Workbook

Annie Cornford
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Checkpoint



macmillan education

B1+

Podręcznik dopuszczony do użytku szkolnego w nowych typach szkół, uwzględniający podstawę programową kształcenia ogólnego określoną w rozporządzeniu Ministra Edukacji Narodowej z dnia 30 stycznia 2018 r. (Dz.U. 2018 poz. 467), przeznaczony do kształcenia ogólnego do nauczania języka angielskiego, na podstawie opinii rzeczoznawców: dr. hab. Andrzeja Diniejki, dr Moniki Stawickiej, mgr Ewy Zajdel

Poziom ESOKJ: B1+

Etap edukacyjny: III

Typ szkoły: szkoły ponadpodstawowe: liceum ogólnokształcące i technikum

Zakres kształcenia: podstawowy i rozszerzony

Poziom zaawansowania: III.1.P, III.1.R

Rok dopuszczenia: 2019

Nr ewidencyjny w wykazie: 959/2/2019

Podręcznik dopuszczony do użytku szkolnego, uwzględniający podstawę programową kształcenia ogólnego określoną w rozporządzeniu Ministra Edukacji Narodowej z dnia 27 sierpnia 2012 r. (Dz. U. poz. 977 z późn. zm.), przeznaczony do kształcenia ogólnego do nauczania języka angielskiego, na podstawie opinii rzeczoznawców: dr. hab. Andrzeja Diniejki, dr Moniki Stawickiej, mgr Ewy Zajdel

Poziom ESOKJ: B1+

Etap edukacyjny: IV

Typ szkoły: szkoły ponadgimnazjalne

Zakres kształcenia: podstawowy i rozszerzony

Poziom zaawansowania: IV.1.P, IV.1.R

Rok dopuszczenia: 2019

Nr ewidencyjny w wykazie: 958/2/2019

Workbook
Student's Edition

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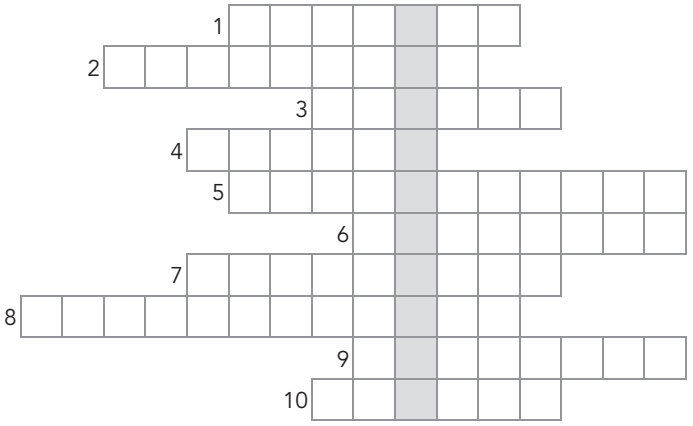
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1 Personal best

Vocabulary

1 Complete the crossword with an adjective from sentences 1–10. Then use the word in the shaded column to complete 11.



1 He doesn't laugh very much. He's …
2 He talks a lot. He's …
3 She's sweet and attractive. She's …
4 She's bright and intelligent. She's …
5 He's not lazy. He's …
6 She's someone you can count on. She's …
7 She hates waiting. She's …
8 He's not tall or short. He's …
9 He's happy and funny. He's …
10 She makes a mess. She's …
11 He's not thin. He's _____

2 Complete the adjectives of personality and appearance with the missing vowels *a, e, i, o, u*.

1 a r r o g a n t
2 n _ r v _ _ s
3 b _ l d
4 h _ n d s _ m _
5 q _ _ _ t
6 _ n f r _ _ n d l y
7 n _ c _
8 ch _ _ r f _ l
9 s _ l f _ s h
10 _ t t r _ c t _ v _

3 Complete the sentences with one of these adjectives.

arrogant • bald • bossy • funny
selfish • thin • well-built

1 Guy's not tall but he's _____ . He works out in the gym every day.
2 Her best friend is tall and _____, like a model.
3 My father hasn't got much hair but he's not completely _____ yet.
4 Don't just think of yourself, that's so _____!
5 Josh thinks he's better than everyone else. He's very _____.
6 My sister's really _____ – her stories always make us laugh.
7 Have you noticed that _____ people are always telling other people what to do?

VOCABULARY EXTENSION

4 Circle the ten adjectives to which you can add the prefix *un-*, to make the meaning opposite.

tidy → untidy

attractive • reliable • talkative
safe • friendly • sociable • outgoing • glad
interesting • funny • intelligent • fashionable
selfish • handsome • happy • boring

5 What are the opposites of the remaining words?







I can talk about people's appearance and personality

Reading

1 Read the article below about unusual teenagers. Find out why the writer thinks the two teenagers are amazing.

INCREDIBLE TEENAGERS

People are always saying that teenagers are lazy. But here are two teenagers that are currently proving them wrong.



Laura Dekker is an amazing young woman. Why? In 2012, she fulfilled her dream of sailing around the world alone. She was 14 when she left and her amazing journey took almost two years.

This route around the world covers over 40,000 km and so a trip like this needs a lot of courage, as well as knowledge. She faced many difficulties: six-metre high waves, the possibility of pirates, flying fish, whales, and being alone for weeks while on a very basic diet. In fact, many people, including the Dutch authorities, said that Laura's trip was too dangerous for someone so young; they believed that she should be stopped.

Laura now lives in New Zealand and she makes deliveries on her boat to earn money. Following her adventure, she sometimes gives talks to people about her experiences and she often travels. But she only occasionally leaves her boat, *Guppy*. She has also written an autobiography and at the moment she is doing several book tours. Laura seemed quite a shy person before her adventure, but it looks as if she is gradually becoming more confident. Her ambition is to become a captain on a big ship, so that she can always live on water.

People don't usually think of teenage boys as very hard-working and determined. But **Jordan Romero** is not a typical teenage boy. When he was 13, he climbed Mount Everest, the highest mountain in the world. Not only that, but he also climbed the tallest peaks on seven continents before he was 16. He is still the youngest person ever to do so and he holds the world record.

Like Laura, he encountered difficulties with the authorities before he left, with some experts questioning if he was mentally mature enough to make the climb. But he has shown that he is not only mature, but also incredibly reliable and dedicated.

He is now raising money to build a primary school in Malawi and he often travels around the US to tell his story and to encourage children to do more outdoor activities. He published his second book in 2014 and is also travelling around the world doing signings. As if that isn't enough, he often posts advice and help for other climbers on his website, and it looks like there is much more to come from this inspirational teen.



2 Read the article again. Are the statements True (T) or False (F)? Write the number of the line(s) where you find the answer.

1 Laura was a teenager when she began and ended this trip. T/F ___
2 Laura ran out of food before the end of the trip. T/F ___
3 Laura's experiences have changed her. T/F ___
4 Laura now has a job working on a ship. T/F ___
5 Jordan has done something that no one else has. T/F ___
6 Everyone was happy about Laura and Jordan's adventures. T/F ___
7 Jordan and Laura are writing autobiographies. T/F ___
8 At the moment, Jordan is helping other children. T/F ___

3 Match the underlined words in the article with the definitions.

1 tops of mountains
2 behaving in a sensible way, like an adult
3 achieved something you wanted to do
4 a book about your life that you write yourself
5 committed to something that you have decided to do
6 experienced something, especially a problem
7 something amazing that makes you want to try new things
8 spending all your time and effort on something

CRITICAL THINKING

4 Which of the statements below are based on fact (F), and which are based on opinion (O)?

1 Her boat Guppy does not have a shower or a fridge on board. ___
2 What Laura did was unsafe for a child. It's easy to get lost at sea. ___
3 Laura is not a typical Dutch teenager. ___
4 Teenagers never like authority figures telling them what to do. ___
5 She collected rainwater when it rained. ___
6 Sailors who travel across the world also sail at night. ___

Grammar in context

STUDY SKILLS

What do we need to know when we learn grammar structures?

STUDY SKILLS ➤ page 84

1 Complete the rules with *present simple* and *present continuous*.

We use the _____ for:

a routines and habits

b things that are always or generally true

c scientific facts

We use the _____ for:

d actions that are happening now or near the moment of speaking

e actions that are temporary or not a normal routine

f actions that happen very often and annoy the speaker

g changing situations

2 Read these phrases from the text. Match phrases (1–7) with rules (a–g) above.

1 He is raising money to build a primary school.

2 This route around the world covers over 40,000 km.

3 She is becoming more confident.

4 He often posts advice for other climbers on his website.

5 She is doing several book tours.

6 Jordan is the youngest person ever to climb Everest.

7 People are always saying that teenagers are lazy.

3 Put these words in the correct order.

1 my usually cleaning I bedroom don't enjoy

_____

2 all Tom his finishes rarely homework

_____

3 what Our always us do teachers are to telling

_____

4 to occasionally bus We go by school

_____

5 computer play I brother often together My and games

_____

6 spend France sometimes We our holidays in

_____

7 bossy My me telling do what to friend is always

_____

4 Complete the sentences with the present continuous or the present simple form of the verbs given.

1 Can you answer the front door?
I _____ (do) the washing up.

2 My best friend _____ (sometimes spend) Saturday afternoons at the pool.

3 My little sister _____ (always take) clothes from my wardrobe without asking. It's so annoying!

4 No, I didn't finish the essay last night.
I _____ (write) the conclusion at the moment.

5 Teenagers _____ (usually enjoy) a challenge.

6 My brother _____ (study) for a French exam right now.

GRAMMAR CHALLENGE

5 Find and correct nine mistakes in the text.



Karl and I are very good friends. He's going to a different school from me, but we chat regularly on Skype and we're texting each other a lot. We are meet up at least once a week, but sometimes it's hard because Karl is usually spending his weekends doing karate. He started doing karate at primary school, but he gets really good now. It's funny because he isn't being an arrogant person – he's very shy and calm – but he always is talking about how good he is at karate! At the moment, he's in Germany because he takes part in a competition there. He is wanting to represent Great Britain in the Olympics™. So I suppose he's got good reason to be arrogant.

Developing vocabulary and listening

1 Read the sentences. Replace the adjectives in italics with a synonym/partial synonym from the box.

clever • cute • glad • handsome • slim • sociable

1 Your dad's quite *thin*, isn't he? Does he do a lot of exercise?
2 His acting is amazing, and he's also extremely *attractive*.
3 That kitten is very *pretty*. Let's get that one.
4 Our neighbour is very *friendly*. She often lets us use the pool in her garden.
5 My brother is very *intelligent*, but he often gets in trouble at school.
6 I was very *happy* to hear that you passed your exams.

