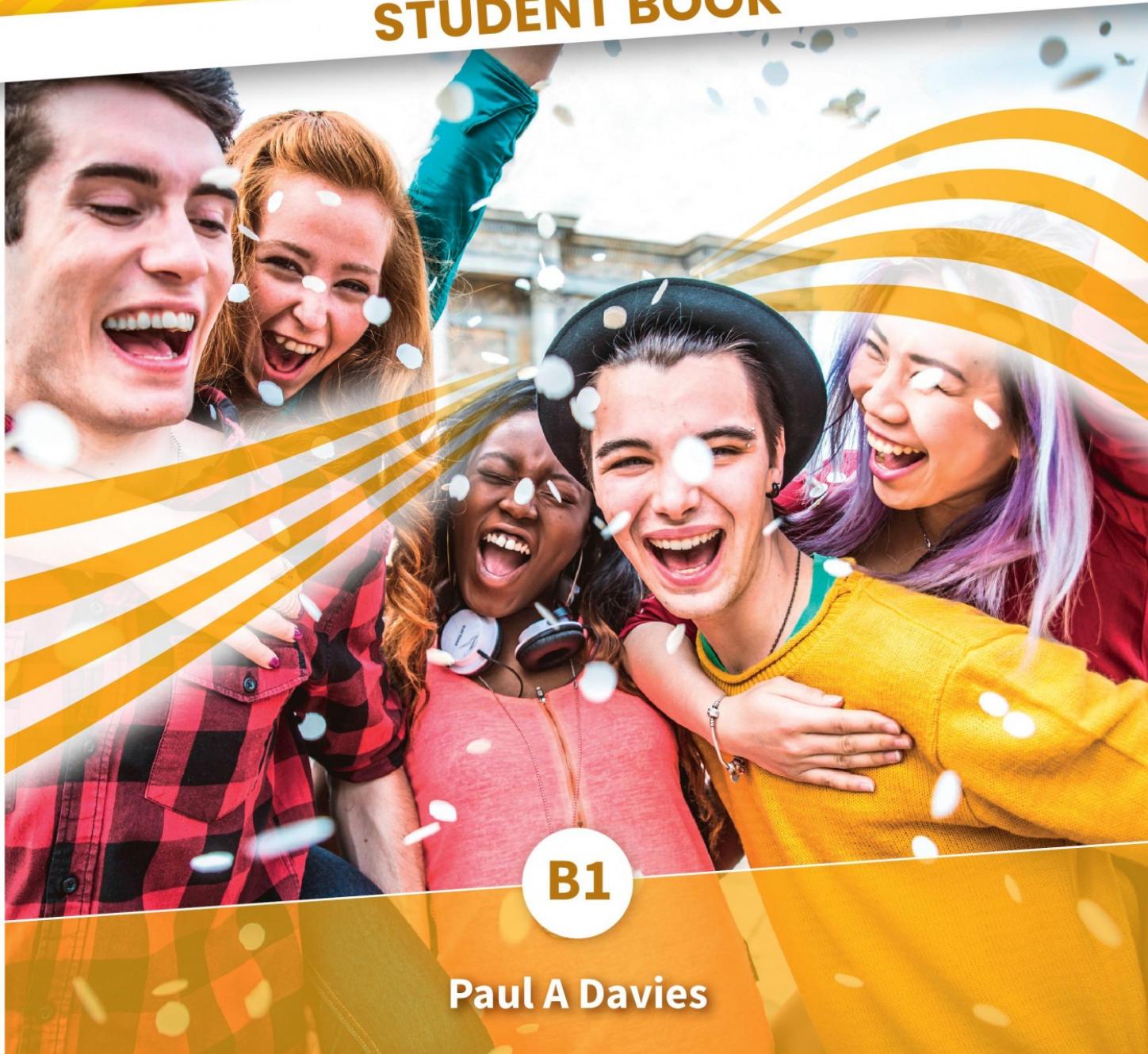


OXFORD

HARMONIZE 3

STUDENT BOOK



B1

Paul A Davies



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HARMONIZE 3

STUDENT BOOK



B1



Guide for Classroom Presentation Tool

Paul A Davies

OXFORD
UNIVERSITY PRESS

	Welcome ▶ Video How to do project work About the projects	• Sports • Free-time activities • Adjectives for feeling • Verbs and their opposites	• Present simple and present continuous • Past simple • Comparative and superlative adjectives	
		Vocabulary	Grammar	Reading
1	Teenage life: a survival guide ▶ Video Alice's day	• Household tasks • Free-time activities	• Modal verbs for obligation, prohibition and permission: present and past • Modal verbs for advice: <i>should / ought to</i>	Article: Friendship: past, present and future Skill UP! Using key words to identify the main idea
		PROJECT Create a poster →	Project Builder 1 p9 →	Project Builder 2 p11 →
2	Where in the world? ▶ Video Virtual holiday	• Tourist attractions • Holiday activities	• Future forms: <i>will, be going to, present simple, present continuous</i> • First conditional	Article: Virtual tourism Skill UP! Collocations
		PROJECT Design a brochure →	Project Builder 1 p21 →	Project Builder 2 p23 →
3	Make a difference ▶ Video Get involved!	• The environment: compound nouns • Occupations	• Second conditional • Indefinite pronouns: <i>someone, anything, everywhere, etc.</i>	Article: The kindness of crowds Skill UP! Distinguishing the main idea from details in a text
		PROJECT Make a Wish Tree →	Project Builder 1 p33 →	Project Builder 2 p35 →
4	What's the story? ▶ Video Lights! Camera! Action!	• Talking about films • Extreme adjectives	• Past continuous and past simple • <i>too / too much / too many / (not) enough</i>	Article: Turning points Skill UP! Understanding ellipsis
		PROJECT Make a film trailer →	Project Builder 1 p45 →	Project Builder 2 p47 →
5	Connected ▶ Video There's an app for that	• Using smartphones • Business	• <i>used to</i> • Present perfect and <i>for</i> and <i>since</i>	Article: Life-changing apps Skill UP! Understanding pronouns
		PROJECT Pitch your idea for a new app →	Project Builder 1 p57 →	Project Builder 2 p59 →
6	Aim high ▶ Video Teamwork	• Verb + noun collocations and their opposites • Life events	• Present perfect with <i>ever</i> and <i>never</i> • Present perfect and past simple	Article: The flying squirrel Skill UP! Using time expressions
		PROJECT Create a fan page →	Project Builder 1 p69 →	Project Builder 2 p71 →
7	Brilliant! ▶ Video Get inspired!	• Wordbuilding: verbs and nouns • Talking about music	• Passive: present simple • Passive: past simple	Inspired? Skill UP! Scanning for key words
		PROJECT Give a presentation →	Project Builder 1 p81 →	Project Builder 2 p83 →
8	Unexplained ▶ Video The mystery of the missing chocolate bar!	• Talking about mysteries • Useful adjectives	• Modal verbs: deducing and speculating • Past perfect	Short story: The adventure of the dancing men Skill UP! Recognizing degrees of certainty
		PROJECT Make a mystery documentary →	Project Builder 1 p93 →	Project Builder 2 p95 →

Listening	Speaking	Writing	PROJECT
<p>▶ Video Free-time FAQs Video focus: Using visual information</p>	<p>▶ Video Joining a gym and giving personal information Skill UP! Predicting vocabulary from context</p>	<p>Messages Skill UP! Linking words</p>	<p>Create a poster p18 Project skills: Expressing opinions in a group ▶ Project coach: Using photos in a poster</p>
Project Builder 3 p13 →	Project Builder 4 p15 →	Project Builder 5 p17 →	
<p>Podcast: Culture trip Skill UP! Identifying the purpose of a listening text</p>	<p>▶ Video Asking for and making recommendations Skill UP! Creating time to think about an answer</p>	<p>An announcement Skill UP! Adjective order</p>	<p>Design a brochure p30 Project skills: Choosing roles in the group ▶ Project coach: Assigning roles in project work</p>
Project Builder 3 p25 →	Project Builder 4 p27 →	Project Builder 5 p29 →	
<p>▶ Video Breaking barriers Video focus: Using graphics to highlight key information</p>	<p>▶ Video Expressing wishes and preferences Skill UP! Using short, simple replies</p>	<p>A formal letter Skill UP! Using examples in your writing</p>	<p>Make a Wish Tree p42 Project skills: Editing your work ▶ Project coach: Discussing ideas politely</p>
Project Builder 3 p37 →	Project Builder 4 p39 →	Project Builder 5 p41 →	
<p>Film trailers: Coming soon! Skill UP! Recognizing different genres</p>	<p>▶ Video Talking about your weekend Skill UP! Asking follow-up questions</p>	<p>A film script Skill UP! Using the correct layout for different genres</p>	<p>Make a trailer for a film p54 Project skills: Getting it right ▶ Project coach: Evaluating and improving video</p>
Project Builder 3 p49 →	Project Builder 4 p51 →	Project Builder 5 p53 →	
<p>Perfect pitch? Skill UP! Distinguishing between facts and opinions</p>	<p>▶ Video Talking about problems with electronic devices Skill UP! Asking for clarification</p>	<p>An advertisement Skill UP! Features of different types of text</p>	<p>Pitch your idea for a new app p66 Project skills: Being creative ▶ Project coach: Giving and receiving feedback</p>
Project Builder 3 p61 →	Project Builder 4 p63 →	Project Builder 5 p65 →	
<p>▶ Video Quiz show Video focus: Using different techniques to build tension</p>	<p>▶ Video Accepting, refusing and persuading Skill UP! Preparing for a role play by making notes</p>	<p>A biography Skill UP! Using a paragraph plan</p>	<p>Create a fan page p78 Project skills: Reliable sources ▶ Project coach: Effective internet research</p>
Project Builder 3 p73 →	Project Builder 4 p75 →	Project Builder 5 p77 →	
<p>Musical genius Skill UP! Predicting information</p>	<p>▶ Video Making choices Skill UP! Using intonation to express different emotions</p>	<p>An opinion essay Skill UP! Writing an essay</p>	<p>Give a presentation p90 Project skills: Supporting each other ▶ Project coach: Presenting as a group</p>
Project Builder 3 p85 →	Project Builder 4 p87 →	Project Builder 5 p89 →	
<p>▶ Video Treasure hunt Video focus: Features of an interesting documentary</p>	<p>▶ Video Speculating Skill UP! Using a range of phrases</p>	<p>A documentary script Skill UP! Writing a good introduction and conclusion</p>	<p>Make a documentary video p102 Project skills: Levels of editing ▶ Project coach: Commenting on presentations</p>
Project Builder 3 p97 →	Project Builder 4 p99 →	Project Builder 5 p101 →	

Welcome

LESSON OBJECTIVES

- Revise grammar and vocabulary

- When and where are the next Olympic Games?
- Read the instructions. Then play Language Olympics.

INSTRUCTIONS

To play:

- Play in two teams with two or three players in each team. Choose a country for your team and draw their flag.
- Put your counters on the start line.
- Take turns. Move one space at a time.
- Answer the questions. For a blue space, complete the sentence. For a yellow space, answer the question or choose the correct answer. For a green space, choose a word and mime it (use your hands, face and body but don't speak) to your team.
- Score three points for each correct answer. Add your points to the scoreboard.
- When you get to the finish line add up your scores.
- Play 'Collect your medal'.

- Work in pairs and discuss the questions.

- What did you think of the Language Olympics?
I thought it was fun!
- How difficult were the questions?
I thought they were quite easy.

CHECK IT! ↗ MY GRAMMAR REFERENCE & PRACTICE p104

Language Olympics



Scoreboard

Team	Points	Medal

FREE
CHOICE

4

FREE
CHOICE

9

4

5

FREE
CHOICE

FREE
CHOICE

10

10

5

FINISH

Collect your medal

- Add up your points from the scoreboard.
1 point = 10 seconds to play 'Collect your medal'.
- There are over 30 sports in the summer Olympics. Each team writes down as many Olympic sports they can think of in the time they have.
- The team with the most correct sports wins the Gold medal! The other team wins the Silver medal!

Team A

- Who you meet in the café on Saturday?
- Jake and Marie are tennis in the park at the moment.
- The cheetah is fastest animal in the world.
- My brother swimming last Saturday.
- In Spain, students go to school on Sunday.
- What is the opposite of **arrive**?
.....
- Tom felt really **excited** / **nervous** before he did the exam.
- Correct the mistake in this sentence:
My sister didn't went skateboarding yesterday.
- Which of these words is the odd one out?
unkind / **mean** / **polite** / **unhelpful**
- The River Nile is **longer** / **longest** than the River Danube.

FREE CHOICE

buy excited free-running
kite flying lazy
relaxed rowing rude
skateboarding disappointed
tired unhappy win

Team B

- Madrid is bigger Valencia.
- My family a good time on holiday last summer.
- What you do last weekend?
- My little brother like dance music. He thinks it's boring.
- We learning about Ancient Greece in history.
- Which of these words is the odd one out?
patient / **rude** / **generous** / **cheerful**
- London is **busier** / **busiest** than Cáceres.
- What is the opposite of **close**?
.....
- When I feel **surprised** / **tired**, I usually want to go to sleep.
- Correct the mistake in this sentence:
My best friend doesn't come to my birthday party last week.

FREE CHOICE

angry bored cycling
disappear drone flying
embarrassed helpful
in-line skating jogging
create scared sell shy

GRAMMAR

- Present simple: affirmative and negative**
Present simple: questions
Present continuous
Present simple v present continuous
Past simple
Comparative adjectives
Superlative adjectives

VOCABULARY

- Adjectives for feelings**
Sports and free-time activities
Verbs and their opposites
Personality adjectives

PROJECTS

LESSON OBJECTIVES

- Find out about the course
- Learn how to do project work

About the projects

YOUR PROJECT Pitch your idea for a new app

Project Builders 1–5:

- Invent an app which should exist but doesn't.
- Write about the problems your app solves.
- Make sure your app is accessible to everyone.
- Persuade investors to invest in your app.
- Create an advertisement for your app. Present your app.

1 Each unit has got a different project.

2 Each lesson in the unit has a mini project task called a Project Builder. Work in small groups to complete the tasks.

3 Write your ideas in your Project Log.

UNIT 5 PROJECT Pitch your idea for a new app

Log it! 1

Our ideas for a new app!

The types of apps we like are useful for ...

- making friends
- staying healthy
- having fun
- earning money
- doing well at school
- being organized



NAME of our app

Project Builder 1 Student Book p57

Project group members _____

Date _____

Why it's useful

PROJECT BUILDER 1

Invent an app which should exist but doesn't.

→ Workbook Project Log p20

9 You are going to invent an app which doesn't exist, but you think would be popular and useful. Think of ideas that might be useful for:

- making friends
- doing well at school
- earning money
- being organized
- having fun
- staying healthy
- helping other people

10 Discuss your ideas from exercise 8 using the key phrases. Explain why it would be useful and popular.

It's an app that ...

It would be ideal / perfect for ...

It would help people (to) ...

11 Agree on the best idea for a new app. Then think of a name for your app. (You can change the name later if you want.)

15 PROJECT

Pitch your idea for a new app

SHARE AND REVIEW

100 Look back at your Project Builders 1–5 for this unit. Prepare your work for your pitch. Do you want to ...

- change the name of the app?
- change any of the features which make your app accessible?
- change any of the reasons why your app will be a success?
- add anything to your advertisement? – for example, a photo?

DECIDE

100 Plan your presentation for your app using the outline below. Think about which information from exercise 9 you will need to include in each section.

- Engage the audience** – talk about the problem which your app solves.
- Remain the product** – present your app and explain how it solves the problem. Give some details about the app (functionality, purpose, etc.).
- Give more details** – explain the features, including the ones which make your app available to everyone.
- Marketing** – show your advertisements and describe how you will promote your app.
- Pitch for investment** – say how much money you need and why.

Decide who will present each section. Will the presenters need any equipment?

CREATE

4 Read the project brief and design a logo for your app. Think about:

- what you can learn by looking at logos for well-known apps.
- how the logo will look.
- whether the logo will reflect what your app does.

5 What will you use to support your presentation? Decide if you need a powerpoint presentation or a poster.

6 Listen to part 1 of a presentation by Katy and Oliva. Which Key phrases do they use?

7 Listen again. Think of one question you would like to ask about their presentation.

8 Look at the cardbox. Which section of the outline in exercise 10 does this script come from? **part 3**

9 Write a script for your presentation. Each member of the group writes the script for their own section. Use cards or a piece of paper to write the script and read during the presentation. Include some of the Key phrases.

DISPLAY AND PRESENT

10 Give your presentation in front of the class. At the end of your presentation, allow the class to ask questions and try to answer them.

11 Organize a class vote for the best app.

REFLECT

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

- A Our group can work together to create a good presentation.
- B Our group can invent an app and create a good presentation.
- C Our group can research clearly using notes or a cardbox.

13 Complete the sentence for you.

- I am happy with our presentation because ...
- I want to improve ...

→ Workbook Project Log p21

4 Watch the Project coach video to help with your project.



5 Work with your group to finish and present your project.

1 Use About the projects and your Student Book to answer the questions.

- Look at page 8 of Unit 1. What is the project in this unit? _____
- How many Project Builders are there in each unit? _____
- Where is the Project Log? _____
- How many Project Log pages are there for each project? _____



2  Do the quick quiz to find out about the projects in the book.

QUICK QUIZ

Find the units with these Project Builders in your Student Book.



- You present ideas for a new app. 5
- You create a Wish Tree. _____
- You give a presentation about brilliant ideas. _____
- You make a documentary about a mystery. _____
- You create a poster for surviving teenage life. _____
- You design a brochure for a VR travel agency. _____
- You make a trailer for a film. _____
- You create a fan page for a hero. _____



3 Read the *Project skills*. How do you feel when someone criticizes you? Why?

PROJECT SKILLS Giving respectful feedback to classmates

Be honest but respectful when giving feedback. Think how you would like other people to give you feedback and do the same. It's a good idea to include positive points in your feedback, too.

4  Read the task and the notes. Use the *Project skills* and the *Key phrases* to give feedback to the student. Remember to include some positive points.

Really boring talk. You speak so slowly it's hard to stay awake. It needs to be much better.

It's really hard to understand what you are saying because you made lots of mistakes. But you weren't nervous and you smiled a lot, so it wasn't all bad.

You have to give a group presentation for a project. One student in your group has just practised part of the presentation.

Good to start with a joke. I think people liked that. But I think you need more practice.

KEY PHRASES

Giving feedback

- It was great when you ...
- I really liked it when you ...
- I noticed you ... spoke a bit too fast / made a few grammar mistakes.
- Maybe you could speak more clearly?
- I thought it was ... / you ..., you could try ...
- What do you think?

HOW TO DO PROJECT WORK

5  Watch the video about project work and answer the questions.

- 1 Look at the seven types of project at 0.20. Which of these are in your Student Book?
- 2 Go to 4.31. Can you think of other tips for project work?
- 3 Can you think of reasons why project work is good?



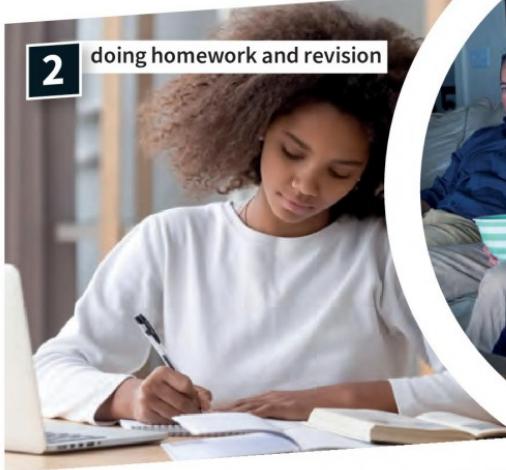
1

Teenage life: a survival guide

UNIT OBJECTIVES



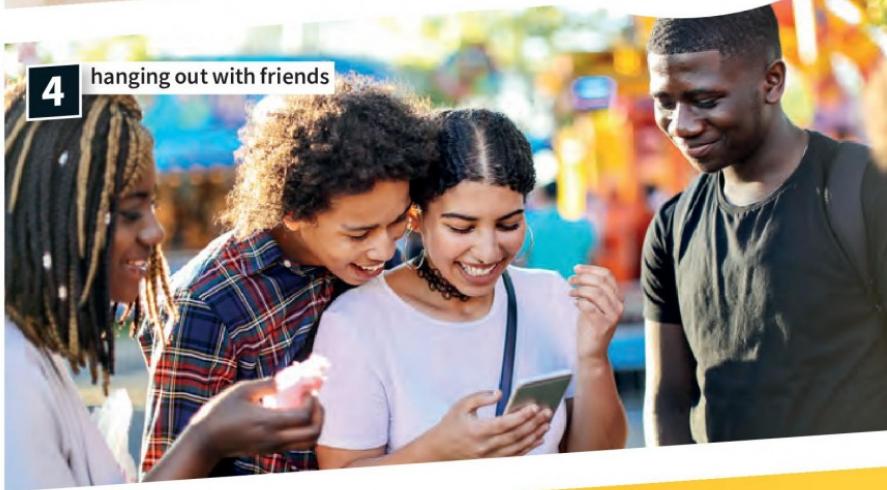
1 taking part in sports and hobbies



2 doing homework and revision



3 relaxing at home



4 hanging out with friends

YOUR PROJECT Create a poster:
a survival guide for teenage life

Project Builders 1–5:

- 1 Create a bubble chart of how you spend your time.
- 2 Propose a set of rules for home life.
- 3 Give advice about managing online friendships.
- 4 Offer tips about sports and free-time activities.
- 5 Write a message giving advice about school.

Display your poster.

VOCABULARY

- Household tasks
- Free-time activities

GRAMMAR

- Modal verbs for obligation, prohibition and permission: present and past
- Modal verbs for advice: *should / ought to*



5 helping with the housework

LESSON OBJECTIVES

- Talk about how you spend your time
- Learn how to compare daily routines

WARM-UP

- 1 Look at photos 1–5. Find out which of the activities your partner enjoys. Make a note of the answers.
- 2 Compare answers with the rest of the class. Which is the most popular activity? Which is the least popular? Do the results surprise you?



- 3 Watch the vlog. What time does Alice:
 - 1 get up?
 - 2 start school?
 - 3 finish school?
 - 4 have dinner?
- 4 Watch the vlog again. How does Alice spend her time? Look at the bubble chart and match each bubble A–C with the correct activity.

doing homework	hanging out with friends
helping at home	playing video games

A

B

C

- 5 Think about your own daily routine and compare it to Alice's. What are the main differences and similarities?
Like Alice, I ... Unlike Alice, I ...

I	spend a lot of time ... spend quite a lot of time ... don't spend much time ... don't spend any time ...	helping at home / doing homework / hanging out with friends
---	---	---

- 6 Look at the list of activities A–I. Think about how much time you spend doing each one. Write a number 0–3 for each activity.

0 = no time 1 = not much time 2 = quite a lot of time
3 = a lot of time

- A ____ playing sports
- B ____ listening to music
- C ____ using social media
- D ____ watching TV shows and films
- E ____ reading books
- F ____ playing an instrument
- G ____ playing board games
- H ____ doing arts and crafts
- I ____ shopping

- 7 Compare how much time you and your partner spend doing each of the activities in exercise 6.

I spend quite a lot of time playing sports. What about you?

I don't spend much time doing that.
But I spend quite a lot of time ...

- 8 **MEDIATION** Look online and find charts which show how teenagers from different countries spend their time. Tell the class three interesting or surprising pieces of information from your research.

PROJECT BUILDER 1

Create a bubble chart of how you spend your time.



Workbook Project Log p4

- 9 Think about other activities you do. Discuss your ideas.

I spend quite a lot of time on social media.

Me too.

I don't spend much time on social media,
but I spend a lot of time skateboarding.

- 10 Draw a bubble chart like the one in exercise 4 to show how you spend your time. Include activities from exercises 4 and 6 and your ideas from exercise 9. Label the bubbles or include a key to explain your chart.

1.2 FAIR OR UNFAIR?

LESSON OBJECTIVES

- Learn vocabulary for household tasks
- Learn how to express permission, prohibition and obligation
- Understand when to use *must* and when to use *have to*

VOCABULARY

- 1 Look at the photo. How do you think they feel? Why are they feeling that way?
- 2 Do the quiz. Then add up your scores and find out what they mean.

How helpful are you around the house?

- 1 Which of these statements are true for you? (1 point for each true statement)

- A I usually make my own breakfast.
- B I sometimes help to prepare food for the family.
- C At home, I often make my own lunch.
- D I sometimes shop for food for the family.
- E I usually get my own snacks and drinks.

- 2 Are you helpful around the house? (1 point for each activity)

- I often ...
- A clean the bathroom.
 - B load / unload the dishwasher or wash up.
 - C take the rubbish out.
 - D do the ironing.
 - E clean the windows.
 - F do the laundry.

- 3 Do you take responsibility for your bedroom? (1 point for each activity)

- I always or usually ...
- A make the bed.
 - B put clean clothes away.
 - C put dirty clothes in the washing basket.
 - D tidy my room.
 - E vacuum the floor.

What your score means

- 0–4 Are you kidding?
- 5–8 Good – but not great.
- 9–12 You're a big help! Well done!
- 13–15 Fantastic! Brilliant! (Are you telling the truth?)

- 3 Compare scores with your class. What do you think about the results?

- 4 **THINK** How could you improve your score as a class? Which tasks do you need to do more often?



GRAMMAR

Permission, prohibition and obligation

- 5 Read the note and the news story. In your opinion, are the mother's rules for her 18-year-old daughter fair or unfair?

On days when you are working, you must take out the rubbish before you go to work.

On days when you are not working, you must get up by 10 a.m. and get dressed. You mustn't sleep all day. You can go out with friends after dinner, but you must wash up first.

From Sunday to Thursday, you must come home before 10.30 p.m.

At weekends, you mustn't stay out after midnight.

NEWS

When an anonymous mother in Queensland, Australia posted her new 'house rules' on social media, there was a big reaction. According to these rules, her daughter can't sleep all day, even when she doesn't have to go to work. She has to get up by 10 a.m. On weekdays, she has to come home before 10.30 p.m. And even at weekends, she isn't allowed to stay out after midnight. A lot of people on social media described the rules as 'too strict', but the mother disagrees. 'She doesn't have to follow these rules. She can leave home instead.'

- 6 Find examples of the verb forms in the box in exercise 5. Which modal verb is in the list of rules, but not in the news story? Circle the correct option below.

be allowed to can / can't have to / don't have to must / mustn't

- 7 Complete the rules about permission, prohibition and obligation with the words in the box. Use your answers to exercise 6 to help you.

can can't have to must

Permission

Use ¹ _____ or **allowed to** to talk about permission.

I ² stay out late at weekends.

I'm allowed to invite friends to my home.

Prohibition

Use ³ _____ or **not allowed to** to talk about prohibition.

I'm not allowed to have big parties.

I ⁴ use my parents' laptop.

Obligation

Use ⁵ _____ to talk about obligation and **don't** ⁶ _____ for a lack of obligation.

I ⁷ keep my room tidy.

I don't ⁸ do the ironing.

We use ⁹ and ¹⁰ **not** in formal language and written rules.

All visitors ¹¹ report to reception.

Passengers ¹² not talk to the driver while the bus is moving.

CHECK IT! ➔ MY GRAMMAR REFERENCE & PRACTICE p106

- 8 Complete the second sentence so that it means the same as the first. Use a verb form from exercise 7.

I can't go out after dinner on weekdays.

I'm **not allowed** to go out after dinner on weekdays.

1 She can get up late on Sundays.

She get up early on Sundays.

2 Guests must leave their passports at reception.

Guests to leave their passports at reception.

3 I'm not allowed to have parties at my house.

I have parties at my house.

4 My dog is allowed to sleep on the sofa.

My dog sleep on the sofa.

5 Visitors are not allowed to take photos.

Visitors take photos.

6 They can order a takeaway for dinner on Fridays.

They to order a takeaway for dinner on Fridays.

- 9 💬 Look back at exercise 2 and write down three household tasks that you have to do and three that you don't have to do. Compare with your partner.

I have to wash up. What about you?

I have to wash up, too. / I don't have to wash up, but I have to tidy my room.

- 10 Read four teenagers' memories of primary school. Did you have similar rules when you were that age?

When I was at primary school, I had to go home straight after school. I wasn't allowed to hang out with friends.

When I was at primary school, I didn't have to do homework. I could play games all evening.

At primary school, I couldn't use my phone at break times.

On sunny days, we were allowed to have our lessons outside. We can't do that at secondary school!

- 11 Read the memories in exercise 10 again. Complete the past tense forms.

have to **had to**

1 don't have to

2 can

3 can't

4 am allowed to

5 am not allowed to

- 12 Write one rule that you had at primary school but don't have now. Then write one rule that you have now but didn't have at primary school.

At primary school, ...

At secondary school, ...

PROJECT BUILDER 2

Propose a set of rules for home life.

➔ Workbook Project Log p4



- 13 💬 Suggest some rules for teenagers. You can look at the exercises in this lesson for ideas and/or use your own. Your rules must be fair for everyone.

You must get up in time for school, but you can get up later at weekends.

- 14 💬 Agree on the five best rules for teenagers and write them in a list.



1.3 TRUE FRIENDS

LESSON OBJECTIVES

- Learn how technology affects friendship
- Summarize the topic of paragraphs with key words
- Talk about ability and advice



Friendship: past, present and future

1 Fifty years ago, interacting with friends was simpler. There were no group chats or social media. You couldn't message anyone; you could only meet them face-to-face or speak to them on the phone. In the past, most people had a small number of friends: perhaps only 15, on average. And of those, only five were really close friends.

2 In 2000, everything changed when social media sites appeared. Suddenly you could make friends without leaving your home. Today, it's even easier: you can use apps like *Huggle* to find people with similar interests. Other apps help you manage your friendships. For example, *UpHabit* tracks your interactions with friends and tells you when you ought to contact them again. These PRM (Personal Relationship Management) apps are getting 'smarter' all the time. Maybe in the future, they will be able to tell you what you should say to your friends!

3 Thanks to social media and other technology, people today often have hundreds of 'friends'. However, these are online contacts. The scientist Robin Dunbar argues that humans have a natural limit: they can't have more than 150 friends at one time. His research shows that we can only have five really close friends, plus ten others who are good friends. Then there is a larger group (about 50) who spend time with us but are not close friends.

4 Some experts believe that we shouldn't rely on technology for friendships because it has a negative effect on our communication skills. Online, we communicate with short messages and simple 'likes'; we hardly ever have deep discussions. Maybe one day, we won't be able to have them at all. Also, communication is not just words: we use body language and facial expressions to communicate our emotions. But you can only learn this skill when you speak face-to-face.

READING

- 1** Read the adjectives. Then choose the best two to complete the sentence below.

cheerful confident funny generous helpful
honest interesting kind loyal

A good friend needs to be _____
and _____.

- 2** Compare your answers to exercise 1. Then discuss this question: Do online friends need to have the same qualities as friends in real life? Why / Why not?

- 3** 01 Read and listen to the article. What is the most interesting piece of information in it, in your opinion?



We use key words to identify the main idea in each paragraph of a text.

- 4** Read the Skill UP! Then match three key words from the box with paragraphs 1–4 of the article.

apps changed emotions expressions limit
negative past phone research scientist
simpler smarter

5 Answer the questions with information from the article.

1 In what year did social media sites first appear?

2 What does the app *Huggle* help people to do?

3 What does PRM stand for?

4 What do PRM apps remind people to do?

5 How many really close friends can people have, according to Robin Dunbar?

6 What type of discussions do people rarely have on social media?

6 **THINK** Do you agree or disagree with these opinions from the article. Give reasons.

- 1 Friendships today are more complicated than in the past.
- 2 Apps can help you make friends and keep in touch.
- 3 It is impossible for humans to have hundreds of close friends.
- 4 Technology is having a negative effect on our communication skills.

7  **MEDIATION** Your friend does not speak English.

In your own language, explain what Robin Dunbar says about:

- 1 very close friends 3 people who spend time with us
 2 good friends

GRAMMAR

Ability and advice

8 Complete the information about ability and advice.

Use highlighted words from the article.

Ability

We use ¹ _____ and ² _____ (full form **cannot**) for talking about ability in the present. The past forms are ³ _____ and ⁴ _____.

My dad can't write computer code.

There is no future form of **can**. Instead, we use ⁵ _____ **able to** (affirmative) or ⁶ _____ **able to** (negative). We can also use **be able to** in the past or present.
I'll be able to work in computer science.

Advice

We can give advice using ⁷ _____ or ⁸ _____ **to**. In the negative, we normally use ⁹ _____.
You shouldn't use your devices late at night.

CHECK IT! → MY GRAMMAR REFERENCE & PRACTICE p106

9 Look at the highlighted words in the text again and find:

A at least two pieces of advice.

B examples of talking about ability in the past, present and future.

10  02 Complete the dialogue with the words in the box. Then listen and check.

can can can can't ought should
should **shouldn't**

Layla I've got a new 'follow request'. Look! He's got a cool name: Logan James.

Grace In my opinion, you **shouldn't** connect with somebody you don't know.

Layla But he seems really nice.

Grace How ¹ _____ you tell?

Layla I ² _____ see his profile picture.

Grace What? You ³ _____ trust a profile picture. People ⁴ _____ fake those so easily!

Layla Maybe some of my friends know him.
⁵ _____ I ask them?

Grace Yes, you should. You definitely ⁶ _____ to check his identity before you accept the request.

Layla What if nobody knows him?

Grace Then you ⁷ _____ delete the request – and forget about it!

11 **THINK** Do you agree with Grace's advice in exercise 10? Suggest one other thing you should / shouldn't do in order to stay safe online.

LIFE SKILLS People on the internet do not always tell the truth about who they are. Do not share any personal information (address, phone number, the name of your school, etc.) and never arrange to meet.

PROJECT BUILDER 3

Give advice about managing online friendships.

→ Workbook **Project Log** p5

12  Suggest advice for how to manage your online friendships. Think about:

- dealing with friend / follow requests
- what you should / shouldn't share
- how you can avoid arguments and other problems



13  Agree on five pieces of advice for your poster.

Always read something twice before you post it.



1.4 FREE-TIME FAQS

LESSON OBJECTIVES

- Learn free-time activities and which collocate with *play*, *go* and *do*
- Learn phrases for giving advice
- Talk about free-time activities and give advice about them

VOCABULARY

- 1 Compare your opinions of the free-time activities in the box. Is there an activity that you a) both like or b) both dislike?

athletics bowling chess climbing
fitness training gymnastics handball hiking
hockey judo karate surfing

What do you think of climbing?

I love it! / I enjoy it. / It's OK. / I don't really like it. /
I can't stand it! / I don't know.

- 2 Read about *play*, *go* and *do*. Then sort the other activities from exercise 1 under the correct verb: *play*, *go* or *do*.

VOCABULARY *play*, *go* or *do*

With sports and free-time activities, we use:

- play* for competitive games, team sports and ball games:
play chess
- go* for activities ending in *-ing*: *go bowling*
- do* for other sports and free-time activities: *do athletics*.

play	go	do

- 3 In two minutes, add as many other sports and activities as you can to the lists in exercise 2. Then share your lists with the class.

- 4 Think about the free-time activities in exercises 1–3 and decide which one is best for somebody who:

- wants to get fit.
- wants to make friends.
- uses a wheelchair.
- does not have much money to spend.
- wants to be creative / artistic.

LISTENING



Visual information in a video helps you identify what kind of video it is. This includes the behaviour and facial expressions of the presenters, as well as graphics and special effects.

- 5 Video Read the *Video focus*. Then watch the video without the sound. Can you tell what kind of video it is just from the visual information? Circle the correct option from A–F below. Explain how you made your decision.

- a reaction video in which they watch another video and react to it
- a tutorial in which they show viewers how to do something
- a gaming video in which they play and comment on a video game
- a live stream with questions and answers
- a comedy video in which they act out funny scenes
- an unboxing video in which they give their opinion of a new product

- 6 Discuss the other video genres in exercise 5. Do you ever watch them? Which is your favourite?





7 Watch the video with sound. Why do Sky and Lucas argue at the end?

8 Complete the highlighted phrases for giving advice with the words in the box.

best don't good ought should think

- 1 You definitely try making your own movies.
- 2 You really to get some fresh air.
- 3 The thing to do is to discuss it with your gaming friends.
- 4 I think you should join a gym.
- 5 It's a idea to do the workout with a friend.
- 6 I you should join a chess club.

9 Watch the video again and check your answers to exercise 8. Do you think Lucas and Sky give good advice? Explain your answer and give examples.

10 MEDIATION Write a message to a friend recommending Lucas and Sky's video. Say why your friend should watch it and give an example of the advice it contains.

11 Match the problems 1–6 with the advice A–F.

- 1 **C** I want to go cycling, but I haven't got a bike.
- 2 I use a wheelchair and want to play a team sport.
- 3 I don't enjoy the beach because I can't swim.
- 4 I'm too shy to join a drama club.
- 5 I love singing, but my brothers make fun of me.
- 6 I'm too young to do weight-training at the gym.

- A Ignore them.
- B Find out about other ways to build strength.
- C Borrow one.
- D Find information online about clubs in your area.
- E Find a friend to join with you.
- F Have lessons at your local pool.

12 Take turns to read a problem and give advice from exercise 11. Express the advice using phrases from exercise 8. Try to add a reason or example.

I want to go cycling, but I haven't got a bike.

I think you should borrow one. Maybe somebody in your family has a bike that they don't use very much.

13 Imagine you are Lucas and Sky. Read the questions below and give advice using the phrases from exercise 8. Look online for ideas if necessary.



Maya

I enjoy running, but my friends don't. I don't like running alone. What should I do?



Harry

How can I get fit and make new friends at the same time?



Jack

What is the cheapest way to get fit?



Lila

I'm not good at drawing, but I want to do something creative.



