Hiro Very funny. Sharks live in the sea.

Sam Well, stranger things ¹⁰ (happen)! You never know.

Hiro Hmm ...