2 Look at these partial synonyms. In each list, circle the adjective that is incorrect.

1 attractive – pretty, beautiful, bright
2 thin – short, slim, underweight
3 happy – glad, cheerful, sociable
4 clever – elderly, bright, intelligent
5 friendly – sociable, cute, outgoing
6 not easy – untidy, hard, difficult

3 01 Listen to a group of people. They are discussing a talk by an expert in the study of handwriting to understand the writer's personality and behaviour. Which of these adjectives best describes how they felt?

a interested b bored c very annoyed

1 This is my handwriting. What does it say about me?

2 *This is my handwriting. What does it say about me?*

3 This is my handwriting. What does it say about me?

4 *This is my handwriting. What does it say about me?*

4 01 Listen again and identify the speaker.

Which speaker (1–4) …

1 thought that the analysis was correct on more than one point? Speaker ____
2 thought the expert's analysis was wrong? Speaker ____
3 wanted to find out more about the subject? Speaker ____
4 was very impressed by what the speaker could do? Speaker ____
5 is happy with how their own handwriting looks? Speaker ____
6 has changed their writing in recent years? Speaker ____
7 is going to try and change their handwriting now? Speaker ____
8 learnt that they did not have just one style in their writing? Speaker ____

VOCABULARY EXTENSION

5 Match the adjectives to their two different meanings.

adjective	meaning 1	meaning 2
loud	elderly	intelligent
old	light/colourful	well-dressed
funny	clever	not soft
smart	difficult	strange
hard	it makes you laugh	very bright colours or design
bright	noisy	someone you have known a long time

6 Circle the correct alternative.

1 That shirt is nice, but it's a bit *smart/loud* to wear for a job interview.
2 My best friend is one of the *brightest/hardest* students in class. She always gets top marks.
3 It's sometimes *hard/bright* to know when someone is lying.
4 I have to wear a *smart/funny* jacket to my sister's wedding.
5 I've known Sarah for ten years – she's an *elderly/old* friend.

Grammar in context

1 Look at these sentences from the listening. Circle the correct alternative.

1 I *am not believing/don't believe* all this stuff.
2 It *sounds/is sounding* good.
3 I *like/am liking* my handwriting.
4 I'm always losing things that *belong/are belonging* to me.

These examples all show *state/action* verbs.

2 Match the explanations of use (a–d) with the sentences from 1.

a This is an example of a verb of possession.
b This is an example of a verb of thinking.
c This is an example of a verb of the senses.
d This is an example of a verb about feeling.

3 Put the verbs in the correct columns.

~~appear~~ • ~~believe~~ • ~~belong~~ • feel • ~~hate~~ • have
hear • know • like • look • love • mean • need
own • prefer • remember • see • seem • smell
sound • think • understand • want

feeling	thinking	of the senses	possession
hate	*believe*	*appear*	*belong*

4 Decide if the verbs are states or actions and circle the correct alternative.

1 I *have got/am having* a terrible headache today.
2 We *don't like/are not liking* teachers who just *shout/are shouting* at us.
3 Can you be quiet? I *talk/'m talking* on the phone.
4 *Does he know/Is he knowing* what time it is?
5 I *speak/'m speaking* three languages.
6 Your brother *looks/is looking* like your dad.
7 *Do you prefer/Are you preferring* long hair or short?
8 I *wear/'m wearing* my favourite shoes today.

5 Match the halves to make sentences.

1 The chocolate cake tasted …
2 Her jumper felt …
3 The coffee smelt …
4 The spider looked …
5 These shoes feel …
6 Your music sounds …

a wet, but they're all I've got.
b better than it tasted.
c great. What is it?
d really delicious and I ate it all.
e soft and warm when she put it on.
f frightening, but it wasn't dangerous.

6 Read the text. Find and correct four mistakes.

I've got a lovely dog called Mutt. He is looking sweet, but when a stranger comes to the door, he often barks and is sounding really unfriendly. After a long walk in the rain, he doesn't smell very nice! His long ears feel soft and his nose is usually wet. When he is hearing my parents' car, he runs to the window. He's always seeming to know when they are coming.



STUDY SKILLS

How can you take responsibility for your learning?

STUDY SKILLS ➤ page 84

GRAMMAR CHALLENGE

7 Complete the sentences with the correct form of the verbs given. Decide if the verbs describe a state (S) or an action (A).

1 She's *smelling* (smell) the flowers in the garden. A
2 You seem thoughtful. What _____ (think) about? ___
3 I _____ (look) for my football socks. Do you know where they are? ___
4 This sandwich _____ (taste) delicious. What's in it? ___
5 She _____ (look) very pretty in that top. ___
6 My dog _____ (weigh) 10 kg, but he's only a puppy. ___
7 I _____ (think) you need a bigger pair of shoes. ___
8 Don't worry. I won't eat it all! I _____ (taste) it, that's all. ___
9 Petra _____ (weigh) some flour and butter for the cake. ___

Developing speaking



1 02 **Listen to the dialogue. What two sports do they mention?**

2 02 **Listen again. Are the sentences True (T) or False (F).**

1 The boys have met before. T/F
2 They both know Maria. T/F
3 Ben is very good at this sport. T/F
4 Luke has his own bat with him. T/F
5 Luke and James Kingston are friends. T/F
6 Ben is a member of a local team. T/F

3 Look at these questions from the dialogue. Complete each one with a tag question.

1 You're Luke Spencer, *aren't you*?
2 You're really good at table tennis, _____?
3 You don't have a bat, _____?
4 You can play football too, _____?
5 You don't want to join us one week, _____?

4 03 **Listen and decide if the tag question goes *down* (a confirmation question) or *up* (a real question) in each case. Draw arrows over the tag questions in 3.**

You're Luke Spencer, aren't you?

5 03 **Listen again and repeat.**

6 Match the question tags (a–h) with the sentences (1–8). Practise saying the sentences with the correct intonation.

Sentence	Question tag
1 It's a lovely sunny day,	a aren't you?
2 Sarah is your aunt,	b doesn't he?
3 You're not an only child,	c does he?
4 You're joking,	d isn't she?
5 She isn't very tall,	e can you?
6 He plays tennis every week,	f isn't it?
7 Sebastian doesn't like bananas,	g are you?
8 You can't come to the party,	h is she?

7 Look at the photo and write your answers to the questions in your notebook. If you are not sure of something, use *I think* and/or *I imagine*.



1 Who can you see in the photo?
2 Where are they and what are they doing?
3 What do they look like?
4 What kind of person/people do you think they are?

8 04 **Listen to a student talking about the photo. What are her answers to the questions?**

9 Now look at the second photo and answer the same questions.



Developing writing

1 Read this informal email from a girl called Sally. Why is she excited?

To: Sidney

From: Sally

Subject: New friends!

(a) _____

(b) _____ You know our next-door neighbours, the ones who are rather unfriendly and are always complaining about the dog? Well, they're moving! We're all extremely glad about it.

(c) _____ Our new neighbours look very friendly. It's a family with four kids, though Grandpa is a bit worried because he says they're going to be quite noisy! They all seem nice, so I don't think so. There's a toddler – he must be about three – who looks really cute and loves trains. Then there are two girls about our age. I think they're twins because they are the same height and build. They're not completely identical, but they do have very similar smiles. They look like film stars, actually, with their long red hair.

(d) _____ There's a boy called Joe. He's extremely tall, with dark hair. He looks very sporty, he looks like he's in a team. I'm going to ask him what he plays next time I see him.

(e) _____ Hope to see you soon.

Love,
Sally

2 Put the expressions (1–5) in the correct place in the email above.

1 Even better news!
2 That's all for now.
3 Great news!
4 And … best of all!
5 Hi there!

3 Read the email again. Sally uses modifying adverbs to make adjectives stronger or softer. Can you find the seven different examples?

4 Complete the sentences with *look(s)/look(s) like/look(s) as if*. If more than one is possible, write both.

1 I think that Freddie's dog _____ a sheep!
2 The new teacher _____ very friendly, don't you think?
3 You _____ really tired. Didn't you sleep well last night?
4 That new girl reminds me of my sister. She really _____ her.
5 In your drawing, the house _____ it's a factory. Can you make it a bit smaller?
6 I think your older brother _____ a boxer.

5 You have new neighbours, too. Write an email to a friend. Include the following information. Use the email in 1 as a model.

How you feel about your old neighbours leaving.
Who the new neighbours are.
How many children there are and what they look like.
Which member of the new family looks the most interesting and why.

6 When you finish, read and check your email.

Have you …

- used modifying adverbs?
- used descriptions with *look*, *look like* and *look as if*?
- not repeated yourself?
- used a range of different adjectives?

Revision: Unit 1

Grammar

1 Circle the correct alternative.

1 Oh no! Look out of the window. It *rains/'s raining*.
2 Can you wait a minute? I *listen/'m listening* to the news.
3 I usually *drink/am drinking* tea, not coffee in the morning.
4 I *learn/'m learning* to play hockey at school. I started about three weeks ago.
5 More and more people *move/are moving* to the capital to try and find work.
6 The bus is always very reliable. It *comes/'s coming* at 15 minutes past.

2 Complete the dialogue with the present simple or present continuous form of the verbs given.

Tim: Hi Dave. I'm going to get some crisps at the shop. (a) _____ (want) to come?

Dave: OK. I (b) _____ (work) on my history project, but I (c) _____ (need) a break now.

Tim: Oh yes, I (d) _____ (know) how you feel!

Dave: How (e) _____ (your project go)?

Tim: I (f) _____ (try) to finish it at the moment. My problem is that I (g) _____ (always leave) homework until the last minute!

3 Write sentences using the prompts. Use the present simple or the present continuous.

1 Josh / usually / wear / black socks, not those bright red ones.

_____

2 Marley / never / be / late for school.

_____

3 Anna / always / forget / her homework. And then she tries to copy mine!

_____

4 Marcus / have / shower / right now, can you call again later?

_____

5 We / often / not go / to the sports centre – only about once a month.

_____

4 Decide if the sentences are correct (✓) or incorrect (✗). Correct the incorrect sentences.

1 That cat is looking at me. It won't stop!
2 She's looking like her aunt, in my opinion.
3 This food is tasting absolutely delicious!
4 They're just coming out now. Here they are!
5 I'm thinking that the school should change the regulations.

Vocabulary

1 Look at the table. There are two words in each column which are in the wrong place. Move these words to the correct column.