Brandon

I want to do something active, but I'm not very good at sport.



Harper

I love football, but my local teams are only for boys.

Hello

👍

😍

😂

Comment

...



PROJECT BUILDER 4

Offer tips about sports and free-time activities.

Workbook Project Log p5

14 Think about the advice you gave in exercises 10 and 12 and agree on four tips to include on your poster. Make sure your tips are useful for everyone. Remember that different people have different:

- needs and objectives
- abilities and preferences
- resources (time, money, equipment, etc.)



15 Write the advice from exercise 13 as questions and answers for your poster.

Q: How can I get fit without spending too much money?

A: The best thing to do is join a running club.

1.5 I LOVE YOGA!

LESSON OBJECTIVES

- Join a leisure centre
- Give basic personal information

SPEAKING

- 1 Look at the advertisement. Suggest three different activities that people often do at leisure centres.



- 2 Read the *Skill Up!* and imagine you are going to join a leisure centre. What words are you likely to need? Write down 5–8 words.



We can prepare for conversations by thinking about the context and predicting what vocabulary we're likely to need.

- 3 Watch the first part of the video. Did you hear any of the words from exercise 2?

PRONUNCIATION Spelling and phone numbers

T = 'capital T' 06644 436721 = 'Oh double six double
tt = 'double t' four, four three six seven two one'

- 4 03 Read the *Pronunciation*. Then listen and write down the names and phone numbers you hear.

1 _____	5 _____
2 _____	6 _____
3 _____	7 _____
4 _____	8 _____

- 5 Check your answers to exercise 4 by spelling out the names and saying the phone numbers.

- 6 Watch the first part again and answer the questions.

- Why is Olivia in a hurry?
- Why is Alfie interested in joining a gym?
- What is Olivia's opinion of yoga?
- What is Alfie's surname?
- What is Alfie's phone number?

- 7 Look at the photo from the second part of the video. What is the name of the boy talking to Olivia? What can you remember about him from part 1?



- 8 Watch the second part of the video and check your answers to exercise 7. What activity does Olivia change her opinion of? Why do you think she changes it?

- 9 Watch the video clips and listen to how Alfie and Olivia say, 'Yeah, right'. What does the phrase mean when they say it like this? Circle A, B or C.
A I completely agree with you.
B I don't really believe you.
C You always say that.

- 10 Complete the *Key phrases* with the words in the box.

could first need number spell surname

KEY PHRASES

Asking for personal information

Can I have your ¹ _____, please?

How do you ² _____ that?

And your ³ _____ name?

I ⁴ _____ the first line of your address, please.

⁵ _____ I have your email address?

And now, I just need your mobile ⁶ _____, please.

- 11 Take turns to be a receptionist. Use the *Key phrases* from exercise 10 and complete the personal information for your partner.

First name	Surname
Address	
Email address	
Mobile phone number	

1.6 MESSAGES

LESSON OBJECTIVES

- Write a message giving advice about school
- Use linking words to connect ideas

WRITING

- 1 Read a message from a boy called Owen to his friend Ellie. What advice would you give him? Discuss your ideas.

Owen Hi Ellie! I'm not having a great time at school this term, because I'm getting behind with my work. I'm in Year 9, so the teachers are giving us more homework. But it's really difficult to concentrate in my house, as it's really noisy! Also, I spend quite a lot of time doing household jobs, since my brothers and sisters never help at home! What should I do?

- 2 Read Ellie's reply to Owen. Do you think she gives good advice? Is it similar to your ideas in exercise 1?

Ellie Hi Owen! Oh dear, that must be really hard for you. Firstly, you have to talk to your teachers. They need to understand what's happening and why you're getting behind with your work. Maybe they can help you catch up. Secondly, I think you should find a different place to do your homework, since your house is so noisy. Is there a library at your school or in town? And thirdly, you should definitely talk to your brothers and sisters. Explain to them that you must all share the household tasks. Maybe you need some house rules, so everyone helps!

See you soon!

- 3 Read the *Skill UP!* and look at the four highlighted words in exercise 1. Do *as* and *since* introduce a reason or a result?



Linking words

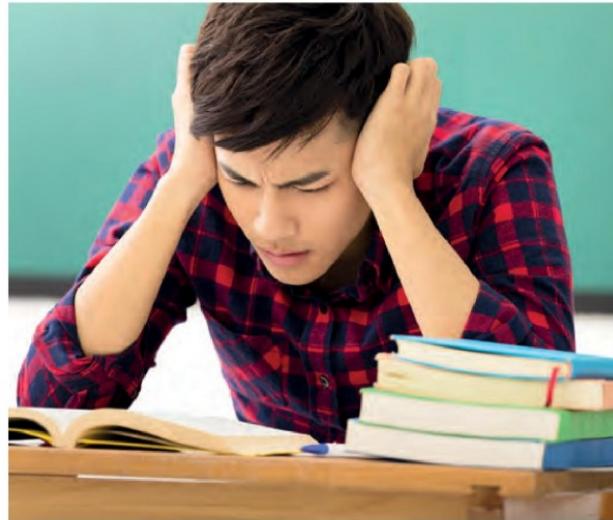
We use linking words and phrases to connect ideas. For example, we can use *so* to introduce a result and *because* to introduce a reason:

I live near my school, so I walk there.

I have to share a bedroom, because it's a small flat.

- 4 Complete the sentences with *so*, *because*, *as* or *since*.

- 1 I find maths difficult, but I don't want to ask the teacher for help I'm embarrassed.
- 2 I don't know anyone at my new school, I spend every break time alone.
- 3 I can't concentrate in lessons, the girl next to me talks to me all the time.
- 4 I work hard during the term, but I get nervous before exams, I don't do very well.



- 5 Make notes about other problems people might have at school. Use the topics below to give you ideas.

- friendships
- break time and lunchtime
- homework and exams
- school clubs and activities
- changing schools

PROJECT BUILDER 5

Write a message giving advice about school.

→ Workbook Project Log p6

- 6 Think of some advice for a friend about one of the problems in exercises 4 or 5 and write a message to them.

A Plan

- In your group, think about the problems in exercises 4 and 5. Choose a different problem each.
- Think about what advice you can give.
- Invent a name for the person you are writing to.

B Write

- Follow your plan to write your message.
- Use *should* / *shouldn't* or *ought to* for advice and *have to* for obligation.
- Use *so*, *because*, *as* and *since* to link ideas.

C Read and check

- Check your message includes all the information from your plan.
- Check your spelling and grammar.



1 PROJECT

Create a poster: a survival guide for teenage life

SHARE AND REVIEW

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

- 1 Share your bubble charts from Project Builder 1. Think of one piece of advice you could give to each person. Add it to their bubble chart.

Ethan spends a lot of time on social media. I think he should spend more time ...

- 2 Look at your list of five rules from Project Builder 2. Add a sentence to explain why they are a good idea.

Everyone should follow these rules at home because ...



Use your
Project Log

p4–6

DECIDE



2 04 Read the *Project skills*. Then listen to three students, Katy, Ollie and Chloe discussing ideas for their poster. How well do they work together? What could they improve?



PROJECT SKILLS Expressing opinions in a group

When you're discussing something as a group, ask yourselves:

- is everyone able to express their view?
- is one person talking too much?
- are people able to speak without interruptions?
- are any disagreements calm and polite?



3 Discuss different ways to create your poster.

Remember to follow the advice in the *Project skills*.

Think about these questions:

- how big does the poster need to be?
- do similar types of information need to go together (for example, all the bubble charts)?
- do the sections need to be in a particular order?
- do you need a main title?
- does each section need a title?
- do you need to add anything to your poster to make it look more attractive (for example, photos, graphics)?

4 Draw two or three designs for your poster. Don't worry about the details. Discuss the different designs in your group and decide which works best. Use the *Key phrases* to help you.

KEY PHRASES

Discussing designs

- I think this design works well because ...
- I don't think this design really works because ...
- This design is good, but it needs a few changes. For example ...

Reaching a decision

- So let's agree on ...
- Is everyone happy with ... ?
- Yes, that's a good idea.

CREATE

5 Make your poster. Use the design you chose in exercise 4.

Make sure that you:

- write text and titles neatly or use a computer print-out.
- find photos or draw artwork to make your poster more attractive.
- use the space well – don't make the writing or pictures too small.



DISPLAY

6 Display your poster in the classroom.

7 Walk around the classroom and read the different posters. In your opinion, what is the most useful piece of advice from each group's poster? Make a note of it.

8 In your group, discuss your notes from exercise 7 and agree on the best piece of advice from each poster.

9 Nominate a spokesperson to tell the class which piece of advice from each poster you found the most useful.



REFLECT

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

COLLABORATION

- 1 Our group can discuss ideas constructively and politely.



CREATIVITY

- 2 Our group can present information in different ways.



COMMUNICATION

- 3 Our group can give positive feedback to another group.



11 Complete the sentences for you.

1 I am happy with our poster because _____

2 I want to improve _____

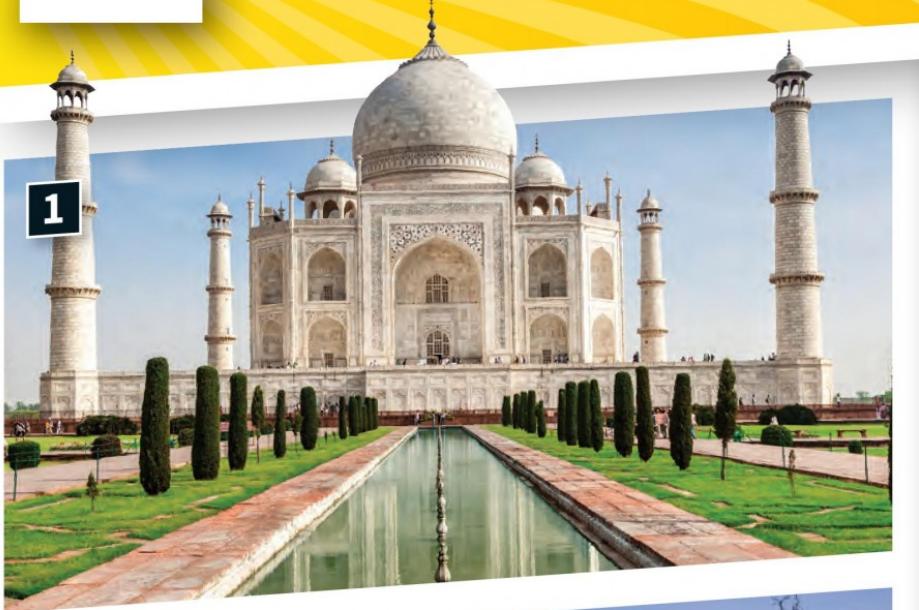
→ Workbook Project Log p7

2

Where in the world?



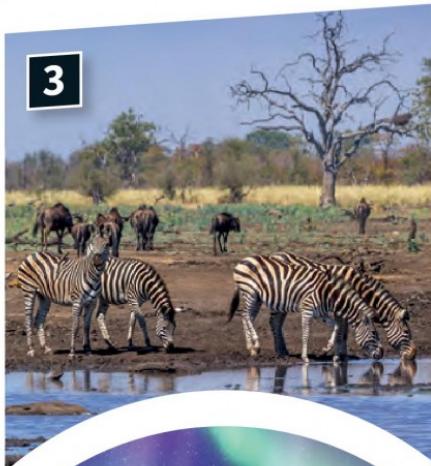
UNIT OBJECTIVES



1



2



3



4



5



6

YOUR PROJECT Design a brochure for a virtual reality travel agency

Project Builders 1–5:

- 1 Agree on three attractions and a name for your VR travel agency.
- 2 Choose VR holiday activities.
- 3 Write about the advantages of VR travel.
- 4 Plan a tour to include in your brochure.
- 5 Write an announcement for your VR travel agency.

Display your brochure.

VOCABULARY

- Tourist attractions (1) and (2)
- Holiday activities

GRAMMAR

- Future forms: *will*, *be going to*, present simple, present continuous
- First conditional

LESSON OBJECTIVES

- Learn about virtual reality and tourism
- Learn tourist attractions vocabulary

WARM-UP

- 1 Look at photos 1–6. Which places would you like to visit most and least? Give reasons.

VOCABULARY

- 2 Complete the sentences about the photos using a tourist attraction from the box.

ancient site aquarium botanical gardens
monument national park **natural wonder**
parade theme park tower wildlife reserve

- Photo 5 shows a **natural wonder** in Norway.
1 Photo _____ shows _____ in Canada.
2 Photo _____ shows _____ in India.
3 Photo _____ shows _____ in Brazil.
4 Photo _____ shows _____ in Peru.
5 Photo _____ shows _____ in South Africa.

- 3 Talk about tourist attractions in your own country or region. Can you think of one example for each type of attraction in exercise 2?

There's a famous aquarium in ...

- 4 Video Watch the vlog. Discuss the questions.

- 1 Do Alice and Simon enjoy their VR (virtual reality) experience? How do you know?
2 Would you like to have a similar experience? Why / Why not?



- 5 Try to remember which places Alice and Simon visit in the video. Write down the country, the type of attraction (from exercise 2) and its name.

Alice visits ...

Simon visits ...

- 6 Match two adjectives with each place in exercise 5.

crowded deserted noisy peaceful

- 7 Video Watch the vlog again and check your answers to exercises 5 and 6. Then answer the questions.

1 What does Alice need to do before she can see where she is?

2 Does Simon know where he is?

3 What is Simon's opinion of the place that he visits?

4 How does Simon describe the extreme sport experience?

5 How can Simon stop his extreme sport experience?

6 Where does Alice want to go next?



Find out about the most popular tourist destinations in the world. Which of the destinations would be good places to visit using VR, in your opinion?

PROJECT BUILDER 1

Agree on three attractions and a name for your VR travel agency.

→ Workbook Project Log p8



- 8 You are going to create a VR travel agency.

Think about the tourist attractions in this lesson or your own ideas and agree on three attractions to include.

Think about how:

- interesting and exciting the attraction is
- difficult it is to visit in real life
- suitable it is for a VR experience



- 9 Invent a name for your VR travel agency. The words below might be useful, but you do not have to use them.

globe world trip VR worldwide
computer plane tourist traveller voyage
global travel voyager virtual earth
digital technology

2.2 THRILL SEEKERS

LESSON OBJECTIVES

- Learn holiday activities vocabulary
- Use future tenses

VOCABULARY



2



- 1 Look at photos 1–6. Choose two adjectives from the box that best describe these activities. Then compare your choices in pairs.

active challenging dangerous dull expensive
relaxing scary slow thrilling tiring

- 2 Which holiday activities do the photos show? Match the pictures 1–6 with six of the activities in the box.

bungee-jumping canyoning horse-riding
kayaking mountain biking paddleboarding
parascending scuba diving sightseeing
trekking waterskiing white-water rafting
ziplining

- 3 Sort the activities from exercise 2 into the categories below. Which activities are difficult to put into one category?

in or on water	in the air	on land

- 4 Listen to six short recordings. Can you identify the activities? Choose from the activities in exercise 2. What clues helped you decide?

1 _____ 4 _____

2 _____ 5 _____

3 _____ 6 _____

- 5 Decide which activities in exercise 2 you would enjoy most a) in real life, and b) as a VR activity. Why do some activities work better than others as VR activities?

GRAMMAR

Future forms: **will, be going to, present simple, present continuous**

6 Listen to two teenagers. Answer the questions.

1 What kind of holiday is the boy going on?

2 What kind of holiday is the girl going on?

3 Whose holiday sounds more interesting to you personally? Give reasons.

7 Listen again. Circle the correct option.

- 1 My flight **leaves / will leave** just after 1 a.m.
- 2 I expect I '**m falling / 'll fall** asleep before then!
- 3 Don't worry – I '**'ll / m going to** wake you up.
- 4 I '**'ll do / 'm doing** some voluntary work.
- 5 I '**m going to meet / 'll meet** some friends in Cancún.
- 6 I think the café **will / is going to** close in a minute.
- 7 The departure gate **will be / is being** open soon.

8 Complete the rules for future tenses with the words in the box. Use your answers from exercise 7 to help you.

be going to the present continuous
the present simple **will**

Future forms

We use ¹ for:

A factual statements about the future.

The gate will be open soon.

B predictions based on our own ideas.

I think it'll be difficult.

C offers and promises.

I'll help you.

We use ² for:

D plans and intentions.

We're going to explore the peninsula.

E predictions based on what we see or hear.

Oh look! We're going to board the plane now.

We use ³ for:

F events that are on a timetable (e.g. train departures).

The plane lands at 3 p.m.

We use ⁴ for:

G definite arrangements.

We're going scuba diving.

CHECK IT! → MY GRAMMAR REFERENCE & PRACTICE p108

9 Circle the correct option.

- 1 I'm scared to try parascending on my own.
'OK. I 'll go / 'm going to go with you.
- 2 We should go to the museum first, because it **will close / closes** at midday.
- 3 I can't go sightseeing today, because I **'m going / 'll go** canyoning this afternoon.
- 4 My friends **will go / are going to go** trekking tomorrow, but I don't fancy it.
- 5 Book a paddleboarding excursion with us and you **won't regret / aren't going to regret** it!

10 Imagine you and your partner meet at an airport while waiting for your flights. Prepare a dialogue.

- Decide where you are going, what kind of holiday it is and when your flights leave.
- Choose two activities from exercise 2 each for your holiday.

11 Listen and repeat these sentences from the dialogue in exercise 6. How is *going to* pronounced? Practise saying the sentences aloud.

- 1 We're going to explore the peninsula.
- 2 We're going to do lots of different activities.

12 Act out your dialogue. Use your notes from exercise 10 and the prompts below.

- Tell each other about your holiday (which tense do you use for arrangements?).
- Tell each other when your flights leave (which tense do you use for timetables?).
- Talk about your plans for activities (which tense do you use for plans?).
- Offer to keep in touch / text / send photos (which tense do you use for offers)?

PROJECT BUILDER 2

Choose and describe VR holiday activities.

→ Workbook Project Log p8

13 You are going to choose and describe activities for your VR travel agency.

- Think about your discussion in exercise 5 and write a list of activities that would work well as VR activities, in your opinion.
- Choose two activities from your list for each person in your group.

14 For each of your two VR activities, write two sentences: one describing the VR experience and one giving more detail about what people will see, hear, do, etc.

This VR experience will be ...

During the activity, you will see / hear / experience / explore, etc. ...



2.3 IMPOSSIBLE ADVENTURES

LESSON OBJECTIVES

- Read about the applications and benefits of virtual reality
- Use the first conditional

READING

1 Look at the photo. Answer the questions.

- 1 What is the girl doing?
- 2 How realistic do you think VR experiences are? Give reasons for your answer.

2 08 Read and listen to the article. Underline the names of two places where you could have a VR experience like the one in the photo.

3 Circle the best summary of the article: A, B or C. Explain why the other two options are not as good.

- A Virtual tourism is important for the environment because it reduces air travel, which causes pollution. It also reduces damage to the natural world.
- B VR technology is not only a good way to sell trips, it can also replace them. VR tourist attractions are becoming more popular and this will benefit the environment.
- C At the moment, travel companies use VR to make activities more exciting. But one day, there will be tourist attractions that are 100% VR.

4 Decide how you could improve the best summary in exercise 3.



Virtual tourism



Reality plus

When people think of VR (virtual reality), they often think of video games, but it is also an important technology for the travel industry. Companies already use virtual reality on their websites to help sell their products. If people enjoy the VR experience, they'll book the trip. Virtual reality is also a feature at many tourist attractions. For example, at the Franklin Institute in the USA, visitors wear VR headsets to travel through space, under the oceans or inside the human body. And many theme parks use VR to make the rides more exciting – or more frightening!

A virtual world

Now there is a new trend: tourist attractions which are 100% VR. If you visit the VR Star Theme Park in southwestern China or the VR Park in Dubai, you will not see any rollercoasters or water slides. These two theme parks only offer VR rides. And the Kremer Museum is not located in a real building; it only exists online. If you download the app, you'll be able to look at all the paintings.

Impossible adventures

As VR technology improves, the possibilities increase and will soon include activities that you cannot do in the real world, like climbing inside an active volcano. Wheelchair users will be able to trek across the Himalayas. And if you are unable to travel for whatever reason, virtual reality will allow you to explore the world without leaving home.

A green option

If you care about the natural world, there is another reason to welcome VR. Air travel produces over 900 billion kilos of CO₂ every year. And tourism can damage the environment in other ways too: tourists need hotels, taxis, roads and so on. So, there is no doubt that virtual tourism is better for our planet.



We can improve our knowledge of collocations (words that often go together) by reading texts. There are different types of collocations: for example, verb + noun and noun + noun collocations.

- 5** Read the *Skill UP!* and complete the collocations from the article. Which are verb + noun and which are noun + noun collocations?

travel industry

1	a product	5	the world
2	user	6	home
3	an app	7	travel
4	a VR headset	8	the environment

- 6** Read the article again and answer the questions. Include one collocation from exercise 5 in each answer.

1 Why do travel companies use VR on their websites?

2 What do visitors at the Franklin Institute have to do in order to see inside the human body?

3 What do you have to do before you can see the paintings at the Kremer Museum?

4 What does VR allow people to do, even if they are unable to travel?

- 7 MEDIATION** Look online and find information about a VR ride that you would like to try. Tell the class a) where it is, b) what kind of ride it is and c) why you would enjoy it.

GRAMMAR

First conditional

- 8** Look at the sentence below from the article. What tenses are the two underlined verb forms?

If people enjoy the VR experience, they will book the trip.

- 9** Read about the first conditional. Complete the rules using the tenses in exercise 8.

First conditional

We use the **first conditional** to talk about a possible event or situation in the future and its result.

If the traffic is bad, we'll miss our flight.

If + future possibility the result

In the *if*-clause, we use ¹ _____.

In the result clause, we use ² _____.

CHECK IT! ➔ MY GRAMMAR REFERENCE & PRACTICE p108

- 10** Find five more first conditional sentences in the article.

- 11** Complete the sentences with the correct form of the verbs in the box.

not enjoy see take not text travel visit

- 1 We'll arrive much faster if we _____ by train.
- 2 If she _____ us, we won't know where to meet her.
- 3 You'll get to the station in time easily if you _____ a taxi.
- 4 We _____ this holiday if we don't stop arguing!
- 5 If we go trekking in the wildlife reserve, we _____ a lot of wild animals.

- 12** Write first conditional sentences using the prompts.

1 you / fall asleep / you / miss your flight

2 she / try canyoning / she / love it

3 they / go to Rio / they / see the parade

4 we / not have time / we / not visit / you

5 it / rain / I / not go sightseeing

PROJECT BUILDER 3

Write about the advantages of VR travel.

➔ Workbook Project Log p9



- 13** You are going to write sentences to publicize your VR travel agency. Think about how VR travel is good for:

- the environment (look at the fourth paragraph of the article).
- people with disabilities (look at the third paragraph of the article).
- people who are unable to travel (think about possible reasons).
- people who are too busy for a holiday (think about why VR is better for them).
- education (think about how it might improve the learning experience).

- 14** Use your ideas from exercise 13 to write 3–5 sentences about the advantages of VR travel. Try to use the first conditional.

If virtual tourism becomes more popular than physical tourism, ...

If more people stop travelling by air, ...



2.4 CULTURE TRIP

LESSON OBJECTIVES

- Learn about cultural attractions
- Use the future continuous

VOCABULARY

- 1 Look at the tourist attractions in the box. Which two are events rather than places? Circle the correct options.

art gallery castle cathedral celebration festival
market museum palace shopping district temple

- 2 Think of one or two examples of each attraction in exercise 1 in your own country or abroad.

- 3 **THINK** Look at your examples from exercise 2. What is the difference between:

- an art gallery and a museum?
- a festival and a celebration?
- a castle and a palace?
- a cathedral and a temple?
- a market and a shopping district?

In an art gallery, you'll see ... but in a museum, you'll see ...

- 4 Read the speech bubbles. Then answer the questions. Underline the correct options.

We saw a really interesting exhibition about the history of computers. There was a huge computer from the 1940s.

- 1 Were they at an **art gallery** or a **museum**?

When my mum graduated, we booked a restaurant for the whole family and had a meal together. It was a great evening.

- 2 Did they organize a **celebration** or a **festival**?

It's a beautiful building and the gardens are amazing, too. We couldn't go into the President's private rooms, but all of the other rooms are open to the public.

- 3 Did they visit a **castle** or a **palace**?

It's a ruin now, but 2,400 years ago it was an important place for the Ancient Greeks. When they visited it, they brought gifts for Poseidon, the sea god.

- 4 Is this a description of a **cathedral** or a **temple**?

Bangkok

Eastern Odyssey

Bangkok

the water ¹ in Bangkok

Hanoi

the night ² in Hanoi

Goroka

the Goroka Show – a traditional ³

Borobudur

the ⁴ of Borobudur

AUSTRALIA

- 5 Look at the flyer for the Eastern Odyssey tour on page 26. Complete the labels using tourist attractions in exercise 1.

LISTENING



It's useful to identify the main purpose of the speaker. For example, is the speaker trying to persuade, inform, give instructions, or entertain?

- 6 09 Read the *Skill UP!* and then listen to the travel podcast. Identify the main purpose of the speaker. Circle the correct option from A–E below.

The speaker's main purpose is to:

- A persuade listeners to visit certain places.
- B give instructions for how to travel to certain places.
- C describe some personal travel experiences.
- D advertise a holiday tour.
- E analyse the advantages and disadvantages of travelling alone.

- 7 09 Listen again. Match sentence halves 1–4 to A–E. There is one extra ending.

- 1 At the night market in Hanoi, Vietnam, you will ...
- 2 At the Songkran Water Festival in Bangkok, Thailand, you will ...
- 3 At the Borobudur temple in Java, Indonesia, you will ...
- 4 At the Goroka Show in Papua New Guinea you will ...

- A meet elephants as well as people.
- B see men and women from many different tribes.
- C watch a spectacular firework display.
- D listen to live music and eat delicious food.
- E have a breath-taking view of the sunrise.

LIFE SKILLS When you travel to other countries it's important to be open-minded and respectful.



- 8 09 **MEDIATION** Imagine you work for the travel agency that organizes the Eastern Odyssey tour and have received an email about it. Read the email, then listen again and reply to Mr Rashid.

New Message

From: **Mr A Rashid**
Subject: **Eastern Odyssey Tour**

Dear Sir or Madam

I hope you are well. I saw an advertisement for your Eastern Odyssey Tour online and would like to ask you some questions about it.

- Can you confirm the opening times of the night market?
- What happens at the Water Festival?
- What is the best time of day to visit the temple of Borobudur?
- What will I see at the Goroka Show?

Thank you in advance for your help.

Mr A Rashid

- 9 Discuss which of the four attractions in the Eastern Odyssey tour:

- 1 you would most like to visit. (Say why.)
- 2 would make the best VR attraction, in your opinion. (Say why.)

PROJECT BUILDER 4

Plan a VR tour to include in your brochure.

→ Workbook **Project Log** p9



- 10 You are going to plan a VR tour to include in your brochure. Agree on a theme for your tour. Choose a title from the box or your own idea.

Castles and Palaces European Adventure
Festival Magic Great Art Galleries of the World
Natural Wonders of the World The Americas

- 11 Decide what activities and attractions your tour will include. Choose at least two for each member of the group.

- 12 Write one or two sentences each to describe your activities and attraction(s). Use the sentences in exercise 7 to help you. Read each other's sentences and suggest changes.

On Vancouver Island in Canada, you will go whale watching.

- 13 Find out more information about the tourist activities and attractions that you wrote about in exercise 11. Make notes.

2.5 WHERE'S THE BEST PLACE TO BUY SNEAKERS?

LESSON OBJECTIVES

- Ask for and make recommendations
- Create thinking time when you are speaking

SPEAKING

1 What would you say to a visitor in your town who wanted to know:

- A the best place to order pizza?
- B a good place to go for a bike ride?
- C the cheapest place to buy snacks?

2 Watch the first part of the video and answer the questions.

1 Who is coming to Alfie's house in the evening?

2 What nationality is Bianca?

3 What does Olivia need to buy in the shop?

4 What does Bianca want to buy?

5 Where is the sports shop?

6 When Bianca asks who Olivia is, how does Alfie react?

3 Watch the first part again and listen out for these phrases. How would you say them in your own language? Are they formal or informal phrases?

- | | |
|--|--|
| 1 'What are they like?' 4 'I guess so.' | |
| 2 'I won't be long.' 5 'Well, the thing is ...' | |
| 3 'What are you up to?' 6 'I was just kidding.' | |

4 MEDIATION Imagine you are talking about the video to a friend who doesn't speak English. In your own language, explain Alfie's joke and Olivia's reaction to it.



5 Look at the photo of Olivia making a joke about Alfie. What do you think the joke is about? Then compare ideas with your partner.

6 Watch the second part of the video and check your ideas from exercise 5. Do you think this kind of joke is OK between friends? Why / Why not?

LIFE SKILLS It's fun to make jokes with your friends, but it's important to be sensitive, too. Sometimes, a comment is funny for one person, but hurtful for another.

7 Complete the *Key phrases* with the words in the box.

definitely option place recommend think

KEY PHRASES

Asking for recommendations

Where's the best ¹ _____ to (buy trainers/sneakers)?

Can you ² _____ a (phone repair shop)?

Are there any good (restaurants around here)?

Do you know any good (hotels)?

Making recommendations

Your best ³ _____ is probably ...

Personally, I ⁴ _____ ... is really good.

I'd ⁵ _____ recommend ...

8 Watch the complete video (parts 1 and 2) again. How many of the *Key phrases* from exercise 7 do you hear?

9 Read the *Skill UP!* and watch two extracts from the video. How does Alfie create thinking time when he is giving recommendations?



There are different ways to create more time when we need to think about an answer. One option is to repeat or rephrase the question: *What's my favourite food? Well, probably pasta*. Another option is to use a filler phrase, like *Let's see, Let me think, or Well, I suppose*.

10 Role play a dialogue in which one of you is new to the town and needs a recommendation. Then swap roles and role play a second dialogue. Use the *Key phrases*.

Student A You are new to the town. You need a recommendation. Choose one of the places in exercise 1 or your own idea. Ask a follow-up question about location or price.

Student B You live in the town. Make a recommendation in reply to Student B's request. Answer their question about location or price. Remember to use strategies from the *Skill UP!* to gain thinking time.

2.6 AN ANNOUNCEMENT

LESSON OBJECTIVES

- Write an announcement for your VR travel agency
- Learn about adjective order

WRITING

- 1 Read the announcement. What three different experiences does the Brazilian Adventure tour include?

Open Day



You are invited to our travel agency on 19th February to experience the amazing VR trips on offer! Using a VR headset, you'll have a chance to visit tourist attractions all around the world, including fascinating festivals, spectacular natural wonders and historic castles.

Take this opportunity to try one of our virtual reality tours. On our Brazilian Adventure, you'll experience three different aspects of this fascinating country.

First, you'll explore the Amazon rainforest. Just put on the VR headset and travel up the Amazon river in a narrow, wooden kayak. Next, you'll visit one of the most spectacular events in the world: the Rio carnival. Enjoy fantastic Brazilian music while you dance. Finally, you'll be able to visit a beautiful little island off the coast of Brazil: Ilha Grande, famous for its white, sandy beaches. If you're interested in marine wildlife, you'll be able to go scuba diving in the wonderful blue waters of the Atlantic. There you will see dolphins, whales and sharks too – without the danger!

Special offer! If you come to our open day, we will give you a 50% discount on your first VR holiday.



We can use appropriate adjectives to make our descriptions more interesting and persuasive.

- 2 Read the *Skill UP!* and find the ten adjectives in the box in the announcement. Then match them to the categories A-F below.

beautiful blue Brazilian fantastic little
narrow sandy white wonderful wooden

- A material (x2) _____
B colour (x2) _____
C opinion (x3) _____
D shape (x1) _____
E origin (x1) _____
F size (x1) _____

- 3 Read about adjective order and write the missing categories. Use the examples in the announcement and your answer to exercise 2 to help you.

VOCABULARY Adjective order

- When there is more than one adjective before a noun, the order depends on what category the adjectives belong to:
1 _____ → size → shape → age →² _____ → origin →³ _____
- We do not often use more than two adjectives at a time.

- 4 Complete the sentences with the adjectives in the correct order.

- There are _____ buildings next to the cathedral. (white / attractive)
- In the town centre is a _____ monument. (square / stone)
- There are some _____ paintings in the museum. (old / stunning)
- Her favourite piece of jewellery is a _____ ring. (blue / small / Italian)
- They found this _____ plate at the archaeological site. (beautiful / round / silver)

PROJECT BUILDER 5

Write an announcement for your VR travel agency.

Workbook Project Log p10

- 5 Write an announcement to publicize an open day for your VR travel agency. Include a description of the tour you created in Project Builder 4.

A Plan

- Add adjectives to your descriptions to make them more attractive.
- Decide what other information you need to include in your announcement (e.g. date, special offers, etc.).

B Write

- Follow your plan and use the *Skill UP!* to write your announcement.
- Use the first conditional to say what people will be able to do if they come to the open day.
- Use future tenses to say what people will do on your tour.



C Read and check

- Check your announcement includes all the information from your plan.
- Check your spelling and grammar.



2 PROJECT

Design a brochure for a virtual reality travel agency

SHARE AND REVIEW

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

- 1 Are you happy with the name of the VR travel agency and the three attractions you chose?
- 2 Can you improve the sentences you wrote to describe VR activities by adding adjectives to make them more persuasive?
- 3 Can you add anything to the benefits of VR travel?

4 Can you add any details to your VR tour?

5 Read each other's announcements. What are the best parts of each announcement? Give each other positive feedback.



Use your
Project Log

p8-10



DECIDE



2 Discuss different formats for your brochure. Discuss the advantages and disadvantages of each one.

- a poster
- a web page
- an electronic document (e.g. Google Docs or MS Word)

A web page would be really attractive.

Yes, but will it take too long?

3 Make a decision about the format. Then make a list of what you need to do to create your brochure. Include the steps below and add your own ideas.

- Write or type the text; check and edit it.
- Find and download suitable photos online.
- Agree on the final design / layout for the project.
- Put the different parts of the poster together.

5 Listen again. How many of the *Key phrases* in the box did you hear? Circle the correct options.

KEY PHRASES

Suggesting

- I think you should do that.
- Why don't you do that?
- You'd definitely be the best person for that.

Volunteering

- I don't mind doing that.
- I could have a go at that.

Accepting

- OK, but I'll need some help.
- That's fine with me.

Declining

- I'm not sure that's a good idea.
- I think somebody else would be better at that.
- I don't think I'm the best person for that.

PROJECT SKILLS Choosing roles in the group

When you work as a group, make sure that you use each person's skills effectively. For example, one person might be better at creating web pages. Another might be very good at design and layout.



4 10 Read the *Project skills*. Listen to three students, Katy, Ollie and Chloe discussing roles in the group. Match their names with the tasks below.

- 1 writing out the text _____ and _____
- 2 creating the artwork _____
- 3 designing the layout _____

6 Choose roles in your group. Think about the list you wrote in exercise 3 and the talents of each person. Remember:

- you can collaborate with other people on some tasks.
- you might have to do a task that is not your first choice.



CREATE

- 7 Design your brochure. Think about these questions.
- 1 Draw a plan of your brochure to show where your work from the Project Builders will go. Is the material in a logical order?
 - 2 Is the name of the VR travel agency clearly visible? Is it obvious what kind of brochure it is?
 - 3 Are you happy with your choice of photos? Do they work well with the text?
- 8 Produce a final announcement for your brochure. Combine the best ideas and phrases from each person's announcement from page 29.
- 9 Work together to create your brochure. A brochure should be attractive and persuasive.



SPACE



DISPLAY

- 10 Display your brochure and your announcement for other groups to see.
- 11 Look at other groups' brochures and announcements. Ask for recommendations using Key phrases from the Speaking lesson.

Can you recommend a VR experience that will teach me something about history?

Yes, I can. Why don't you give the Roman Colosseum a try?



REFLECT



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

COLLABORATION

- 1 Our group can share tasks in a project depending on our individual skills.



CREATIVITY

- 2 Our group can combine text and pictures to make an attractive brochure.



COMMUNICATION

- 3 Our group can answer questions from other students.



- 13 Complete the sentences for you.

1 I am happy with our brochure because _____

2 I want to improve _____

→ Workbook Project Log p11

3

Make a difference

UNIT OBJECTIVES



YOUR PROJECT Make a Wish Tree

Project Builders 1–5:

- 1 Think of some changes you want to see in the world.
- 2 Suggest ways to help the environment.
- 3 Suggest ways to make the world a kinder place.
- 4 Suggest ways to improve gender equality.
- 5 Write a formal letter about a Sustainable Development Goal.

Present your Wish Tree.

VOCABULARY

- The environment: compound nouns
- Occupations

GRAMMAR

- Second conditional
- Indefinite pronouns: *someone*, *anything*, *everywhere*, etc.



LESSON OBJECTIVES

- Talk about the changes you want to see in the world
- Learn global issues vocabulary

WARM-UP

- 1 Look at photos 1–5 and read the signs. What are the people protesting about? Match them with the global issues in the box.

animal rights climate change gender equality
homelessness pandemic pollution poverty
racism

- 1 _____ 4 _____
2 _____ 5 _____
3 _____

- 2 THINK Discuss which issue from exercise 1 is the most important. Give reasons for your opinions.



- 3 Video Watch the vlog. Which three issues from exercise 1 do Alice and Courtney mention?

- 4 Video Watch the vlog again. What do Alice and Courtney suggest as ways of making a difference? Match the two halves of the sentences.

- | | |
|-----------------------------------|-----------------|
| 1 It's important to get _____ | A less plastic. |
| 2 You can donate food to _____ | B litter. |
| 3 You can pick up _____ | C charities. |
| 4 You should try to use _____ | D to recycle. |
| 5 Everyone should make sure _____ | E involved. |
| 6 You can volunteer for _____ | F food banks. |

- 5 THINK Discuss the quotation at the start of the vlog. What does it mean? Do you agree?

'Be the change you want to see in the world.' Gandhi

- 6 **MEDIATION** Look online and find other quotations about changing the world. Tell the class your favourite quotation, what it means and who said it.

PROJECT BUILDER 1

Think of some changes you want to see in the world.

→ Workbook Project Log p12



- 7 You are going to make a Wish Tree to display ideas about changes you want to see in the world. Your Wish Tree will have three 'branches' for three categories of wishes. Wishes for a:

- 1 greener world
- 2 kinder world
- 3 fairer world



- 8 Explain in your own words what the phrases 1–3 in exercise 7 mean.

A greener world is a world in which people ...

- 9 Think of 3–6 changes you want to see in the world. Which category from exercise 7 does each one match: 1, 2 or 3?

I want a world with less poverty. That's a fairer world, so that matches category 3.

- 10 Now think about how you can help to make the changes in exercise 9 happen. Complete the table in your Project Log.

Changes we want to see	How we can get involved
less poverty	volunteer at a food bank

3.2 A GREENER WORLD

LESSON OBJECTIVES

- Talk about threats to the environment and how to reduce them
- Learn environment vocabulary • Use the second conditional

VOCABULARY

1  Look at the photo of deforestation and read about the Sustainable Development Goal 15. Then discuss the questions.

- 1 Why do people cut down trees?
- 2 Why are forests important?
- 3 What can you do to reduce deforestation?



Protect forests. They are very important for supporting life on Earth and in the fight against climate change.

2 Match the compound nouns.

1	D fossil	A change
2	climate	B gases
3	recycling	C packaging
4	solar	D fuels
5	electric	E animals
6	plastic	F bins
7	household	G footprint
8	endangered	H energy
9	greenhouse	I rubbish
10	carbon	J cars

3 Complete the sentences using compound nouns from exercise 2.

I try to reduce our household rubbish at home by not wasting food.

1 I always put empty bottles and cans in the _____.

2 I don't buy takeaway food that comes in _____.

3 I try to reduce my _____ by walking or cycling.

4 When I see extreme weather, I know that _____ is the cause.

5 I worry about the survival of _____.

6 I believe everyone will be driving _____ in ten years' time.

7 I think _____ is better for the planet than energy from _____.

4  Compare your answers to exercise 3. Say whether the sentences are true for you personally.

I try to reduce our household rubbish at home by not wasting food.

Yes, me too. / I don't always do that.

5  THINK Which three actions from exercise 3 make the most difference to the environment, in your opinion? Compare your ideas with your classmates.

6  MEDIATION Listen to a podcast about YouTuber Mr Beast (Jimmy Donaldson). Then write a short message to an English-speaking friend explaining what 'Team trees' is and why your friend should make a donation.

Hi there! Do you know about 'Team trees'? It's ...

7  Listen again. Complete these facts from the podcast.

- 1 If people didn't eat meat or dairy products, this would reduce greenhouse gases by _____ billion tonnes a year.
- 2 Mr Beast would raise over \$_____ million if every subscriber to his YouTube™ channel donated \$1.
- 3 If the rainforests disappeared, _____% of the world's plant and animal species wouldn't have a home.



GRAMMAR

Second conditional

- 8 Read the sentences in exercise 7. Then circle the correct options A, B or C to complete the rules about the second conditional.

Second conditional

We use the **second conditional** to talk about an imaginary event or situation and its result.

If every subscriber donated just one dollar, he would raise \$37 million!

- 1 In the *if*-clause, we use:
A the present simple B infinitive without *to* C the past simple
 - 2 In the result clause, we use:
A *would* + infinitive without *to* B the past simple
C *will* + infinitive without *to*
- The *if*-clause can come before or after the result clause.

CHECK IT! ➔ MY GRAMMAR REFERENCE & PRACTICE p110

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

- 1 I (not be) angry if you (borrow) my coat.
- 2 Your teacher (help) you if you (ask) her.
- 3 If you (not drink) water, you (be) thirsty.
- 4 My parents (get) angry if I (not follow) the rules at home.
- 5 If I (visit) the USA, I (go) to see the Grand Canyon.

- 10 🎧 Find out how 'green' you and your partner are. Answer 'yes' or 'no' to the questions in the quiz. Then add up your score.

Green-o-meter!

Are you ready to ...

Why?

leaf icon: give up meat?	to help stop deforestation
leaf icon: avoid travelling by air?	to reduce greenhouse gases
leaf icon: have 2-minute showers?	to save water
leaf icon: give up all takeaway food?	to reduce household rubbish
leaf icon: limit your computer use?	to save electricity
leaf icon: always put your rubbish in the bin?	to reduce litter

How many times did you answer 'yes'?

1

2

3

4

5

6

- 11 Compare your scores. Who has the highest score in the class?

- 12 Write sentences using the second conditional to explain how the actions in exercise 10 would make a difference.

If people gave up meat, it would help stop deforestation.

- 13 Complete the sentences with your own ideas. Use the correct form of the verbs in brackets.

1 If I (win) €1 million,
I (buy)

2 If I (meet) the president of the USA, I (ask)

3 If I (live) in the UK,
I (visit)

4 If I (can) have any superpower,
I (choose)

5 If I (have) one wish,
I (wish) for

PROJECT BUILDER 2

Suggest ways to help the environment.

➔ Workbook Project Log p12

- 14 🚀 Think of actions which you could take to help the environment. Suggest how you could:

- reduce greenhouse gases.
- reduce household rubbish.
- prevent pollution.
- save water / electricity.



- 15 🚀 Choose the best three suggestions. Use the phrases below to help you discuss and choose the best options. Make a list of your final choice.

I think X is a better suggestion (than Y) because it:

- is easy for people to do it.
- doesn't cost any money.
- would have a bigger effect.
- wouldn't have any negative effects.

- 16 🚀 Write down your three best suggestions.

Include a second conditional sentence to explain how the actions would make a difference.

We should (start a cycling club). If people (cycled more), it would (reduce greenhouse gases).

3.3 KINDNESS IS CONTAGIOUS

LESSON OBJECTIVES

- Read and talk about acts of kindness
- Use indefinite pronouns



The kindness of crowds

We all know that a small act of kindness can make a big difference. Usually, this involves two individuals, but a crowd of people can be kind too, especially when everybody has the same goal. These three stories all have something in common: when somebody needed help, a large group of people came to the rescue.

5 **1** A few days before his 15th birthday, Ollie Jones made two birthday cards for himself. Why? Because he did not expect 10 to get a card from anyone else. His mother Karen felt sorry for Ollie and wanted someone to send him a card, so she wrote 15 about his situation on Facebook™. The message went viral. On his birthday, Ollie received 20 18,769 cards from people in 45 different countries.

2 At a train station in Perth, Australia, CCTV cameras recorded a moment that was 25 nearly a tragedy. A man fell from the platform when a train was at the station. His leg was between the train and the platform and he couldn't 30 move. There was nothing he could do. The other people on the platform knew they had to act quickly: everyone 35 pushed the train at the same moment and it moved – only a few centimetres, but that was enough. The man was free and, amazingly, he had no serious injuries.

40 **3** When a group of refugees 45 from Myanmar tried to reach Indonesia by boat, they were not allowed to land anywhere. The government was worried that some of the refugees might be sick with COVID-19. No one wanted 50 to help them, until some local villagers decided to act. Without official permission, they helped the refugees to land safely and then took care of them. As one villager said to reporters, 'We are 55 human beings and they are human too and we have a heart.'



READING

1 Tell your partner about the last time:

- you were kind to somebody.
- somebody was kind to you.

2 12 Read and listen to the article.

Match one heading A–E to each part 1–3.

- A _____ Making a special day more special
B _____ Finding the way back home
C _____ Sea rescue
D _____ Teamwork wins
E _____ A holiday emergency



It's important to distinguish between the main idea of a text and the details. Try expressing the main idea in a sentence, to check if you have understood it well.

3 Read the Skill UP! and for each part of the article 1–3, circle the sentence which expresses the main idea. Give reasons for your choice.

- 1 A A woman called Karen wrote a message about her son on Facebook and it went viral.
B Ollie Jones received birthday cards from around the world.
C People wanted to surprise a boy on his birthday, so they sent him cards from all over the world.
- 2 A A large crowd of strangers acted together to help a man in trouble at a train station in Australia.
B A man had an unusual accident at a train station, but he was unhurt.
C CCTV cameras at an Australian train station videoed an unusual accident.
- 3 A A group of refugees from Myanmar tried to reach Indonesia during the COVID-19 pandemic.
B An Indonesian villager explained why it is important to help other human beings when they are in trouble.
C A group of Indonesian villagers decided to rescue some refugees when the authorities refused to help them.

- 4** **THINK** Think about the three stories in the article and answer the questions.

- Which of the three stories is the most surprising, in your opinion? Why?
- Do you know any other stories about a group of people acting together to help somebody?

GRAMMAR

Indefinite pronouns

- 5** Read the information about indefinite pronouns. Then complete the table with the highlighted words in the article. Which indefinite pronoun is written as two words?

Indefinite pronouns			
	People	Things	Places
some-	1 , 2	7	somewhere
any-	anybody, 3	anything	9
no-	nobody, 4	8	nowhere
every-	5	everything	everywhere

Indefinite pronouns refer to people, places or things, but not a specific person, place or thing.

Somebody knocked on the door. (We do not know who.)

They went somewhere for dinner. (We do not know where.)

CHECK IT! ➔ MY GRAMMAR REFERENCE & PRACTICE p110

- 6** Circle the correct option.

- Have you seen my calculator? I can't find it **anywhere / nowhere**.
- It's too late to get dinner in town. **Everywhere / Somewhere** is closed.
- I'm going to the shop. Do you need **anything / everything**?
- These bags are heavy. **Anybody / Somebody** needs to help me.
- I can't find my phone. Maybe I left it **anywhere / somewhere** in town.

PROJECT BUILDER 3

Suggest ways to make the world a kinder place.

➔ Workbook Project Log p13

- 9** Talk about how people could show more kindness in their daily lives. Start with your ideas from exercise 8 and add more examples.

You can talk to somebody who ... You can share your ...

- 7** Complete the messages with the words in the box.

anything (x2)	everywhere	nothing
somebody	something (x2)	somewhere (x2)

I want to do **something** nice for my mum. She works so hard – and my sisters do ¹ to help at home. Can you suggest ² ?

Why don't you take her ³ nice for dinner?

I can't. ⁴ is too expensive.

OK. Make her ⁵ nice for dinner at home.

I don't know how to cook ⁶ !

Look online or find a recipe book.

Good idea. I'm sure we've got some recipe books ⁷

Or ask ⁸ to help you cook. Me, for example!

- 8** Discuss what you would do to show kindness towards:

- somebody who is feeling lonely.
 - a friend who doesn't have anything to do at the weekend.
 - someone who is new to your school and doesn't know anyone.
- If somebody was feeling lonely, I would ...
If my friend didn't have anything to do at the weekend, I would ...
If somebody was new to my school and didn't know anyone, I would ...



- 10** Share your best ideas from exercise 9. Make sure you have at least three ideas each. Use the second conditional to show how your ideas would make a difference if everybody followed them.

The world would be a kinder place if everybody talked to people who seemed lonely.

3.4 BREAKING BARRIERS

LESSON OBJECTIVES

- Talk about gender equality
- Learn occupations vocabulary

VOCABULARY

- 1 Think about your ideal job. Which two of these factors are the most important for you personally? Compare answers with your partner.

to be creative to be interested to be outside to earn a lot
to have fun to help people to travel abroad

- 2 Match the photos 1–6 with six of the occupations in the box. Then check the meaning of the other nine occupations.

accountant architect builder carpenter chef childminder
dentist journalist lawyer optician pharmacist pilot
plumber surgeon vet



LISTENING

- 3 13 Listen to two students playing the game *What's my job?* Answer the questions.

- 1 In what way does the boy waste a question?
-
-

- 2 What do you think the girl's job is?
-

- 4 14 Listen to the end of the game. Did you work it out correctly?

- 5 Play *What's my job?* Take turns to be A and B.

STUDENT A

Choose a job from exercise 2. Write it down, but don't show or tell B. Answer B's questions with 'yes' or 'no'.

STUDENT B

Ask five yes/no questions to work out what A's job is. Use the questions below and your own ideas. After your five questions, guess the job.

DO YOU ...

- earn a lot of money?
- work alone?
- work with a team?
- travel a lot because of your job?
- use a computer most of the time?
- work outside / inside mostly?
- work in the evenings or at night?
- meet a lot of different people?
- work at weekends?
- need to be creative?
- work with your hands?

6  Look at the six occupations in the photos again and discuss the questions.

- 1 Which one do you think is nearly 100% women?
- 2 Which one do you think is nearly 100% men?
- 3 Why do people think of some jobs as more suitable for men or more suitable for women?
- 4 Do you think it is wrong to think of jobs as gender specific? Why / Why not?



7  Watch a presentation about gender equality. What are the answers to questions 1 and 2 in exercise 6?

8  Read the *Video focus*. What does the video use to show: a) percentages, b) time passing?



You can use graphics to highlight key information in a video. Make sure the text and graphics work together in a simple, effective way.

9  Watch the video again. Use the words and the graphics to help you find this information.

- 1 the percentage of female doctors in the UK today _____
- 2 the percentage of female mechanics _____
- 3 the percentage of female lorry drivers _____
- 4 the year when Isobel Gunn travelled to North America _____
- 5 the year when Bessie Coleman went to France _____
- 6 the year when Kathryn Bigelow won an Oscar _____



10  **MEDIATION** Read about Sustainable Development

Goal 5. Then imagine you are describing the video to a friend who doesn't speak English. In your own language, explain the main message of the video.

PROJECT BUILDER 4 Suggest ways to improve gender equality.



 **Workbook Project Log** p13

11  Discuss gender equality in your own life. Do boys and girls have the same roles and opportunities? Think about:

- choice of school subjects
- academic achievement
- leisure activities
- sports teams

At our school, it's unusual / not unusual for girls to play football or rugby.

12  Write down three different suggestions for improving gender equality among people your age. Begin with these phrases:

I think / don't think boys / girls should ...

I think everyone should ... / I don't think anyone should ...



3.5 I WISH PEOPLE SHOWED MORE INTEREST

LESSON OBJECTIVES

- Express wishes and preferences
- Learn phrases for expressing agreement
- Use *I wish ...* and *I'd rather ...*

SPEAKING

- 1 Imagine you were the head teacher of your school for one day. What would you like to be different? Tell your partner.

I would change the time of the first lesson to 11 a.m.

- 2 Watch the first part of the video. Why is Alfie annoyed at the end? Do you feel sorry for him? Why / Why not?



We can use short, simple phrases to show that we understand what someone is saying.

- 3 Read the *Skill UP!* and the *Key phrases*. Then watch the first part of the video again. Which phrases mean, '*I agree with what you're saying*' and which mean, '*I agree to your suggestion or request*'?

KEY PHRASES

Expressing agreement

I know what you mean.	I think you're right.
Sure, no problem.	Yes, me too.
Yes, of course.	I guess that's OK.

- 4 Read the wishes and preferences from the first part of the video. Can you remember who says each one: Alfie, Connor or Olivia?

- 1 I wish I knew what to buy. _____
- 2 I wish I could have a gap year. _____
- 3 I wish people showed more interest in the environment. _____
- 4 I'd rather you stayed by the stall. _____
- 5 I'd rather you didn't leave right now. _____
- 6 I'd rather not be late for Bianca. _____

PRONUNCIATION Sentence stress

We do not give equal emphasis to every word in a sentence. The most important words are stressed, but pronouns, articles, prepositions and auxiliary verbs are not usually stressed.

- 5 Read the *Pronunciation*. Then watch Alfie, Connor and Olivia say the sentences in exercise 4. What type of words are stressed? Then listen and repeat.

- 6 Look at the verb forms after *I wish ...* and *I'd rather ...* in exercise 4. What tense are most of the verbs in: past, present or future? Which is the exception?

- 7 Complete the wishes and preferences with the correct form of the verbs in the box.

avoid be eat go not have

- 1 I'd rather they _____ scuba diving without me.
- 2 I wish more people _____ air travel.
- 3 I'd rather _____ before going out.
- 4 I wish I _____ to do exams this year.
- 5 I wish we _____ in the same class at school.



- 8 Look at the photo. Why do you think Alfie is running? How do you think he is feeling?

- 9 Watch the second part of the video. Answer the questions.

- 1 Why does Olivia say thank you to Alfie?
- 2 Why did Connor take such a long time?
- 3 What does Connor offer Olivia?
- 4 Who is Alfie going to meet in the café?

- 10 Take turns to express wishes and preferences. Use the prompts and add one more wish and preference that are true for you. Respond with a *Key phrase*.

Student A

WISHES

have / an electric bike

recycling / to be compulsory

PREFERENCES

live / in another country

the school day / to be shorter

Student B

WISHES

people / not to drop litter

governments / reduce greenhouse gases

PREFERENCES

live with my friends

exams / not to exist

3.6 A FORMAL LETTER

LESSON OBJECTIVES

- Write a formal letter to the United Nations
- Learn how to expand main points with examples

WRITING

- 1 Read about Sustainable Development Goal 2: zero hunger. Complete this sentence with your own ideas.

There would be less hunger in the world if ...

The goal is to end hunger and make sure that everyone has access to food all year round. And to help farmers produce more food in a way that does not damage the planet.

- 2 Read Willow's letter. What is her main aim in writing it? Circle A, B or C.

- A to ask for information
B to give information
C to make some suggestions

Dear Secretary-General,

The United Nations began the Zero Hunger Challenge in 2012. The aim is to end world hunger. I am writing to inform you about the efforts we are making at our school. This term, we are focusing on Goal 2: zero hunger. We know that hunger is a huge problem in some parts of the world. That is why we are raising money for charity by doing events, such as a sponsored 5 km run. If every student at our school donated £1, we would raise more than £1,000.

In order to teach students about the Zero Hunger Challenge, we are making posters to display in the school. For example, one poster shows how sustainable farming provides security and protects the environment. We believe that more people would support the campaign if they knew more about the issue.

Hunger is also a problem in our community, and for that reason, we are supporting our local food bank. For instance, we are collecting donations from our school and delivering them to the food bank.

I hope you agree that we are taking positive steps to make a difference on this important issue.

Yours sincerely,
Willow Bingley

- 3 Summarize the three ways in which Willow and her classmates are trying to help progress towards 'zero hunger'. Complete the sentences.

1 To fight against hunger in the poorest parts of the world, they are _____

2 To teach people about the Zero Hunger Challenge, they are _____

3 To fight against hunger in their own town, they are _____

- 4 Read the *Skill UP!* and underline phrases in Willow's letter for introducing examples. What examples do they introduce?



We can expand on main points by adding examples. Use phrases like *for instance*, *for example* and *such as* to introduce examples.



Look online and find out about the other United Nations Sustainable Development Goals.

PROJECT BUILDER 5

Write a formal letter about a Sustainable Development Goal.

→ **Workbook Project Log** p14

- 5 Choose one of the Sustainable Development Goals and write a letter suggesting how you can help achieve it.

A Plan

- Choose another Sustainable Development Goal and think of different ways to achieve that goal.
- Make a paragraph plan that includes main points and examples. Each main point should have its own paragraph.

B Write

- Follow your plan and the advice in the *Skill UP!* to write your letter.
- Include language from this unit. Avoid colloquial language and short verb forms.

C Read and check

- Check your letter includes all the information from your plan.
- Check your spelling and grammar.



3 PROJECT

Make a Wish Tree

SHARE AND REVIEW

1 Look back at Project Builders 1–5 for this unit. Check you are happy with your work so far.

- 1 Changes you want to see in the world and actions you can take.
- 2 Ways to help the environment.
- 3 Suggestions for how to make the world a kinder place.
- 4 Ideas for improving gender equality.
- 5 A formal letter about Sustainable Development Goals.

2 Work together to rewrite the ideas in Project Builder 1 as wishes. Use the second conditional or *I wish + past simple*.

If we [did X], that would help [with Y].



I wish more people [did X]. Then [Y] would not be a problem.

DECIDE

4 15 Look at the photos and listen to two students discussing different ways to display their wishes as a Wish Tree. Which do you think is the best idea? Why?

5 15 Listen again. Complete the *Key phrases* from the dialogue.

KEY PHRASES

Asking for clarification

- What do you ¹m_____?
- I'm not sure what you're ²s_____?
- Sorry, I don't ³f_____ you.
- What kind of thing are you ⁴t_____ of?

6 Talk about the best way to display your wishes on a Wish Tree. Use *Key phrases* from the Speaking lesson to express preferences and react to them. Ask for clarification if necessary.

I'd rather we ...

I think you're right.

I'd rather choose ...

That's fine with me.



Use your
Project Log

p12–14

PROJECT SKILLS Editing your work

It's important to check your work before you display it. However, it is sometimes difficult to see how you can improve your own work. Help each other by checking each other's work. Look for:

- ideas which are not clear.
- spelling mistakes.
- grammar errors.
- incorrect vocabulary.

But also tell each other things you like about each other's work.



Video

3 Read the *Project skills* and work together as a group to edit your work. Then answer the questions.

- 1 What did you like about your friends' work? Give an example.
- 2 What did your friends like about your work? Give an example.



CREATE

- 7 Look at the items in the photos. Which of them are you going to need for the Wish Tree you chose in exercise 6? Are you going to need anything else?
- 8 Copy your sentences from Project Builders 1–4 onto ‘leaves’ for your Wish Tree. Print out your letters from Project Builder 5.
- 9 Make your Wish Tree with three branches and label them (see Project Builder 1). Add your ‘leaves’ to the correct branch. Fix your formal letters from Project Builder 5 onto your Wish Tree.



DISPLAY AND PRESENT

- 10 Display your Wish Tree for other groups to see. Be prepared to answer any questions.
- 11 Look at other groups’ Wish Trees. Which is your favourite idea from each group?
- 12 Discuss the Wish Trees as a class. Are any of the wishes possible to achieve as individuals or as a group? Can you agree on some changes you want to make?

We should ... We'd create less waste if we did that.

I think we ought to ... It would make people happier.

I don't think we should ...



REFLECT

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

COLLABORATION

- 1 Our group can help to edit each other's work.



CREATIVITY

- 2 Our group can create an attractive display.



COMMUNICATION

- 3 Our group can take part in a class discussion about wishes.



- 14 Complete the sentences for you.

1 I am happy with our Wish Tree because _____

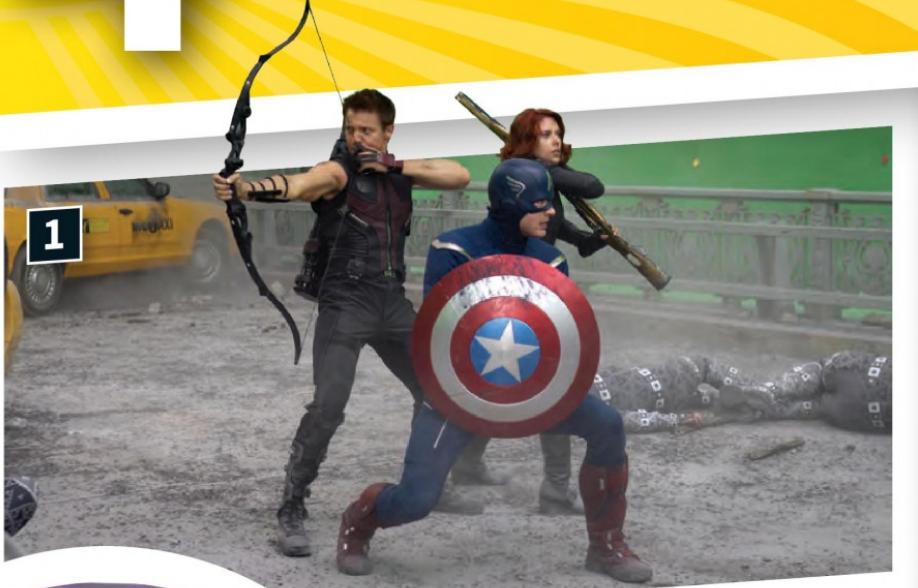
2 I want to improve _____

→ Workbook Project Log p15

4

What's the story?

UNIT OBJECTIVES



1



2



3



4



5

LESSON OBJECTIVES

- Talk about films • Learn vocabulary for film genres and making films

WARM-UP

- 1 Look at photos 1–5. What do you think would be the best and worst things about working on a film? Would you prefer to be an actor or work behind the scenes?
- 2 Do you recognize any of the films in the photos? Decide what genre each film is.

action film animation comedy fantasy film
historical drama horror film musical romance
science fiction film thriller war film western

- 3 Think of one real example for each genre in exercise 2. Then share your ideas with the class.

Fast and Furious 9 is an action film.

- 4 Listen to six short pieces of film music. Match them with six of the genres in exercise 2.

- 5 Compare your answers to exercise 4. Do you agree or disagree? Is it easy or difficult to identify the genres from the music?

- 6 Watch the vlog. Which six genres from exercise 2 do they mention?



Alice and Simon's VLOG

Lights!
Camera! Action!



REC



- 7 Complete the sentences with the words in the box.

nouns: camera close-up director lines prop
script special effects

verbs: cut edit rehearse sheet

Why did Courtney have to **shoot** a film?

- 1 Who wrote the _____ for the film?
- 2 Where do they _____ the scene before filming it?
- 3 Who is holding a _____ when acting in the scene?
- 4 Who makes a lot of mistakes with their _____?
- 5 Why did Courtney only need a few minutes to _____ the film?

- 8 Watch the vlog again and answer the questions in exercise 7.

- 9 **MEDIATION** Look online and find information about your favourite film actor. Tell the class the name of the actor and three of their films.

PROJECT BUILDER 1 Choose a film genre and plan your trailer.

→ Workbook Project Log p16

- 10 You are going to make a short video trailer for a film. What are the aims of a trailer? Choose all the options which are true, in your opinion.

A good trailer aims to:

- A make people want to see the film.
- B summarize the story of the film.
- C give an honest view of the film's good and bad points.
- D give information about the genre.
- E give information about the main actors and the director.
- F show a few dramatic moments from the film.

- 11 Choose a genre for your film. You can do this by asking each person to write their three favourite genres in exercise 2. Are any genres on everyone's list?

- 12 Look at the steps you will need to follow to make your trailer. Think about the different roles and discuss your skills and preferences. Make notes.

- Invent a scenario for the film
- Think of a title for your film
- Write a script for the trailer
- Learn your lines
- Rehearse a scene
- Film a scene
- Edit your film

I'd really like to act in the trailer.



I'd rather be behind the scenes.

I'm good at editing.

4.2 SETTING THE SCENE

LESSON OBJECTIVES

- Learn film vocabulary
- Use the past simple and past continuous

VOCABULARY

1 Choose the statement A–C which best describes your knowledge of films. Compare your choice with your partner.

A I don't know much about films, but I know what I like.
B I know quite a lot about films, but I'm not an expert.
C I'm really into films and I know a lot about them.

2 Do the quiz. Circle the correct answers. Do your results match your choices in exercise 1?



Film Quiz

1 Which actor plays the part of Hermione in the *Harry Potter* films?

- A Reese Witherspoon C Natalie Portman
B Emma Watson D Jennifer Lawrence

2 Woody and Buzz Lightyear are characters from which series of films?

- A Toy Story C The Lego Movies
B Pirates of the Caribbean D Ice Age

3 Which of these films is set in the 22nd century?

- A The Lord of the Rings C The Day After Tomorrow
B Avatar D The Da Vinci Code

4 Which of these films has a plot based on real events?

- A Finding Nemo C The Dark Knight
B Titanic D Frozen

5 Who won an Academy Award for her performance in the 2019 film *Judy*?

- A Charlize Theron C Lady Gaga
B Meryl Streep D Renée Zellweger

6 Who starred with Chris Pratt in the 2016 film *Passengers*?

- A Beyoncé C Jennifer Lawrence
B Ariana Grande D Katy Perry

7 Which of these action films did not use computers for its special effects?

- A Dolittle C Spider-Man 3
B Iron Man D E.T. the Extra-Terrestrial

8 Which of these animations was the most successful with audiences and critics?

- A Kung Fu Panda C Shrek 2
B Madagascar D The Incredibles

3 Complete the film facts with words and phrases highlighted in the quiz.

1 Jamie Foxx _____ in the film *Ray*. Because his _____ Ray Charles was a great pianist, Foxx learned to play the piano perfectly.

2 Eddie Redmayne _____ of Stephen Hawking in *The Theory Of Everything*. Hawking loved Redmayne's _____ and said it was like watching himself!

3 The _____ of the film *The Lion King* _____ the play *Hamlet*, by William Shakespeare.

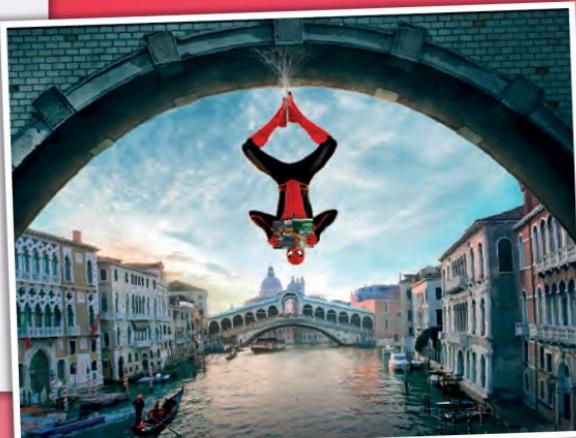
4 The most successful film with _____ in 2020 was *The Eight Hundred*, a historical drama that is _____ China.

5 *Iron Man*, *The Incredible Hulk* and *Black Panther* are all part of the same _____: the Marvel Cinematic Universe.

4 Describe one of your favourite films, but do not name it. Can your partner guess what it is?

Tell them:

- one actor who stars in the film.
- where / when the film is set.
- the name of one character.
- one thing about the plot.
- if it's part of a series.



- 5** **MEDIATION** Imagine you are talking about films to a friend who doesn't speak English. In your own language, tell them two interesting facts that you learned from exercises 2 and 3.

GRAMMAR

Past continuous and past simple

- 6** Read three film 'scenarios' (the key details of the plot). Do you know what films they are?

- A Mufasa was trying to rescue his son from a dangerous situation when his brother Scar caused his death. _____
- B Peter Parker was visiting a science laboratory on a school trip when a spider bit him. _____
- C Four teenage students were cleaning the basement at school when they found an old video game. _____

- 7** Read about the past continuous and past simple. Complete the rules. Use the underlined verbs in exercise 6 to help you.

Past continuous

We form the ¹ _____ with the past tense of *be* and the *-ing* form of the verb.

What were you doing at 9pm last night?

I was having a snack. My sisters were doing their homework.

Past continuous and past simple

When something interrupts a longer action, we use the ² _____ for the longer action and the ³ _____ for the interruption.

I was watching a film when my friend phoned.

While I was making dinner, my cousins arrived.

CHECK IT! ➔ MY GRAMMAR REFERENCE & PRACTICE p112

- 8** Complete the sentences with the verbs in brackets. Use one past continuous and one past simple form in each sentence.

Two teenagers were swimming (swim) in the sea when they saw (see) a shark.

- 1 A girl was _____ (tidy) her bedroom when she _____ (found) a strange picture.
- 2 While a family _____ (explore) a castle, they _____ (meet) a woman in a white dress.
- 3 While a boy and girl _____ (walk) home from school, they _____ (see) strange lights in the sky.
- 4 While a police officer _____ (investigate) a crime, she _____ (discover) a terrible secret.

- 9** Complete the scenarios with the correct form of the verbs in the box. Use one past continuous and one past simple form in each sentence. (Use the irregular verbs list on page 127 if necessary.)

A <u>cross</u>	explore	find	have	hurt	run
B arrive	catch	fall	play	return	<u>sink</u>

A huge ship A was crossing the North Atlantic Ocean when it B sank.

- 1 During a storm, a selfish prince A _____ a party when an old woman B _____ at his castle.
- 2 A boy called Elliot A _____ an alien while he B _____ home with a pizza.
- 3 While a young fish A _____ the ocean near his home, a diver B _____ him.
- 4 A teenage girl called Alice A _____ after a rabbit when she B _____ down a hole.
- 5 Elsa accidentally A _____ her sister Anna while they B _____ in the snow and ice together.

- 10** Compare your answers to exercise 9. Do you know what films the scenarios are for?

PROJECT BUILDER 2

Invent a scenario and title for your film.

➔ Workbook Project Log p16



- 11** You are going to invent a scenario for your film. Think about the genre you chose in Project Builder 1. What kind of characters and plot do films of this genres usually have?

- 12** Work together to create a sentence like the ones in exercise 9. Use the past continuous and past simple.

Two teenage girls were walking home from school when ...

While a boy was looking for his father, ...

- 13** Think of a good title for your film. Remember that the title has to fit the genre and the scenario.



4.3 DRAMATIC MOMENTS

LESSON OBJECTIVES

- Read about a successful film
- Identify words that are missing from a text
- Use *too* and *enough*



Turning points

When we watch a film, we don't want to spend **too much time** listening to long speeches. However, a few well-written lines at the right moment can sum up a film's main message beautifully. If it's **powerful enough**, a speech can be very moving, especially if we care about the characters.

A Cinderella Story

In the 2004 film *A Cinderella Story*, Samantha Montgomery ('Sam' for short) has a very difficult life at home and at school. She shares her hopes and dreams with an online friend, 'Nomad'. She has no idea who Nomad really is until he invites her to the school Halloween Dance. There she finds out, Nomad is Austin, the most popular boy in the school. Sam is too shy to reveal her own identity, but Austin soon finds out and they begin a secret relationship. However, Sam worries that there are **too many differences** between them. She also feels that Austin behaves differently in real life and over email. In the end, she finds enough courage to speak her mind ...

Austin Okay, just listen.

Sam No, you listen. You turned out to be exactly who I thought you were.
I never pretended to be somebody else. It's been me all along. And it was me who was hurt in front of everybody. Look, I didn't come here to yell at you, okay? I came to tell you that I know what it feels like to be afraid to show who you are. I was, but I'm not anymore. And the thing is, I really don't care what people think about me ... because I believe in myself. And I know that things are gonna be okay. But even though I have no family, and no job, and no money for college ... it's you that I feel sorry for. I know that guy that sent those emails is somewhere inside of you, but I can't wait for him ... because waiting for you is like waiting for rain in this drought. Useless and disappointing.

HILARY DUFF CHAD MICHAEL MURRAY



READING

- 1 Think about one of your favourite films. Which scenes do you remember most clearly? Tell your partner what is special about those scenes. Use the adjectives in the box to help you.

convincing funny imaginative moving
original powerful spectacular tense tragic

- 2 17 Read and listen to the article. Have you seen or heard of this film? What do you know about the original Cinderella story?

- 3 What is the main message of Sam's speech? Circle the best summary (A–D).

- A Always talk to your friends and family.
- B Love is more important than money or success.
- C Work hard and you will be successful.
- D Don't be afraid to be yourself and say what you think.

- 4 **THINK** Do you agree with the message you chose in exercise 3? Why / Why not? Think of a situation in which following that advice would be important.

LIFE SKILLS Fiction can help you think about important choices in life. Ask yourself: Are the characters behaving well or badly? What would I do?

- 5** Read the *Skill UP!* and look at the two underlined sentences in the article. Decide what the missing words are.



Learn to recognize ellipsis (an incomplete sentence) and understand what the missing words are.

- 1 There she finds out _____
- 2 Sam I was _____, but I'm not _____ anymore.

GRAMMAR

too / too much / too many / (not) enough

- 6** Read the rules and circle the correct option. Find one example of each pattern in the text in exercise 2.

too
We use too +¹ adjective / noun . I was too tired to watch the film.
too much / too many
We use too much +² countable / uncountable noun or too many +³ countable / uncountable noun . There were too many special effects. There was too much violence.
(not) enough
We use enough or not enough with nouns and adjectives. (not +) enough +⁴ noun / adjective (not +)⁵ noun / adjective + enough There wasn't enough excitement in the film. The film wasn't exciting enough .

CHECK IT! ➔ MY GRAMMAR REFERENCE & PRACTICE p112

- 7** Order the words to make sentences about films.

- 1 scenes / of / some / too / violent / the / were

- 2 main / character / wasn't / the / enough / convincing

- 3 enough / scenes / funny / weren't / there

- 4 special / spend / they / didn't / effects / money / enough / on

- 5 confusing / characters / many / because / were / it / was / there / too

- 8** **18** Complete the dialogue with *too*, *enough*, *much* or *many*. Who likes the film more, Nathan or Eve? Why? Listen and check.

- Nathan** What a great film! I really enjoyed that.
Eve Did you? I thought it was ¹ _____ long.
Nathan What? It wasn't long ² _____. The plot was so clever and original.
Eve It was ³ _____ complicated – and the ending didn't make sense. And there was too ⁴ _____ violence.
Nathan Well, I agree about that. But the acting was fantastic, wasn't it?
Eve The performances were good, yes, but there weren't ⁵ _____ female characters. And there were too ⁶ _____ speeches. They were boring.
Nathan Yes, I agree about the speeches. But the film had a powerful message. Don't you agree?
Eve Not really. The message was clear, but it wasn't original ⁷ _____.
Nathan I suppose not. But still ... what a great film!

- 9** Tell your partner about a film that you did not enjoy. Explain your reasons using *too* and *enough*.
It was too ... / It wasn't ... enough.
There were too many ... / There weren't enough ...

PROJECT BUILDER 3

Develop a dramatic scene for your trailer.

➔ Workbook Project Log p17



- 10** Look back at your ideas from Project Builders 1 and 2. You are going to plan one key scene for your film. This will be part of your trailer. Use the chart below to decide what the scene is about or use your own ideas.