Build	Height	Hair	Looks	Personality
thin straight patient overweight	tall big medium height good-looking	curly calm bald handsome	short wavy pretty beautiful	selfish strong small reliable

2 Put the letters in order to make personality adjectives.

1 tique _____
2 taekvatli _____
3 ueissor _____
4 nrratoga _____
5 nynuf _____
6 uytdni _____

3 Complete the sentences with these words.

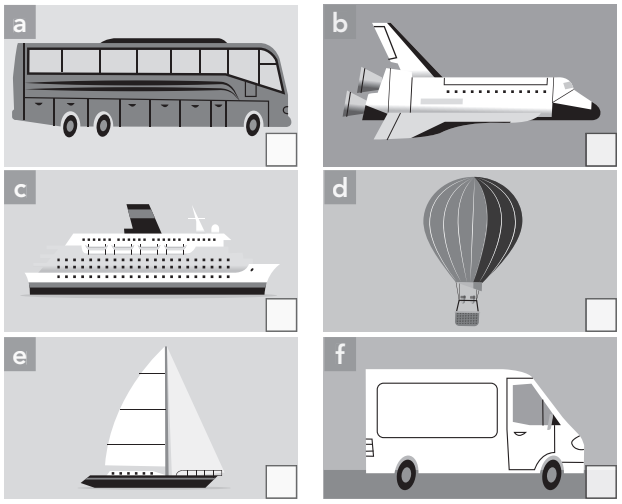
elderly • impatient • hard • outgoing • glad • bright

1 I'm so _____ that you came to my party.
2 There's no way I could do that maths homework. It was too _____.
3 Jake talks to everyone and anyone! He's so _____. People love him.
4 Marta is a really _____ girl. She's just taken her final exams a year early.
5 My grandma is very _____ now. My mum looks after her.
6 Don't be so _____! Just wait one more minute and the food will be ready.

2 Travelogue

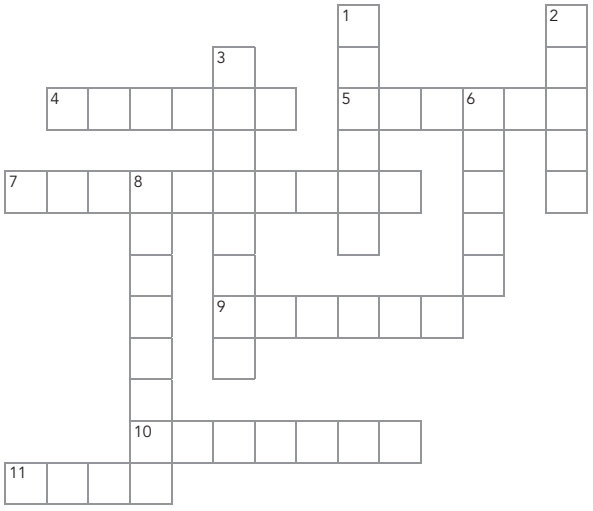
Vocabulary

1 Complete the words. Match them to the pictures.



1 f _ _ _ y
2 _ a _
3 _ p _ _ _ s _ _ _
4 y _ c _ _
5 h _ t - _ _ r _ a _ l _ _ _
6 c _ a _ _

2 Read the clues and complete the puzzle.



Across
4 You buy this to travel one way.
5 When they do this to a train, it does not go at all.
7 These screens tell you when a train is leaving.
9 You buy this to travel there and back again.
10 You can carry your things in this.
11 You _ _ _ _ a train when you arrive after it leaves.

Down
1 You buy it online or at the station before you travel.
2 A train is late if there is one of these.
3 You step off the train onto this.
6 The action of using a train or bus.
8 These screens tell you when a train is coming in.

3 Complete the sentences with these words.

bed and breakfast • caravan • hostel • hotel
motel • tent

1 After our _____ collapsed, I decided never to go camping again.
2 A _____ is a type of _____ which is next to a big road or motorway.
3 We prefer a _____ so that we can go somewhere different for lunch and dinner.
4 Our new _____ is huge. It has six beds so my whole family can sleep in it.
5 I stayed in a _____ when I visited Barcelona to save money.

VOCABULARY EXTENSION

4 Complete the sentences with these words.

matches • passport control • bill • timetable
guidebook • boarding pass • mat • mini-market

1 You'll need to make a fire, so you need some _____.
2 The campsite we stayed on had a _____ but it was very expensive and we shopped in town.
3 If you're travelling by train, don't forget to check the _____ before you leave.
4 At the airport, after you've checked in your bags you have to go through _____.
5 If you go to a bed and breakfast, make sure you pay the _____ before leaving.
6 I've got everything I need to go camping: my torch, my sleeping bag, and a _____.
7 Many airlines ask you to print out your own _____ and bring it to check-in.
8 A good _____ is very useful when you're visiting a new city.

Reading

1a Look at the photos and headline. What do you think is the subject of the article?

a A different kind of traveller b Summer holiday fun
c An explorer discovering a new means of transport

STUDY SKILLS

How can you predict what a text is about?

STUDY SKILLS ➤ page 84

1b Read the article and check your answer to 1a.



Dave Cornthwaite has big plans: to complete 25 separate journeys, each over 1000 km long, as part of his Expedition 1,000 project. But he isn't using cars, trains or planes; all of the 25 forms of transport he uses aren't motorised. He also hopes to raise £1,000,000 for charity.

In just eight years, he completed 11 journeys and broke nine world records. His first trip was in 2006, when he travelled 5823 km across Australia on a skateboard. It was the longest skateboard journey ever made. In 2011, he rode a tandem bike with a friend from Vancouver, Canada, to Las Vegas in the US and then travelled for three months down the Mississippi River by paddleboard, standing upright for the length of the journey. He even did a part of it in a fancy dress!

His eighth journey was across Europe on an elliptical bike, which looks like an exercise bike and running machine, where the rider stands and pedals. On his tenth trip, Cornthwaite crossed Europe from Germany to the UK. But before he left, he let the public vote on social media for the kind of transport he used and also the route he took.

One of Cornthwaite's most recent trips involved riding through Chile in the desert on a Whike (a low bike with a sail). More recently, he went from Norway to Finland in a kayak with pedals, travelling over 1000 km at around 5.6 km an hour.

His journeys have not been without problems. Once he was travelling by 'bikecar' in Memphis in the US, when a speeding car knocked him out of his vehicle. While he was travelling in Chile, he had to cope with freezing conditions, as well as earthquakes.

Cornthwaite's most difficult trip was in 2012: a 58-day, 1611 km swim down the Missouri River in the US. Before that journey, he had not swum more than 100 metres at one time. Amazingly, it took one month – half of the expedition's time – to travel the first 290 km, and just one more month to cover the remaining 1320 km. In the last few days, the swimmer was constantly ill and his body was close to collapse.

Cornthwaite's thirst for adventure began while he was working as a graphic designer in central England after he had finished university. He had a regular, well-paid job, a nice house and a cat! However, while he was skateboarding around town, he started to see things in a different way. On his website he explains that at 25, he suddenly realised that every day was the same and that he had become lazy.

He promised to change his life from that point on. And he did.



2 Read the article again and choose the correct answers.

1 The Expedition 1,000 project …
   a may raise £1,000,000 for charity.
   b is 1000 km long.
2 His trips all use …
   a water and air.
   b different forms of transport, but with no engine.
3 On one trip, the transport he used was chosen by …
   a people on the Internet.
   b his family.
4 The trips he made between 2006 and 2015 were …
   a in Europe.
   b all over the world.
5 The Missouri trip was the most difficult …
   a because it was very tiring and he found swimming hard.
   b because he only travelled 100 metres at a time.
6 Dave Cornthwaite was working as a graphic designer …
   a when he learnt about different ways to travel the world.
   b when he decided that he needed to change his life.

CRITICAL THINKING

3 Which adjectives do you think describe Cornthwaite? Write definitely (D), perhaps (P), not (N).

generous	lazy
adventurous	fit
likes danger	ambitious
selfish	arrogant
boring	cheerful

4 Match the underlined words with the definitions.

1 moves a bicycle or vehicle by pushing with feet
2 fall down, because you are ill or tired
3 deal successfully with a difficult situation
4 a bicycle with seats for two people
5 clothes that you wear for fun to make you look like a particular person or thing
6 always or regularly
7 fitted with an engine

Grammar in context

1 Complete the grammar rules with these words.

before • completed • in progress

a We use the past simple for _____ actions in the past.

b We use the past continuous for actions _____ at a time in the past.

c We use the past perfect for actions completed _____ another time or action in the past.

2 Look at these sentences. Match the verbs in bold with the rules (a–c) in 1.

1 Once he **was travelling** by 'bikecar' when a speeding car knocked him out of his vehicle. ___

2 He **rode** a tandem bike with a friend from Vancouver to Las Vegas in 2011. ___

3 Before that journey, **he had not swum** more than 100 metres at one time. ___

3 Read these sentences and circle the correct alternative.

1 They *spent/had spent* hours in the car by the time they *arrived/had arrived* at their destination.

2 Something *had happened/has happened* to the engine before the plane *has taken/took* off.

3 *Did you already learn/Had you already learnt* how to ride a bike when you *started/had started* school?

4 They *stopped/had stopped* him from boarding the train because he *has lost/had lost* his ticket.

5 I *didn't want/hadn't wanted* my grandmother to drive because she *forgot/had forgotten* her glasses.

6 She *never travelled/had never travelled* by plane before so she *felt/had felt* a little nervous.

7 The roads *were/had been* dangerous because it *rained/had rained* the night before.

4 Complete the sentences by matching (1–6) with (a–f).

1 I was listening to my MP3 player …

2 She missed her station …

3 The boys cycled home …

4 While Sonia was making sandwiches, …

5 She was talking to a neighbour …

6 How did you find out …

a because she had fallen asleep on the train.

b when my friend called.

c that you'd lost your driving licence?

d as soon as they heard the news.

e when I arrived at her house.

f I was packing the rucksack.

5 Complete the sentences with the past simple, past continuous or past perfect form of the verbs given.

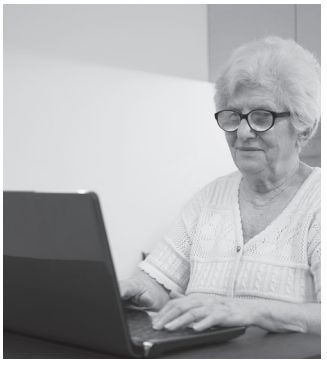
1 When I _____ (grow) up we _____ (not have) a garden because we _____ (live) in a flat.

2 By the time he _____ (be) three, my brother _____ (learn) to read!

3 A thunderstorm _____ (start) while we _____ (fly) over Mexico.

4 My sister _____ (not take) her favourite summer dress on holiday because she _____ (lend) it to her friend.

5 The first time my grandmother _____ (use) a computer, she _____ (be) 65.



GRAMMAR CHALLENGE

6 Complete the dialogue using the correct form of the verbs given.

A: So, how (a) _____ (be) your journey?

B: Not great! I (b) _____ (have) a few problems. I (c) _____ (wait) for my train on the platform when I (d) _____ (decide) to buy some chocolate, but I couldn't find my wallet. You (e) _____ (know) me, I (f) _____ (always lose) things. I realised that I (g) _____ (leave) it at the ticket office. I remember I (h) _____ (put) my wallet on the side, while I (i) _____ (pay).

A: Oh no.

B: So then I (j) _____ (run) back, but it (k) _____ (go). I reported it, but as I (l) _____ (walk) back to the platform to catch my train, I (m) _____ (see) that it was leaving the station. I (n) _____ (miss) it. And there (o) _____ (not be) another one for an hour. I wasn't happy!

Developing vocabulary and listening

1 Match the phrasal verbs (a–h) with their meanings (1–8).

1	start a journey	a	break down
2	stop	b	get on / off
3	arrive	c	take off
4	show your ticket at an airport	d	set off
5	enter / leave a train, bus or plane	e	get into / out of
6	start flying	f	check in
7	enter / leave a car	g	get away
8	go somewhere for a rest	h	get in

2 Complete the sentences with these prepositions.

back • down • in • off • on • out of

1 We'll be on the platform when her train gets _____ at five past ten.

2 The police asked the man to get _____ the car.

3 If you get _____ the bus first, you can save me a seat.

4 I really hope the car doesn't break _____ again while I'm driving.

5 They set _____ at 4.30 am to get to the airport in time.

6 Have a great holiday. I'll see you when you get _____!

3 05 Listen to two people talking about different ways of travelling to work in Medellin, Colombia, and answer the questions.

1 How do they get to work now?

2 How did they get to work in the past?



4 05 Listen again and choose the correct answer.

1 Every morning the woman gets off …
- a at the bottom of the escalator.
- b at the city centre.
- c in Comuna 13.

2 The Medellin escalator has …
- a three stages.
- b six stages.
- c seven stages.

3 The escalator is a good thing because …
- a it saves time.
- b it saves money.
- c it never breaks down.

4 According to the man, his bus journey used to …
- a take too long.
- b be quite comfortable.
- c be different every day.

5 Tourists like taking the metrocable because …
- a they are safe.
- b you can see the city from the sky.
- c they're free.

6 Each metrocable cabin can hold …
- a eight people.
- b three people.
- c ten people.

7 According to the man, Medellin's …
- a new transport system is too crowded.
- b transport system is one of the best in the world.
- c transport system is still a bit slow.

VOCABULARY EXTENSION

5 Complete the sentences with the correct phrasal verb using *get*.

get on with • get around • get around to
get down • get through to • get across

1 She was shocked to find the only way to _____ the river was to swim.

2 You can easily _____ London on the Underground.

3 My bags were high up in the luggage rack and I couldn't _____ them _____.

4 Phone the consulate – if you _____ the right person, you'll get your visa in no time.

5 You really have to _____ somebody if you're sharing a tent for a month.

6 They didn't _____ visiting the Louvre, but they saw almost everything else in Paris.

Grammar in context

1 Read the sentences from the listening. Then match (1–4) to (a–d) to complete the rules.

I **get on** and it **takes** me all the way up to the city centre.
In fact, a group of eight French tourists **got** into my cabin yesterday.
I **would** leave my house at 6 am, but now I can set off at just before 6.30.
I **used to** catch a bus to my job as a mechanic near the city centre.

Rules

1 We use the present simple to talk about …
2 We use the past simple to talk about …
3 We use *used to* to talk about …
4 We can also use *would* to talk about …

a past habits, states or conditions.
b present habits or routines.
c single actions in the past.
d past habits which are repeated actions, but not states or conditions.

2 Look at the pictures and make sentences with *used to*.



1 *He used to cycle to school but now he goes by train.*
2 _____
3 _____
4 _____
5 _____
6 _____

3 Are these sentences correct (✓) or incorrect (✗)? Correct the incorrect sentences.

1 At 13, I'd never flown before so I *used to be* very excited when I went on my first flight.
2 When we were younger, my brother and I *used to spend* a lot of time climbing trees.
3 As a young child, I *would live* in a pretty little house with a big garden.
4 My mum's aunt was called Auntie Kristina, and I *used to be* very close to her.
5 When I was a child, I *would help* my mum make cakes every Friday evening.
6 Until I was 18, I *would be* more outgoing, but then I became shy.
7 At the age of 15, I *used to win* a sports prize.
8 We *didn't use to watch* TV after school, because my mum thought it was a waste of time.

GRAMMAR CHALLENGE

4 Complete the text with the correct past form of the verbs given.

Holidays in the past

In the past, going away on holiday (a) *used to be* (be) for rich people, only. People (b) _____ (not get) paid holidays, except for one or two bank holidays. The idea of the two-day weekend only (c) _____ (start) in the 1890s, when most workers (d) _____ (spend) time with their families at home or locally. When railways (e) _____ (grow) in the 1840s, travel became much easier.

Poorer people could not afford to take holidays so some (f) _____ (take) working holidays, for example they (g) _____ (go) fruit-picking in the countryside. However, by the early 1900s, the first holiday camps (h) _____ (start) to appear in Britain. After the war, thousands of families (i) _____ (spend) their summer holiday at these camps, which were popular until the 1960s in the UK.

In the 1960s and 1970s, foreign holidays (j) _____ (become) more common. Flying was affordable and there was more money to spend; most people also had two weeks' holiday. At the same time, camping also (k) _____ (grow) in popularity, because more and more people (l) _____ (have) their own cars.

Developing speaking

1 Put the words in the correct order to make sentences.

1 Dundee please go to to like I'd

_____

2 it a train direct Is ?

_____

3 Early in the possible morning, if

_____

4 Saturday travelling I'm next

_____

5 please I'd a return, like

_____

2 06 Look at the information about a journey. Listen and find five mistakes.

Cambridge to Guildford Return
ADULTS: 1 **CHILDREN**: 0 **RAILCARD**: None

OUTWARD

DEPARTING: 18 September at 09:26
ARRIVING: at 11:50 **CHANGES**: 3
1: Cambridge – Finsbury Park
2: Finsbury Park – London Victoria
3: London Victoria – Clapham Junction
4: Clapham Junction – Guildford

RETURN

DEPARTING: 20 September at 16:35
ARRIVING: at 19:00 **CHANGES**: 2
1: Guildford – London Waterloo
2: London Waterloo – London King's Cross
3: London King's Cross – Cambridge

TICKET PRICE **£33.50**

3 Look at the following requests. Make them more polite.

1 I want a return ticket to Guildford.
2 What's the cost?
3 What time does the train leave?
4 Where do I change?
5 What did you say?

4 06 Listen to the dialogue again and compare your answers with the original.

5 07 Read the questions and underline the words you think are stressed. Listen and check.

1 Could you write it down for me, please?
2 Is it possible to pay by card?
3 Could you print out the times for me?
4 Can you tell me how much it costs?
5 Which platform does it leave from, please?

STUDY SKILLS

What's the best way to learn useful everyday expressions in English?

STUDY SKILLS ➤ page 84

6 Look at the photo and write your answers to the questions in your notebook. If you are not sure of something, use *I think* and/or *I imagine*.



1 When do you think the photo was taken?
2 What can you see in the photo?
3 Where was the photo taken?
4 What are the people in the foreground doing?
5 What do you think they are wearing?

7 08 Listen to a student talking about the photo. What are his answers to the questions?

8 Now look at the second photo and answer the same questions. Describe the similarities and differences between the two photos.



Developing writing

1 Look at the pictures of Singapore and match them to the items (a–f) below.

a tropical rain _____

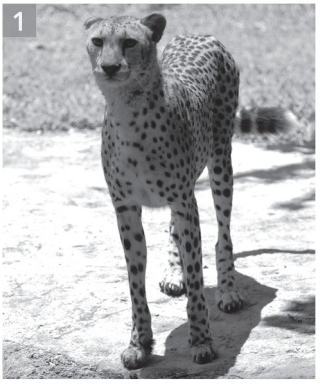
b the Sentosa cable car _____

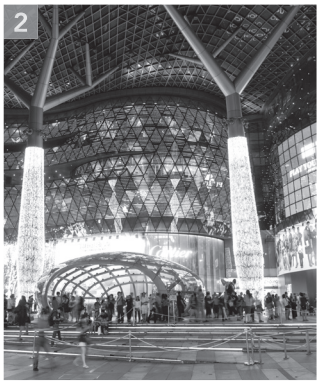
c Formula 1 Grand Prix _____

d Marina Sands Hotel _____

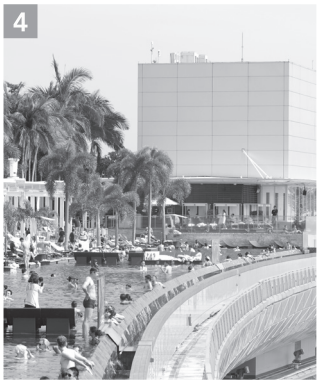
e the Orchard Road shopping centre _____

f Singapore zoo _____

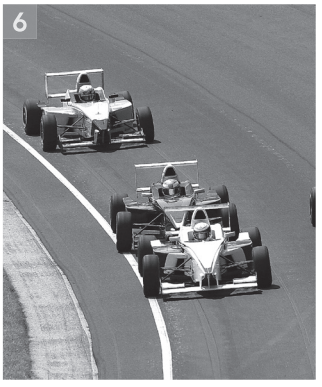












2 Read Cara's blog post about her visit to Singapore. Which of the things in 1 has she experienced?



HOME BLOG ABOUT ME SEARCH

It's our third day in Singapore – what an incredible place! The climate is so hot, and when it rains it's like being in a warm shower. It rained on our second day and we just stood out in it. It was so strange, but we did enjoy it. We were completely dry in about 15 minutes afterwards!

We went shopping yesterday down the main street, at the Orchard Road shopping centre. There are so many shops and cafés and they are all air-conditioned. Singapore is such a crowded place, at some points you can't walk easily along the pavements.