A character is	angry confused frightened sad surprised	because	he / she hasn't got enough money. he / she has got too much work. he / she has to do something that is too dangerous. he / she feels that a friend is not being honest.
----------------	---	---------	--

- 11** Use your ideas from exercise 10 to develop your scene. Think about these questions and make notes.

- What are the names of the characters in the scene?
- What happens during this scene?
- What event or situation led to this scene?
- What is the main message of the speech or dialogue?

4.4 COMING SOON!

LESSON OBJECTIVES

- Learn about film trailers and taglines
- Use extreme adjectives

VOCABULARY

- 1 19 Read and listen to Grace and Oscar talking about films. Which adjectives have a stronger meaning: the blue or the red?

Grace I really like *School of Rock*.

Oscar Is it a **funny** film?

Grace **Funny**? It's absolutely **hilarious**!

Oscar My favourite film is *Goosebumps*.

Grace Is it a **scary** film?

Oscar **Scary**? It's **terrifying**!!

- 2 Tell your partner about a scene in a film that you found **hilarious** and a scene that you found **terrifying**.

There's a hilarious / terrifying scene in the film ... when somebody ...

- 3 Read about extreme adjectives. What are the two missing examples?

VOCABULARY Extreme adjectives

Extreme adjectives have a more powerful meaning than their standard equivalents.

furious = very angry

freezing = very cold

1 = very funny

2 = very scary

We don't use modifying adverbs like *slightly*, *quite* or *very* with extreme adjectives. We use *really* or *absolutely* instead.

The cinema is **very big**. ✓ The cinema is **very huge**. ✗

The cinema is **absolutely huge**. ✓

- 4 Read the sentences and match the underlined extreme adjectives 1–6 with their equivalents A–F.

1 My bedroom is tiny. There isn't enough space for a desk.

2 She was exhausted after her 15 km run.

3 You should read this book. It's a fascinating story.

4 Can we eat soon? I'm starving.

5 Our computer is ancient, but it still works.

6 My brother is terrified of spiders.

A very frightened

D very tired

B very old

E very hungry

C very small

F very interesting

- 5 Complete the opening lines of the film trailers with extreme adjectives from exercises 3 and 4.

L When Harry Carter's four grandchildren came to stay with him in his ¹ , one bedroom flat, he was not happy. In fact, he was ² about it! But after a bad start, things got worse – a lot worse! This ³ new comedy is in cinemas next month ...

L One forest. Two lost men. One ⁴ winter night. ⁵ , they try to find somewhere to rest, but when they find an ⁶ , empty building, are they safe?

LISTENING

tagline (n):

A short slogan that advertises a film and often appears on the poster and in trailers.

- 6 Read the definition of **tagline**. Then match four of the films in the box with taglines 1–4 below. Which words gave you the biggest clues?

Avengers: Endgame The Invisible Man

Joker The Lego Movie 2

The Social Network Sonic the Hedgehog

1 Put on a happy face.

2 Part of the journey is the end.

3 They come in pieces.

4 You don't get to

500 million friends without making a few enemies.

- 7 THINK Read the **Skill UP!** Apart from a tagline, what other features are you likely to hear in a film trailer?



We can predict what we hear by understanding the features of different genres: news reports, announcements, adverts, stories and conversations.

- 8 20 Listen to four film trailers and match them to the posters A–D. Then check your ideas from exercise 7. Which of the four films would you most like to see? Why?



- 9 21 Listen to trailers 1–3 again. For each trailer, answer the questions.

Film 1	Film 2	Film 3
1 What genre is the film?		
2 Does the trailer include music?		
3 Does the trailer include dialogue from the film?		
4 Which extreme adjective does the trailer include?		
5 What is the film's tagline?		

- 10 22 Listen to trailer 4 again. Complete the message to a friend using information from the trailer. Write one or two words for each gap.

Hi Harper – I'm going to the cinema with Ellie tomorrow evening. Do you want to come? We're going to see Atchoo. It's about a girl from ¹ _____ who ² _____ sneezing. It's a ³ _____, of course, not a horror film! It looks absolutely ⁴ _____! In the trailer, there's a scene in which she goes ⁵ _____. I really laughed a lot when I saw it. Let me know if you're interested.

- 11 11 MEDIATION Choose one of the other three films. Describe it to your partner and persuade them to come and see it with you.

PROJECT BUILDER 4

Write the opening lines of your trailer and a tagline.

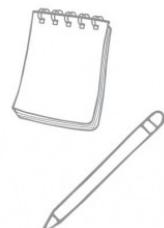
→ Workbook Project Log p17

- 12 You are going to write the opening lines for your trailer. Look back at Project Builders 1–3 and remind yourself of the:

- genre of your film (Project Builder 1).
- basic scenario and title (Project Builder 2).
- dramatic scene and names of the main characters (Project Builder 3).

- 13 22 Write the opening lines for your trailer. Use the trailers in exercises 5 and 8 as a model. The opening lines should:

- set the scene.
- introduce the main character(s).
- give the genre and title of the film.
- use extreme adjectives to describe the film.



- 14 22 Look back at the taglines in this lesson. Write a suitable tagline for your film.

4.5 WHAT DID YOU DO ON SATURDAY?

LESSON OBJECTIVES

- Talk about your weekend
- Learn to use follow-up questions

SPEAKING

1 Ask and answer these questions.

- 1 What was the last film you watched?
- 2 Did you watch it at the cinema or at home?
- 3 How do you usually watch films at home? (via a streaming service (for example, Netflix™ or Apple TV®), on TV (satellite or cable) or on DVD / Blu-ray Disc™).



We can use follow-up questions to show interest and maintain a conversation. For example:

'I went to the cinema on Sunday.'
'Really? What film did you see?'

2 Read the Skill UP! and match the follow-up questions A–F in the Key phrases box with statements 1–6.

- 1 I went shopping with my dad yesterday.
- 2 On Saturday, I watched my local team play football.
- 3 We went to an expensive restaurant for Sunday lunch.
- 4 On Sunday morning, I worked on my science project.
- 5 I didn't feel very well on Saturday.
- 6 I met some friends in town on Sunday.

KEY PHRASES

Follow-up questions

- A _____ What was the food like?
B _____ Did you buy anything?
C _____ What was the score?
D _____ Who did you meet?
E _____ Are you feeling better now?
F _____ Did you manage to finish it?

PRONUNCIATION Question intonation

When we ask questions, the intonation often rises near the end of the question, but falls again on the final word.

What was the food like?

3 23 Read the Pronunciation. Then listen and check your answers to exercise 2. Repeat the follow-up questions, copying the intonation.

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

- 1 What did Alfie do on Saturday?
- 2 What follow-up questions does Olivia ask Alfie?
- 3 What is Alfie's answer?
- 4 What did Olivia do on Saturday?
- 5 What did Olivia do on Sunday?
- 6 What follow-up question does Alfie ask Olivia?
- 7 What is Olivia's answer?

5 Watch the first part of the video again. How do you think Alfie is feeling? Why is he feeling that way?



6 Look at the photo. Predict what is going to happen in the second part of the video.

7 Watch the second part of the video and find out what happens. Why does Alfie say, 'Why can't you just watch the film?' Circle A, B or C.

A He's annoyed that Olivia isn't concentrating on the film.
B They have a problem with the streaming service.
C He's wants Olivia to watch the film on her own.

8 Prepare a dialogue by completing the notes below with activities. You can use your imagination instead of real information.

Student A You had a bad weekend. On Saturday, you ...
On Sunday, you ...

Student B You had a great weekend. On Saturday, you On Sunday, you ...

9 Role play your dialogue. Remember to ask and answer follow-up questions. Begin like this:

How was your weekend?

It was ...

4.6 A FILM SCRIPT

LESSON OBJECTIVES

- Write a film script for your trailer
- Learn about the style and layout of film scripts

WRITING



Use the correct layout for texts by learning the features of different genres.

- 1 Read the *Skill UP!* and look at the film script. Answer the questions, using the layout to help you.

1 What are the characters' names?

2 Which character has the most lines?

3 What do the characters do before they begin speaking?

4 Which words tell the characters how to say the lines?

LEXIE and CONNOR look out of the window. Scared, CONNOR runs to the door and closes it. He then pushes a sofa in front of the door to block it.

CONNOR

[exhausted] I think we're safe now – for a few minutes. They can't get in.

LEXIE

But what then? We can't stay here forever.

CONNOR

Don't worry. I'll think of something. Maybe at night, when it's dark, we can escape. They won't see us.

LEXIE

[determined] No, Connor. I don't want to run anymore.

CONNOR

What do you mean?

LEXIE

I can't spend my whole life running away, Connor. When I was 12, I ran away from school because a boy was bullying me. When I was 15, I ran away from home because my dad was bullying me. I'm 17 now and it's time to stop running. I'm going outside. I'm going to face them. I'm not going to run away in the dark, like a thief.

- 2 Read the film script aloud in pairs. Only read out the lines, not the other information. What is the main message of Lexie's speech? Express it in your own words.



- 3 Discuss the questions. Give reasons for your answers.

1 What genre do you think the film is?

2 Who or what do you think is outside?

- 4 Look at this paragraph describing what happened in the next scene. Rewrite it as a film script, using the correct layout.

Lexie moved the sofa, opened the door and ran down the stairs. 'It's now or never,' she said to herself, quietly. 'I can't keep running forever.'

At that moment, there was a noise on the stairs. 'Who's there?' shouted Lexie, nervously.

Connor appeared at the bottom of the stairs. 'It's me,' he said confidently. 'I'm going with you.'

LEXIE moves the sofa, opens the door and ...

PROJECT BUILDER 5

Write a script for your trailer.

→ Workbook Project Log p18



- 5 Write a script for the dramatic scene for your film trailer.

A Plan

- Look back at your notes from Project Builder 3.
- Write down some key words and phrases.

B Write

- Write your script using the correct layout. Use the script in exercise 1 as a model.
- Use the present tense to describe the action in your scene. Include adjectives to show how the characters say the lines.

C Read and check

- Read the script aloud to check that you are happy with it.
- Check your spelling and grammar.

4 PROJECT

Make a trailer for a film

SHARE AND REVIEW



Use your
Project Log
p16–18

- 1 Look back at your Project Builders 1–4 for this unit and answer the questions.

- 1 What is the name of your film?
- 2 What genre is it?
- 3 What is the basic scenario?
- 4 What are the names of the main characters?
- 5 What happens in your dramatic scene?
- 6 How does your trailer begin?
- 7 What is your film's tagline?

- 2 Compare your scripts from Project Builder 5. What are the best parts of each script? Can you combine them? Produce one script that you are all happy with.

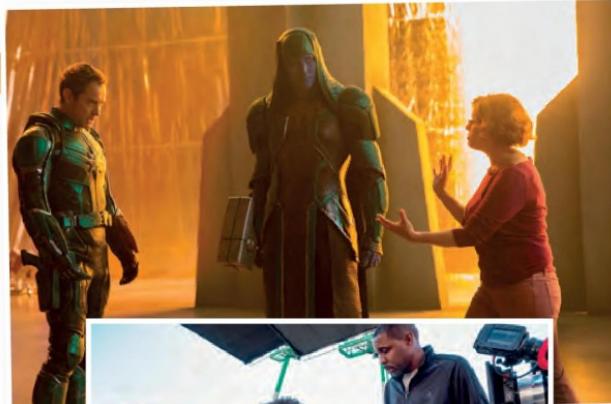
- 3 Join the different parts of your trailer into one script. The order should be: opening lines → dramatic scene → tagline. Then check that they work well together. Do you want to add anything?

DECIDE



- 4 Discuss these practical questions about making a video.

- 1 Who will shoot the dramatic scene and who will act it in?
- 2 What music will you include and how will you get it?
- 3 Do you need any special effects? If so, how will you create them?
- 4 Will you need to show any titles on screen? If so, do you know how to do that?
- 5 Where will you shoot the dramatic scene?
- 6 Where and how will you record the other parts of the trailer?



- 5 Listen to Katy, Ollie and Chloe discussing how they are going to make a video. What do they decide? Circle the correct options

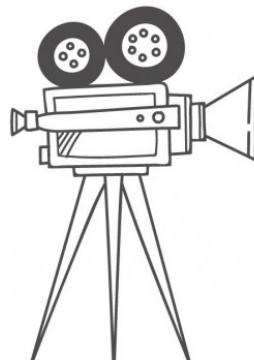
A, B or C.

- 1 They decide to include a dramatic scene with
 - A one actor only.
 - B two actors.
 - C three actors.
- 2 After discussing music, they decide
 - A to write some original music.
 - B to download music from the internet.
 - C not to have music.
- 3 They decide that special effects
 - A are not necessary.
 - B are difficult to add, but necessary.
 - C will make the video look better.
- 4 They decide to have onscreen titles
 - A at the beginning only.
 - B at the end only.
 - C at the beginning and end.
- 5 They decide to shoot the video
 - A at school.
 - B in the local park.
 - C at somebody's house.



- 6 Make a plan for making your video trailer. Decide which of the following stages you need to do and in what order. Add any other stages you need.

- video the dramatic scene
- record the voice-over for your trailer
- add titles to your trailer
- finalize the script
- rehearse the dramatic scene
- edit the trailer
- add music to your trailer



CREATE



PROJECT SKILLS Getting it right

When you're working on a challenging and creative project, you won't get everything right first time. It's a good idea to try something a few times and then choose the best version. For example, shoot the scene for your video a couple of times. Don't delete anything until you've made your final choice!



- 7 Use your plan from exercise 6 to film and edit your trailer. Read the *Project skills* and use the *Key phrases* to film parts of your video a few times and choose the best version.

KEY PHRASES

Making suggestions

- I think we should try that again.
- I reckon we can do better than that.
- Let's try that one more time.
- We should do another take.
- Which take do you think we should use?
- I think the first (second, third, ...) take is the best.
- Let's use the first (second, third ...) version in our final edit.



PRESENT

- 8 Show all of the trailers in class. Which trailers:

- are the most entertaining?
- are the most professional?
- are the most ambitious?
- contain the best acting?
- have the best tagline?
- make you want to see the film?



REFLECT

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

DIGITAL

- 1 Our group can film and edit a trailer.



CREATIVITY

- 2 Our group can invent imaginative fictional scenarios and dialogue.



COMMUNICATION

- 3 Our group can speak clearly when they are acting.



- 10 Complete the sentences for you.

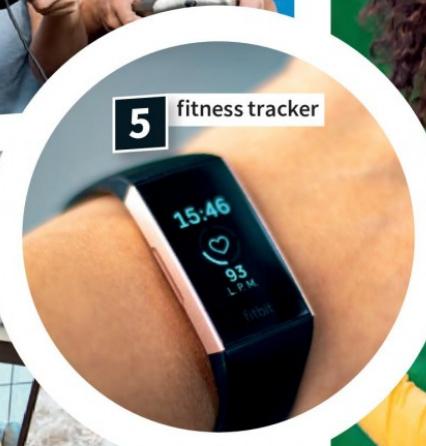
1 I am happy with our video because _____

2 I want to improve _____

→ Workbook Project Log p19

5 Connected

UNIT OBJECTIVES



YOUR PROJECT Pitch your idea for a new app

Project Builders 1–5:

- 1 Invent an app which should exist but doesn't.
- 2 Write about the problems your app solves.
- 3 Make sure your app is accessible to everyone.
- 4 Persuade investors to invest in your app.
- 5 Create an advertisement for your app.

Present your app.

VOCABULARY

- Using smartphones
- Business

GRAMMAR

- *used to*
- Present perfect and *for* and *since*

LESSON OBJECTIVES

- Talk about different types of apps and what they do

WARM-UP

1 Look at photos 1–6. If you could only have one of these devices, which would you choose? Give reasons.
I would choose the ... because ...

2 Look at the different categories of apps in the box. Can you think of one example of each type?

educational fitness gaming messaging
music streaming navigation photo sharing
reminder shopping video streaming

educational app – Duolingo™

3 Decide which types of apps from exercise 2 you are likely to use with each device from exercise 1.

You could / might use a/an ... app with a ...

You could use a lot of different apps with a ...

You wouldn't normally use any apps with ...

4 Watch the vlog. Which five types of app from exercise 2 do they mention?



KEY PHRASES

Using apps

It's a great way to ...

I use it to ... + infinitive without to

It helps me (to) ...

It's ideal / perfect for ...

It's an app for ... + -ing form

I often use it for ...

5 Watch the vlog again. Complete the sentences from the video with one of the **Key phrases**. What type of app is each sentence describing?

1 _____ measuring how far you've run and how quickly. _____

2 _____ stay organized. _____

3 _____ make my walk to school more enjoyable. _____

4 _____ stay in touch with people. _____

5 _____ when you're on a bus or waiting in a queue. _____

6 Explain what Courtney means when she says, 'I'm just sharing some photos.' What do most people mean when they say that?

7 Tell your partner what apps you use regularly. Use the **Key phrases**.

I use ... a lot. It's perfect for ...

8 MEDIATION Look online and find out more about an app you like. Tell the class the name of the app and what it is for.

PROJECT BUILDER 1

Invent an app which should exist but doesn't.

Workbook Project Log p20



9 You are going to invent an app which doesn't exist, but you think would be popular and useful. Think of ideas that might be useful for:

- making friends
- doing well at school
- earning money
- being organized
- having fun
- staying healthy
- helping other people

10 Discuss your ideas from exercise 8 using the **Key phrases**. Explain why it would be useful and popular.

It's an app that ...

It would be ideal / perfect for ...

It would help people (to) ...

11 Agree on the best idea for a new app. Then think of a name for your app. (You can change the name later if you want.)



5.2 SMARTPHONES IN THE DOCK

LESSON OBJECTIVES

- Discuss the effect of smartphones on the brain
- Learn smartphone vocabulary
- Learn how to talk about the past with *used to*

VOCABULARY

- 1 Think about the ‘accusation’ below and decide if you agree or disagree with it. Then find out what your partner thinks.

Using smartphones is having a negative effect on our brains.

- 2 Read the ‘evidence’ 1–5. Does each person agree or disagree with the accusation? Write ‘agree’ or ‘disagree’ next to each person. Do you agree or disagree with their opinions?

- 3 Can you think of any other evidence for or against smartphones? Discuss your ideas.

- 4 **THINK** Discuss all the evidence with your partner and agree on a verdict. Are smartphones having a negative effect on people’s brains?

Judging by the evidence, our verdict is that smartphones ...

LIFE SKILLS Smartphones are amazing, but make sure you do other things too, including physical activity. Take breaks from using your smartphone. Also, remember that using your phone late at night can prevent you from sleeping properly.

- 5 Complete the phrases with words from the opinions in exercise 2.

- 1 get _____ / notifications
- 2 _____ your location / fitness
- 3 _____ online / on social media
- 4 add someone to your _____ / a group chat
- 5 _____ music / a video
- 6 _____ a call / a video call / a payment



1

People used to be good at finding their way around, but they aren’t these days. They just get directions from their phone or use an app to track their location. Our brains are losing the ability to navigate and read maps.



2

People used to fill their brains with facts, but fortunately we don’t have to do that now. We can simply go online when we need information. These days, we can use our brains for more creative and useful things.



3

If you have a smartphone, you get notifications all the time and it’s very difficult to ignore them. That’s why it’s so difficult to concentrate these days. People didn’t use to have these distractions!



4

These days, nobody has to remember an address or phone number – you just add it to your contacts. But what did we use to do? We used to memorize that kind of information. That was really good for your brain!



5

If you’ve got a smartphone, you’re never bored. You can stream music or videos at any time of day or night, or you can make a call. But in the past, we didn’t use to have constant entertainment. In those quiet times, we used to think, dream, imagine ... It was good for our brains!



- 6 25 Listen to three dialogues. For each dialogue, answer questions A and B using activities from exercise 5.

	Dialogue 1	Dialogue 2	Dialogue 3
1 What is the boy doing?			
2 What is the girl doing?			

- 7 Read the instructions. Take turns to be A and B.

Student A Act out one of the activities from exercise 5. You can speak, but do not name the activity.

Student B Watch and listen to Student A. Identify the activity.

GRAMMAR

used to

- 8 Read about *used to*. Complete the rules. Use the opinions in exercise 2 to help you.

used to
We can talk about how things in the past were different from the present with <i>used to</i> + infinitive without <i>to</i> .
I used to live in a house, but now I live in an apartment. in the past present
The negative form is <i>didn't</i> : We didn't have a dog, but we've got one now.
We form questions using <i>did</i> + I / you / he / she / it / we / they +³ <i>?</i> : Did your parents pay your phone bill? Yes, they did. / No, they didn't.

CHECK IT! MY GRAMMAR REFERENCE & PRACTICE p114

- 9 Complete the sentences with the correct form of *used to*. Then match them with the endings below A–F.

My teachers ***used to get*** (get) annoyed with me for forgetting to do my homework. But thanks to this new app ... E

- 1 My family _____ (buy) me presents I didn't like for my birthday. But with this new app ...
- 2 I _____ (hate) revising for exams – it was so boring! But now, I've got an app that ...
- 3 I _____ (pay) too much for my clothes. But this great new app helps me to ...
- 4 I love mountain biking, but I _____ (not know) where to go. Now I've got an app that ...
- 5 I _____ (not speak) to my friends abroad very often, but this new app is great for ...
- A allows me and my friends to do work together.
 B they can see a list of the things I want.
 C gives directions to lots of great locations.
 D making calls with three or four people at the same time.
 E I get notifications about each subject.
 F find the lowest price online.

- 10 Write questions for your partner about when he or she was at primary school. Use the prompts below and *used to*.

- 1 how / you / get to school?

- 2 what music / you / listen to?

- 3 what / you / wear at school?

- 4 which teacher / you / like most?

- 5 how much / homework / you / have

- 11 Ask and answer the questions from exercise 10.

PROJECT BUILDER 2

Write about the problems your app solves.

Workbook Project Log p20

- 12 Think about your app from Project Builder 1. Why is it a good idea? What problems does it solve? Use the name you agreed on in Project Builder 1 or think of a better name.



OUR APP

Name of app	Problem that needs solving	How the app solves it
LieDetect	How do you know if somebody is lying to you?	You get a notification if somebody lies.

- 13 Write sentences like the ones in exercise 9 to describe how your app makes a difference.

I **didn't use to know if people were lying or telling the truth. With LieDetect, I get a notification if somebody is lying to me. All of my friends have LieDetect too, so we always tell the truth!**

5.3 LIFE-CHANGING APPS

LESSON OBJECTIVES

- Read about apps which make life better for people
- Recognize words that refer to other nouns and ideas
- Use the present perfect with *for* and *since*

READING

- 1 Look at the names of five popular apps in the box. What would you use each app for?

Instagram™ Netflix TikTok™ WhatsApp™ YouTube

- 2 26 Read and listen to the article. Which of the apps is the best idea, in your opinion? Give reasons.
- 3 Read the *Skill UP!* and say what each of the words in bold in the article refers to.



We can improve our understanding of texts by knowing which nouns and ideas words like *this*, *these* and *it* refer to.

- 4 For questions 1–5, circle the correct answer A, B, C or D.

- 1 The main purpose of the article is to
A give instructions for how to use various apps.
B persuade the reader to try different kinds of apps.
C explain how technology can help people.
D warn people about the dangers of using apps too much.
- 2 What can children do to make their visit to the hospital less stressful?
A They can play video games during their visit.
B They can explore a digital version of the building before they arrive.
C They can look around the hospital when they arrive.
D They can use VR software to find out more about their medical condition.
- 3 What does the *Wheelmap* app provide for wheelchair users?
A Information about routes and places they can access safely.
B Advice about which cities have the best facilities for them.
C An opportunity to exchange tips with other wheelchair users.
D Useful phrases in German and other languages.
- 4 The Avaz apps are useful for children who find it difficult to
A understand pictures and symbols.
B use a smartphone or tablet.
C hear clearly what people are saying.
D communicate by speaking.
- 5 What do the apps *Voice Dream Reader* and *Rogervoice* have in common?
A They both help people who cannot see clearly.
B They both help people to have conversations.
C They both change written text into spoken words.
D They both help people to communicate better.

Life-changing apps

Great Ormond Street Hospital for Children NHS Foundation Trust is a very well-known hospital in London. Some of the children who arrive for treatment have explored the building before, even though they haven't been there. That is because this children's hospital has teamed up with Microsoft™ to create an exact copy of the building in Minecraft™. Why have they done this? If children can use a familiar app to look around the hospital before they arrive, their experience will be less stressful.

Microsoft is not the only software company to focus on improving people's lives. Many other companies have developed apps for people with different needs.

1 **Wheelmap** A German company, Sozialhelden, has created this app for wheelchair users. The app allows them to get directions that avoid steps and other difficulties.¹ It also gives them information about which shops and other venues are wheelchair accessible.

2 **Avaz** Software company Avaz Inc has produced a range of apps to teach communication using simple pictures and symbols instead of words.² These have helped children who need extra support to help them express themselves.

3 **Voice Dream Reader** Text-to-voice apps have existed for more than ten years, but³ they have improved a lot in recent years. Voice Dream Reader has had extremely positive reviews since 2012, when it first appeared. This app is very useful for blind people or anyone who needs support with reading, because it can read any text on your device in a natural voice.

4 **Rogervoice** This app has made a big difference to the lives of deaf people. Rogervoice does the opposite of Voice Dream Reader: it converts speech into text. When a deaf person makes a call, the other person's words appear as text on the screen so the deaf person can read⁴ them.

GRAMMAR

Present perfect

- 5 Read the rules. Complete the examples with the correct forms of *have*.

Present perfect

We form the **present perfect** with the verb *have* and a past participle.

My neighbour ¹ developed an amazing new app.

We use the **present perfect** to talk about:

A a recent action or event that has an effect on the present.

I can't text you. I ² broken my phone!

B an action or event that began in the past and is still in progress now. To say how long it has been in progress we use:

- *for* + a period of time

They ³ known each other *for ten years*.

- *since* + a point in the past

She ⁴ lived in New Zealand *since 2020*.

CHECK IT! ➔ MY GRAMMAR REFERENCE & PRACTICE p114

- 6 Look at the highlighted examples of the present perfect form in the article. Which are use A and which are use B?

- 7 Complete the regular and irregular past participles. All the missing forms are in the article.

Regular	Irregular
create - ¹	be - ²
develop - developed	build - built
help - helped	buy - bought
improve - improved	do - ³
invent - invented	have - ⁴
produce - produced	make - ⁵
try - tried	put - put
stop - stopped	think - thought

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

Our IT teacher **has created** (create) a new educational app. We **have used** (use) it in class.

- 1 Which fitness apps (you / try)?
- 2 I (not do) my homework because I (have) a headache all evening.
- 3 How many apps (you / buy) this year?
- 4 My brother (build) a copy of the Empire State Building on Minecraft.
- 5 I (try) to spend less time on my phone this month, but it (not be) easy.

- 9 27 Read the **Pronunciation**. Which two past participles from exercise 7 could you add to the box? Then listen and repeat.

PRONUNCIATION Past participles ending in -ght

Some irregular past participles end in *-ought* or *-aught*. These two endings are pronounced in exactly the same way: /ɔ:t/.

bring - brought

fight - fought

catch - caught

teach - taught

- 10 Complete these true sentences with the present perfect of the verbs in the box. Circle *for* or *since* and the correct ending: A, B or C.

be not exist live own not visit

1 The Apple App Store open **for** / **since** ...

A 1998. B 2008. C 2018.

2 Astronauts the Moon **for** / **since** ...

A 1969. B 1972. C 2015.

3 Humans in Europe **for** / **since** ...

A 40,000 years.
B 75,000 years.
C 100,000 years.

4 Dinosaurs on Earth **for** / **since** ...

A 66 million years. B 6 million years.
C 60,000 years.

5 Facebook WhatsApp **for** / **since** ...

A 2008. B 2014. C 2020.

PROJECT BUILDER 3

Make sure your app is accessible to everyone.

➔ Workbook **Project Log** p21

- 11 Think about your app from Project Builders 1 and 2. How can you make sure that it is accessible to everyone? Look at the article for ideas.

Think about people who:

- use a wheelchair.
- are blind or deaf.
- find it difficult to communicate.
- have dyslexia.

- 12 Write notes explaining how you have made sure your app is accessible.

5.4 PERFECT PITCH?

LESSON OBJECTIVES

- Listen to pitches for apps • Learn business vocabulary
- Distinguish opinions from facts when you listen

VOCABULARY

- 1  Look at the technology brands in the box. Do you know what countries they are from and what products they make?

Apple HP Huawei IBM Microsoft Nintendo Samsung Sony

- 2 Read the article. Complete each paragraph with the name of a technology company from exercise 1.

Small beginnings

Masaru Ibuka and Akio Morita set up a company called ¹ _____ in 1946, in Tokyo. Ibuka was brilliant at developing new products and Morita had a talent for marketing. They had their first commercial success with a new kind of radio. Over the years, the business has grown enormously and now includes music, films, computers and PlayStation® games consoles.



Lee-Byung-Chul set up ² _____ in 1938 as a food company, selling noodles to China and other regions. During the following years, the business grew to include other types of product: clothing, transport, chemicals, and finally electronics. In 2010, it brought out a new range of smartphones and tablets called Galaxy.



When Steve Wozniak designed a new kind of personal computer in 1976, he asked his school friend Steve Jobs to help him promote it. Together, they formed ³ _____. Jobs persuaded people to invest in their new company and since then it has grown into one of the largest companies in the world. It brought out its first smartphone, the iPhone™, in 2007 and now has sales of more than \$260 billion a year.

- 3 Check the meaning of the business words in the box by finding them in the article. How would you say them in your own language?

commercial develop grow invest marketing products promote range sales set up

- 4 Complete the text about Melanie Perkins, the CEO of Canva. Use the words in exercise 3.

Melanie Perkins

Melanie Perkins ¹ _____ her first company at the age of 14. It sold hand-made scarves at markets in Perth, her home town in Australia. She left university at 19 because she wanted to ² _____ new software ³ _____. Although she had great ideas for a new ⁴ _____ of design apps, at first nobody wanted to ⁵ _____ in her company, Canva. But as ⁶ _____ increased, investors realized that Canva was heading for huge ⁷ _____ success. Melanie worked hard to ⁸ _____ her brand and her talent for ⁹ _____ helped the business ¹⁰ _____ quickly.



LISTENING

- 5 28 Listen to four young app developers trying to persuade investors to invest in their ideas. Match the speakers 1–4 to the sentences A–E below. One speaker matches two of the sentences.

- A _____ They need people to invest in their company so they can develop more new games.
- B _____ They set up an app company six months ago, now they want the business to grow.
- C _____ They brought out an app for smart watches last year, but it wasn't a commercial success.
- D _____ They have some ideas for marketing the product and plans to promote it online.
- E _____ They want to have a range of apps, not just one, so that their sales are high.



It's useful to learn the difference between facts and opinions. Opinions are often expressed using verbs like *think*, *believe* and *reckon* or phrases like *I'm confident* / *sure that* ... and *in my view*. Facts are often supported by evidence or research.

- 6 28 Read the Skill UP! Then listen again. Are the statements below presented as facts (F) or opinions (O) by the speakers? What words and phrases do they use to present them?

Speaker 1

- 1 People want to know about the history of places that they visit. _____
- 2 The new app is much better than the first app that she developed. _____

Speaker 2

- 3 Smartphones can be bad for people's well-being. _____
- 4 *Live Your Life* will be commercially successful if the speaker has time to promote it. _____

Speaker 3

- 5 People do not find it easy to learn a language from a book or website. _____
- 6 Students and businesspeople will like the app *Face-to-Face*. _____

Speaker 4

- 7 *Bug Killer* is the only game that teaches people the rules of hygiene. _____
- 8 People of all ages enjoy playing *Bug Killer*. _____

- 7 29 Listen to the first speaker again. Is her app a good idea, in your opinion? Do you think the investors will invest in it?



- 8 30 Listen to the investors discussing the first pitch. Was your prediction correct? What is the investors' main reason for their decision?

- 9 **MEDIATION** Imagine you and your partner are investors. Choose one of the four apps each and explain to your partner why they should invest in that app.

PROJECT BUILDER 4

Persuade investors to invest in your app.

Workbook Project Log p21

- 10 Look back at Project Builders 1–3 and review the decisions you have made so far. Do you want to change:

- the name of the app?
- which problem(s) the app solves?
- which features make the app accessible to everyone?

- 11 Think about the pitches you listened to in this lesson and prepare for your own pitch by discussing these two questions. Make a note of your ideas.

- 1 Why do you think your app will be a commercial success?
- 2 Why do you need money from investors: for marketing? developing new products? other reasons?



5.5 AT THE PHONE REPAIR SHOP

LESSON OBJECTIVES

- Talk about problems with electronic devices
- Learn how to ask for clarification

SPEAKING

- 1 Look at the photo and answer the questions.



- 1 What kind of shop is it? What services does it offer?
- 2 Are there any shops like this near your home?
- 3 Have you ever been to a shop like this? Why?

- 2 Watch the first part of the video. What is the problem with each device? Use the words below.

The ... camera / microphone / screen / speaker ... is broken / doesn't work / isn't working properly.

I can't ... charge the phone / download apps / answer / make a call / turn the speakerphone on/off / send / receive messages / use the keypad.

Olivia's tablet: _____

Alfie's phone: _____

- 3 Complete the *Key phrases* with the words in the box.

can cost long look model pay problem
repair

KEY PHRASES

Shopping

Shop assistant	Customer
How ¹ I help you?	I've got a ⁵ with my (smartphone).
What ² is it exactly?	How much will the ⁶ cost?
Can I have a ³ , please?	How ⁷ will the repair take?
A new screen will ⁴ (£85).	Can I ⁸ when I pick it up?

- 4 Watch the first part of the video again and check your answers to exercise 3. Then circle the best adjective A–C to describe how Alfie feels at the end. Why does he feel that way?

A confused B angry C embarrassed



- 5 Look at the photo. Why do you think Olivia is leaving without Alfie? Discuss your ideas.

- 6 Watch the second part of the video. Were your predictions in exercise 5 correct?

- 7 Read the *Skill UP!* and watch the complete video (parts 1 and 2). Which phrases do you hear? Circle the correct options below. Who says them and why?



If we don't understand exactly what someone means, we can ask for clarification. We use phrases like:

What do you mean, exactly?

I'm sorry, but I'm not sure what you mean.

When you say ..., what do you mean?

Could you be more specific?

- 8 Watch extracts 1–5 from the video. How do you say these phrases in your own language?

- 1 Oh, go on!
- 2 Never mind.
- 3 Don't bother!
- 4 It's too late now.
- 5 I wish!

- 9 Role play a dialogue at a phone repair shop.

Use phrases from exercise 3 to help you. Use phrases from the *Skill UP!* to ask for clarification. Then swap roles.

Student A You are a customer at a phone repair shop. Choose a problem from exercise 2. Ask about the cost of the repair and how long it will take.

Student B You work at the phone repair shop. Ask Student A about the problem. Say how much the repair will cost and how long it will take.

5.6 AN ADVERTISEMENT

LESSON OBJECTIVES

- Write an advertisement for your app
- Learn about rhetorical questions

WRITING

- 1  **MEDIATION** Read the advertisement. Then explain to a friend who doesn't speak English what the app *Snack Pic* is for. Use your own language.



SNACK PIC

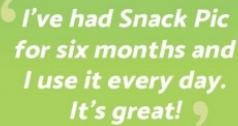
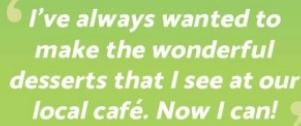
Cook like a pro!

Would you like to know the secrets of the top chefs?

Snack Pic is a cookery app for people who want to recreate the amazing food they get in restaurants. Simply take a photo of the dish and Snack Pic provides the recipe. Use it for:

- main courses, including curries, soups and pies
- cakes, biscuits and desserts
- savoury snacks
- hot and cold drinks

What have users of the app said about it?

 I've had Snack Pic for six months and I use it every day. It's great!  I've always wanted to make the wonderful desserts that I see at our local café. Now I can!

Snack Pic is available for smart phone and tablet. Snack Pic Lite costs £1.99 and offers in-app purchases. Snack Pic Pro costs £1.99 a month and offers some fantastic additional features.

INSTALL

- 2  It is important to know the information you need to include in different types of text: advertisements, instructions, stories, emails, etc.

- 2 Read the *Skill UP!* and look at the features of advertisements in the box. Which ones does the advertisement for *Snack Pic* include? Circle the correct options.

a description of the product a logo a slogan
discounts / special offers how / where to buy it
the price reviews and recommendations
website address

- 3 The adjectives in the box are all synonyms for 'excellent'. Find four more in the advertisement. Why would you expect to find these adjectives in an advertisement?

brilliant incredible marvellous terrific
tremendous

- 4  Read about rhetorical questions. Underline the rhetorical questions in the advertisement for *Snack Pic*.

Rhetorical questions

A rhetorical question is a question that does not need an answer. In advertisements and other forms of persuasive writing, we often use rhetorical questions to engage the readers' interest. The questions aim to persuade the readers that the product is relevant to them personally.

Are you bored with the same old routine?

Do you enjoy fresh pasta?

Is this the perfect laptop for you?

PROJECT BUILDER 5

Create an advertisement for your app.

 Workbook Project Log p22



- 5 Write an advertisement for your app.

A Plan

- Think about the key features and benefits of your app. Invent a slogan for your app.
- Use the advertisement above as a model and make a note of the features you want to include.

B Write

- Write your advertisement using your notes. Include some of the features in exercise 2.
- Remember to include one or two rhetorical questions to make your advertisement more persuasive.
- Use synonyms to avoid repeating the same adjective.

C Read and check

- Read your advertisement to check that you are happy with it.
- Check your spelling and grammar.
- Read each other's advertisements and tell each other what you like about them.