BLOG ARCHIVE
- June (1)
- May (3)
- April (5)
- March (2)
- February (6)
- January (4)

RECENT COMMENTS
TOP CATERGORIES
CONTACT ME

Last night was such an unforgettable experience. My dad and I went to the Singapore Grand Prix as his birthday surprise and I loved it – but it was so noisy! The race takes place at night around the city, which means there is a really special atmosphere.

Tomorrow we are going to see the Marina Sands Hotel, which looks like a ship in the sky. Then we're going to Sentosa Island for a ride on the cable car and a visit to the aquarium. I can't wait. On our final day we'll visit the zoo, which people say is absolutely great. I do love zoos! I'll write more next time.

3 Did Cara enjoy Singapore? How do you know? Underline examples in the text that tell you.

4 Make complete sentences with emphasis, using the words given.

1 It / fantastic / experience (such) _____

2 People / friendly and helpful (so) _____

3 I / love / the food (do) _____

4 Shopping centre / noisy / place (such) _____

5 I / enjoy / the visit / zoo / yesterday (did) _____

5 Now complete the second part of Cara's blog about the last part of her holiday. Use some of the language you have learnt for giving emphasis.

HOME BLOG ABOUT ME SEARCH

Revision: Units 1–2

Grammar

1 Complete the sentences with the past simple or continuous form of the verbs given.

1 While he _____ (ride) his bike to school he _____ (see) an accident.

2 Somebody _____ (steal) her bag when she _____ (look) out of the train window.

3 When we _____ (arrive) at the airport, three large school groups _____ (wait) to check in.

4 The boy _____ (try) to find a seat on the bus when he _____ (notice) his friend at the back.

2 Use the prompts to answer the questions in the past perfect.

1 Why was your mother scared? never / fly / before

_____

2 Why didn't he have any money? spend it / on sweets

_____

3 Why did you buy a new mobile? old phone / break

_____

4 Why didn't you read the email? already / read it

_____

3 Write sentences using the prompts and *used to*.

1 I / ride a bike / now I / drive a car

_____

2 Jess / hate flying / now she / be a pilot

_____

3 Mandy / like camping / now she / prefer hotels

_____

4 Gary / wear school uniform / now he / wear jeans

_____

5 the twins / have long hair / now they / like short hair

_____

4 Circle the correct alternative.

1 When I was young I *used to live/would live* in Paris.

2 We *stay/are staying* in a caravan at the moment, while builders *mend/are mending* our roof.

3 I*'m thinking/think* that Saul is really hard-working.

4 I *cycled/was cycling* to school, when it suddenly *started/had started* to rain.

5 After we *were leaving/had left* the party, Ben got a taxi home.

Vocabulary

1 Complete the sentences with these words.

cancel • delay • fare • miss • single

1 You buy a _____ ticket if you're only going one way.

2 If the weather's bad, the airline could _____ the flight.

3 Hurry up, Sarita, or you'll _____ your bus!

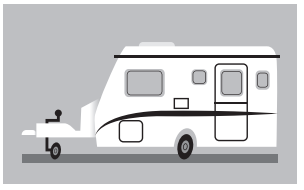
4 I didn't go because I couldn't afford the train _____.

5 The bus driver apologised for the _____.

2 Write the types of accommodation.



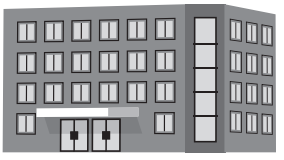
1 _____



2 _____



3 _____



4 _____

3 Are the words in bold correct or not? If not, correct them.

1 Excuse me, could you tell me when this train gets **in**?

2 Why have they stopped? Has their car broken **in**?

3 She always shuts her eyes as the plane takes **up**.

4 My aunt hopes to get **in** for a short holiday next week.

5 They always get **off** the taxi on the right-hand side.

6 Can you get **in** the car please? We have to go.

4 Use one word to complete each sentence.

1 Our French teacher is always c_____l, even when something goes wrong.

2 At the party, Simon was talking to everyone. He is very s_____e.

3 Bernie is so t_____e. He was chatting on the phone to me for 40 minutes yesterday!

4 Kate occasionally helps an e_____y neighbour with her shopping.

5 The flight was cancelled, so we had to get all our l_____e back.

3 City to city

Vocabulary

1 Complete the definitions with a type of house. Match four of them to the pictures.

1 A *detached house* is not joined to another house.

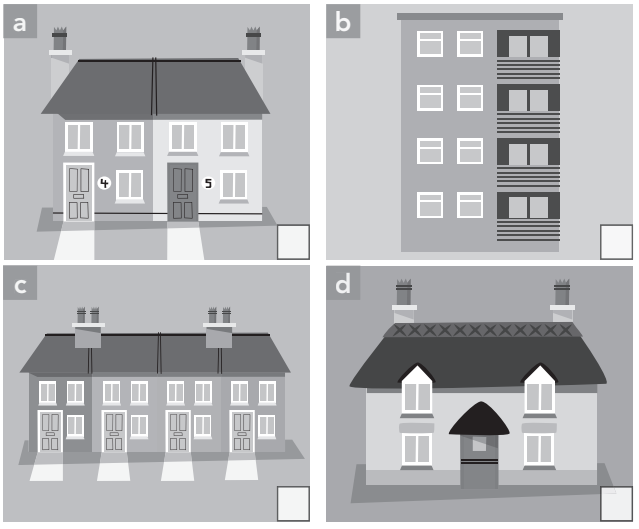
2 A _____ is a small house in a village or in the countryside.

3 A _____ is a house that doesn't have any stairs.

4 A _____ is in a row of houses that are joined together.

5 A _____ is usually on one floor of a larger building.

6 A _____ is joined to another house by one wall that they share.



2 Find these words in the wordsearch.

factory • outskirts • port • square • skyscraper
suburbs • town hall

i	z	c	o	r	g	m	s	p	s	z	g	n	y
s	q	u	a	r	e	b	b	k	o	y	x	q	p
l	m	d	z	w	r	c	y	b	x	r	f	x	l
t	l	z	x	u	x	s	e	p	u	h	t	f	y
b	q	a	b	b	c	z	o	c	g	e	g	p	r
f	b	u	h	r	s	t	r	i	k	s	t	u	o
n	s	c	a	n	c	u	k	q	i	s	a	t	t
h	f	p	s	n	w	l	l	c	j	n	w	h	c
q	e	a	j	w	y	o	d	d	n	i	m	r	a
r	d	w	s	v	n	n	t	s	i	s	e	o	f

3 Complete the sentences with an appropriate adjective from the box.

busy • clean • crowded • dirty • empty
historic • lively • noisy • quiet

1 Ella really liked Dubai because it's so _____. There's no rubbish anywhere.

2 The streets are so _____ in the evening. You can often see street performers, and music and dancing.

3 I don't like going to the town centre on a Saturday. The shops are _____ and there are long queues.

4 Most capital cities in central Europe have _____ centres with buildings that are several hundred years old.

5 I live in a _____ village, not much happens there at weekends.

STUDY SKILLS

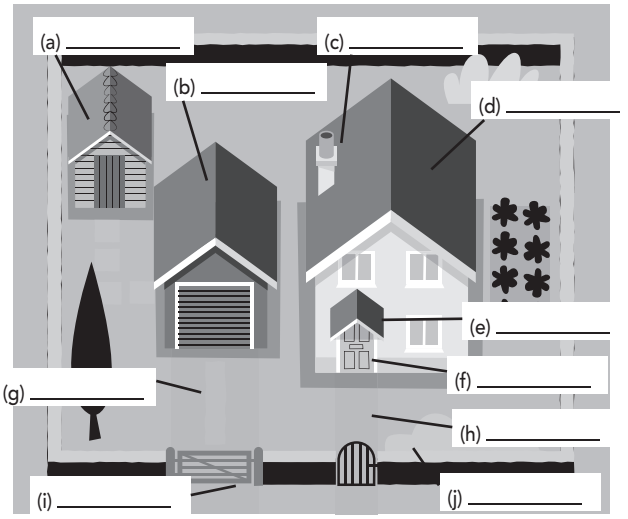
What information do you need to write down and revise for new words which you add to your vocabulary list or notebook

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VOCABULARY EXTENSION

4 Label the picture of the house.

drive • garage • shed • front door • roof
chimney • front garden • porch • path • gate



Reading

1 Look at the photo of part of Freiburg city. What do you think the article is going to be about?

2 Read the article quickly and check your predictions.

THE CITY OF THE FUTURE?

Have you ever thought about how much energy your city uses? Where does the energy come from? Most cities use huge amounts of energy generated from power stations burning fuels, which have a big impact on the environment. But there is a town in Germany where they don't use any fuel at all. In fact, they produce four times more energy than they actually need! And this energy is completely clean. But how do they do it?

Arriving in Freiburg by train, you might notice the solar-panelled towers of the station building. These solar panels are everywhere; on the football stadium, hotels, the conference centre, and even a factory. With 1,800 hours of sunshine per year, solar power is the main source of energy in Freiburg, making it one of the most ecologically friendly cities in the world. (a) ____

In Freiburg it all began in the 1970s, when local people were strongly against plans for a nuclear power station nearby. The historic centre has been car-free since 1973, with over 400 km of cycle paths! (b) ____ In the area called Rieselfeld, residents live in small blocks of south-facing flats called 'passive' houses. The design of these houses keeps them warm or cool, without needing central heating or air conditioning at all. (c) ____ The houses cost around 10% more to build, but over many years they cut energy bills and energy loss by 90%.

Vauban is another quiet area, with solar panels everywhere and a large number of passive houses. (d) ____. Officially, only one person in four has a car and it costs around 18,000 euros a year to keep one outside town, in a 'solar-garage'.

In the area of Vauban called 'Solar Settlement', the situation is even more surprising. It all started with solar architect Rolf Disch when he built his own house, the Heliotrope, over 25 years ago. The Heliotrope rotates with the sun and produces five times more energy than it needs. (e) ____



In the solar settlement itself, the brightly-coloured terraced houses are also 'plus energy' homes. Each one produces four times more energy than it needs. (f) ____ This makes around 6,000 euros a year for each home-owner.

In Freiburg, being green is part of the economy, and local people buy shares in different green projects, for example the solar football stadium. Not surprisingly, this remarkable eco-city has won many awards and other German cities are now competing to become more eco-friendly. So why aren't more countries around the world doing the same?

3 Complete the article with these sentences.

1 It was the first building in the world to produce *more* energy than it required.
2 In fact, some say that Freiburg generates nearly as much solar power as the whole of the UK.
3 It is a safe, clean area. It is busy, but with people and bicycles instead of vehicles.
4 However, it is the modern residential districts on the outskirts which most interest environmentalists.
5 Special systems for the airflow, windows which are triple-glazed for insulation and even the body heat of the people inside help keep the temperature the same year round.
6 Solar collectors then send any extra energy back to the city.

4 Read the article again and answer these questions.

1 Why did Freiburg become an eco-city?
2 What don't passive houses need?
3 What are the names of the two areas in Freiburg which have passive houses?
4 Which is more 'green', Disch's home or the homes in the Solar Settlement?
5 Why are the houses in the Solar Settlement called 'plus energy' homes?
6 Why is 'solar power' good for the local economy?

CRITICAL THINKING

5 Which of the following reasons might stop town planners investing in more cities like Freiburg?

1 They cost more to build.
2 The towns consume less energy.
3 They are not confident that they will be a success.
4 People aren't willing to pay for them.
5 People don't want to stop using cars.
6 Governments will have to improve local transport networks.
7 The long term benefits are excellent.

6 Match the underlined words in the article to the definitions.

1 the people who live in a town _____
2 produced _____
3 prizes you get for being successful _____
4 moves in a circle around a fixed central point _____
5 an effect _____
6 parts of a company you can buy to invest money _____

Grammar in context

1 Look at the sentences from the text. Underline the verbs in the present perfect simple and circle the verbs in the past simple.

1 Freiburg has been an eco-city for many years.
2 The historic city centre has been car-free since 1973.
3 It all began in the 1970s, when local people were strongly against plans for a nuclear power station.
4 Rolf Disch started with his house 20 years ago.
5 This remarkable eco-city has won many awards.

2 Complete the grammar rules with these words.

completed • continue • specific • started
the past • the present

We use the present perfect simple to talk about an event in (a)_____ without saying when it happened.

We use it to talk about recent events that have a result in (b) _____.

We also use it to talk about actions or situations that (c) _____ in the past but (d) _____ in the present.

We use the past simple to describe (e) _____ actions in the past. We also use it when we mention the (f) _____ moment in the past when something happened.

3 Circle the correct alternative.

1 He *has moved/moved* into a passive home in 2015.
2 We *have had/had* a great party last May.
3 I*'ve been/was* a student at this school for five years and I still really love it!
4 *Has he asked/Did he ask* her to marry him last night?
5 Tessa lives in Manchester with her family but she *didn't live/hasn't lived* there for long.

4 Write questions and answers in the present perfect and past simple using the prompts.

1 you / fly to the US?
I / fly to California / last summer
Have you ever flown to the US?
Yes, I have. I flew to California last summer.

2 she / see an Italian film?
she / see *Cinema Paradiso* / last year
_____
_____

3 they / spend any time in Scotland?
they / live / on a Scottish island in 1994
_____
_____

5 Complete the sentences with these words.

already • ever • for • just • never • since • yet

1 He's _____ woken up so he hasn't had his breakfast _____.
2 They've _____ won the World Cup and I don't think they _____ will.
3 We've _____ visited Barcelona but I want to go there again.
4 Tom has lived in Birmingham _____ he started university.
5 Our teacher taught in China _____ a year before she came to our school.

GRAMMAR CHALLENGE



6 Complete the text using the appropriate form of the verbs given.

(a) _____ (you ever hear) of the mountain village of Hallstatt in Austria? It (b) _____ (have) a pretty central square, wooden houses, a clock tower, and a fountain. The village (c) _____ (lie) next to a lake and it (d) _____ (be) there for hundreds of years. The village in the photo, however, is not in Austria, but in Guangdong province, China. It is a copy of the Austrian village. It (e) _____ (not exist) for hundreds of years; it (f) _____ (only be) there since 2012. The mayor of Hallstatt (g) _____ (go) over from Austria after the builders (h)_____ (finish) to take part in the opening ceremony.

Hallstatt is one of many international towns or landmarks in China. Around Shanghai, they (i) _____ (build) many towns with different themes in recent years. Visitors from big cities (j) _____ (like) these 'foreign' towns because they (k) _____ (be) quiet, green and historic.

Developing vocabulary and listening

1 Circle the correct modifying adverb.

1 The Louvre in Paris is *very/absolutely* enormous.
2 The market square is *totally/rather* silent at night.
3 After they'd played football, the boys were *absolutely/very* filthy.
4 The bus is *completely/quite* packed at about five o'clock in the afternoon.
5 The film we went to see last night was *really/very* dreadful.
6 Don't go out without any sun cream on, it's *quite/absolutely* boiling out there.

2 Complete the sentences with an extreme adjective.

1 Big Ben is old, but the Colosseum is absolutely *ancient*.
2 His dog is small, but her dog is really _____.
3 The North Sea is cold, but the Arctic Ocean is absolutely _____.
4 Sara's house is big, but Jack's is really _____.
5 The town centre is crowded during the week, but on Saturdays it is totally _____.
6 This top is beautiful, but that dress is absolutely _____.

3 09 Listen to a phone conversation where a Spanish student called David tells a friend at home about his time in Edinburgh. Put the topics in the order that he talks about them.



a Staying with a host family ___
b Going to English classes ___
c Things to do in and around Edinburgh ___
d Understanding the Scottish accent ___
e The weather ___

4 09 Listen again and complete the notes with one or two words.

1 David arrived _____ weeks ago.
2 Making _____ has made his time more enjoyable.
3 There are lots of places to visit and you can go on many _____.
4 He explains that there is a _____ community in Scotland.
5 The son in the family is the same _____ as David.
6 The journey to the language school is only _____ minutes long.
7 At the start, understanding the Scottish accent was _____.

VOCABULARY EXTENSION

5 Put these extreme adjectives in the correct column.

~~antique~~ • awful • bitter • breathtaking
crowded • gigantic • heaving • huge • icy
miniscule • minute • prehistoric • roasting
scorching • spectacular • terrible

enormous	freezing	boiling	packed
stunning	**ancient**	**tiny**	**dreadful**
	antique		

Grammar in context

1 Complete the sentences from the listening. Circle the correct alternative to complete the rules.

1 I've _____ attending classes.
2 My English _____ been improving.
3 How long have you been _____ there?
4 I _____ made two friends.
5 I've _____ lots of nice people.

We use the continuous form to emphasise the process and (a) *duration/result* of an action. So, if an action is very (b) *short/long*, we don't usually use the continuous form. If an action is (c) *complete/incomplete*, or if we talk about (d) *how many times/how long* an action happened, then we use the present perfect simple. And so we use the continuous to emphasise that an action (e) *finished/started* very recently or is (f) *complete/incomplete*.

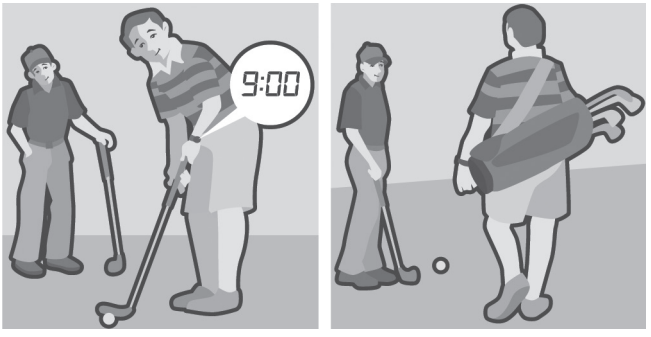
2 Circle the correct alternative.

1 Your hair's wet! What have you *done/been doing*?
2 I think Josie has *had/been having* some bad news.
3 He's never *met/been meeting* your friend before, has he?
4 My eldest sister's *done/been doing* exams all month.
5 Can you answer the phone? My hands are dirty because I've *made/been making* a cake.
6 I'm bored. I haven't *had/been having* a single text all day.
7 Henry joined the class yesterday and he's already *made/been making* two new friends.

3 Write sentences to say how long these things have been happening.



1 _____



2 _____



3 _____



4 _____



5 _____

GRAMMAR CHALLENGE

4 Read the answers given by another student of English who is studying in the UK. What are the questions? Are they in the present perfect or the past simple? Use the present perfect continuous where you can.

1 *How long / live / London?*
About five months.
2 *When / arrive?*
In the spring.
3 *Make / many friends?*
Yes, I now have about four good friends.
4 *Meet / nice Londoners?*
Yes, lots! My host family is very kind, too.
5 *How long / play / guitar?*
Six years.
6 *go / concert / in London / yet?*
No, not yet. They're quite expensive.
7 *when / start learning / English?*
In 2012.

Developing speaking

1 Look at the photo and write five adjectives to describe it.



_____

2 10 Listen to a student talking about the photo and answer the questions.

1 Where is it?

_____

2 What can you see in the photo?

_____

3 What does the speaker think of the place in the photo?

_____

4 What does the speaker think it is like to live in a city like this?

_____

3 10 Listen again and complete the phrases for talking about where things are in a photo, e.g. *on the left*.

The picture shows a beautiful park, I think it's in the UK or somewhere in Europe. In (a) _____ there's a little girl running. Just near (b) _____, there's a small building which is open and it has steps. I think this might be for a group of musicians to play, but I'm not totally sure. On (c) _____ of the photo there are chairs, deckchairs, so that people can sit and enjoy the sunshine in the park. In (d) _____, behind the trees, there are some lovely old buildings made of natural stone. One of the buildings, the one (e) _____, looks like a hotel. In (f) _____ the park and the buildings there is a road, I think, as I can see what looks like the top of a bus and a lorry. I'd like to be in that park. It looks calm and peaceful, and a nice way to get away from a lively city.

4 11 Circle the correct sounds for the underlined word in each sentence. Listen and check.

1	There's <u>a</u> small building	/ə/ /n/ /v/
2	The top <u>of</u> a bus	/ə/ /n/ /v/
3	A group <u>of</u> musicians	/ə/ /n/ /v/
4	It looks calm <u>and</u> peaceful	/ə/ /n/ /v/
5	The picture shows <u>a</u> beautiful park	/ə/ /n/ /v/
6	On the right <u>of</u> the picture	/ə/ /n/ /v/

5 Look at the photo and write your answers to the questions in your notebook. If you are not sure of something, use *I think* and/or *I imagine*.



1 Which city do you think this is?
2 What can you see in the photo?
3 What do you like/not like about the city?
4 What do you think it is like to live in a city like this?

6 12 Listen to a student talking about the photo. What are his answers?