5 PROJECT

Pitch your idea for a new app

SHARE AND REVIEW

- 1 Look back at your Project Builders 1–5 for this unit. Prepare your work for your pitch. Do you want to:

- 1 change the name of your app?
- 2 change the problem which the app solves?
- 3 change any of the features which make your app accessible to everyone?
- 4 change any of the reasons why your app will be a commercial success, and why you need investment?
- 5 add anything to your advertisements – for example, a photo?

Use your
Project Log
 p20–22



DECIDE

- 2 Plan your presentation for your app using the outline below. Think about which information from exercise 1 you will need to include in each section.

1 Engage the audience – talk about the problem which your app solves.

2 Reveal the product – present your app and explain how it solves the problem. Give basic information (name, purpose, etc.).

3 Give more details – explain the features, including the ones which make your app accessible to everyone.

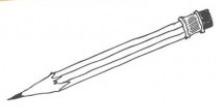
4 Marketing – display your advertisements and describe how you will promote your app.

5 Pitch for investment – say how much money you need and why.

- 3 Decide who will present each section. Will the presenters need any support?



CREATE



- 4 Read the *Project skills* and design a logo for your app. Think about:
 - what you can learn by looking at logos for well-known apps.
 - how the logo will reflect the name of your app.
 - whether the logo will reflect what your app does.
- 5 What will you use to support your presentation? Decide if you need presentation software or a poster.
- 6 Listen to part of a presentation by Katy and Ollie. Which *Key phrases* do they use?
- 7 Listen again. Think of one question you would like to ask about *LieDetect*.
- 8 Look at the card below. Which section of the outline in exercise 2 does this script come from? _____

Thank you, Ollie. So, *LieDetect* is particularly useful for people who have problems with their sight. When people are telling you a lie, they often look uncomfortable or nervous. But what if you can't see them?

- 9 Write a script for your presentation. Each member of the group writes the script for their own section. Use cards or a piece of paper, which you can hold during the presentation. Include some of the *Key phrases*.

PROJECT SKILLS Being creative

It can be difficult to think of original ideas for names, logos, etc. Begin by encouraging each other to make a lot of different suggestions. Make a note of everything. Then look at the suggestions and choose the best ones. Work together to improve your ideas and make a final choice.



DISPLAY AND PRESENT



- 10 Give your presentation in front of the class. At the end of your presentation, allow the class to ask questions and try to answer them.
- 11 Organize a class vote for the best app.



REFLECT

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

COLLABORATION

- 1 Our group can work together to give a group presentation.



CREATIVITY

- 2 Our group can invent an app and create an advert for it.



COMMUNICATION

- 3 Our group can present clearly using notes or a script.



- 13 Complete the sentences for you.

1 I am happy with our presentation because _____

2 I want to improve _____

Workbook Project Log p23

6 Aim high



UNIT OBJECTIVES

YOUR PROJECT Create a fan page for a personal hero

Project Builders 1–5:

- 1 Choose a hero for your fan page.
- 2 List some of your hero's achievements.
- 3 Write about the difficulties that your hero has overcome.
- 4 Write a quiz to include on your fan page.
- 5 Write a biography to include on your fan page.

Present your fan page.

VOCABULARY

- Verb + noun collocations and their opposites
- Life events

GRAMMAR

- Present perfect with ever and never
- Present perfect and past simple



LESSON OBJECTIVES

- Talk about the qualities of a hero
- Learn phrasal verbs

WARM-UP

- 1 Look at photos 1–5. Which person is showing the most courage, in your opinion?
- 2 Decide what other qualities you need for the activities in the photos. Choose from the words in the box and add your own ideas.

creativity experience fitness intelligence
motivation patience speed strength talent



- 3 Watch the vlog. Is Alice in a good or bad mood when they get home from the training day? Why?

PROJECT BUILDER 1 Choose a hero for your fan page.

→ Workbook Project Log p24

- 8 Discuss the people you admire. Why do you look up to them? What personal qualities do they have?

I really look up to X. In my opinion, she shows a lot of strength and courage.

I look up to X. He's got a lot of talent and a lot of experience, too.

- 9 Choose a well-known, living person for your fan page. Make sure each person in your group chooses someone different.

- 10 Look at the diagram opposite. What do you know about your hero? Write two or three facts and match them with categories from the diagram.

- 11 Look online and find more information about your hero. Use the categories in the diagram to help you. Make notes.

- 4 Complete the questions with the phrasal verbs below.

build up cope with count on let down look up to

- 1 Who do you _____ to be there for you during the NCS training day?
- 2 Why is it important not to _____ your team?
- 3 Why does Alice _____ Fran Hargreaves?
- 4 When did Fran Hargreaves have to _____ a lot of problems?
- 5 How did Alice _____ her strength?

- 5 Watch the vlog again. Then ask and answer the questions you completed in exercise 4.

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

- 1 Simon gets up before Alice on training day. _____
- 2 Alice is looking forward to hearing Fran Hargreaves' speech. _____
- 3 Alice has met some of her heroes before. _____
- 4 Alice has prepared carefully for this training day. _____
- 5 Simon does not really enjoy the training day. _____
- 6 Simon woke Alice up during Fran Hargreaves' speech. _____

- 7 Do you feel sorry for Alice at the end of the video? Why / Why not?



6.2 SUCCESS AND FAILURE

LESSON OBJECTIVES

- Learn verb and noun collocations and their opposites
- Use the present perfect with ever and never to talk about experiences

VOCABULARY

- Read the quotations. What do they have in common? Do you agree with their messages? Why / Why not?
- Look at the verb + noun collocations. Which verbs have a positive meaning and which have a negative meaning?

- fail / pass an exam
- forget / remember a friend's birthday
- miss / score a penalty
- find / lose some money
- break / mend your phone
- cause / prevent an argument

Positive: _____

Negative: _____

- Think about your own experiences. Choose two or three verb + noun collocations from exercise 2. Write sentences beginning, 'I once ...'.
I once lost some money, I once ...

- Tell your partner your experiences from exercise 3. Ask and answer follow-up questions.

I once lost some money.

Really? Where did you lose it?

It was on the beach. I probably dropped it.

LIFE SKILLS When you make a mistake, or fail at something, it's important to try again. Think about what went wrong and how you can improve it. Failure leads to success.

- Discuss how the negative options in exercise 2 might help you to be successful later. What could they teach you?

If you fail an exam, you might think about how to revise better next time.

- MEDIATION** Look online and find out about a situation where failure lead to success. Tell your partner.

Michelle Obama

- lawyer and author

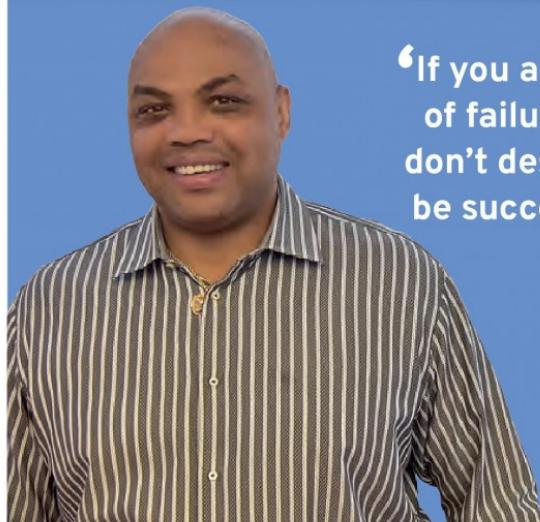
'Failure is a part of the process. You just learn to pick yourself up. And the quicker and more resilient you become, the better you are.'



Charles Barkley

- basketball player, analyst and commentator

'If you are afraid of failure, you don't deserve to be successful.'



GRAMMAR

Present perfect with ever and never

- 7 Read the dialogue. Would you rather make a speech or sing a song in public? Why?

Casey Have you ever made a speech?

Annie No, I haven't. But I've sung a song in public.

Casey I've never heard you sing. Are you a good singer?

Annie No, not really. But I'm brave!

- 8 Circle the correct option to complete the rules about the present perfect with ever and never. Then complete the examples. Use the dialogue in exercise 7 to help you.

Present perfect with ever and never

To ask about experiences, we often use *Have you ¹ever / never ... ?*

**Have you ²seen a lion?
Yes, I have. / No, I haven't.**

To talk about things we have not experienced, we use the negative form or the affirmative form with ³**ever / never**.

I haven't explored Asia. I've ⁴visited China.

When we're talking about experiences, we normally use *been* as the past participle of *go*.

She hasn't ⁵to India, but she's ⁶trekking in the Himalayas.

CHECK IT! ➔ MY GRAMMAR REFERENCE & PRACTICE p116

- 9 Look at the chart and the prompts. Write sentences about Asha, Rina and Carson. Use the present perfect affirmative and negative.

win / a competition	✓	✗
1 write / a song	✗	✓
2 break / a laptop	✗	✗
3 make / a cake	✓	✗
4 build / an igloo	✗	✓
5 grow / vegetables	✓	✓

Asha and Rina have won a competition. Carson has never won a competition.

- 10 Complete the sentences with the present perfect. Make them true for you by using the affirmative form with or without *never*.

- 1 I _____ (send) an email to a famous person.
 2 I _____ (go) swimming in a river.
 3 I _____ (post) a video on YouTube.
 4 I _____ (give) a presentation in front of the class.
 5 I _____ (write) a poem.
 6 I _____ (cook) a meal for other people.

- 11 Find out which activities from exercise 10 your partner has done. Make a note of the answers.

Have you ever sent an email to a famous person?

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

- 12 Compare answers with your classmates. Which activity from exercise 10 have the most people done? How many people have done it?

Twelve students in the class have posted a video on YouTube.

PROJECT BUILDER 2

List some of your hero's achievements.

➔ Workbook Project Log p24

- 13 Write four sentences about your hero's achievements and experiences. Add one or two things your hero has not yet achieved.

She's won three gold medals at the Olympics.
She's never broken the world record.

He's starred in ten successful films. He's never won an Academy Award.



- 14 Look online and find out what problems and/or failures your hero has experienced.

Failure is
Success in
progress



6.3 AGAINST THE ODDS

LESSON OBJECTIVES

- Read about how two young people overcame difficulties
- Learn the difference between the past simple and present perfect
- Use time expressions to sequence events



The Flying Squirrel

1 Quincy Symonds – nickname: ‘the flying squirrel’ – is a young Australian surfer. She has won several major competitions and awards, and she has received sponsorship from large companies like GoPro and RipCurl. But her route to success has not been easy.

2 Quincy was born in Australia. The family moved to the USA when Quincy was two years old, but two years later, they moved back to Australia. Then Jake Symonds, Quincy’s father, took her surfing for the first time. She was only four and a half years old, but it was clear that she had a lot of talent. Surfing became the main focus of Quincy’s life. Soon, professional surfers began to notice her ability. Some of them gave her tips and helped her to improve. At the age of six, she won her first big competition.



15 **3** Quincy has achieved all of this despite a serious medical condition, which she has had since birth.

Quincy suffers from an adrenal deficiency. During the first two and half years of her life, she ‘spent more time in hospital than at home,’ according to her mother, Kim.

20 Since then, she has needed special medical treatment three times a day, every day. But these health problems have not stopped Quincy from leading a full and active life. In fact, perhaps they have given her even more motivation.

25 **4** Quincy is a great role model for young people who want to excel at a particular sport. Her own role models include female surfers like Stephanie Gilmore, who has won the world championship six times. They also include people from other sports. For example,

30 Quincy really admires Lydia Lassila, a skier from Australia, because she has always talked about wanting to be the best – not the best female competitor, just the best!

35 **5** Although surfing is Quincy’s main interest, she also loves music. She is an excellent guitarist and has posted videos of her performances on her Facebook page. She hasn’t released any songs, but perhaps she’ll do that one day soon!

READING

1 Look at the photo. What sport is this?

Have you ever tried it? What qualities do you need to become good at it?

2 32 Read and listen to the article. How has Quincy Symonds become successful ‘against the odds’?

3 Why do you think Quincy is called ‘the flying squirrel’? Is it a good nickname for her?

4 Read the article again and answer the questions.

1 What success has Quincy had in surfing?

2 Who did Quincy get advice from when she was a child?

3 Where was Quincy born and where does she live now?

4 Why did Quincy have to go to hospital?

5 What gave Quincy extra motivation?

6 Who has inspired Quincy and what sports do they do?

7 What other talents does Quincy have?

- 5 Read the *Skill UP!* and the article about Quincy Symonds again. Which paragraph 1–5 contains the most time expressions?



Time expressions can help us work out the sequence of events in a text. Time expressions include:

*at the age of X when he/she was X years old
during his/her childhood soon then a year later
after a few weeks/months/years*

GRAMMAR

Present perfect and past simple

- 6 Listen Look at the highlighted examples in the article about Quincy Symonds and read about the present perfect and past simple.

Present perfect and past simple

- A We use the **present perfect** with *for* or *since*, for an action or event that is still in progress.
- B We use the **past simple** for a sequence of completed actions or events in the past.
- C We use the **past simple** to talk about an experience at a specified time in the past.
- D We use the **present perfect** to talk about an experience at an unspecified time in the past.

CHECK IT! ➔ MY GRAMMAR REFERENCE & PRACTICE p116

- 7 Complete the sentences with the present perfect or past simple forms of the verbs in brackets. Then match each sentence with the correct use A–D from exercise 6.

- 1 Quincy _____ (appear) in newspaper articles and videos.
- 2 Quincy's family _____ (live) in the USA for two years and then _____ (move) back to Australia.
- 3 Quincy's family _____ (live) in Australia since she was four.
- 4 At the age of six, Quincy _____ (come) first in her first big surfing competition.

- 8 Look back at your answer to exercise 5. Then look at the verb forms in that paragraph of the article. Are they mostly present perfect or past simple? Why?

- 9 Complete the biography about Aaron Fotheringham. Use the present perfect or past simple forms of the verbs in brackets.

Aaron Fotheringham **has been** (be) a wheelchair user since early childhood, but this¹ _____ (not stop) him from being a successful skater.

He² _____ (begin) skating at the age of eight, when he³ _____ (go) to the local skatepark with his brother. The first few times, he⁴ _____ (fall) badly, but he⁵ _____ (not give up). Soon, he could do some simple tricks.

In 2006, he successfully⁶ _____ (complete) a wheelchair back-flip. A few years later, he⁷ _____ (do) a front-flip. Since then, thousands of people⁸ _____ (see) the videos of those jumps on YouTube and Aaron⁹ _____ (become) a celebrity. In 2018, he¹⁰ _____ (marry) his girlfriend, Charlee, in Las Vegas.



- 10 THINK What do you admire most about Quincy Symonds and Aaron Fotheringham?

PROJECT BUILDER 3 Write about the difficulties that your hero has overcome.

➔ Workbook Project Log p25

- 11 Think about actions and events in your hero's life. Did they happen at a specified time? Write sentences using the past simple and the present perfect.

*She competed in the World Championship in 2021.
(specified time)*

She's recorded three albums. (no specified time)

- 12 Think about the difficulties that your hero has overcome to become successful. What effect do you think these difficulties had on their life and character? Write one or two sentences.

6.4 QUIZ SHOW

LESSON OBJECTIVES

- Use life events vocabulary
- Watch a quiz about a famous actor
- Learn about subject and object questions

VOCABULARY

- 1 Look at the photos. How do you think the people are feeling and why? Try to think of two adjectives for each photo.



- 2 Match four of the life events in the box with photos 1–4 in exercise 1.

change career get a job get a promotion
get divorced get married get your big break
go to university graduate
have a serious accident / illness
make your debut meet your partner
move (house, to another city or county)
retire start a family

- 3 Divide the life events in exercise 2 into three groups. Then compare answers with your partner. Are they the same or different?

- A Things I will probably do.
B Things I hope I will do.
C Things I hope I will never do.

- 4 Think about the age at which you are likely to experience the events in exercise 2. Match at least one or two events with each age range below.

You are most likely to:

- 1 _____ in your teens.
2 _____ in your thirties and forties.
3 _____ in your twenties.
4 _____ in your fifties and sixties.

LISTENING

- 5 Listen to six short monologues. Which event from exercise 2 has each person recently experienced?

- Speaker 1: _____
Speaker 2: _____
Speaker 3: _____
Speaker 4: _____
Speaker 5: _____
Speaker 6: _____

- 6 **MEDIATION** Imagine you are one of the speakers from exercise 5. Write a short social media update about your recent experience.

Hello everyone! I've got some news for you. ...

- 7 Choose a life event that is not in exercise 5. Role play a short monologue to your partner, but do not mention the life event. Can your partner guess?

- 8 Can you name this actor? What films has he appeared in? What other careers did he have before acting?



- 9 Video Read the *Video focus*. Then watch the quiz and describe how it builds tension. Does it use any of the techniques from the *Video focus*?



Videos use a variety of different techniques to build tension. These can include lighting effects, sound effects and music.

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

How What When Where Which Who
Whose Why

- 1 _____ is Dwayne Johnson's middle name?
- 2 _____ did Dwayne Johnson play in the film *Fighting with my Family*?
- 3 In _____ state in the USA was Dwayne Johnson born?
- 4 _____ did Dwayne Johnson leave WWE?
- 5 _____ did Dwayne Johnson go to college?
- 6 _____ did Dwayne Johnson get married to his first wife, Dani?
- 7 _____ old was Dwayne Johnson when he moved to Hawaii with his family?
- 8 _____ money does Dwayne Johnson steal in *The Tooth Fairy*?

- 11 Video Circle the correct option to answer the questions in exercise 10. Then watch the video again and check your answers.

- | | |
|-------------------------------------|-----------------------|
| 1 A David | B Douglas |
| 2 A himself | B his father |
| 3 A California | B Florida |
| 4 A to be a professional footballer | B to be an actor |
| 5 A University of California | B University of Miami |
| 6 A 1997 | B 2008 |
| 7 A eight | B seven |
| 8 A Carly's money | B Tess's money |



- 12 Read this line from the end of the video. Why is Sky angry? What did Lucas do 'on purpose'? Do you think she is right to be angry?

'That is so unfair. You did that on purpose.'

- 13 **MEDIATION** Imagine you are talking to a friend who does not speak English. In your own language, tell your friend three facts about Dwayne Johnson that you have learned from the video.

PROJECT BUILDER 4

Write a quiz to include on your fan page.

Workbook Project Log p25



- 14 Look back at the information from Project Builders 1–3 and think about events in the life of your hero. Write 5–10 facts about him or her.

1 She was born in Argentina in 2001.

2 Her mother taught her to skate.

3 ...



- 15 Write a short quiz about your celebrity by writing questions based on your facts.

1 Where was she born?

2 What did her mother teach her?

3 ...



6.5 COME ON! IT'LL BE FUN!

LESSON OBJECTIVES

- Prepare for a role play
- Use phrases for accepting, refusing and persuading
- Learn how to pronounce phrases more fluently

SPEAKING

- 1 Look at the activities in the box. Which one do you do most / least often? Compare answers.

do homework listen to music play a card game
play video games watch TV watch YouTube videos

- 2 Watch the first part of the video and answer the questions.

1 Which two activities from exercise 1 do Alfie and Olivia suggest doing?

2 Which activity do they decide to do in the end?

3 What are the rules of the Truth Game?

4 How does Olivia trick Alfie? Why does she trick him?

- 3 Watch the first part of the video again. Complete the **Key phrases** with the words in the box.

feel go mood shall try

KEY PHRASES

Making suggestions

Why don't we ...?

How about ...? (-ing form)

1 we play it?

Refusing

I'm not really up for it.

I don't fancy it.

I don't really ² like it.

Persuading

Come on! It'll be fun.

I think you'd really enjoy it.

Oh ³ on!

Accepting

All right then. I'll give it a go.

I suppose we could ⁴ it.

Refusing again

No, I'm not keen on the idea.

No, I'm sorry. I'm just not in the ⁵

- 4 Look at the photo from the second part of the video. Why do you think Alfie and Olivia are arguing? Choose from A–D below. Give reasons for your choice.
- A Alfie is not playing the card game fairly.
B Olivia is refusing to watch anything on TV.
C Olivia accuses Alfie of not telling the truth.
D Alfie is winning the card game and Olivia doesn't like losing.

- 5 Watch the second part of the video and find out the answer to exercise 4. Who do you feel more sympathy for, Alfie or Olivia? Why?

PRONUNCIATION Joining words together

In continuous speech, we sometimes omit the final /t/ sound of a word if the next word begins with a consonant.

For example:

We write: *the first time* We say: '*the firs' time*'

- 6 Read the *Pronunciation*. Then look at the sentences from the video. In which of the underlined words would you omit the final /t/ sound? Circle the correct options 1–6.

- 1 Is that a problem?
- 2 I'm just not in the mood.
- 3 No, I don't fancy it.
- 4 Have you ever sent a letter or email to a celebrity?
- 5 I'm your best friend.
- 6 That doesn't make sense.

- 7 Watch and check your answers from exercise 6. Then practise saying the sentences.



Make notes to prepare for a role play. The notes can be very short or just single words to help you remember what you want to say.

- 8 Read the *Skill UP!* and look at the information below and make notes for a role play. You can agree to change the highlighted activities if you prefer.

Student A You want to go out for something to eat.

You try to persuade Student B but fail. You also want to play video games.

Student B You definitely don't want to go out for something to eat. You agree to play video games when Student A persuades you.

- 9 Role play your dialogue using your notes from exercise 8.



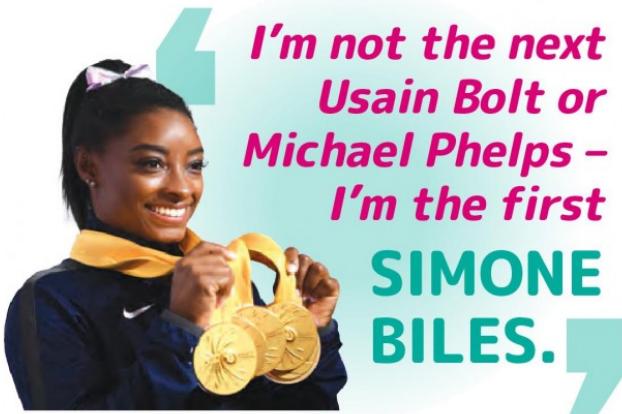
6.6 A BIOGRAPHY

LESSON OBJECTIVES

- Write a biography of your hero
- Use sentence openers to improve your writing style

WRITING

- 1 THINK** Look at the photo of the gymnast Simone Biles and read the quotation. Explain it in your own words.



- 2 THINK** Read the biography. Has Simone Biles been successful 'against the odds'? Justify your answer with evidence from the text.

SIMONE BILES: American Hero

- 1 Simone Biles is an American gymnast and one of the most successful athletes in the world today. She has a lot of talent and is a great role model for young people.
- 2 Simone was born in Ohio, USA, in 1997. Her mother was unable to look after her, so Simone and her brothers and sisters went to live with relatives. When Simone was six years old, she began doing gymnastics and a coach noticed her incredible ability.
- 3 During her career so far, Simone has won 32 Olympic and World Championship medals. However, she has also experienced problems. At the Tokyo Olympics in 2021, she stopped competing because her mental health was not strong enough. A few days later, she returned to the competition and won a bronze medal. That medal is a bigger achievement than all her gold medals, she says, because it shows the strength of her character.
- 4 When she is not competing, Simone really enjoys eating pizza. She orders it after every gymnastics competition. She loves dogs – she has four dogs at home – but she is scared of bees!

- 3** Read the *Key phrases*. Then find and underline three more sentence openers in the biography.

KEY PHRASES

Sentence openers

Time expressions

Within a few months, ...
After years of hard work, ...
So far in her life, ...

Adjective phrases

Determined not to give up, ...
Worried about her future, ...
Happy with her progress, ...

Adverbial phrases

Thanks to her teachers / family, ...
Luckily / Unluckily for her, ...
Without a second thought, ...

- 4** Rewrite the sentences, adding a different *Key phrase* to the start of each one.

She continued to train hard for the next two years.

Determined not to give up, she continued to ...

- 1 She was able to take part in competitions around the world.
- 2 She decided to go to university and get a degree.
- 3 She has won five gold medals.
- 4 Her uncle owned a gym and she could train there for free.



Organize your ideas into a paragraph plan and then follow the plan carefully when you're writing. Each paragraph should have a topic or a main idea.

- 5** Read the *Skill UP!* Then match each heading below with paragraphs 1–4.

A Achievements

C Fun facts

B Early life

D Introduction

PROJECT BUILDER 5

Write a biography to include on your fan page.

Workbook Project Log p26



- 6** Write a short biography of your hero.

A Plan

- Put the life events and achievements of your hero in chronological order. Include some interesting or unusual facts about your hero.
- Make a paragraph plan. Think of a title for your biography.

B Write

- Write the biography using your paragraph plan.
- Remember to use sentence openers.

C Read and check

- Check your spelling and grammar.
- Read each other's biographies and tell each other what you like about them.

6 PROJECT

Create a fan page for your personal hero

SHARE AND REVIEW

- 1 Look back at your Project Builders 1–5 for this unit and ask each other these questions.

- 1 Who is your 'hero' and why do you look up to them?
- 2 Can you tell me one of your hero's achievements?
- 3 Can you tell me one of the difficulties that your hero has overcome?
- 4 What is the easiest question in your quiz?
- 5 What is the most interesting fact in the biography of your hero?

- 2 Read your quiz and check that the answers to the questions are in the biography or one of the other Project Builders.

Use your
Project Log
 p24–26



DECIDE

- 3 Your fan page will have the following four sections. Decide which information from your Project Builders needs to go in which section.

Section 1	Main achievements
Section 2	Biography
Section 3	Random / Interesting facts
Section 4	Quiz



- 4 Plan your fan page. Decide where each section will go and what kind of photos or artwork you will need.

- 5 34 Listen to Ollie and Chloe discussing the designs for their fan pages. What change does each person decide to make as a result of advice?

Ollie:

Chloe:

- 6 34 Listen again. Circle the *Key phrases* they use.

KEY PHRASES

Agreeing

- You're probably right.
- I suppose so. But ...
- I see what you mean.
- That's true.
- That's a good point.
- I guess so, but ...

- 7 Discuss the designs for your fan pages. Use the *Key phrases* above from the dialogue to react to comments and advice.



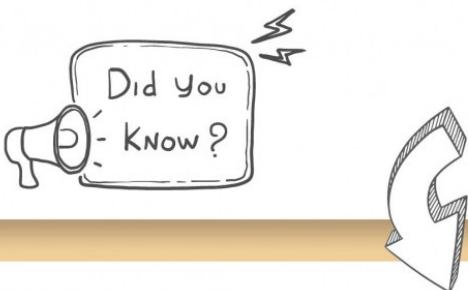
CREATE

PROJECT SKILLS Reliable sources

When you need to find information online, make sure that your sources are reliable. Use websites that you trust. It's also a good idea to check that the same information appears on more than one website. However, make sure that the two sources are independent, because some sites simply copy text from other websites.



- 8 Read the *Project skills*. Then look at the information about your hero and check online to make sure it is reliable. Is it:
 - from a reliable website?
 - confirmed by more than one independent source?
- 9 Create your fan page following your design. If you include answers to your quiz, cover them.



PRESENT

- 10 Display your fan page for your classmates to see.
- 11 Look at other students' fan pages. Decide which one has:
 - the most unusual celebrity.
 - the most interesting information.
 - the easiest / most difficult quiz.
 - a fact that you didn't know.



REFLECT

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

COLLABORATION

- 1 Our group can discuss the best designs for our project.



CREATIVITY

- 2 Our group can present information in different ways.



COMMUNICATION

- 3 Our group can ask and answer questions about each other's projects.



- 13 Complete the sentences for you.

1 I am happy with our fan page because _____

2 I want to improve _____

Workbook Project Log p27

7 Brilliant!



UNIT OBJECTIVES

YOUR PROJECT Give a presentation about brilliant ideas and creations

Project Builders 1–5:

- 1 Choose three ideas that changed the world.
- 2 Invent something to make the world a better place.
- 3 Choose a brilliant piece of creative art.
- 4 Choose your favourite song with English lyrics.
- 5 Write an opinion essay about an important discovery.

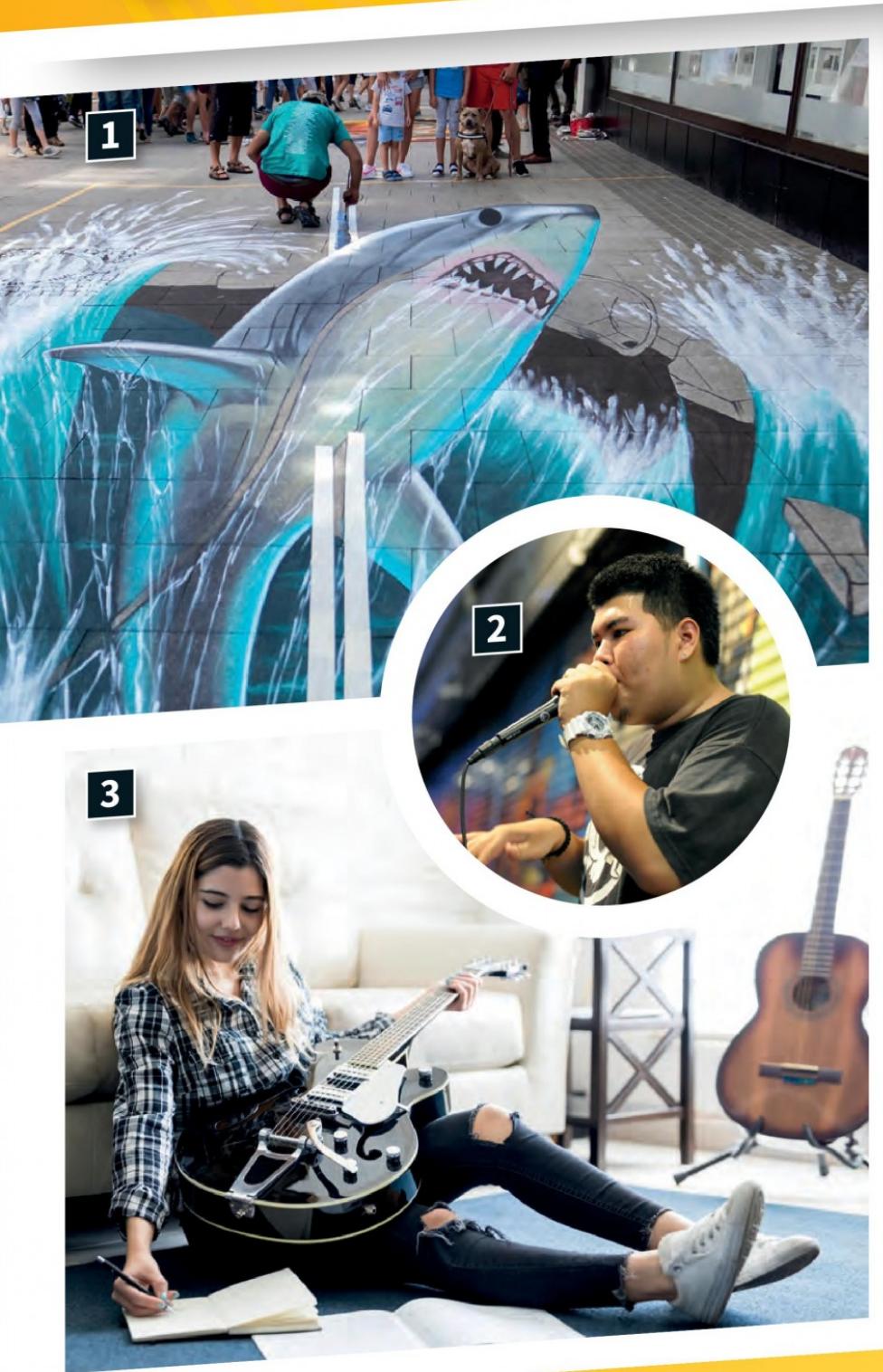
Give your presentation.

VOCABULARY

- Wordbuilding: verbs and nouns
- Talking about music

GRAMMAR

- Passive: present simple and past simple



LESSON OBJECTIVES

- Talk about the importance of inspiration
- Talk about 'big ideas' which have changed the world

WARM-UP

- 1 **THINK** Look at photos 1–4. Match them with the people in the box. Then read the definition of *inspiration*. Why do these people need inspiration for their work?

a rapper an inventor
 a songwriter a street artist

inspiration (n):

- 1 someone or something that gives you good ideas
- 2 receiving a sudden good idea

- 2 **TALK** Suggest other people who need inspiration for their work. Explain why.

- 3 **TALK** Think about where you might look for inspiration if you were one of the people from exercises 1 and 2.

- 4 **VIDEO** Watch the vlog. Do Alice and Simon try any of your ideas from exercise 3? What is their problem and how do they solve it in the end?

Their problem: _____

How do they solve it: _____



- 5 **VIDEO** Watch the vlog again and answer the questions.

- 1 What is a vision board? Describe it in your own words.
- 2 What does Alice draw on her vision board? Why?
- 3 What does Simon do while Alice is searching the internet?
- 4 What happens when Alice tries meditation?
- 5 What does Simon need to do in order to finish the vlog?
- 6 Why do you think Alice suggests doing more meditation?

- 6 **PEOPLES** Look at the world-changing ideas in the box. Which are inventions and which are discoveries? Explain the difference. Sort the ideas into inventions and discoveries.

antibiotics cars computers electricity
fire the internet money music schools
smartphones the wheel writing

inventions	discoveries

- 7 **TALK** Decide which idea from exercise 6 is the most important. Explain your choice using the *Key phrases*.

In my opinion, electricity is the most important breakthrough because ...

KEY PHRASES

Giving reasons

- | | |
|---|---|
| It's saved a lot of lives. | You can't imagine the world without it. |
| It's a very original idea. | It completely changed the world. |
| It's made a huge difference to everyday life. | It made lots of other things possible. |
| It's an essential part of the modern world. | |

PROJECT BUILDER 1

Choose three ideas that changed the world.

→ Workbook **Project Log** p28



- 8 **PEOPLES** Suggest other ideas like the ones in exercise 6. Explain why they are important.

I think aeroplanes are an important invention because they allow people to see the world and experience other cultures.

- 9 **PEOPLES** Agree on the three most important ideas. Choose ideas from exercise 6 or exercise 8. Record your choices and reasons.

Idea	Reason for choosing it
1 Electricity	Because ...
2 Antibiotics	Because ...

7.2 WHAT A CLEVER IDEA!

LESSON OBJECTIVES

- Describe machines and inventions
- Use the passive in the present

VOCABULARY



- 1 Look at the photos. Describe the inventions using the **Key phrases** and the words in the box.

It's made of wood and plastic. It's used for cutting bread and also for ...

KEY PHRASES

Describing inventions

It's made of ... (fabric / wood / plastic / metal, etc.)

It's used for ... (+ -ing form)

It's a type of ... (+ noun)

board handle holes hoop lights net tube
wheels

- 2 Look at the related verbs and nouns in the box. Which noun ending is the most frequent? _____

attach – attachment attract – attraction
combine – combination contain – container
create – creation design – design
develop – development inspire – inspiration
intend – intention invent – invention
power – power

- 3 Complete the sentences with a verb or a noun from exercise 2. Match each sentence to the correct invention A–D.

- C It's a **combination** of a scooter and a suitcase.
1 _____ The _____ for this probably came from seeing rubbish on the ground.
2 _____ The main _____ is to make activities at night easier and safer.
3 _____ You could _____ it to a wall outside your kitchen.
4 _____ It would probably _____ birds to your garden.
5 _____ It's an _____ which travellers will find very useful.
6 _____ You need batteries to _____ the lights.
7 _____ You need to put a _____ below it for rubbish or recycling.

- 4 Decide which of the inventions in exercise 1 is the best idea. Give reasons.

- 5 **MEDIATION** Look online for more gadgets and inventions. Find one that is a really bad idea, in your opinion. Tell the class about it using **Key phrases** from exercise 1.

GRAMMAR

Passive: present simple

- 6 Look at the adverts below. Which product is the best idea do you think?

The image displays four product advertisements labeled A, B, C, and D. Ad A: BUZZ B-GONE, It kills insects without chemicals. Ad B: GlocalMe Mobile Wi-Fi, It provides a personal Wi-Fi hotspot, wherever you are. Ad C: Serafim Keybo, It transforms any desk or table into a keyboard. Ad D: Lifestraw, It makes dirty water safe to drink, instantly.

- 7 Read the paragraph below and match it with one of the inventions from exercise 6. Then look at the highlighted verb forms. Are they present or past?

It's main aim is to protect people in developing countries from serious diseases. However, the product is used in many other situations too – for example, on camping trips and excursions. When you drink water through it, harmful bacteria and dirt are removed by a special filter.

- 8 Read about the passive and complete the examples. Use the highlighted verb forms in exercise 7 to help you.

Passive: present simple

We form the **passive (present simple)** with the present tense of *be* and a past participle. We can add *by ...* to say who or what performs the action.

Affirmative This aeroplane¹ powered by solar energy.

Thousands of flights² made every day.

Negative This product³ sold in shops, only online.

The insects⁴ killed by chemicals.

Question⁵ this device used by the police?

..... these gadgets made in Europe?

CHECK IT! ➔ MY GRAMMAR REFERENCE & PRACTICE p118

- 9 Complete the product descriptions with the present simple passive of the verbs in the brackets. Then match each text 1–3 with an invention in exercise 6.

1 This product is **designed** (design) to solve a familiar problem: getting online when you are travelling. The answer is to take a personal Wi-Fi hotspot with you. (Sometimes, this¹ (know) as Mi-Fi.) With this device, fast and reliable internet access² (maintain) even when several devices³ (connect) at the same time.

2 This device is an eco-friendly way to kill mosquitos. The insects⁴ (attract) by a special lamp. Then they⁵ (catch) by the electric fan. One of the good things about this product is that the insects⁶ (kill) without the use of chemicals.