7 Now look at the second photo and answer the same questions. Compare and contrast the two photos.



Developing writing





1 Read a letter from Tom, who has recently moved to the city shown in the photo above. Find …

1 the name of the city.

_____

2 two expressions used to begin the letter.

_____

3 two expressions used to end it.

_____

4 one expression used to change the subject.

_____

Dear Nina,

It was great to hear from you. Thanks for your letter. You've asked me what Newcastle is like. Well, in one word – fantastic!!

Newcastle's in the north-east of England, on the river Tyne. It used to have lots of industry such as ship building, but then became quite a poor city for a while. Now it's got excellent shops and absolutely amazing entertainment. There has always been beautiful architecture, with ancient city walls and a castle if you're into things like that. But they've been modernising the dock area by the river and now it's stunning, with lively waterfront cafés and art galleries.

By the way, I've found an amazing bar called Simply Shakes – it's a milkshake bar where they serve 120 different flavours of milkshakes. I've tried lots, but personally I like the mint chocolate shake best – yummy!

The best place to go on a wet afternoon is the indoor climbing centre called Climb Newcastle. It's awesome!

What's your city like? Write again soon when you've got time, OK?

All the best,

Tom

2 Read the letter again. Are the statements True (T), False (F) or is the information Not Mentioned (NM)?

1 Nina has recently been in contact with Tom. T/F/NM
2 There is no industry at all in Newcastle now. T/F/NM
3 Tom thinks Newcastle's entertainment isn't really very good. T/F/NM
4 Most of the art galleries are free. T/F/NM
5 Tom likes lots of the flavours in Simply Shakes. T/F/NM
6 He says it's best to go climbing when it's a rainy day. T/F/NM

STUDY SKILLS

The first thing to do before you write a text is to read the questions carefully, and then brainstorm ideas, to decide what you are going to write about. What should you do next?

STUDY SKILLS ➤ page 84

3 Make notes about a town or city that you like or dislike. Write an informal letter in reply to Tom. Describe the city and how you feel about living there. Try to use modifying adverbs.

Revision: Units 1–3

Grammar

1 Circle the best alternative.

1 I can't find my keys. I *haven't seen/didn't see* them for 24 hours.
2 I *have bought/bought* a new pair of trainers last week, and they're really cool.
3 *Have you been/Did you go* to that new sports shop in town yet? It's great!
4 I *have known/knew* my best friend Sylvie since we were babies. She's like a sister to me.
5 *Have you watched/Did you watch* that programme about skateboarding last night?

2 Choose the correct adverb.

already • for • just • never • yet

1 I've had some fruit, but I haven't eaten my sandwiches _____.
2 Wow! Have you _____ done your homework?
3 That new girl has _____ moved in next door.
4 Sue has _____ been on a plane, but she's hoping to go this summer.
5 I've been in the library _____ four hours.

3 Answer the questions with the present perfect simple or the present perfect continuous form of the verbs given.

1 Why are you so red? (sunbathe)
I've been sunbathing.
2 Why are you so filthy? (clean my bike for two hours)
_____
3 Why aren't you hungry? (eat ten biscuits)
_____
4 Why are you so white? (just see a ghost)
_____
5 Why are you so happy? (win the spelling competition)
_____

4 Complete the sentences with the correct form of the verbs given.

1 My dad _____ (have) a tree house in his garden when he was a boy.
2 I _____ (clean) my mum's car when I _____ (find) £20 on the seat.
3 After they _____ (pick) all the apples, they made some amazing fruit salad.
4 I've _____ (save up) for a new video game console since my last birthday.
5 Maya _____ (read) the *Harry Potter* books for the last two months.

Vocabulary

1 Complete the sentences with an appropriate extreme adjective.

1 Take your coat and jumper off. It's absolutely _____g in here!
2 I stopped going in the shops – they were so _____d, you could hardly move.
3 The view from the top of the mountain was simply _____g. I took so many photos.
4 The hotel room was really _____g. The heating wasn't working.

2 Match the words to the descriptions.

block of flats • cottage • factory • port
square • town hall

1 It's in the centre of town. It's a wide, open place which can be quite lively in the evenings.
_____
2 It's an enormous building and it's in an inner city area. People who are afraid of heights wouldn't live here.
_____
3 I work here from 9.00 to 5.30 every day. We make parts for televisions. _____
4 I like coming here to watch the ships. It's busy and exciting. _____
5 My aunt used to live in one of these. It was old and white, with a pretty little garden.
_____
6 Where the mayor works. It's a historic building.
_____

3 Match the homes and the descriptions.

1 house in a row of houses connected together
2 house that is connected to one other house
3 house on one level with no stairs
4 house that is not joined to another house

a bungalow
b semi-detached
c detached
d terraced

4 Match the halves of the sentences.

1 The platform at the station …
2 The car broke down …
3 We had to wait three hours …
4 The departure lounge was …
5 We set off at 5.30 am to arrive …

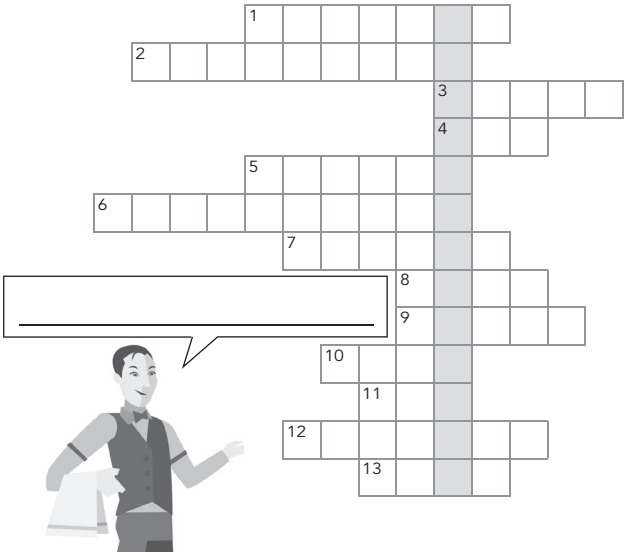
a for our luggage. My dad got really impatient.
b at the holiday cottage by 10 am.
c on the outskirts of the town.
d was really busy. It was rush hour.
e very crowded because flights had been cancelled.

4 Feed your mind

Vocabulary

1 Read the clues and complete the puzzle. Then use the words in the shaded column to find what the waiter is saying.

1 a bird that we use for eggs and meat
2 the yellow seed we eat which comes from a tall plant
3 the liquid that comes out of a fruit
4 a thick natural liquid that we fry food with
5 a large bird similar to a chicken
6 a small soft red fruit
7 a small orange vegetable that you usually boil
8 a large fish that lives in the Pacific and Atlantic Oceans
9 a thick fatty liquid we use to make cheese
10 a small round fruit with purple, red or yellow skin and a hard stone inside
11 a pastry with meat, vegetables or fruit inside
12 a round flat dessert made from eggs, milk and flour which you fry
13 a white liquid that comes from cows and goats



2 Complete the menu with these words.

desserts • dish • lunch • main • starters

(a) _____ **MENU**

Served between midday and 2pm

• •

(b) _____

Soup of the day

Goat's cheese and tomato salad

• •

(c) _____ courses

Steak pie

Vegetable lasagne

Fish and chips

• •

(d) _____

Chocolate ice cream

Fresh fruit salad

• •

Chef's special (e) _____ of the day

Roast tuna steak in plum sauce

3 Circle the correct alternative.

1 In Japan, they make fantastic dishes with *frozen/raw* fish.
2 Samantha doesn't eat meat because she's a *vegetable/vegetarian*.
3 This looks and smells nice, but it isn't very *tasty/nasty*.
4 Indian curries are usually hot and *salty/spicy*, aren't they?
5 Don't throw away that *stale/sweet* bread; feed it to the birds.
6 They always buy their *fresh/new* fruit from the same market stall.
7 A balanced, *healthy/heavy* diet is good for you.

4 Which words in 3 are the opposite of these?

1 meat eater _____
2 cooked _____
3 stale _____
4 tasteless _____
5 unhealthy _____

VOCABULARY EXTENSION

5 Match the nouns to the adjectives that describe them.

1	steak	a	soft/hard/strong
2	cheese	b	delicate/delicious
3	curry	c	hot/mild
4	lemon	d	juicy/tender/chewy
5	dessert	e	sour/bitter
6	apple	f	crunchy/sweet/juicy
7	flavour	g	creamy/fruity/rich

Reading

1 Read the article and choose the best summary, a, b or c.

a Some fruit and vegetables are healthier than others.
b Fruit and vegetables can make you more beautiful.
c Some fruit and vegetables are not perfect, but is this really a problem?

2 Read the blog again. Are these sentences True (T) or False (F)? Write the number of the line(s) where you find the answer.

1 Supermarkets used to only stock perfect fruit and vegetables. T/F ___
2 In the supermarket campaigns, the misshapen and normal fruit and vegetables were sold at the same price. T/F ___
3 There used to be more rules about the size and shape of fruit and vegetables on sale. T/F ___
4 Food is only wasted because supermarkets want perfect food. T/F ___
5 In 2050 the world's population will probably be double what it is now. T/F ___
6 It looks like customers won't change their buying habits. T/F ___
7 Many other companies are too afraid to sell ugly fruit and vegetables. T/F ___
8 The writer thinks that it is the appearance of fruit and vegetables which is important, not the flavour. T/F ___

3 Match the underlined words with the definitions.

1 throwing something away because it's not needed
2 something that makes you want to do something because you will benefit
3 fruit, vegetables and other things that farmers grow
4 getting rid of something
5 to make a choice
6 refused to accept because it's not what was wanted

CRITICAL THINKING

4 Choose the most likely explanation for shoppers' behaviour a, b or both.

1 Shoppers choose perfect-looking produce because
   a) that's what they usually see in the shops.
   b) they know that it tastes better.
2 Supermarkets now only have perfect fruit and veg
   a) because most fruit and veg grows perfectly.
   b) because they think it's what people want.
3 Many shoppers probably
   a) don't care about the shape of fruit.
   b) are interested in how much fruit and veg costs.

UGLY OR JUST NOT QUITE PERFECT?

When buying fresh fruit and vegetables, would you select a very curly cucumber, a carrot with two 'legs', a potato with three heads, or an aubergine that looks like a sofa? For many people, the answer is 'no' – they look for symmetrical, perfect produce when they go to the supermarket. And, until recently, there was no other choice in supermarkets.