3 Portable keyboards for phones and tablets are not a new idea, but this product goes one step further. A keyboard⁷ (project) onto a table or desk using a special laser. What's more, a normal keyboard and a piano keyboard⁸ (both / include) – and the device is also a portable charger.

- 10 Complete the text about the Lightyear One car. Use the present simple passive of the verbs in the box.



attach design make power protect sell

Every year, more than 3 million electric vehicles (EVs) are **sold** and that number is rising fast. That's good news for the environment because EVs don't create pollution.

Lightyear One is a new type of electric car. It's even better for the environment because it¹ by solar energy. Solar panels² to the top of the car. These panels³ by very strong glass. The car⁴ to travel for hundreds of kilometres without having to stop.

But it isn't all good news. Only a few hundred Lightyear One cars⁵ each year and they are very expensive: the price is €150,000 plus taxes!

PROJECT BUILDER 2

Invent something to make the world a better place.

➔ Workbook **Project Log** p28



- 11 You are going to include an imaginary new invention in your presentation. Discuss ideas for things that would make the world better a better place if they existed. Think about:

- new forms of transport
- new ways of curing / preventing diseases
- new gadgets for improving education
- new ways to have fun

- 12 Choose your best idea as a group. Then think of more details. Use the questions below to help you.

- What is the name for your invention?
- What is it designed to do?
- Who is it used by?
- How does it make the world a better place?

7.3 BRILLIANT OR BARMY?

LESSON OBJECTIVES

- Read about unusual works of art and give your opinion of them
- Scan a text for important information
- Learn about relative pronouns and relative clauses



Inspired?

Modern art divides opinion. Its fans love it because it expresses original ideas in exciting new ways. But others find it confusing and ridiculous. These three works were created by successful artists – but are they really inspired or just unusual?

5 Our first work is a piece of music called *As Slow As Possible*. It was written by John Cage, an American composer, in the 1980s. For nearly two decades, it wasn't performed, for one simple reason: the piece lasts 639 years! But 10 then, a group of musicians in Germany built a special instrument that could play the piece automatically. The performance began in 2001, but the first notes weren't heard until 2002 because the piece begins with a pause of 18 months. In September 2020, another special moment was enjoyed by music fans: the notes changed. It was the first change for seven years!



The Artist Is Present is the title of a piece of performance art. It was created by Marina Abramović, who was born 25 in Serbia.

In 2010, Abramović sat at a table in the Museum of Modern Art in New York for 736 hours. She was visited 30 by members of the public, who sat opposite her. Abramović didn't speak to any of the visitors; she simply stared at them. Clearly, different people were affected in different 35 ways by this experience. Often, the visitors cried, although they did not always know why. One man visited the museum every day and sat opposite Abramović 21 times. But 40 others were confused by the work. 'Why is that art?' they asked.



Our final work of art was completed in 1982. It is by an artist called Armand Pierre Fernandez, also known as

45 Arman. Arman was born in France but later became an American citizen. As a child, Arman was inspired by the works of Vincent van Gogh and became an excellent painter. As 50 he got older, his style changed and he began to use everyday objects in his art. The sculpture *Long Term Parking* was built using 60 old cars and 18,000 kilos 55 of concrete. Because of its size – it is 18 metres tall – the work 60 certainly makes a big impression. But is it really art, or is it (literally) a pile 65 of rubbish?



READING

- 1 **THINK** Translate this quotation into your own language. Can you explain its meaning in your own words? Do you agree with it?

'Art is a lie that makes us realize the truth.' Pablo Picasso



We can find specific information in a text by scanning for key words, numbers and words which begin with capital letters (for example, names and places).

- 2 Read the Skill UP! Scan the article and answer the questions.

- 1 How long does *As Slow As Possible* last? _____
- 2 When did John Cage compose *As Slow As Possible*? _____
- 3 What country is Marina Abramović from? _____
- 4 How tall is the sculpture *Long Term Parking*? _____

- 3 35 Read and listen to the article. Are the sentences true (T) or false (F)? Correct the false sentences.

- 1 A performance of *As Slow As Possible* is taking place now in Germany. _____
- 2 In September 2020, a very long silence in *As Slow As Possible* ended. _____
- 3 Marina Abramović often cried while she was staring at visitors. _____
- 4 The artist Armand Pierre Fernandez was born in the USA, but lived in France. _____
- 5 The sculpture *Long Term Parking* was made with 70 new cars. _____

- 4 **THINK** What do you think of each work of art in the article. Do you think they're inspired or just unusual? Why?

- 5**  **MEDIATION** Imagine you visited *The Artist Is Present* and sat opposite the artist. Tell your friend about the experience in your own language. Explain:
- where you were
 - who the artist was
 - what the experience was like

GRAMMAR

Passive: past simple

- 6** Look at the highlighted verbs in the article. Is each example a) singular or plural? b) affirmative or negative? c) past or present?
- 7** Read about the past simple passive. Complete the examples using the verbs in brackets.

Passive: past simple

We form the **passive (past simple)** with the past tense of *be* and a past participle. We can add *by ...* to say who or what performed the action.

- Affirmative That painting ¹ (sell) in 2020.
 Several works of art ² (buy) by a German museum.
 Negative That picture is fake: it ³ (not paint) by Goya.
 These statues ⁴ (not intend) to be works of art.
 Questions When ⁵ the art gallery (build)?
 Which famous buildings ⁷ (design) by Antoni Gaudí?

CHECK IT! MY GRAMMAR REFERENCE & PRACTICE p118

- 8** Complete the sentences with the past simple passive form of the verbs in brackets.

The prehistoric cave paintings at Lascaux were discovered (discover) by four teenagers in 1940.

- 1 Ancient Greek statues (paint) in different colours.
- 2 Art competitions (include) in the Olympic Games until 1948.
- 3 The smallest sculpture in the world (create) by Willard Wigan: it was a gold motorcycle inside a human hair.
- 4 The Surrealist film *Un Chien Andalou* (make) by Salvador Dalí and Luis Buñuel in 1929.
- 5 In 2018, a picture by Banksy (destroyed) automatically a few seconds after it (sell) for £1 million.

- 9** Complete the questions about art using the past simple passive.

- 1 When the Casa Batlló (design) by Antoni Gaudí?
- 2 How many colours (use) in *Movements in Squares* by Bridget Riley?
- 3 Which painting by Picasso (sell) in 2015 for \$179 million?
- 4 How the artist Frida Kahlo (injure)?
- 5 Where the *Mona Lisa* (display) before the Louvre Museum?
- 6 What creatures (use) to make red paint in the 16th century?

- 10**  Ask and answer the questions from exercise 9. Choose your answers from the box below.

2 in 1904 in a bus accident insects
 in Napoleon's bedroom *Les Femmes d'Alger*

When was the Casa Batlló designed by Antoni Gaudí?

In 1904.



Choose a few of these contemporary artists: Banksy, Mr Doodle, Takashi Murakami, Chike Obeagu, Pamela Phatsimo Sunstrum, Amy Sherald, Ephrem Solomon, Kara Walker and Haegue Yang. Look online and find examples of their work. Which do you like the best?

PROJECT BUILDER 3

Choose a piece of creative art to talk about.

 Workbook Project Log p29



- 11**  Tell the group about a piece of art that you like. Try to explain why you like it. Use the adjectives in the box to help you.

beautiful clever colourful inspired modern
 original traditional unusual

- 12**  Agree on one piece of art for your presentation. You might choose it for one or more of these reasons:

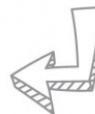
- you all agree that it is 'inspired'.
- you think your classmates will find it interesting.
- you know some interesting facts about the artist.
- there is a connection with your town or region.

- 13**  Write 3–6 sentences about the piece of art you have chosen.

It was made / painted by an artist called ...

It was bought / sold for €X million in ...

It is / was displayed in ...



7.4 MUSICAL GENIUS

LESSON OBJECTIVES

- Use nouns to discuss songs
- Test your knowledge of music in a quiz
- Practise identifying names in a listening text

VOCABULARY

1 Compare your musical likes and dislikes. Which genres of music do you listen to? Why do you like them? Are there any genres that you really dislike?

2 Complete the quiz questions with the words for talking about music in the box.

chorus duet lyrics melody rhythm single
songwriter vocalist



1

Which famous British singer and
1 _____ has had hits with
Beyoncé, Eminem and Stormzy?

2

In the animated film *Sing*, who sang a
2 _____ with Stevie Wonder which begins
with these 3 _____?

*See the girl with the diamonds and the shoes? Yeah!
She walks around like she's got nothin' to lose.
Yes she's a go-getter, she's everybody's type,
She's a queen of the city but she don't believe the hype.*



3

Which rock and roll star from the 1950s and 1960s
said, '4 _____ is something you either have
or don't have.?'

4

Which singer-songwriter had a
number 1⁵ _____ in 2019
with *Bad Guy*?



5

Which female 6 _____ had
hits with *Poker Face* and *Rain on me*.



6

Whose biggest hit has a 7 _____ which begins:
Cause the players gonna play, play, play, play, play
And the haters gonna hate, hate, hate, hate, hate
Baby, I'm just gonna shake, shake, shake, shake, shake
I shake it off, I shake it off*
* 'gonna' = 'going to'

7

Which former member of the Beatles said that the
8 _____ of the song *Yesterday* came to him
in a dream?

3 Answer the quiz questions in exercise 2 with the people in the box.

Ariana Grande Billie Eilish Ed Sheeran
Elvis Presley Lady Gaga Paul McCartney
Taylor Swift

4 Write the name of a song that:

- has happy or sad lyrics.
- is performed by the songwriter.
- is a duet between two famous performers.

5 Share your answers to exercise 4 with the class.
Which song would you most like to listen to?

LISTENING

6 Discuss the questions.

- Do you listen to albums or just songs?
- When you listen to songs, how important to you are the lyrics?
- Can you remember any song lyrics in English?



Listen carefully to the introduction to predict what information the listening text is likely to include.

7 36 Read the *Skill UP!* and listen to part 1 of the biography and predict what the rest of the text will include. Choose A, B, C or D.

- Information about Michael Kiwanuka's personal life and career.
- A review of Michael Kiwanuka's third album.
- A list of songs which deal with the problem of racial inequalities.
- Information about different albums with unusual titles.



- 8 37 Listen to part 2 and check your answer to exercise 7. Then say whether each of the four titles below is an album, a single or a TV show.

- 1 *Big Little Lies* _____
2 *Cold Little Heart* _____
3 *KIWANUKA* _____
4 *Love & Hate* _____

- 9 37 Listen to part 2 again. For questions 1–6, circle the correct answer: A, B, C or D.

- 1 Michael Kiwanuka
A was born in Uganda, but moved to London as a child.
B was born in London, but lived in Uganda as a child.
C moved to London while his family stayed in Uganda.
D was born in London and lived there as a child.
- 2 Michael was very aware of racial inequalities because he:
A was often the victim of racism.
B saw few people of colour in positions of responsibility.
C often saw everyday racism in London.
D could not get a job with a music company.
- 3 Apart from racial inequality, what else damaged Michael's confidence?
A He had to use a different name.
B He was not allowed to play African music.
C Other musicians were not keen to work with him.
D People suggested that his name was not suitable.
- 4 What happened after Michael's album *Love & Hate* was released in 2016?
A He became better known and more confident as a musician.
B He changed direction and began writing music for TV shows.
C He became more famous, but not more confident.
D He changed the name of the album to *Cold Little Heart*.
- 5 Why did Michael's self confidence increase?
A He began to view his work more positively.
B He started to have some brilliant new ideas.
C He realized that his new album was better than his 2016 album.
D He began to make art as well as making music.
- 6 Overall, the biography explains
A how Kiwanuka first became successful.
B why the title of Kiwanuka's third album is significant.
C how Kiwanuka fought against racism in the music industry.
D why albums are more important than singles.

PRONUNCIATION Word stress

In words with two or more syllables, one syllable has the main stress. Knowing which syllable has the stress is important for both saying and recognizing the word.

confident = CON-fi-dent *important* = im-POR-tant

- 10 38 Read the Pronunciation. Then listen and repeat the words in the box from the biography. Which syllable has the main stress?

experiences inequalities interview performer
songwriter uncomfortable

LIFE SKILLS It's important to believe in yourself to achieve your dreams. Have confidence in your ideas and be prepared to work for them.

- 11 **MEDIATION** Imagine you want to tell an English-speaking friend about Michael Kiwanuka. Write a short message about his life and music. Use information from the listening.
Hi! I've just found out about a singer-songwriter called Michael Kiwanuka. He ...



Listen to some of Michael Kiwanuka's songs online. Choose a song and read the lyrics. What do you think of his music?

PROJECT BUILDER 4

Choose your favourite song with English lyrics.

Workbook Project Log p29

- 12 Talk about some of your favourite songs with English lyrics. Choose one song to include in your presentation. To make your choice, think about whether you want to have a song:

- which you all like.
- which your classmates probably won't know.
- by a singer-songwriter who also writes songs in your language.
- by a singer-songwriter who has faced problems in his or her life.



- 13 Find out and write down information about the song for your presentation. Include:

- the title of the song and the performer / songwriter.
- what the song is about / why it was written.
- why the song is good, in your opinion.
- some of the most important lyrics.



7.5 PERSONALLY, I'D GO FOR THIS ONE

LESSON OBJECTIVES

- Learn phrases for making choices
- Use intonation to express emotion

SPEAKING

1 Imagine you are buying a piece of artwork for your bedroom wall. What type of artwork would you choose? Tell your partner, using some of the words below.

- a painting or a photograph?
- modern or traditional?
- an abstract picture?
- a person? (who?)
- in colour or black and white?
- a place? (where?)

I'd choose ... for my bedroom because ...

2 Watch the first part of the video. Are the sentences true (T) or false (F)? Correct the false sentences.

- 1 Alfie had a geography test at school. _____
- 2 Olivia is not very keen on surprises. _____
- 3 Olivia really likes the phone case that Alfie gives her. _____
- 4 Alfie and Olivia can't agree on which photo is best for her art project. _____
- 5 Olivia asks Alfie to check her phone because she's expecting a text from Connor. _____

3 Read the *Key phrases*. Watch the first part of the video again. Circle the phrases Alfie and Olivia use.

KEY PHRASES

Expressing pros and cons

This one is ... But on the other hand, it ...

I really like this one. But at the same time, ...

I'm not very keen on it. Having said that, ...

Making a choice

I think the best option is ...

Personally, I'd go for this one.

For me, it's a choice between these two.

Rejecting other options

Personally, I wouldn't choose that one, because ...

I don't think the other one is a good choice, because ...



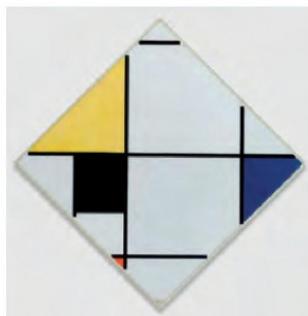
We can use intonation to express different emotions.

4 Read the *Skill UP!* and watch extracts 1–6 from the video. Circle the correct emotion. Then repeat the lines from the video, copying the intonation and emotion.

- | | |
|------------------------|---------------------|
| 1 positive / uncertain | 4 uncertain / happy |
| 2 excited / impatient | 5 bored / excited |
| 3 angry / suspicious | 6 angry / surprised |

5 Watch the second part of the video and answer the questions.

- 1 Where is Olivia going on Saturday evening?
- 2 Who is she going with?
- 3 How do you think Alfie feels about Olivia's plans?
- 4 Do you think Alfie will go to the event on Saturday? Why / Why not?
- 5 Do you think Alfie will invite anyone to the event? If so, who will he invite?



6 Look at the pictures. Imagine you have to choose one of them for your classroom wall. Make notes about which picture you would choose and why. Use words from exercise 1 and your own ideas.

7 Role play a dialogue in which you choose a picture for the classroom wall. Use your notes from exercise 6 and the *Key phrases* to discuss your opinions.

We need to choose a picture for our classroom. What do you reckon?

Personally, I'd go for this one because ...

7.6 AN OPINION ESSAY

LESSON OBJECTIVES

- Write an opinion essay about an important discovery
- Learn phrases for discoveries and inventions

WRITING

- 1 Read the essay. Explain in one sentence why the writer has chosen antibiotics as the most important discovery in history.

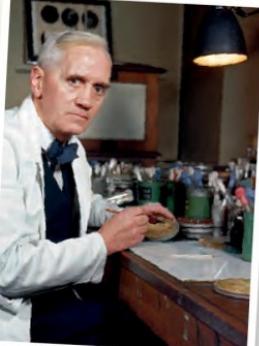
The most important discovery in history: antibiotics

1 In my opinion, the most important breakthrough in history was the discovery of antibiotics. They were first developed in 1928 by Alexander Fleming and since then have saved millions of lives.

2 Many serious diseases are caused by bacteria. These diseases can be cured by antibiotics, but before antibiotics, doctors had no way of fighting them. Even a minor injury could cause a deadly infection. Children were most at risk. In 1900, more than a third of children died before their 5th birthday.

3 In developing countries, antibiotics have had a dramatic effect on health. Infections during childhood can cause serious health problems in later life. Antibiotics can treat infections and prevent problems. They are widely used because they are not as expensive as many other medicines.

4 Overall, antibiotics have had a very positive impact on the world. However, if antibiotics are used too much, they might stop being effective. We should only use them when necessary, so that future generations can enjoy their benefits.



When you write an essay:

- Organize your ideas into paragraphs. Begin with an introduction and end with a conclusion. Make sure each of the middle paragraphs has a clear and separate topic.
- Avoid very informal language. You may want to use passive forms when you are focussing on events rather than people.



- 2 Read the Skill UP! Then read the essay again and answer the questions. Which paragraph contains:

- A information about the health of children today? _____
- B a fact about the discovery of antibiotics? _____
- C a fact about the health of children a hundred years ago? _____
- D a warning about the future? _____

- 3 Find examples of passive forms in the essay. Which are present and which are past?

- 4 Complete the *Key phrases* from the essay with the correct noun.

KEY PHRASES

Explaining discoveries

- The most important¹ _____ in history was ...
... have saved millions of² _____
... have had a dramatic³ _____ on health
... can prevent⁴ _____
... have had a very positive⁵ _____ on the world
... future generations can enjoy their⁶ _____

PROJECT BUILDER 5

Write an opinion essay about an important discovery.

→ Workbook Project Log p30

- 5 Write an essay on 'The most important discovery in history'.

A Plan

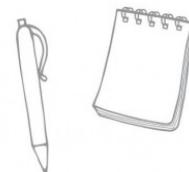
- Look back at Project Builder 1 and think about which discovery you are going to write about. If possible, members of the group should choose different topics.
- Make a paragraph plan for your essay using the Skill UP! and the essay in exercise 1 to help you.

B Write

- Follow your plan and the Skill UP! to write your essay. Include Key phrases from exercise 4 where possible.
- Use passive forms.

C Read and check

- Check your essay includes all the information from your plan.
- Check your spelling and grammar.



7 PROJECT

Give a presentation about brilliant ideas and creations

SHARE AND REVIEW

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

Which one involved:

- 1 choosing a song? _____
- 2 writing an essay? _____
- 3 choosing ideas that changed the world? _____
- 4 inventing something? _____
- 5 writing about a piece of creative art? _____

- 2 Are you happy with your choices from the Project Builders? Do you want to change any of them?

Use your
Project Log

p28–30



DECIDE

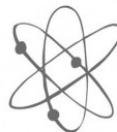
- 3 Plan a presentation in six parts. Decide:

- who will present each part of the presentation. This person is responsible for preparing the script for that part, too.
- what visual and audio support you need for each part of the presentation.

	Presenter	Script	Visual / Audio support
1 Introduction		Write 2–3 sentences.	
2 An important discovery		Use essay from Project Builder 5.	
3 Our brilliant invention			
4 An amazing piece of art			
5 An inspired song			
6 Conclusion		Write 2–3 sentences.	



CREATE



4 Listen to Katy, Ollie and Chloe giving part of their presentation. What are the three things they talk about? Which section from the table in exercise 3 is not included?

5 Listen again. Complete the *Key phrases*.

6 Write the script for your part of the presentation. Include phrases from exercise 5. Then show your script to the rest of the group and listen to their feedback. Decide if you want to make any changes to your script.

7 Create the visual support for your presentation using photos, presentation software or a poster. Prepare audio support too if necessary. Think about where you can find the visual and audio support you need.

KEY PHRASES

Making a presentation

Beginning a presentation (introduction)

- I'd like to begin by talking about ...
- In the ¹ of this presentation, we'll be looking at ...

Moving on to a new topic

- Now, it's ² to look at ...
- In the next part of this presentation, we'll be talking about ...
- Now we come to ...

Introducing the final part

- And that brings us to our final ³
- In the final part of this presentation, I'd like to ...
- Finally, we come to ...

Ending a presentation (conclusion)

- And that brings our presentation to an ⁴
- Thank you for watching our presentation.

PRESENT



PROJECT SKILLS Supporting each other

When you make a presentation as a group, make sure you help the other members of your group as much as you can.

Before the presentation

- Help them to rehearse and give them useful advice.
- Reassure them if they are nervous.

During the presentation

- Listen when they are speaking and do not distract them.
- Be ready to help if they forget what to say.

After the presentation

- Congratulate each other.
- Give positive feedback on each person's contribution.



8 Read the *Project skills*. Rehearse your presentation. Listen to each person read their script. Be supportive and give positive feedback.

Don't worry.
You'll be fine!

Remember to speak clearly!

9 Give your presentation to the class. Pay attention when other groups are giving their presentation.

10 In your opinion, which presentation:

- included the best visual and audio support?
- had the most interesting script?
- was the easiest to hear and understand?
- had the most original discovery, invention, song and piece of art?



REFLECT

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

COLLABORATION

- 1 Our group can help each other during and after a presentation.



CREATIVITY

- 2 Our group can add audio and visual support to a presentation.



COMMUNICATION

- 3 Our group can give a presentation that links different topics.



12 Complete the sentences for you.

1 I am happy with our presentation because

2 I want to improve

⇒ **Workbook Project Log** p31

8 Unexplained

UNIT OBJECTIVES

YOUR PROJECT Make a documentary video about a mystery

Project Builders 1–5:

- 1 Choose a topic and title for your video.
- 2 Discuss photos related to your mystery.
- 3 Write a script for a witness statement.
- 4 Decide what features to include in your video.
- 5 Write an introduction and conclusion for your video.

Film your documentary video.

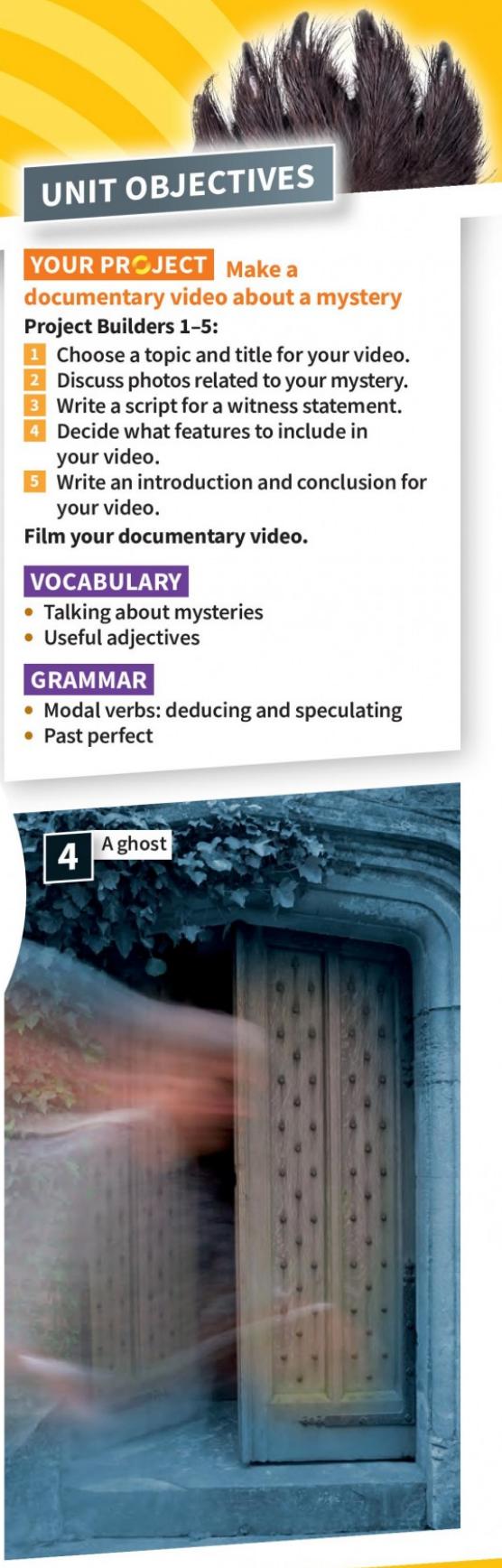
VOCABULARY

- Talking about mysteries
- Useful adjectives

GRAMMAR

- Modal verbs: deducing and speculating
- Past perfect

4 A ghost



1 A UFO

2 An alien

3 A yeti



LESSON OBJECTIVES

- Use phrases for describing photos
- Watch a video about mysteries

WARM-UP

- 1 Look at photos 1–4. Do they show things which really exist? Give reasons for your opinion.

I believe / don't believe in X because ...

I'm sceptical about X because ...

I can't decide whether X exist(s) because ...

- 2 Choose two photos each and describe them to your partner. Use the *Key phrases* to help you.

KEY PHRASES

Describing photos

This photo shows ...	There's some sort of (noun).
This is a photo of ...	There's a (noun) of some kind.
In this picture, you can see ...	There's what looks like a (noun).
In the foreground, ...	There's something that could/might be a (noun).
In the background, ...	
On the left / right, ...	



- 3 Video Watch the vlog and answer the questions.

- 1 What 'mystery' is Alice investigating?
- 2 When was Simon planning to eat his chocolate bar?
- 3 What did Simon do with the chocolate bar?
- 4 Who does Alice describe as the 'main suspect'?
- 5 What kind of mysterious creature does Alice blame for the 'crime'?
- 6 Where exactly in Alice's room does Simon find the chocolate wrapper?
- 7 How does Alice explain the chocolate wrapper in her room?
- 8 Who does Simon blame for the disappearance of his chocolate bar?

- 4 Complete the sentences from the vlog with the words in the box.

clue discover examine interview investigate
mystery provide start

We are going to **investigate** the **mystery** of the missing chocolate bar.

- 1 We'll _____ the investigation in the kitchen.
- 2 We must _____ the evidence.
- 3 I decided to _____ our main suspect.
- 4 Can you _____ any proof of that?
- 5 That's an important _____.
- 6 We've managed to _____ the truth!

- 5 Video Watch the vlog again and check your answers to exercise 4. Who do you believe: Alice or Simon? What do you think happened?

PROJECT BUILDER 1

Choose a topic and title for your video.

→ Workbook Project Log p32



- 6 You are going to make a short video about a mystery. Look at the topics in the box and say which you find most interesting. Are there any other similar topics that you are interested in?

aliens ghosts mysterious creatures (e.g. the yeti)
mysterious places (e.g. Atlantis) UFOs
unsolved mysteries unusual abilities (e.g. telepathy)

- 7 Agree on a topic for your video and complete the title. You can change this later in the unit if you like.

Unexplained: the mystery of ...

- 8 Look online and find some interesting photos of your mystery which you can use in your video.

8.2 IN SEARCH OF CRYPTIDS

LESSON OBJECTIVES

- Find out about cryptids
- Learn vocabulary for talking about mysteries
- Speculate and make deductions

VOCABULARY

- What do you know about the Bigfoot mystery? Do you know where it is supposed to live? Read the factfile and check your answers.
- Complete the Bigfoot factfile with the words for talking about mysteries in the box.

Verbs	analyse	claim	confirm	investigate	prove					
Nouns	belief	clues	creature	encounter	evidence	explanation	footprints	theory	trick	witnesses

BIGFOOT:

fact file

- Bigfoot (also known as Sasquatch) is a cryptid. A cryptid is an animal which some people believe is real, but nobody can prove it.
- For hundreds of years, there have been stories about a giant ape-like ¹ _____ that lives in the forests of Northwest America. Today, there are people who ² _____ these stories and try to ³ _____ whether they are true or false.
- In 1811, David Thompson, a British explorer, found huge ⁴ _____ in the snow. His Native American guides expressed their ⁵ _____ that these were from a sasquatch.
- Every year, hundreds of people ⁶ _____ that they have seen Bigfoot. These ⁷ _____ usually describe it as three metres tall with large feet.
- In 1976, the FBI agreed to ⁸ _____ some hairs that possibly came from a sasquatch. In fact, the ⁹ _____ was simpler: the hairs were from a deer.
- Matt Moneymaker is a Bigfoot expert who looks for ¹⁰ _____ in the forest. He had his first face-to-face ¹¹ _____ with a Sasquatch in 1995.
- Some Bigfoot experts have suggested a ¹² _____ that Bigfoot is a Gigantopithecus, a type of ape that most scientists believe is extinct.
- The most famous piece of ¹³ _____ is known as the 'Patterson-Gimlin film'. It clearly shows a large, ape-like creature – but of course, it could be a ¹⁴ _____!



3 Give your own opinion about Bigfoot. Do you think it really exists? Why / Why not? Include at least two words from exercise 2 in your answer.

4 Read the article about cryptids. Match the three real animals in the article with the photos 1–3. Why does the article mention them?

Cryptids:

Real or
fake?



For thousands of years, people have told stories about mysterious animals: enormous sea monsters, flying predators and giant apes. Most of them are probably imaginary creatures, but some of them may be real. When the British scientist George Shaw first saw a (dead) duck-billed platypus in Australia, his reaction was: this can't be a real animal – it must be fake! To Shaw, it looked like a mixture of three or four different animals, and he even tried to pull it apart. But platypuses are real animals; so are giant squid and Komodo dragons, which were both considered 'imaginary' until the 20th century. In theory, the scientists could be wrong again: Bigfoot and other cryptids might be real.





Find the Patterson-Gimlin film online. Watch the video and read about the story. Do you think the film proves that Bigfoot really exists?

GRAMMAR

Modal verbs: deducing and speculating

- 5 Complete the rules. Use the highlighted words in exercise 4 to help you.

Deducing

We use ¹ _____ be when we deduce that something is definitely true.

We use ² _____ be when we deduce that something definitely is *not* true.

Speculating

We use ³ _____ be, ⁴ _____ be or ⁵ _____ be when we speculate about something that is possibly true.

CHECK IT! → MY GRAMMAR REFERENCE & PRACTICE p120

- 6 Complete the sentences with *can't be*, *must be* or *may/might/could be*.

The animal in the background **might be** a wild cat or it **could be** a small bear.

- 1 This coat _____ yours. It's got your name in it.
- 2 That spider _____ dead. Look, it's moving!
- 3 That photo of a dog on the moon _____ real. It's impossible.
- 4 It took my sister three hours to walk home. She _____ exhausted!
- 5 Doctors don't know what caused the disease. It _____ a virus.

- 7 40 Listen again. Look at the photos. Then listen to two teenagers discussing one of the cryptids. Which one are they talking about?



Loch Ness Monster, Scotland



Beast of Bodmin, England



Ahool, Indonesia

- 8 40 Listen again. Complete the summary of each person's opinion. Use *can't be*, *must be* or *may/might/could be*. Who do you agree with more?

In Leya's opinion, it ¹ _____ a panther or some other kind of big cat. It ² _____ an animal that has escaped from a zoo. It ³ _____ a dog because the tail is too long.

In Jack's opinion, it ⁴ _____ a dog because big cats don't live in England. He thinks the tail ⁵ _____ bigger in the photo.

- 9 **MEDIATION** Choose one of the other cryptids each from exercise 7. Look online for information about it. Then tell your partner what you have discovered.

PROJECT BUILDER 2

Discuss photos related to your mystery.

→ Workbook Project Log p32

- 10 **PEOPLES** Look at the photos of your mystery. Choose two or three to talk about in your video.

- 11 **PEOPLES** Write 3–5 sentences about each photo. Describe them using the Key phrases in exercise 2 on page 93. Speculate about possible explanations for your photos using language from this lesson.

In this photo, you can see ...

In the foreground, there's what looks like ...

It can't be a because ...

It might be ...



8.3 MYSTERY FILES

LESSON OBJECTIVES

- Read a *Sherlock Holmes* mystery story
- Use the past perfect
- Decode a secret message

READING

- 1 Look at the picture and the factfile. Have you ever seen or read any *Sherlock Holmes* stories? What do you know about Sherlock Holmes?

FACTFILE

Name
Sherlock Holmes



Occupation
Private detective

Assistant
Dr Watson

Address
221B Baker Street, London

Real or fictional?
Fictional – created by Arthur Conan Doyle

- 2 41 Read and listen to an extract from a *Sherlock Holmes* story called *The Adventure of the Dancing Men*. Why did Mr Cubitt send Sherlock Holmes the picture?

- 3 Circle the correct option.

- What does Dr Watson think **in / of** the drawing?
- Who arrives **at / to** the house while Holmes and Watson are discussing the drawing?
- What can Mr Cubitt see **in / of** his wife's eyes?
- What did Elsie talk to Mr Cubitt **about / with** just before their wedding?
- What did Elsie throw **in / to** the fire?
- What did Mr Cubitt find **in / on** his garden yesterday?

- 4 Ask and answer the questions in exercise 3.



Information can be expressed with different degrees of certainty. This is often shown by modal verbs (*might be*, *must be*, etc.) or adverbs (*possibly*, *definitely*, etc.).

- 5 Read the Skill UP! and answer yes (Y) or no (N) to the questions using evidence from the story.

- At first, is Watson certain that it is a child's drawing? _____
- Is Holmes certain that the drawing is a joke? _____
- Is Mr Cubitt certain that the drawing is not a joke? _____
- Is Holmes certain that he can help Mr Cubitt? _____

The Adventure of the Dancing Men

'Here is an unexplained mystery,' said Holmes, giving me a piece of paper. 'What do you think of it?'

On the paper, there was a simple picture: a row of dancing men. It looked like this:



5 'Surely, it must be a child's drawing,' I said. 'What else could it be?'

'That is what Mr Hilton Cubitt from Norfolk wants to know,' replied Holmes. 'He is very worried about the drawing. He is coming here today.'

10 Just then, there was a knock at the door and a tall, red-faced man entered. Before he had sat down, he noticed the piece of paper. 'What do you think of it, Mr Holmes?'

'It might be a childish joke,' said Holmes. 'Why do you think it is important?'

'It can't be a joke. When my wife saw the drawing, she was terrified,' Mr Cubitt said. 'And she is still frightened. I can see it in her eyes. That's why I want to solve the mystery.'

20 'It's an unusual case,' said Holmes. 'Please, tell us everything – from the beginning.'

'Last year, I got married to an American woman called Elsie Patrick,' the visitor began. 'I **had met** her a month earlier and we **had fallen** in love. A few days before our 25 wedding, Elsie talked to me about her past. Before she came to London, she **had known** some very unpleasant people in her life. Even though **she had not done** anything wrong personally, she wanted to forget about her past and start again. I promised not to ask about 30 these painful memories.'

'We've been happily married for a year now. However, the trouble started about a month ago, when Elsie received a letter from America. As soon as she **had read** it, she threw it in the fire. She said nothing 35 about the letter – and I did not ask about it, because I **had promised** not to question her. Then, yesterday, I found a piece of paper in the garden. When I showed it to Elsie, she fell to the ground, unconscious. I decided to send the piece of paper to you at once.'

40 Can you help, Mr Holmes?'

'I may be able to,' Holmes replied.

GRAMMAR

Past perfect

- 6 Read the rules about the past perfect. Complete the examples with the verbs in brackets. Look at the highlighted verb forms in the story to help you.

Past perfect

We use the **past perfect** for an action or event that took place before a certain point in the past.

We form the **past perfect** with **had** + past participle.

Affirmative When I came downstairs, the thief

¹ (go)

Negative The thief ² many clues. (leave)

Question How many mistakes ³ the thief

⁴ ? (make)

CHECK IT! → MY GRAMMAR REFERENCE & PRACTICE p120

- 7 Read the next part of the story. Complete the sentences with the past perfect form of the verbs in brackets.

Two weeks **had passed** (pass) when Mr Cubitt came to visit Holmes again.

- 1 He and Elsie (receive) more pictures of dancing men.
2 Elsie (become) more worried and frightened but (not explain) why.
3 Mr Cubitt (see) a mysterious man in his garden, but he (not succeed) in catching the man.

- 8 Complete the next part of the story with the past perfect form of the verbs in the box.

be not die enter happen have receive wake

Two days later, Holmes and Watson travelled to Mr Cubitt's house but they were too late to prevent a tragedy.

Saunders, the maid gave this witness statement:

'I **had been** asleep for a few hours when a loud explosion woke me up. A minute later, there was another explosion. I knew that something terrible ¹ I ran to see Mrs King, the cook, in the next bedroom. The explosions ² her up too. Together, we went downstairs and into the study. Mr Cubitt was lying dead on the floor and his wife was sitting by the window. She ³ a serious wound but she ⁴ There was a gun on the floor. The window was closed and locked from the inside; nobody ⁵ the room. Clearly, Mr Cubitt and his wife ⁶ a terrible argument.'

- 9 Speculate about the answers to these questions.

- 1 Who do you think is responsible for Mr Cubitt's death?
- 2 Who is responsible for Elsie's injury?
- 3 Why are the pictures of the dancing men important?

- 10 42 Listen to how the story ends. Complete the sentences with one word in each gap.

Holmes works out that somebody fired a shot from the ¹ Holmes sends a ² to Slaney, who thinks it is from Elsie. Elsie's ³ invented the dancing men code. Elsie came to England to escape from a life of ⁴ Mr Slaney was part of the same ⁵ as Elsie's father.

- 11 **MEDIATION** Imagine you are talking to a friend who doesn't speak English. Explain the ending of *The Adventure of the Dancing Men* in your own language.

- 12 Look at the message in the story and below. What do they say? Use the key. What do the flags mean?



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

PROJECT BUILDER 3

Write a script for a witness statement.

→ Workbook Project Log p33

- 13 You are going to write a witness statement for your video like the one in exercise 8. Think about the topic of your video and decide what happened.

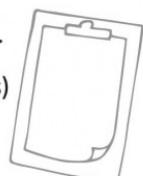
- Did the witness see a ghost, alien, cryptid or UFO?
- Was a crime taking place?
- Was somebody showing a supernatural ability?
- Had something happened in a mysterious place (Bermuda triangle / haunted house, etc.)?

- 14 Work together to plan your witness statement.

Make notes about:

- who the witness is and why they were there.
- what the witness saw and heard.
- what had happened before the witness arrived.

- 15 Write the witness statement (3–5 sentences) using your notes from exercise 14.



8.4 TREASURE HUNT

LESSON OBJECTIVES

- Use useful adjectives and two-part phrasal verbs
- Watch a video about a recent treasure hunt

VOCABULARY

- 1  Look at the photos. What could be the connection between them? Write a sentence which includes all four words.

island jewellery map pilot



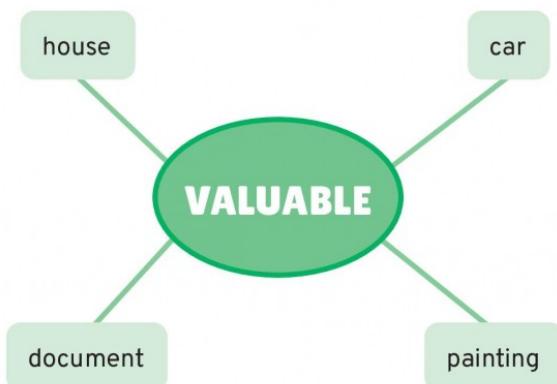
- 2  Look at the useful adjectives in the box. Which adjectives could you use to describe the nouns in exercise 1? More than one combination may be possible.

active complex experienced fascinating
financial illegal official private reliable
remote suitable valuable various worldwide



- 3  Look at the mind map. What other nouns could the adjective *valuable* describe? Add as many as you can in one minute.

- 4 Choose two more adjectives from the box in exercise 2 and make mind maps like the one in exercise 3. How many nouns can you add to them?



LISTENING

- 5 **Video** Watch the video. Are the sentences true (T) or false (F)? Correct the false sentences.

- 1 Forrest Fenn became rich as a result of owning an art gallery. _____
- 2 Forrest Fenn had the idea of hiding a treasure chest when he was in the US Air Force. _____
- 3 It took Fenn many years to collect the items for his treasure chest. _____
- 4 Fenn's book contained clues about the treasure and a map of its location. _____
- 5 Searching for the treasure was difficult, but there was no danger. _____
- 6 Ten years after Fenn buried the treasure, nobody had found it. _____
- 7 The person who found the treasure in the end was a friend of Fenn's. _____
- 8 When the treasure was found, everyone had to admit that Fenn had told the truth. _____

- 6 **Video** Watch the video again. Which adjectives from exercise 2 do you hear? What nouns do they describe?

- 7 Complete the sentences with the correct form of the phrasal verbs from the video.

call off carry out get over give away **give up**
make up set up take up

Some people even **gave up** their jobs to look for the hidden chest.

- 1 He has never the exact location of the chest.
- 2 When he had his illness, he still wanted to his plan.
- 3 There were demands for Fenn to the search.
- 4 He had a successful art gallery, which had earned him a lot of money.
- 5 They claimed that he had the whole story.
- 6 People started to buy the book and the challenge.

- 8 **MEDIATION** Imagine you are Forrest Fenn. Write a short announcement about the discovery of the treasure for your website.

- 9 **THINK** Discuss the questions.

- 1 Do you think Fenn really buried a treasure chest in the mountains? Give reasons for your opinion.
- 2 Do you think the treasure chest was really found?
- 3 What evidence would convince you that Fenn was telling the truth?

- 10 Read the *Video focus*. Which of the features does the video about Fenn's treasure have?

Video focus Making an interesting documentary

An interesting documentary will probably have some or all of these features:

- an introduction that raises questions
- atmospheric music
- a variety of sound effects
- visuals that support the information (maps, photos, etc.)
- on-screen titles that divide the video into sections
- a dramatic reconstruction of real events (with actors)
- a conclusion that leaves some questions open

LIFE SKILLS The internet contains a lot of incorrect information. Good strategies for checking for fake news include:

- asking yourself if it is a familiar and reliable source.
- finding the same information in another place.
- thinking about why somebody might invent it.

PROJECT BUILDER 4

Decide what features to include in your video.

Workbook **Project Log** p33



- 11 Look back at your work from Project Builders 2 and 3. Which features from the *Video focus* could you include to make each section more interesting?

- 12 Write down the features you discussed for each section in exercise 11. Then decide what you need to do to create these features.

Section	Feature	Actions
Speculating about mysterious photos	Atmospheric music	Find music online Download tracks
Witness statement		

8.5 IT'S UNLIKELY HE'LL BE HERE

LESSON OBJECTIVES

- Use phrases for speculating
- Practise the pronunciation of unstressed vowels

SPEAKING

- 1 What event is Olivia planning to go to with Connor? Is Alfie happy or sad about this? Why?

Use a range of phrases to express the same idea. Don't simply repeat the same phrase.

- 2 Read the *Skill UP!* and the *Key phrases*. Then speculate about what will happen next in the story.

KEY PHRASES

Speculating

I might ...	I may ...
I expect I'll ...	It's unlikely I'll ...
I don't expect I'll ...	I don't reckon I'll ...
I'll probably ...	The chances are I'll ...
I'm pretty sure I'll ...	I doubt I'll ...

Olivia may ...

I don't expect Alfie will ...

The chances are Alfie and Olivia will ...

It's unlikely Connor will ...

- 3 Watch the first part of the video. Were any of your ideas from exercise 2 correct? How do you think Olivia feels?

- 4 Look at the photos and read the captions. What do you think might happen in the second part of the video? Discuss your ideas with your partner.



A Olivia and Connor will get together.



B Alfie and Olivia will get together.



C Bianca and Connor will get together.



D Alfie and Olivia will have a big argument.

- 5 Watch the second part of the video. Were your predictions correct?

- 6 Watch the second part again. Why do the characters say these lines? How would you say them in your own language?

1 **Olivia** Why did you do that?

2 **Alfie** So you don't mind, then?

3 **Olivia** Go on ...

4 **Alfie** Well, you know ...

- 7 43 Read the *Pronunciation*. Then listen and repeat the words.

PRONUNCIATION The schwa /e/

The schwa is a neutral vowel sound that is very common in English on unstressed syllables. For example, the second syllable in these words is a schwa:

teacher mother speaker paper

- 8 44 Which of the names, Alfie, Olivia, Connor or Bianca is the only name that does not contain a schwa sound? Listen and check.

- 9 45 Practise saying these phrases from the video, being careful to pronounce the underlined vowels as a schwa. Then listen, check and repeat.

- summer job
- under sixteen
- you never know
- a lemonade, please

- 10 Prepare a role play in which you talk about your plans for the summer. (You can change the highlighted activities if you prefer.) Remember to use the *Key phrases* from exercise 2. Make notes.

Student A These are your plans for the summer. 1 You're not likely to get a job. 2 It's possible you will revise for your exams. 3 It's probable you will go abroad.

Student B These are your plans for the summer. 1 You're not likely to go abroad. 2 It's possible you will go camping. 3 It's probable you will visit family friends.

- 11 Role play your dialogue using your notes from exercise 10.

What are your plans for the summer?

I'm not sure. I don't expect I'll get a job. But I might ...

8.6 A DOCUMENTARY SCRIPT

LESSON OBJECTIVES

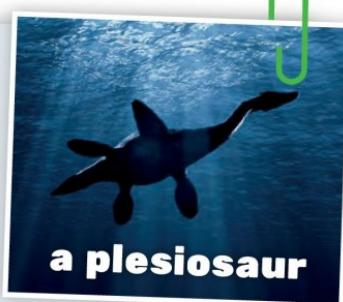
- Write the introduction and conclusion for your documentary
- Learn about effective introductions and conclusions
- Learn phrases for developing stories

WRITING

- 1 Read the introduction and conclusion of a documentary. What do people call the creature in the photo?

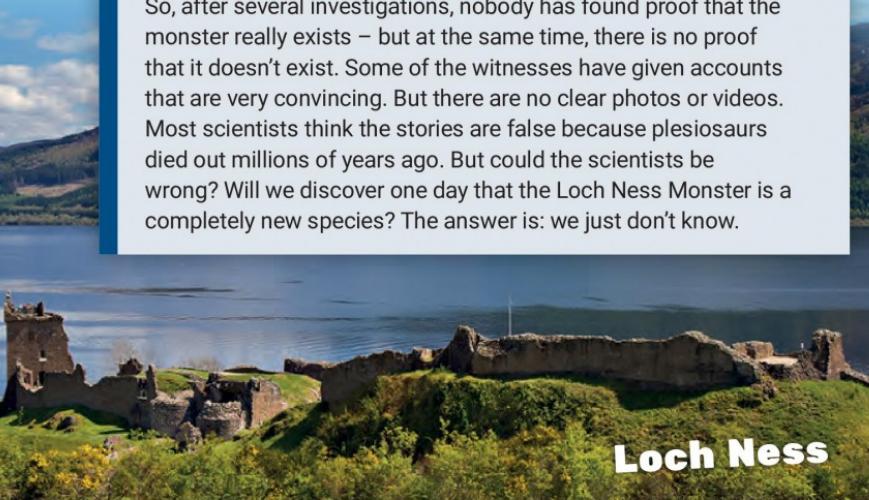
Introduction

The first rumours appeared more than 150 years ago. They described a strange, black creature in the waters of Loch Ness, in Scotland. Could it be a type of plesiosaur? There were also reports of strange events. People claimed that they had seen mysterious waves that were caused by a huge animal under the water. Newspapers printed stories about the creature: they called it the Loch Ness Monster.



Conclusion

So, after several investigations, nobody has found proof that the monster really exists – but at the same time, there is no proof that it doesn't exist. Some of the witnesses have given accounts that are very convincing. But there are no clear photos or videos. Most scientists think the stories are false because plesiosaurs died out millions of years ago. But could the scientists be wrong? Will we discover one day that the Loch Ness Monster is a completely new species? The answer is: we just don't know.



Loch Ness

PROJECT BUILDER 5 Write an introduction and a conclusion for your video.

→ Workbook Project Log p34

- 4 Write an introduction or a conclusion for your video script.

A Plan

- In your groups, decide who will write an introduction and who will write a conclusion.
- Choose at least one technique for your introduction or conclusion from the Skill UP!
- Look back at Project Builders 1–4 and think about what you have found out about your mystery.

B Write

- Write the introduction or conclusion using your plan.
- Use *could be / may be / might be* for speculation and *must be / can't be* for deductions.
- Include phrases from exercise 3 and vocabulary from the unit.

C Read and check

- Check your introduction or conclusion includes all the information from your plan.
- Check your spelling and grammar.
- Read each other's introductions and conclusions and tell each other what you like about them.



8 PROJECT

Make a documentary video about a mystery

SHARE AND REVIEW

1 Look at the plan for your video script. Prepare your work for your documentary.

- 1 For part 1, look at the introductions you wrote in Project Builder 5. Select your favourite or combine the best parts of each one.
- 2 For part 2, look at the sentences you wrote in Project Builder 2. Do you want to change any of them? Use the *Key phrases* in the Speaking lesson.
- 3 For part 3, look at the witness statement you wrote in Project Builder 3. Do you want to make any changes?
- 4 For part 4, look at the conclusions you wrote in Project Builder 5. Select your favourite or combine the best parts of each one.



DECIDE

3 Join the different parts into one complete script, following the plan in exercise 1. Add sentences to link the different parts together. Use the *Key phrases* or your own ideas.

KEY PHRASES

Continuity

- So that brings us to ...
- But what about ... ?
- But there is more to this mystery. For example, ...
- Even more fascinating is ...
- Other events are harder to explain. For example, ...
- Various other things remain unexplained. For example, ...

4 Allocate different roles to the members of the group. Decide who will:

- act out the witness statement for part 3 of the script.
- present the other sections.
- be responsible for filming the video.
- be responsible for finding or creating music, photos and effects.
- be responsible for editing the video.



Use your
Project Log

p32–34

2 Look back at your table from Project Builder 4. Decide which features you want to use in the introduction and conclusion. Add this information to the table.

Section	Features	Actions
Part 1: Introduction		
Part 2: Speculating about mysterious photos	Atmospheric music	Find suitable music online Download tracks
Part 3: Witness statement		
Part 4: Conclusion		

5 46 Read the *Project skills*. Then listen to Katy, Ollie and Chloe discussing their video. Which level of editing do they decide to use? Why do they make that decision?

PROJECT SKILLS Levels of editing

Choose a level of editing that reflects how much time you have, what software is available and how good you are at using editing software.

Your options are:

- No editing: Record sections in order. Include photos simply by filming them.
- Simple editing: Use a basic app to edit video clips and join them together.
- Advanced editing: Use editing software to join clips, add photos and audio, create visual effects and titles.



CREATE



- 6 Make a step-by-step plan for creating your video. Put the steps below into the best order for your video. Add any more steps that you think you need.

- Film the introduction and conclusion of your video.
- Decide what photos to include in the introduction and conclusion.
- Edit the video.
- Make a copy of the video.
- Rehearse reading the witness statement for part 3.
- Film the witness statement.
- Record the voice-over for part 2 of the documentary. Film the photos or decide to add them later, depending on the level of editing.
- Find any other elements you need for your documentary: music, sound effects, graphics, etc.



- 7 Follow your plan in exercise 6 to create your video.



PRESENT

- 8 Show all the documentaries in class. After each video, think of three questions to ask the video makers. You might want to ask if they:
- are sceptical about the mystery in their video.
 - changed their opinion while doing the research.
 - have any personal experiences related to the topic.
- 9 Give your opinion on each of the documentaries. Do you think there is a likely explanation for the mystery?



REFLECT

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

COLLABORATION

- 1 Our group can share tasks in a project.



DIGITAL

- 2 Our group can make an interesting and atmospheric video.



COMMUNICATION

- 3 Our group can ask and answer questions about videos.



- 11 Complete the sentences for you.

1 I am happy with our video because _____

2 I want to improve _____

⇒ **Workbook Project Log** p35

0 MY GRAMMAR REFERENCE AND PRACTICE

Present simple

- We use the present simple to talk about a) habits and routines, and b) facts and opinions.

Do you study every day?

She lives in Italy, but she doesn't like pasta.

Affirmative

I / You / We / They	like	tea.
He / She / It	likes	tea.
Negative		
I / You / We / They	don't like	tea.
He / She / It	doesn't like	tea.

Questions

Short answers

Do	I / you / we / they	like tea?	Yes, I / you / we / they do.	No, I / you / we / they don't.
Does	he / she / it	like tea?	Yes, he / she / it does.	No, he / she / it doesn't.

REMEMBER! We don't add -s or -es to the verb with *he / she / it* when it's a question or negative form.
She doesn't speak French. ✓
She doesn't speaks French. ✗

Present continuous

- We use the present continuous to talk about actions happening now or around the time of speaking.
We're watching a film.

Affirmative

Negative

I'm	reading.	I'm not	reading.
You / We / They are	reading.	You / We / They aren't	reading.
He / She / It is	reading.	He / She / It isn't	reading.

Questions

Short answers

Am I	reading?	Yes, I am.	No, I'm not.
Is he / she / it	reading?	Yes, he / she / it is.	No, he / she / it isn't.
Are you / we / they	reading?	Yes, you / we / they are.	No, you / we / they aren't.

The following verbs are not normally used in the present continuous: *hate, know, like, love, need, prefer, remember, understand.*

Do you know Max? (NOT: Are you knowing Max?)

Past simple: affirmative regular and irregular verbs

- We use the past simple to talk about finished actions or states in the past.
It was sunny yesterday, so he went to the beach.
- When we use the past simple, we often say when the action happened, e.g. *last winter, in 1999, ten minutes ago. They lived in China in 2015.*

Affirmative	I / You / He / She / It / We / They enjoyed the party.
Negative	I / You / He / She / It / We / They didn't enjoy the party.
Questions	Did I / you / he / she / it / we / they enjoy the party?

Regular verbs

play → played	live → lived
stop → stopped	study → studied

Irregular verbs

make → made	swim → swam
put → put	eat → ate
see → saw	write → wrote

See the list of irregular verbs on pages 127–128.

Comparative and superlative adjectives

	Adjective	Comparative	Superlative
Short adjectives	tall long	taller longer	the tallest the longest
Adjectives ending in -y	happy easy	happier easier	the happiest the easiest
Long adjectives	beautiful	more beautiful	the most beautiful
Irregular adjectives	good bad	better worse	the best the worst

- We use *less + adjective* to make negative comparisons. The superlative form of *less* is *least*.

Tennis is less exciting than football.

This is my least comfortable pair of trainers.

- We use *as + adjective + as* to say that things are equal. The negative form (*not as + adjective + as*) means the same as *less + adjective + than*.

She's as tall as her father.

Tennis isn't as exciting as football.

Present simple

- 1 Complete the sentences with the correct present simple form of the verbs in brackets.

- Do you (you/ share) a bedroom with your sister. Yes, I do.
- 1 We _____ (not go) to the same school.
 - 2 My brother _____ (get up) at 6.30 a.m.
 - 3 I _____ (not meet) my friends during the week.
 - 4 My friend _____ (catch) the bus to school, but I _____ (walk).
 - 5 _____ (your parents / cook) dinner every day? No, they _____.
 - 6 They _____ (not watch) much TV.

Present continuous

- 2 Complete the sentences with the present continuous form of the verbs in the box.

do drive not listen play sit swim talk

I'm doing my homework, so I can't come out.

- 1 _____ they _____ at the pool in town?
- 2 We're in the car. We _____ to the airport.
- 3 Dillon has got his headphones on. He _____ to you.
- 4 Sara's at the sports centre. She _____ tennis.
- 5 _____ your brother _____ on the grass?
- 6 Dad _____ on the phone at the moment, so he can't come to the door.

Present continuous and present simple

- 3 Complete the sentences with the correct present simple or continuous form of the verbs in brackets.

I don't like (like) beef burgers.

- 1 _____ she _____ (go) to Cardiff often?
- 2 _____ you _____ (work) at the moment?
- 3 They _____ (play) football now.
- 4 _____ you _____ (like) British food?
- 5 I _____ (watch) the film now.
- 6 They usually _____ (eat) dinner at home.
- 7 _____ he _____ (study) every day?

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

I'm learning (learn) to skateboard. It's difficult and I¹ _____ (fall off) quite often, but I always² _____ (wear) a helmet and other things to keep me safe. My brother is very good at it – he³ _____ (go) to a club every weekend. He⁴ _____ (practise) for a competition at the moment. I⁵ _____ (not understand) why I⁶ _____ (not get) better, but I'll keep trying!



Past simple: affirmative regular and irregular verbs

- 5 Complete the text with the correct past simple form of the verbs in brackets.

Last year we visited (visit) Edinburgh. We¹ _____ (go) for a break, but also to watch my mum run the marathon. We² _____ (stay) in a nice hotel and on the morning of the race, my mum³ _____ (eat) a big breakfast! She⁴ _____ (start) running at 10 a.m. We⁵ _____ (wait) at different places on the road to wave, but she⁶ _____ (run) past us! In the end, she⁷ _____ (do) really well.

Comparative and superlative adjectives

- 6 Complete the sentences with the correct comparative or superlative form of the adjectives in brackets.

- 1 Who is _____ (popular) actor in your country?
- 2 Simon is a good player, but Mark is a _____ (good) player than him. Michael is _____ (good) player.
- 3 Could you tell me _____ (quick) way to get to Seville from here?
- 4 Ellie is confident, but Hannah is _____ (confident) than her.
- 5 I've never been _____ (happy). This is _____ (happy) day of my life.

1 MY GRAMMAR REFERENCE AND PRACTICE

Permission, prohibition and obligation

can / can't (permission)

- We use *can* and *can't* to talk about permission and prohibition.

You can take a dictionary into the exam.

You can't speak during the exam.

- We use *can* to ask for permission and to give / refuse permission.

'Can I have a friend over tomorrow?' 'Yes, you can.'

'Can we eat in here?' 'No, you can't.'

Affirmative	Negative
I can go out.	I can't go out.
Question	Short answer
Can I go out?	Yes, you can. / No, you can't.

be allowed to

- We can use *be allowed to* instead of *can* to talk about permission and prohibition. *Be allowed to* is used with the infinitive without *to*.

'Am I allowed to stay out until 10 p.m.?' 'No, you aren't.'

Affirmative
I'm allowed to watch the film.
Negative
I'm not allowed to watch the film.
Questions
Am I allowed to watch the film?

have to / don't have to

- We use *have to* to talk about obligations.

'Do I have to read this book?' 'Yes, you do.'

- We use *don't / doesn't have to* when something isn't necessary.

I don't have to get up early tomorrow.

Affirmative
I / You / We / They have to study. He / She / It has to study.
Negative
I / You / We / They don't have to study. He / She / It doesn't have to study.
Questions
Do I / you / we / they have to study? Does he / she / it have to study?

must / mustn't

- In formal language and written rules, we use *must* to talk about obligation and *must not* (or *mustn't*) to talk about prohibition.

Your parents must sign this form before returning it.

Students must not leave the school during break time.

Affirmative

I / You / He / She / It / We / They must wear a uniform.

Negative

I / You / He / She / It / We / They mustn't wear trainers.

Ability and advice

can / can't (ability) and be able to

- We use *can / can't* to talk about abilities in the present.

Can you ski? Yes, I can.

- We use *could* and *couldn't* to talk about abilities in the past.

My sister could run very fast, but she couldn't ride a bike.

- We don't use *could* when we talk about a specific occasion in the past. We use *was / were able to*.

The dog escaped, but I was able to catch it. ✓

The dog escaped, but I could catch it. X

- We use *will / won't be able to* when we talk about ability in the future. There is no future form of *can*.

Past	Present	Future
Affirmative		
I could sing.	I can sing.	I will be able to sing.
Negative		
I couldn't sing.	I can't sing.	I won't be able to sing.
Questions		
Could you sing?	Can you sing?	Will you be able to sing?

should / ought to

- We use *should* or *ought to* to give advice.

You should buy your mother a birthday present.

You ought to buy your mother a birthday present.

Affirmative

You should go. / You ought to go.

Negative

We shouldn't go. / We ought not to go.

Questions

What should I do?

Permission, prohibition and obligation

1 Match the sentences to the meanings.

- F He should study harder.
1 Can we go now?
2 I could play the piano when I was seven.
3 We can't drive on this road – it's not for cars.
4 You don't have to do the ironing. I've done it.
5 All guests must leave on time.
- A obligation D not allowed
B not necessary E talking about ability
C asking for permission F giving advice

2 Circle the correct option.

You **don't have to** / **mustn't** hang out with Max if you don't want to.

- 1 You **aren't allowed to** / **don't have to** play video games while you are doing your homework.
2 Look – you **shouldn't** / **don't have to** put that plate into the dishwasher or it will break.
3 We **have** / **must** to do art every Wednesday at school.
4 **Do you have to** / **Can you** get up early on Saturdays?
5 I **don't have to** / **must** play board games with my gran, but I like it!

3 Complete the sentences with **mustn't** or **don't** / **doesn't have to**.

You **mustn't** use your mobile phone in the cinema.

- 1 You _____ wait for me. You can go home now.
2 Jess _____ wear those shoes to school. They're the wrong colour.
3 We _____ bring a football. We can use Martin's.
4 Tom _____ come to swimming classes. He already knows how to swim.
5 You _____ listen to loud music. It's bad for your ears.
6 You _____ ask the teacher. I can explain it to you.
7 You _____ forget your keys. I won't be here when you get home.

4 Circle the correct option.

Isabel **can** / **able** speak three languages.

- 1 I was **could** / **able to** play the guitar.
2 We **couldn't** / **can't** hear the teacher in class yesterday.
3 Will you **be able** / **be able to** play in the hockey match?
4 I'm **not allowed to** / **can't** watch TV after 9 p.m.
5 Dan **can** / **could** swim really well when he was young.
6 Is Sara **allowed to** / **can** come out tonight?
7 **Can you** / **Are you able** ski?

5 Write sentences about present or future ability. Use **can** where possible.

Lucy / pass the exam tomorrow
Lucy will be able to pass the exam tomorrow.

- 1 you / remember any good jokes?

- 2 Adriana / come to the party next Saturday, unfortunately

- 3 Read the directions carefully and you / find their house.

- 4 I / study and look after my brother

- 5 robots / have conversation with us one day?

6 Rewrite the sentences with **should** or **ought to**.

You should look for a job.

You ought to look for a job.

- 1 Someone ought to call an ambulance.

- 2 What do you think we should do?

- 3 Sam ought to clean his bike.

- 4 We should give him some money.

- 5 Ought I to say something?

- 6 They ought to be at school.

7 Circle the correct option(s).

Only one student _____ complete the test.

- A** was able to B was able C could
- 1 The weather was great, so we _____ walk in the mountains.
A could B were able to C was able to
- 2 In 2018 we _____ take a holiday.
A weren't able to B can't C couldn't
- 3 Matt _____ finish his dinner. He was full.
A wasn't able to B couldn't C weren't able to
- 4 My dad _____ play an instrument when he was young.
A wasn't able B can't C couldn't
- 5 I _____ buy a warm coat for winter last weekend.
A could B was able to C can
- 6 I _____ run 5 km last year, but this year I can run 10 km.
A was able B could C can

2 MY GRAMMAR REFERENCE AND PRACTICE

be going to

- We use *be going to* + infinitive without *to* for plans, when we've decided something before we speak.
I'm going to book my flight to Tokyo next week.
- We also use *be going to* to predict what will happen in the future, when we can see now that something is probable.
Look at that black cloud! It's going to rain.

Affirmative	Negative
I'm going to visit London.	I'm not going to visit London.
You're going to visit London.	You're not going to visit London.
He's / She's going to visit London.	He / She isn't going to visit London.
We're / They're going to visit London.	We / They aren't going to visit London.
Questions	
Am I going to visit London? Are you / we / they going to visit London? Is he / she / it going to visit London?	

will

- We use *will* and *won't* to make predictions about the future.
We won't see them again this year.
- We also use *will* and *won't* to talk about future facts.
The sun will rise at 6.36 tomorrow morning.
- We also use *will* to make offers and promises.
'We'll pick you up from the station.'

Affirmative	Negative
I / You / He / She / It / We / They will win the match.	I / You / He / She / It / We / They won't win the match.
Questions	
Will I / you / he / she / it / we / they win the match?	

Present continuous

- We can use the present continuous to talk about future arrangements.

I'm meeting Mike in the library at 10 a.m.

Affirmative	Negative
We're going to the cinema tomorrow.	We're not going to the cinema tomorrow.
Questions	
Are we going to the cinema tomorrow?	

REMEMBER! We prefer to use the present continuous with the verb *go*.

I'm going to the supermarket after breakfast. ✓

I'm going to go to the supermarket after breakfast. X

Present simple

- We can use the present simple to talk about schedules and timetables.

'When do the school holidays start?' 'On 6th July.'

Affirmative	Negative
The train leaves from platform 2.	The train doesn't leave from platform 2.
Questions	
Does the train leave from platform 2?	

First conditional

- We use the first conditional to talk about the result of a possible action or situation in the future.
- The *if* clause describes the possible action or situation, and the result clause describes the result or effect.

If the weather is good on Saturday, we'll go to the beach.

if clause		Result clause		
		Present simple	will	Infinitive without to
+ If		Harry visits us,	we'll	take him to London.
		I don't see Lucas later,	I won't	be able to tell him.
		she gets the job,	will	she work on Saturdays?

- 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 I see Cathy, I'll invite her for dinner.

I'll invite Cathy for dinner if I see her.

will and going to

1 Circle the correct option.

- I'm sorry I can't have lunch with you tomorrow.
I'll/**I'm going to** go shopping with my cousin.
- 1 She's been getting ready for weeks because she'll/**'s going to** start a new job in London.
- 2 A My book's in the kitchen.
B I'll/**'m going to** get it for you.
- 3 I'm so excited. I'll/**'m going to** visit my sister next month.
- 4 I'm not going to study tonight. But I promise I'll/**'m going to** study tomorrow.
- 5 He's decided that he **won't /'s not going to** go to university.
- 6 **Are you going to / Will you** see Jamie later?
- 7 Do you think you'll/**are going to** enjoy zip-lining?

Going to and present continuous

2 Which tense is used in each sentence: *be going to* or the present continuous? Then match each sentence 1–4 with each use A–D.

- 1 _____ The train's delayed. I'm going to be late.
2 _____ Anna's finishing that essay.
3 _____ They're volunteering this afternoon.
4 _____ I'm going to learn computer coding.
- A A decision made before speaking
B A prediction based on evidence
C An action happening now
D A future arrangement

Future forms

3 Match sentences 1–7 to the uses A–F.

- D** We're going bowling tonight.
- 1 _____ Don't worry about the dishes. I'll wash them.
2 _____ My parents are picking me up at 8 p.m.
3 _____ There's a lot of traffic. Are we going to be late?
4 _____ E-books won't replace paper books.
5 _____ The bus leaves at 10 o'clock. So don't be late!
6 _____ Don't hurry. We've got lots of time. We'll wait for you.
7 _____ We aren't going to see grandma this week.
- A a scheduled event
B an offer or promise
C prediction based on someone's opinion
D a plan which has already been decided
E prediction based on present evidence
F an arrangement with a fixed time or place

4 Circle the correct response.

- I'm glad you're coming.
- A** I'll see you there.
B I'm seeing you there.
- 1 She has studied very hard for the exam.
A Is she passing?
B Do you think she'll pass?
- 2 The weather forecast is good for today.
A It will be hot.
B It's going to be hot.
- 3 You need to be on time.
A Your driving test starts at 2 p.m.
B Your driving test is going to start at 2 p.m.
- 4 The band are touring Europe in June.
A They come to London on the 11th.
B They will come to London on the 11th.
- 5 Why aren't you coming scuba diving next month?
A It isn't being the same without you.
B It won't be the same without you.

First conditional

5 Circle the correct option.

- If Tony passes his driving test, he **buys /'ll buy** a car.
- 1 If you go to the shops tomorrow, I **meet /'ll meet** you there.
2 If he **doesn't / won't** understand, I'll explain it.
3 We **'ll miss / miss** the film if the train is late.
4 If you **don't / won't** listen, you won't understand.
5 If you cook dinner, I / **I'll** wash up.

6 Write conditional sentences with *if*.

we / see your brother, we / say hello

If we see your brother, we'll say hello.

1 I / like the song, I / download it.

2 we / not win, we / play badly

3 you / not look for your keys, you / not find them

4 Kim / not visit her grandparents, she / has too much homework

5 I / not write it down, I / forget

3 MY GRAMMAR REFERENCE AND PRACTICE

Second conditional

- We use the second conditional to talk about the possible results of imaginary or unreal situations.

If people talked to each other more, it would make a big difference.

if clause		Result clause	
	Past simple	would/wouldn't	Infinitive without to
If	you joined a sports club,	you'd	make new friends.
	the app wasn't free,	people wouldn't	use it
	we used electric cars,	would	we save money?

- We usually use the short form of *would* in spoken English. *I would* → *I'd* *you would* → *you'd* *he would* → *he'd*, etc.
- We can put the *if* clause before or after the result clause. When the *if* clause is first, it is followed by a comma. When the result clause is first, there is no comma.
If I were you, I'd be more careful.
I'd be more careful if I were you.
- We can use *were* instead of *was* in expressions like *If I were you* to give advice.
If I were you, I'd watch that film.

Indefinite pronouns

- We use *somebody / someone*, *something* or *somewhere* in positive sentences to talk about a person, thing or place when we don't mean a particular one.
Something isn't right. The car won't start.
- We use *everybody / everyone*, *everything* and *everywhere* in affirmative sentences and in questions to talk about all people, things or places.
Sam goes everywhere on his skateboard!
- We use *nobody / no one*, *nothing* and *nowhere* with an affirmative singular verb to mean no person, thing or place.
Nobody in my family cycles to work.

- We use *anybody / anyone*, *anything* and *anywhere* in negative sentences and questions.

I don't know anything about it.

Has anyone phoned?

REMEMBER! We can use *any-* in positive sentences when it means 'it doesn't matter who / what / where'.

Anyone can write a blog. ✓

	People	Things	Places
one	somebody / someone	something	somewhere
all	everybody / everyone	everything	everywhere
none	nobody / no one	nothing	nowhere
none (negatives/ questions)	anybody / anyone	anything	anywhere

wish / would rather

- We use *wish* to say that we want things to be different from how they are or were. To talk about the present, we use *wish + past tense*.

I wish it wasn't snowing.

wish	past tense
I wish	they recycled more.

- We can also use *would rather* to talk about wishes and preferences. When the subject and object of the wish is the same, we use *would rather + infinitive without to*.

I'd rather go to the doctor now.

She'd rather not have to buy a new bike.

would rather	infinitive without to
I'd rather	go to the cinema.

- When the subject and object of the wish is different, we use *would rather + past tense*.

I'd rather he spoke to me in English.

I'd rather you started revising now.

would rather	past tense
I'd rather	you went by train.

Second conditional

1 Circle the correct option.

- If I **swam** / **would swim** every day, I'd get better.
- Where would you live if you **could** / **can** live anywhere in the world?
 - If he **practised** / **would practise** more, he'd be an excellent guitarist.
 - If you **asked** / **would ask** Peter, he would help you.
 - If Gemma got up on time, she **didn't** / **wouldn't** miss the bus every morning.
 - If you saw someone stealing, would you **to tell** / **tell** a shop assistant?
 - If my brother wasn't annoying, I **didn't** / **wouldn't** argue with him.
 - If there was less pollution, I would **cycle** / **cycled** to school.

2 Complete the sentences with the second conditional. Use contractions where possible.

be richer / help other people

If I was richer, I'd help other people.

- have more time / read a lot more

If I

- all have electric cars / not be so much pollution

If we

- sea cleaner / not be so much pollution

The sea

- the world be more peaceful / it be a better place

If the world

- what / happen / everybody in the world / stop eating meat?

What ?

- where / go on holiday / have a lot of money?

Where ?

Indefinite pronouns

3 Circle the correct option.

I didn't break **anything** / **something**.

- Shall we go **somewhere** / **anywhere** nice on your birthday?
- Nobody **was** / **wasn't** there.
- We didn't do **anything** / **nothing** yesterday.
- Everyone** / **Someone** is trying hard to recycle.
- There's **nothing** / **anything** to eat!

4 Match the questions 1–8 to the answers A–H.

B Come in and sit down. What would you like to drink?

1 Why didn't you go to the cinema last night?

2 How many stars are there in the universe?

3 Where did you go?

4 What would you like to eat next?

5 Who told you that?

6 Where have you looked for your glasses?

7 What's the capital city of France?

A Somebody in my class.

B Something cold, please.

C Nowhere interesting.

D There wasn't anything good on.

E Does anyone know that?

F Everywhere!

G Everyone knows that!

H Nothing else, thanks.

wish

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

1 Tony wishes he (have) a bigger bedroom.

2 We study history. I wish we (study) geography.

3 My mum works on Saturdays and Sundays. I wish she (not work) at the weekend.

4 Wendy wishes she (can) give up meat, but she loves it.

6 Complete the second sentence so that it has the same meaning as the first.

1 I feel sad because I haven't got a dog.

I wish a dog.

2 I'm not going to university.

I wish to university.

3 It's a pity I can't speak Spanish.

I wish Spanish.

4 Ben can't walk to school. It's too far.

Ben wishes he to school.

would rather

7 Circle the correct option.

I'd rather you **took** / **take** your shoes off at the door.

1 I'd rather **get** / **got** the bus.

2 I'd rather **donated** / **donate** my money to charity.

3 I'd rather you **recycle** / **recycled** that bottle.

4 I'd rather she **didn't** / **doesn't** drive the car.

5 I'd rather **didn't** / **not** use plastic bags.

4 MY GRAMMAR REFERENCE AND PRACTICE

Past simple

- We use the past simple for completed actions in the past.

She waited for him for half an hour.

I got home, sat down and turned on the TV.

Affirmative	I / You / He / She / It / We / You / They watch a film last night.
Negative	I / You / He / She / It / We / You / They didn't watch a film last night.
Questions	Did I / you / he / she / it / we / you / they watch a film last night?
Short answers	Yes, I / you / he / she / it / we / they did. No, I / you / he / she / it / we / they didn't.

REMEMBER! We use the past simple to describe past states.

I hated carrots when I was a child. ✓

I was hating carrots when I was a child. X

Past continuous

- We use the past continuous to talk about an action in progress at a specific time in the past.

At 3 p.m., she was doing her homework.

Affirmative	Negative	Questions
I was laughing.	I wasn't laughing.	Was I laughing?
You were laughing.	You weren't laughing.	Were you laughing?
He / She / It was laughing.	He / She / It wasn't laughing.	Was he / she / it laughing?
We / They were laughing.	We / They weren't laughing.	Were we / they laughing?

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

'Were they wearing warm clothes?' 'Yes, they were.'

'Was he using his phone?' 'No, he wasn't.'

Past simple and past continuous

- We often 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.

It was raining so I called a taxi.

While I was sitting on the train, I made a phone call.

- We often use the past simple and the past continuous together when a short action interrupts a longer action. We use the past continuous for the longer action and the past simple for the interruption.

While I was preparing dinner, my sister arrived home.

while and when

- We can use *when* or *while* to connect two events happening at the same time.
- We often use *when* and *while* with the past continuous to talk about events happening at the same time.
While I was doing my homework, Ben was watching TV.
When dad was shopping, I was helping mum with the dinner.
- We can use *when* to talk about a completed activity that happened in the middle of a longer activity. We don't use *while*.
He was walking his dog when he saw his favourite singer.
(NOT: *He was walking his dog while he saw his favourite singer.*)

too / too much / too many / (not) enough

- We use *too + adjective* to mean more or less than we want or need.
This food is too hot - I can't eat it.
My brother can't drive a car - he's too young.
- We use *too much* or *too many + noun* to mean more than we want or need of something.
I've got too many books.
She drinks too much coffee.
- We use *too many* before countable nouns and *too much* before uncountable nouns.
There are too many shops here - we can't go to them all.
I did too much shopping yesterday - I haven't got any money now.
- We use *enough + noun* to say we have the amount we need.
Have you got enough chairs?
There is enough cake for everyone.
- We use *not enough + noun* to mean less than we want or need of something.
There aren't enough chairs for everyone.
We haven't got enough money.
- We use *adjective + enough* to mean 'the amount we need'.
We can all travel in my mum's car. It's big enough.
- We use *not + adjective + enough* to mean 'less than we want or need'.
You can't hire a jet ski. You aren't old enough.

REMEMBER! We put *enough* before a noun, but after an adjective.

Have we got enough tickets?

Are you tall enough to be a basketball player?

Past simple and past continuous

1 Match the sentence halves.

Mary learned her lines **D**

1 The last time I saw Sid _____

2 We fell asleep _____

3 Oliver didn't go to the party _____

4 When I got to the cinema _____

5 They couldn't hear very well _____

A he was working in a theatre.

B while we were watching *Titanic*!

C because the people in front of them were talking.

D while she was sitting on the train.

E Tia was waiting for me.

F because he was studying.

2 Complete the sentences with the correct past simple or continuous form of the verbs in brackets.

When I woke up (wake up) the morning the birds were singing (sing).

1 We _____ (play) football when it _____ (start) to rain.

2 The car _____ (run out) of petrol while we _____ (drive) to Scotland.

3 Ben _____ (study) when he _____ (hear) a knock at the door.

4 You _____ (call) while I _____ (have) breakfast.

5 I _____ (hope) to get to school early, but I _____ (miss) the bus.

6 The students _____ (talk) loudly when the teacher _____ (arrive).

7 _____ you _____ (live) in Hollywood, when you _____ (see) that actor?

3 Write sentences with the past simple and past continuous.

they / watch a film / electricity / go off?

Were they watching a film when the electricity went off?

1 I / not put / my hand up / while / the teacher / talk

2 you / rehearse / when / director / arrive?

3 Nina / travel / to London / when / lose / her script

4 we / not dance / when / the music / stop

too / too much / too many / (not) enough

4 Circle the correct option.

1 There isn't **sugar enough / enough sugar** to make a cake.

2 He's got too **much / many** freetime!

3 What shall we watch? There are **too many / enough** films to choose from!

4 These boxes aren't big **enough / too much**. We need some bigger ones.

5 Don't eat any more biscuits. You've already had too **much / many**.

6 Have you got **enough / too much** money to buy the tickets?

5 Complete the sentences with *too much*, *too many* or *(not) enough*.

1 Are we going to have _____ time?
It's getting late.

2 There aren't _____ books, I'm afraid.
You'll have to share.

3 I've spent _____ time on my phone this week.

4 You've put _____ clothes in this suitcase.
I can't close it.

5 We can't put the play on next month, because there's _____ time to rehearse!

6 These clothes will cost _____ money –
we can't get all of them.

7 There _____ good horror films now –
there used to be more.

6 Complete the dialogue with one word in each gap.

enough many much too

Mary Let's choose a film to watch.

Kamil Shall we watch a horror film?

Mary No, they're¹ _____ scary. I don't like them.
What about a musical?

Kamil No, there's too² _____ singing.

Mary Well, that's the point! Oh ... there are too³ _____ films to choose from.

Kamil ... and not⁴ _____ time to watch them!

7 Complete the sentences so they are true for you.

1 I've got too many _____.

2 I haven't got enough _____.

3 _____ are too _____.

4 I _____ too much _____.

5 MY GRAMMAR REFERENCE AND PRACTICE

used to

- We use *used to* + infinitive without *to* to talk about actions that we did in the past, but don't do now.

REMEMBER! We don't use *used to* when the action only happened once.

Kate used to play the piano. ✓

She played in a concert in the town hall once. ✓

She used to play in a concert in the town hall once. X

- We also use *used to* to talk about situations that were true in the past, but are not true now.

People used to be good at finding their way around.

- We don't use *used to* to talk about an action during a specified period of time or the number of times we did something.

Lisa presented the news for two years. (NOT: *Lisa used to present the news for two years.*)

I was on television five times. (NOT: *I used to be on television five times.*)

Affirmative

I / You / He / She / It / We / You / They	used to	sing	in a band.
---	---------	------	------------

Negative

I / You / He / She / It / We / You / They	didn't	use to	shop	online.
---	--------	--------	------	---------

Questions

Did	I / you / he / she / it / we / you / they	use to	play	sports at school?
-----	---	--------	------	-------------------

- You can answer a question with a short answer or a full sentence.

Did you use to play sports at school? Yes, I did.

Did people use to play computer games? No, they didn't./ No, they didn't use to have computers.

Present perfect

- We use the present perfect to talk about an action or event during a period of time that is still continuing.

I've worked very hard this week.

He's seen that film five times.

- We also use the present perfect for completed actions and events that have an effect on the present.

I can't play football because I've injured my knee.

Good news! I've found my passport.

- We use the present perfect with *for* or *since* to talk about an action or event that began in the past and is still in progress. We use *for* with a period of time (*for a week, a year, etc.*) and *since* with a point in the past (*since Monday, last summer, 2019, etc.*).

I've lived in Berlin for three years. (I still live there.)

She's been ill since the weekend. (She's still ill.)

Affirmative

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

Negative

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

Questions

Have / Has	subject	past participle	
Have	I / you	played	in a band?
Has	he / she / it	had	guitar lessons?
Have	we / you / they	visited	London?

- Regular verbs have past participles which are the same as their past simple forms, ending *-ed*.

Regular

Infinitive	Past	Past participle
visit	visited	visited
arrive	arrived	arrived

- With irregular verbs, some past participles are the same as the past simple forms but some are different. See the irregular verb list on pages 127–128.

Irregular

Infinitive	Past	Past participle
do	did	done
have	had	had
lose	lost	lost
eat	ate	eaten

used to

1 Complete the sentences with *used to* and the verbs in brackets.

- My granddad used to buy (buy) a newspaper every day.
- 1 I (play) at my friend's house after school.
- 2 We (go) to the mountains every summer.
- 3 They (not get) bored – they found things to do.
- 4 Did (you / have) a smartphone?
- 5 I (not like) basketball, but now I do.
- 6 Bella (love) doing sport, but now she's on her phone all the time.
- 7 Did (you / get) a lot of homework?

2 Complete the text with *used to* or *didn't use to* and the correct form of the verbs in the box.

have not get **go** play not sit walk not wear

I'm Emily Banning and I'm 79 years old. I used to go to the big school in the town centre and now my granddaughter, Zara, goes there. We ¹ a school uniform, but Zara does – she wears a smart jacket and a skirt.

My class ² more than 35 students in it, but we ³ with our friends. Zara sits with her friends at a big table. We ⁴ a lot of homework, but Zara gets homework every day. I ⁵ home with my friends every day, but Zara walks home with her mum. We ⁶ together after school, but Zara does her homework.

3 Write sentences with *used to*, *didn't use to* or *Did ... use to?*

my brother / work in a bank ✓

My brother used to work in a bank.

1 we / not have a garden ✗

2 my parents / live in a flat ✓

3 you / have long hair ?

4 I / not have breakfast ✗

5 Karl / wear glasses ✓

Present perfect

4 Complete the sentences with the present perfect.

Have you seen (see) this film?

- 1 Alex (travel) all over the world.
- 2 I (not be) to New York.
- 3 That app is great! Leo's reading really (improve).
- 4 you (try) that new app?
- 5 She (not buy) a new phone.
- 6 They (not invent) anything new.
- 7 Mia (create) a new website – it's great!

5 Write sentences with *for* or *since*.

my dad / like the same music / he was 15

My dad has liked the same music since he was 15.

1 my parents / be married / 30 years

2 John / work as a teacher / he left university

3 my friends / live in Scotland / six years

4 I / not be / to a party / ages

5 they / not own / a car / 2018

6 I / know / Leya / we were at primary school

7 they / not eat / breakfast

8 you / be / ill / more than a week

6 Match the two halves of the sentences. Complete the present perfect forms.

I can't go to the concert on Saturday because **C**

1 Tom won't be at the party because

2 I'm nervous about the play because

3 I'd prefer to go out a bit later because

4 Fatima will do well in her exams because

5 I'd rather watch a different film because

A I (not learn) my lines.

B I (see) this one three times.

C I haven't bought (not buy) a ticket.

D she (do) a lot of revision.

E we (not invited) him.

F my dad (cook) dinner.

6 MY GRAMMAR REFERENCE AND PRACTICE

Present perfect with ever and never

- We can use the present perfect to talk about life experiences.
I've tried water-skiing but I haven't tried bungee-jumping.
- We use the present perfect with ever to ask about life experiences. Ever means 'at any time in the past'.
Have you ever won a prize? Yes, I have. / No, I haven't.
Has she ever worked in a restaurant? Yes, she has. / No, she hasn't.
- We can use never to talk about things we have not experienced. Never means 'at no time in the past'. We use it with an affirmative verb.
I've never won a competition.
He's never been to China.

REMEMBER! We don't use never with a negative verb.

I've never watched a horror film. ✓
I haven't never watched a horror film. X

- We normally use been as the past participle of go when we are talking about experiences.

I've been to this restaurant before.

ever / never
Have you ever been to London?
I've never played the drums.

See Unit 5 page 114 for the present perfect form.

Present perfect and past simple

- We use the present perfect for an experience or achievement that happened at some point during a living person's life. (We don't say exactly when it happened.)
She's recorded three best-selling albums.
He's never won an Olympic medal.
- We use the present perfect for a recent action or event when we specify a time period that is still in progress. We include a time expression like *today, this week, this year, etc.*
I haven't done very much today.
They've argued a lot this week.
- We use the present perfect for a recent action or event in the past when there is a connection with the present: for example, when we are giving news or explaining a situation.
'I've just passed my driving test!' 'That's great news!'
I can't do my homework because I've broken my laptop.

- We use the present perfect with *for* or *since* for an action or event that started in the past and is still in progress now.
They've lived in Tokyo since 2020. They love it there!
- We use the past simple for an action or event that happened at a specific time in the past. We include a time expression like *yesterday, last night, last week, at six o'clock, etc.*
She won the World Championship in 2021.
I woke up at midday.
- We use the past simple for a sequence of completed actions or events in the past.
He went upstairs, had a shower and then got into bed.
- We use the past simple for an experience or achievement when the person is no longer alive.
Beethoven wrote nine symphonies.
- We use the past simple for an action or event that lasted for a specified period of time in the past.
She worked for Microsoft for three years.
When I was a child, I hated cheese.

Present perfect		
Affirmative	Negative	Questions
I've / You've been to Sydney.	I / You haven't been to Sydney.	Have I / you met him?
He / She / It has finished.	He / She / It hasn't finished.	Has he / she / it finished?
We / They have booked the flight.	We / They haven't booked the flight.	Have we / they booked the flight?

Time expressions

for, since, today, this week, today, etc.

Past simple		
Affirmative	Negative	Questions
I / You / He / She / It / We / They saw it.	I / You / He / She / It / We / They didn't see it.	Did I / you / he / she / it / we / they see it?

Time expressions

yesterday, last night / week / year / month, at six o'clock, in the winter, two weeks ago, etc.

Present perfect with ever and never

1 Write present perfect sentences with ever or never.

you / walk / out of a concert before the end / ?

Have you ever walked out of a concert before the end?

1 we / go / to a film festival / .

2 you / meet / a famous person / ?

3 anyone in your family / be / on TV / ?

4 Nadia / sing / in public before / .

2 Look at the table. Complete the sentences about Sam and Carla.

	Sam	Carla
give a speech	✓	✓
see a bear	✗	✗
eat Japanese food	✗	✓
swim in the sea	✓	✓
ride a motorbike	✗	✗

1 Carla a bear.

2 (Sam) a bear?
No, he

3 Sam Japanese food.

4 Sam and Carla in the sea.

5 (Carla and Sam) a motorbike?
No, they

Time expressions

3 Match the sentence halves.

I've had two cups of coffee **B**

I had two cups of coffee **A**

1 She was a sales manager
She's been a sales manager

2 I didn't buy any new clothes
I haven't bought any new clothes

3 George has broken
George broke

4 They've visited five different countries
They visited five different countries

A yesterday.

B today.

A since 2015.

B from 2008 until 2015.

A on Saturday.

B this month.

A his arm.

B his arm when he fell off his bike.

A in 2018.

B so far.

Present perfect and past simple

4 Complete the pairs of sentences with the verbs in bold.

play

A **I've played** a musical instrument.

B **I played** the violin when I was at school.

1 go

A We to the opera last night.

B Really? I never

2 read

A I Paulo Coelho's latest book at the weekend, but I didn't really enjoy it.

B you any of his other books?

3 star

A Which actor in the new *Jumanji* film?

B That was Dwayne Johnson. He in lots of films.

4 see

A I this film before.

B When you it?

5 eat

A you anything today?

B Yes. I a sandwich on the train.

6 do

A I all my homework yesterday. Let's go out!

B Sorry, I can't. I only half of mine.

5 Complete the sentences using the past simple or present perfect of the verbs in the box.

not be break live paint not see
start wrote

1 My grandfather lived in Paris in the 1990s, but he there since then.

2 I often meet up with my cousins, but I them this month.

3 My mum a new job last month.

4 I can't go swimming – I my arm!

5 In the 1840s, Ada Lovelace the world's first computer program.

6 My parents in this house since they got married.

7 My mum is an artist. She some amazing pictures.

7 MY GRAMMAR REFERENCE AND PRACTICE

Active and passive

- An active sentence has a subject and a verb. The subject is the person or thing that does the action of the verb.

Dolphins swim.
subject verb

- Some active sentences have a subject, verb and object. The object is the person or thing that is affected by the action.

Dolphins eat fish.
subject verb object

- A passive sentence is different: the subject of the verb is the person or thing that is affected by the action. The subject of a passive verb has the same meaning as the object of an active verb.

Fish are eaten by dolphins.
subject passive verb object

- We often use the passive when we do not know who or what does the action of the verb.

Thousands of phones are stolen every day. (We don't know who steals them.)

The dish is traditionally served with rice. (We don't know who serves it.)

- We also use the passive when who or what does the action is not the focus of the sentence.

Zoology and ecology are studied in the first year. (We're giving information about zoology and ecology, not about the students.)

The passive: present simple

- We use the present simple form of the passive to talk about things which happen regularly or are always true.

The football World Cup is held every four years.

The tables are cleaned every morning.

Oranges are grown in Spain.

- We can also use the present simple passive for describing a process.

The cans are washed. They are sorted into different metals and then they are sent to the recycling centre.

- If we want to say who or what does the action in the passive, we use *by*.

All the recycling at the school is organized by the students.
Thousands of animals are killed by hunters.

- We form the present simple passive with the correct present simple form of *be* + past participle.

Affirmative	Negative
The best pasta is produced in Italy. These cars are made by robots.	Philosophy isn't taught in most schools. Pineapples aren't grown in England.
Questions	
Where is the best chocolate produced?	
Are the awards presented every year?	

- We can answer a yes/no question with a short answer.
Are the awards presented every year?
Yes, they are. / No, they aren't.

The passive: past simple

- We use the past simple form of the passive to talk about events in the past.

The first modern Olympics were held in Athens in 1896.
My bike was stolen last night.

- We also use the past simple passive to talk about situations and processes in the past.

In the 19th century, Latin was taught in every school.

- If we want to say who or what does the action in the passive, we use *by*.

X-rays were discovered by Wilhelm Röntgen.

- We form the past simple passive with the correct past simple form of *be* + past participle.

Affirmative	Negative
The cave was discovered by teenagers. These houses were designed by a famous architect.	Our hotel room wasn't cleaned before we arrived. Three men were arrested by police last night.
Questions	
When was Wi-Fi invented? Were all the songs written by the band?	

- We can answer a yes/no question with a short answer.
Were all the songs written by the band?
Yes, they were. / No, they weren't.

The passive: present simple

1 Decide which sentences are active (A) and which are passive (P).

These bikes are made in Germany. **A**

1 Tigers are found in Asia, not Africa. _____

2 The summer Olympics are held every four years. _____

3 We aren't lost – I know the way! _____

4 Are you pleased with your exam results? _____

5 Is she sponsored by a big company? _____

6 The gym is open on Sundays. _____

2 Complete the sentences with *is*, *are*, *isn't* or *aren't*.

These water bottles **aren't** sold in shops, only on the internet.

1 The tables _____ cleaned every day, before the customers arrive.

2 Tea _____ grown in China.

3 This special dish _____ served every day, only at weekends.

4 Unfortunately, the coffee cups _____ recycled, please use your own mug.

3 Rewrite the sentences in the passive.

Most students study French.

French is studied by most students.

1 Insects eat our strawberries every year.

2 The students organize the end-of-term parties.

3 Dogs sometimes kill sheep.

4 Millions of people watch movies.

4 Complete the sentences with the present simple passive form of the verbs in brackets.

The chocolate **is broken** (break) into small pieces.

1 The apples _____ (pick) in the autumn.

2 The floors _____ (not / clean) every day.

3 My homework _____ (mark) every week.

4 You _____ (need) in the classroom.

5 The information _____ (not / keep) for ever.

6 _____ (oil / find) underground?

Yes, it _____ (be).

The passive: past simple

5 Complete the sentences. Use the past simple passive of the verbs in brackets.

Penicillin **was discovered** by Alexander Fleming.

1 The first vaccines _____ (develop) in 1798.

2 The periodic table _____ (design) in 1869.

3 The first electric cars _____ (make) in the 1890s.

4 The Coca-Cola logo _____ (create) in 1885.

6 Complete the sentences with the past simple passive of the verbs in the box.

delay invent make not pay not post tell write

Who **was** the light bulb **invented** by?

1 I was late because the train _____.

2 _____ your phone _____ in China?

3 I worked hard, but I _____ much money.

4 We _____ to put our phones in our bags.

5 Who _____ the lyrics _____ by?

6 The exam results _____ to the students – they were emailed.

The passive: present simple and past simple

7 Complete the text with the present or past passive forms of the verbs in brackets.

How is glass recycled?

Glass ¹ _____ (not sort) into different colours until the UK got its first bottle bank in 1977. Lots of bottle banks ² _____ (open) at the same time and 500 tonnes of glass ³ _____ (collect) in the first six months.

Nowadays people ⁴ _____ (not give) money for their bottles, but glass ⁵ _____ (sort) by colour. It ⁶ _____ (wash) and ⁷ _____ (make) into new bottles and jars.



8 Complete the paragraphs using the present simple or past simple passive forms of the verbs in the boxes.

not create design sell

The earliest electric cars **were designed** in the 1920s. However, a commercially successful model ¹ _____ until 2008. Now, more than two million ² _____ every year and that number is growing fast.

build not give use

GPS navigation ³ _____ by millions of people every day. The first GPS satellite ⁴ _____ in 1978, but access ⁵ _____ to the public until 2000.

8 MY GRAMMAR REFERENCE AND PRACTICE

Modal verbs: deducing and speculating

- We use the modal verbs *may / might / could, can't* and *must* to speculate and make deductions about present situations.

Affirmative		
I / You / He / She / It / We / You / They may	may / might / could be at home.	(= it's possibly true)
	must be at home.	(= it's definitely true)
Negative		
I / You / He / She / It / We / You / They	may not / might not be at home.	(= it's possibly not true)
	can't be at home.	(= it's definitely not true)
Questions		
Could she be at home? Might they be at home?		

- We use *may, might or could* to speculate about possibilities.
Maya isn't at school yet. She may be at home or she could be on the bus.
- To express negative possibilities, we can use *may not or might not*. We don't use *couldn't*.
Don't eat that chicken. It might not be fresh.
Let's go to the supermarket later. It may not be open yet.
- To ask questions about possibilities, we use *might or could*. We don't use *may*.
Could this be your writing?
Might they be late?
- We use *must* when we deduce that something is definitely true.
This must be her bag – it's got her name on it.
You must live quite close to school, if you walk here.
- We use *can't* when we deduce that something is definitely not true.
She can't be at work – she never works at weekends.
This can't be my dad's phone – he's got a Samsung.

Past perfect

- We use the past perfect simple to talk about actions that were completed before another action or situation in the past.

Anna had left when we arrived.

Had the meeting started by the time you got there?

We'd known each other for about five years before we became friends.

Affirmative	
I / You had gone.	I / You'd gone.
He / She / It had gone.	He / She'd gone.
We / They had gone.	We / They'd gone.
Negative	
I / You had not gone.	I / You hadn't gone.
He / She / It had not gone.	He / She / It hadn't gone.
We / They had not gone.	We / They hadn't gone.

Questions	
Had I / you gone?	Where had I / you gone?
Had he / she / it gone?	Where had he / she / it gone?
Had we / they gone?	Where had we / they gone?

Short answers	
Yes, I / you had.	No, I / you hadn't.
Yes, he / she / it had.	No, he / she / it hadn't.
Yes, we / they had.	No, we / they hadn't.

- We use the past simple to refer to the more recent action.
By the time we arrived at the station, the train had already left.
- We often use *already* with the past perfect to emphasize that the action happened earlier. We also often use *just* to show that the action happened a very short time before.
She had already seen the film.
Sam had just left when we arrived.

Modal verbs: deducing and speculating

1 Circle the correct option.

- 1 We can go to Theo's house, but he **could / might** not be at home.
- 2 You want to borrow my new motorbike? You **must / might** be joking!
- 3 There **may / must** be some money in my bag. I think I put my purse in there.
- 4 Dad's late – the traffic **must / can't** be bad.
- 5 This test mark **can't / might not** be right – I studied really hard.
- 6 You **must / can't** be tired – you slept for 12 hours!

2 Complete the sentences with the words in the box.

can't may not might must

- 1 That woman _____ be Amy's sister! She looks just like her!
- 2 Who's that? Do you think it _____ be Carla?
- 3 That _____ be Dan in the photo – he wasn't there.
- 4 Jill _____ be on time. She had to speak to Miss Harris.

3 Complete the dialogue with *can't be*, *might / may be*, *could be* or *must be*.

- Niall** Look at this photo I took while I was at the Tower of London.
- Ella** Why? What's so special?
- Niall** Well, if you look in the background – that woman **might be** a ghost.
- Ella** No, she¹ _____ a ghost – she's got a scarf on.
- Niall** Ghosts wear scarves! It² _____ a scarf that she wore when she was alive.
- Ella** It's not a ghost – it's a tourist. It looks like she³ _____ walking into that door behind her.
- Niall** But she⁴ _____ a tourist if she's going into that door – it's for employees.
- Ella** Well, she⁵ _____ someone who works there – look at her skirt – it looks like a uniform.
- Niall** That's not a skirt – it's a dress! You⁶ _____ looking at the same person!

Past perfect

4 Circle the correct option.

- 1 When we **arrived / had arrived** at the match, they weren't playing. The referee **called / had called** it off.
- 2 By the time I started university, my brother **had graduated / graduated**.
- 3 Harry **met / had met** Lisa at a party. They **didn't speak / hadn't spoken** before.
- 4 We **had watched / watched** *Knives Out* last night, but I **saw / 'd seen** it before.
- 5 **Had Jo seen / Did Jo see** the man in the photo before?
- 6 When the police officer **asked / had asked** for proof, they said they **lost / had lost** the evidence.

5 Complete the sentences with the past perfect and the verbs in the box.

eat finish not learn leave not phone read
run visit

- I **had eaten** some chocolate before I brushed my teeth.
- 1 How many books _____ (you) by the end of the summer?
 - 2 By six o'clock last night he _____ all his homework.
 - 3 I _____ to read by the time I was three.
 - 4 How far _____ (Rick) already when you saw him?
 - 5 We _____ just _____ when I realized I didn't have my passport.
 - 6 Mum phoned me because I _____ her.
 - 7 She _____ Australia many times before she decided to move there.

6 Complete the text with the past perfect and the words in the box.

cause disappear fly stop take-off travel

In December 1945, five military planes were on a training flight after they **had taken off** from Florida in the USA. The planes¹ _____ about 300 miles when radio contact was lost. None of the planes or crew were ever seen again. Before they vanished, the planes² _____ into an area of unusual magnetic activity. People think that this³ _____ their equipment to stop working. The planes were flying near Bermuda and the story of the Bermuda Triangle was born. By the mid-1970s, 16 more planes⁴ _____ in the same area. And it appears that in almost all cases, the equipment⁵ _____ working just before the planes disappeared.

1

CULTURE
360°

A FOOTBALL STADIUM

LESSON OBJECTIVES

- Consider why people become sports fans
- Talk about being a fan



THINK

- 1 Do you know any sports fans? Who are they and which sports do they like? Do you think that being a fan makes them happier? How?

EXPLORE

① Access the interactive 360° content now!

- 2 Listen to someone talking about why sports teams are important. Answer the questions.

1 What do studies show about sports teams?

2 Why is it important to belong to a big group of fans?

- 3 Listen to a football fan. Which is the best summary of what he says? Circle the correct answer, A, B or C.

- A He enjoys going to games, but it has become very expensive. The fans and players share the same feelings about the game, but it's just a business for the club.
- B He enjoys the games, but doesn't think you should take the game too seriously. He can't understand why people spend all their money going to games, especially when the players and club don't care about the fans.
- C His team is incredibly important to him. He thinks there is a big difference between the way the club and the players see the game and the way the fans see it.

- 4 ★ Read the information about famous stadiums in history. What did the societies mentioned use the stadiums for?

Greeks: _____

Romans: _____

British: _____

- 5 ♦ Read the text conversation. Which famous sport quote do you think Amy would agree with? Which attitude do you agree with?

Some people think football is a matter of life and death. I can assure you it is much more serious than that.

Winning medals wasn't the point of the Olympics. It's the participating that counts.

REFLECT ON CULTURE



- 6 Discuss the questions.

- What are the good things about being a sports fan?
- What are the negative things about being a sports fan?
- Not everybody is a sports fan. What other types of fans are there?



Look online and find out who said the quotes in exercise 5.

- Explore Manhattan, New York City
- Talk about why people move to another country



THINK

1 Answer the questions.

- 1 What are the most popular destinations for young people that leave your country?
- 2 What things should a person who wants to move to a big foreign city think about before leaving?
- 3 What are the benefits / problems of living in a big foreign city?

EXPLORE

1 Access the interactive 360° content now!

2 Listen to the tourist guide and match the New York landmarks to the facts. Explain the relevance of each fact to the landmark.

- | | | | |
|---|------------------------|---|-------------------------|
| 1 | Flatiron Building | A | New York Public Library |
| 2 | One World Trade Center | B | 24 metres |
| 3 | Bryant Park | C | 2014 |
| 4 | Chrysler Building | D | 11 months |
| 5 | Empire State Building | E | 1902 |

3 Read about neighbourhoods in Manhattan. Which neighbourhood would be best for someone looking for:

- 1 a job?

- 2 cheaper accommodation?

- 3 cultural activities?

- 4 the chance to see famous people?

4 Watch the documentary about Ellis Island and answer the questions.

- 1 What was the first thing many immigrants saw of America?

- 2 Why did people leave their homes for America?

- 3 What happened at Ellis Island?

5 Read the blog Reasons why we love NYC! Which reasons are based on facts, which are based on opinion and which are a combination of fact and opinion?

REFLECT ON CULTURE



- 6 Make a note of the positive and negative points about living in New York. Then decide if you would like to move to New York or not. Give reasons for your answer.



Go online and find out why the city is called New York. What was the city called before it was given its present name?

3

CULTURE
360°

COMMUNITY GARDEN

LESSON OBJECTIVES

- Explore a community garden project
- Talk about communities



THINK

1 Answer the questions.

- Do you know many people in your local area?
- How many clubs or groups are you a part of?
- Why do you think communities are important?

EXPLORE

Access the interactive 360° content now!

2 Listen to the telephone conversation. Complete the volunteer enquiries form.

Volunteer enquiries

Name of caller:¹ _____

Reasons for volunteering:² _____

Volunteering to:³ _____

Availability:⁴ _____

Interview day and time:⁵ _____

3 Listen to Mike talking about the community garden and answer the questions.

1 Where does Mike live, and who does he live with?

2 What did he miss about his old house?

3 What does Mike find difficult about living in the city?

4 What does Mike like to do at the garden?

4 Read the volunteer task list. Would you prefer to volunteer in the cabin and kitchen or the garden? Why?

5 Read about the green roof. What are the benefits of a green roof? Who designed and installed the green roof in the garden?

REFLECT ON CULTURE



6 Make a proposal for a community garden or community centre in your neighbourhood. Explain how it would benefit the community.



Look online and find out if there is a community garden or community centre near where you live.

CANARY WHARF

- Learn about places in the past
- Talk about how areas change



THINK

- 1 Do you agree with this statement? Why / Why not?

'Economic growth has positive effects on cities.'

EXPLORE

▶ Access the interactive 360° content now!

- 2 Watch and listen to the slideshow about Canary Wharf and answer the questions.

1 Why was there high unemployment in the area in the 1980s?

2 What jobs do people do in the area now?

3 Why is it called Canary Wharf?

4 Why was it not popular with local people?

- 3 ▲ Look at the photos of West India Dock in the past and imagine a short conversation between two dock workers. How different would it be from a conversation between workers in Canary Wharf today?

- 4 ⭐ Explore the exhibition 'A window into London's past'. Write sentences about the changes in each place using *used to*.

- 5 ☐ Read the information about 1 Canada Square. Why is it an important building?

REFLECT ON CULTURE



- 6 Think about the history of Canary Wharf over the last one hundred years. How have these things changed?

buildings cultural diversity living conditions
population types of jobs working conditions



Look online and find out about another famous dock area. How has it changed in the last one hundred years?

LESSON OBJECTIVES

- Learn about a natural history museum
- Consider our relationship with animals



THINK

- 1 Look at the photo. Have you ever visited a natural history museum? What do you think we can learn by visiting museums like this?

3 How do museums help scientists today? How do they help the public?

4 What were zoos originally meant to do?

5 How did zoos obtain animals in the past?

6 What do zoos try to do now?

- 4 ★ Watch the slideshow and find the animals in the box hidden in the pictures.

frog gecko owl sand crab scorpion fish
tiger

REFLECT ON CULTURE



- 5 Think of ways that we can educate and inform people about the natural world without damaging it.



Go online and find out about an animal in your country or region that is facing extinction. What is causing its numbers to fall?

IRREGULAR VERB LIST

Infinitive		Past simple		Past participle	
be	/bi:/	was / were	/wɒz /, /wɜ:(r)/	been	/bi:n/
beat	/bi:t/	beat	/bi:t/	beaten	/bi:tn/
become	/bɪ'kʌm/	became	/bɪ'keɪm/	become	/bɪ'kʌm/
begin	/bɪ'gɪn/	began	/bɪ'gæn/	begun	/bɪ'gʌn/
bite	/baɪt/	bit	/bɪt/	bitten	/bɪtn/
blow	/bləʊ/	blew	/blu:/	blown	/bləʊn/
break	/breɪk/	broke	/brəʊk/	broken	/'brəʊkən/
bring	/brɪŋ/	brought	/brɔ:t/	brought	/brɔ:t/
burn	/bɜ:n/	burnt / burned	/bɜ:nt/, /bɜ:nd/	burnt / burned	/bɜ:nt/, /bɜ:nd/
build	/bɪld/	built	/bɪlt/	built	/bɪlt/
buy	/baɪ/	bought	/bɔ:t/	bought	/bɔ:t/
can	/kæn/	could	/kəd/		
catch	/kætʃ/	caught	/kɔ:t/	caught	/kɔ:t/
choose	/tʃu:z/	chose	/tʃəuz/	chosen	/tʃəuzn/
come	/kʌm/	came	/keɪm/	come	/kʌm/
cost	/kɒst/	cost	/kɒst/	cost	/kɒst/
cut	/kʌt/	cut	/kʌt/	cut	/kʌt/
do	/du:/	did	/dɪd/	done	/dʌn/
draw	/drɔ:/	drew	/dru:/	drawn	/drɔ:n/
dream	/dri:m/	dreamt / dreamed	/dremt/, /dri:md/	dreamt / dreamed	/dremt/, /dri:md/
drink	/drɪŋk/	drank	/dræŋk/	drunk	/drʌŋk/
drive	/draɪv/	drove	/drəʊv/	driven	/'drɪvn/
eat	/i:t/	ate	/eɪt/, /et/	eaten	/i:tn/
fall	/fɔ:l/	fell	/fel/	fallen	/'fɔ:lən/
feed	/fi:d/	fed	/fed/	fed	/fed/
feel	/fi:l/	felt	/felt/	felt	/felt/
fight	/faɪt/	fought	/fɔ:t/	fought	/fɔ:t/
find	/faɪnd/	found	/faʊnd/	found	/faʊnd/
fly	/flaɪ/	flew	/flu:/	flown	/fləʊn/
forget	/fə'get/	forgot	/fə'gɒt/	forgotten	/fə'gɒtn/
forgive	/fə'gɪv/	forgave	/fə'geɪv/	forgiven	/fə'gɪvn/
freeze	/fri:z/	froze	/frəʊz/	frozen	/'frəʊzn/
get	/get/	got	/gɒt/	got	/gɒt/
give	/gɪv/	gave	/geɪv/	given	/'gɪvn/
go	/gəʊ/	went	/wɛnt/	gone / been	/gɒn/, /bi:n/
grow	/grəʊ/	grew	/gru:/	grown	/grəʊn/
hang	/hæŋ/	hung	/hʌŋ/	hung	/hʌŋ/
have	/hæv/	had	/hæd/	had	/hæd/
hear	/hɪə(r)/	heard	/hɜ:d/	heard	/hɜ:d/
hide	/haɪd/	hid	/hɪd/	hidden	/'hɪdn/
hit	/hit/	hit	/hit/	hit	/hit/
hold	/həʊld/	held	/held/	held	/held/
hurt	/hɜ:t/	hurt	/hɜ:t/	hurt	/hɜ:t/
keep	/ki:p/	kept	/kept/	kept	/kept/

IRREGULAR VERB LIST

continued

Infinitive		Past simple		Past participle	
know	/nəʊ/	knew	/nju:/	known	/nəʊn/
lead	/li:d/	led	/led/	led	/led/
learn	/lɜ:n/	learnt / learned	/lɜ:nt /, /lɜ:nd/	learnt / learned	/lɜ:nt /, /lɜ:nd/
leave	/li:v/	left	/left/	left	/left/
lend	/lend/	lent	/lent/	lent	/lent/
let	/let/	let	/let/	let	/let/
lie	/laɪ/	lay	/leɪ/	lain	/leɪn/
lose	/lu:z/	lost	/lɒst/	lost	/lɒst/
make	/meɪk/	made	/meɪd/	made	/meɪd/
meet	/mi:t/	met	/met/	met	/met/
pay	/peɪ/	paid	/peɪd/	paid	/peɪd/
put	/pot/	put	/pot/	put	/pot/
read	/ri:d/	read	/red/	read	/red/
ride	/raɪd/	rode	/rəʊd/	ridden	/'rɪdn/
ring	/rɪŋ/	rang	/ræŋ/	rung	/rʌŋ/
run	/rʌn/	ran	/ræn/	run	/rʌn/
say	/seɪ/	said	/sed/	said	/sed/
see	/si:/	saw	/sɔ:/	seen	/sɪ:n/
sell	/sel/	sold	/səʊld/	sold	/səʊld/
send	/send/	sent	/sent/	sent	/sent/
set	/set/	set	/set/	set	/set/
shake	/ʃeɪk/	shook	/ʃuk/	shaken	/ʃeɪkən/
shine	/ʃaɪn/	shone	/ʃən/	shone	/ʃən/
show	/ʃəʊ/	showed	/ʃəʊd/	shown	/ʃəʊn/
shut	/ʃʌt/	shut	/ʃʌt/	shut	/ʃʌt/
sing	/sɪŋ/	sang	/sæŋ/	sung	/sʌŋ/
sit	/sɪt/	sat	/sæt/	sat	/sæt/
sleep	/sli:p/	slept	/slept/	slept	/slept/
speak	/spi:k/	spoke	/spəʊk/	spoken	/'spəʊkən/
spell	/spel/	spelt / spelled	/spelt/, /speld/	spelt / spelled	/spelt/, /speld/
spend	/spend/	spent	/spent/	spent	/spent/
stand	/stænd/	stood	/stʊd/	stood	/stʊd/
steal	/sti:l/	stole	/stəʊl/	stolen	/'stəʊlən/
swim	/swɪm/	swam	/swæm/	swum	/swʌm/
take	/teɪk/	took	/tʊk/	taken	/'teɪkən/
teach	/tɪ:tʃ/	taught	/tɔ:t/	taught	/tɔ:t/
tell	/tel/	told	/təʊld/	told	/təʊld/
think	/θɪŋk/	thought	/θɔ:t/	thought	/θɔ:t/
throw	/θrəʊ/	threw	/θru:/	thrown	/θrəʊn/
understand	/,ʌndə'stænd/	understood	/,ʌndə'stud/	understood	/,ʌndə'stud/
wake	/weɪk/	woke	/wəʊk/	woken	/'wəʊkən/
wear	/weə(r)/	wore	/wə:(r)/	worn	/wɔ:n/
win	/wɪn/	won	/wʌn/	won	/wʌn/
write	/raɪt/	wrote	/rəʊt/	written	/'ritn/

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