Not anymore! In France, a large supermarket chain, Intermarché, has started a marketing campaign to put ugly fruit and vegetables back on the shelves. And British TV chef Jamie Oliver has followed their lead, together with a large UK supermarket. Both the French and British supermarkets are selling their funny-shaped fruit and veg at a huge discount as an incentive for shoppers to opt for the less attractive 'crooked' versions.

The problem is that over the years, supermarkets have trained their customers to expect perfect fruit and veg, with many customers discarding produce that isn't 'perfect'. And until recently, there were numerous, very strict rules for supermarkets about the size and shape of fresh produce. If a farmer's carrots were slightly too short, they were rejected. One seller was ordered to remove hundreds of kiwi fruits which were not quite big enough. An avocado grower in Australia complained that one in five of their fruits were regularly rejected by supermarkets, because they were not quite perfect. Fortunately, there are now fewer rules, but customers need encouragement to change their shopping habits.



There is a good reason for this change in attitude. The rejection of misshapen produce results in a huge amount of waste: around 20–40% of food is thrown away before it even reaches the shops. And on top of this, fruit and vegetables are the most common items thrown away in households. The Food and Agriculture Organisation reports that one third of food produced is wasted, worldwide (1.3 billion tonnes). Yet at the same time, we know that world food shortages are soon going to be a real and serious problem. Experts predict that by 2050, food production will need to double in order to feed the world's growing population. Eliminating food waste will go a long way towards helping this.

Fortunately, it looks like these brave, but common-sense supermarket campaigns are working. The only problem Intermarché found was that they sold out of produce too quickly! It seems that these campaigns are going to be profitable, as well as environmentally friendly. Other supermarkets have already experimented with the same idea, both within and outside Europe.

So, next time, when you go shopping, think before you buy. I'm cooking for my friends tonight: carrot soup and peach pie, both made from 'ugly' fruit and veg. And I'm sure they'll be delicious. After all, it's the taste that counts.



Grammar in context

1a Read the examples from the text and circle the future form in each one.

a We know that world food shortages are soon going to be a real and serious problem.
b So, next time, when you go shopping, think before you buy.
c I'm cooking for my friends tonight.
d Eliminating food waste will go a long way towards helping this.

1b Complete the rules with the words below.

going to • present continuous • present simple *will/won't*

1 We use the _____ with time expressions like *when*, *after*, *before*, *as soon as* to talk about the future, and also to talk about a future event that is part of a timetable.
2 We use the _____ to talk about fixed, confirmed future arrangements, which are generally quite soon.
3 We use _____ to make general predictions. We also use it to talk about decisions made at the moment of speaking, as well as an objective truth or 'fact'.
4 We use _____ to make predictions based on some sort of evidence and for plans and intentions.

2 Match the halves to make sentences.

1 I'll call the restaurant … e
2 When you finish peeling the potatoes, … ___
3 He'll discuss the menu with his kitchen staff … ___
4 There won't be any food left … ___
5 When you're old, … ___

a before he prints it out.
b will you cut them into chips?
c when all the cousins come to dinner!
d will there still be fish in the sea?
e as soon as I find the number.

3 Circle the correct alternative.

1 She *comes/will come* to your party if you *ask/will ask* her.
2 The post has arrived. Don't worry, I *get/'ll get* it.
3 When we *see/'ll see* him next time, we *tell/'ll tell* him the good news!
4 Make the tea as soon as the water *boils/will boil*.
5 Careful with that pan of soup! You *burn/'ll burn* yourself.

4 Is the present continuous used in these sentences to talk about now (N), the future (F), or either (E)?

1 I can't talk at the moment. I've got an exam tomorrow and I'm revising. ___
2 I'm meeting Sal outside the library. I'm sure she'll be there. ___
3 Guess what? I'm studying on that course, too. That's strange! ___
4 We're leaving in half an hour. Do you want to see us there? ___
5 She's preparing a very special meal, I've heard. ___
6 They're playing at the new hockey fields, on the outskirts of town, at 3 pm. ___
7 He's listening to music. He can't hear you with his earphones on. ___

STUDY SKILLS

When you choose between two different grammatical structures, is it always a question of one is correct and the other is incorrect?

STUDY SKILLS ➤ page 84

5 Read the dialogue and circle the best alternative.



Owen: (a) Who*'s going to get/gets* the burgers?
Kate: (b) I*'ll ask/'m asking* Antonia, I think. (c) She *isn't minding/won't mind* helping.
Owen: Great. (d) I *'ll make/make* the salads. And bread?
Kate: The bakery always (e) *opens/is opening* at 8 am. (f) I*'ll get/'m getting* 10 loaves and 30 rolls.
Owen: When (g) *are we going to light/do we light* the barbecue?
Kate: At 6 pm, I think. (h) Who *is serving/ is going to serve* the food?
Owen: You and me. And once that's finished, (i) *we're enjoying /we'll enjoy* ourselves!

GRAMMAR CHALLENGE

6 Replace the underlined sections with the correct future tense.

I meet my friends to watch a football match. That will finish at six o' clock. Then I go home and have my dinner. I will helping my little sister with her homework tonight and then probably I'm watching TV after that. When it's going to be 10.30, I'll go to bed.

Developing vocabulary and listening

1 Complete the sentences with a prefix from the first box and the correct form of a word from the second box.

dis- • mis- • over- • pre- • re- • under-

approve • build • charge • eat • fill • heat • hear

1 They had to _____ many houses after the earthquake in Chile.

2 My dad _____ of violence on TV.

3 My glass is empty. Could you _____ it for me please?

4 The oven has to be hot before you put the pie in. So remember to _____ it.

5 My grandmother can't hear very well so she often _____ me when I talk to her.

6 I _____ at the restaurant last night. I felt so ill!

7 I thought the meal was very cheap, but when I looked at the bill I realised the waiter had _____ us.

STUDY SKILLS

How can prefixes and suffixes help us when we are reading?

STUDY SKILLS ➤ page 84

2 Read these sentences. Replace the underlined words with one word and a prefix.

1 She always pronounces the word "doughnut" incorrectly. *mispronounces*

2 That famous actor fell in love with the star he worked with in the movie. _____

3 They had to arrange the meeting again because the boss was late. _____

4 These children really don't like eating green vegetables. _____

5 We cannot emphasise too much the importance of a balanced diet. _____

6 Salads that are already washed save time, but are usually more expensive. _____

3 13 Listen to five students giving their opinions about whether we should eat less meat. Which students think we should?

Students: _____

4 13 Listen again. Tick (✓) which speaker (1–5) expresses these opinions or feelings about the topic.

		1	2	3	4	5
a	Eating less meat will mean there is food for everyone later.					
b	I like meat too much to stop eating it.					
c	The main problem is our water supply, not meat.					
d	I don't believe there will be a problem with our meat supply in the future.					
e	Eating less meat now is better than eating an alternative to meat later.					
f	Technology will provide us with a solution.					
g	Eating less meat is good for our health.					
h	In the future, whether we like it or not, we will have to eat less meat.					
i	I know there's a problem but I'm not going to change.					



VOCABULARY EXTENSION

5 There are more verbs which take the prefixes *mis-* and *dis-*. Complete the table with the prefix and also the noun form.

	Word	Prefix	Noun form
1	agree	*disagree*	*disagreement*
2	behave		
3	connect		
4	honest		
5	inform		
6	print		

Grammar in context

1a Look at the examples from the listening. Which is the future continuous and which is the future perfect?

a In 50 years' time millions of people will be drinking man-made water!

b By 2050 the global population will have grown to nine billion.

1b Complete the grammar rules with these words.

by • continuous • finished • perfect • unfinished

We use the future (a) _____ to talk about activities in progress at a particular time in the future. These activities are in progress so they are (b) _____.

We use the future (c) _____ to talk about activities that will be (d) _____ before a certain time in the future. We often use the preposition (e) _____ meaning 'some time before' with the future perfect.

2 Complete the email message with these verbs. Use the future continuous tense.

explore • fly • put • read • run • swim

This time tomorrow, I (a) _____ in the hotel pool. I can't wait! Fiona and Jamie (b) _____ around and playing. No doubt Dad (c) _____ the island! You know what he's like! Mum (d) _____ a good book.

It's so exciting! I've still got all my packing to do before I go, but tomorrow morning I (e) _____ it all away in my hotel room! Only five hours to go and we (f) _____ over France on our way to sunny Spain.

3 Complete the sentences about Tom and Zac's day tomorrow. Use the future perfect.





1 By 7 am, *they will have got up.*

2 By 9 am / swim a kilometre _____

3 By 11 am / clean all the windows _____

4 By midday / Tom / make lunch _____

5 By 3 pm / Zac / paint / garage door _____

6 By 5 pm / Tom / cut grass _____

7 By 9 pm / they both / fall asleep in front of TV _____

GRAMMAR CHALLENGE

4 Each sentence contains a mistake with the verb form. Find it and rewrite the sentences.

1 We'll be lived in more comfortable houses in 2050.

2 Many more parents will working from home in the future.

3 Friendly robots are doing all the housework soon.

4 Dad will have leave the house for work by the time you wake up.

5 The train get in at 10.17 so make sure you are there!

6 I think life used be much simpler in the past than now.

7 I live in this bungalow for nearly 12 years!

8 When I was young, we were going camping every July.

9 Aren't you hungry? You don't touch your steak!

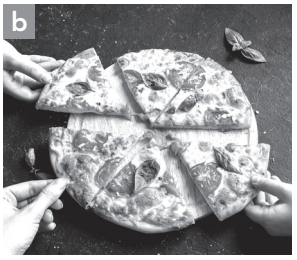
Developing speaking

1 14 **Listen to two students discussing where to eat for a friend's birthday. Which picture matches their final decision?**

a



b



c



d



e



2 14 **Listen again and complete the expressions.**

1 Giving your opinion

a In my _____, I think we should have ...

b The _____ I see it ...

c Personally, I _____ vegetarian burgers.

2 Responding to other people's opinions

a Maybe you're _____.

b That's a good _____.

c Yes, I _____.

3 Asking other people's opinions

a Why don't we go to the new _____ place?

b What about the _____?

c What do you _____ about going for pizza?

3 æ 15 **Match the words from the dialogue in the left column which have the same sounds as the words on the right. Then listen and check.**

nice	you're
enough	prefer
don't	somewhere
birthday	why
before	should
good	go

4 **Look at the photo and write the answers to your questions in your notebook. If you are not sure of something, use *I think* and/or *I imagine*.**



1 Who can you see in the photo?
2 Where are they?
3 What are they doing?
4 What kind of clothes are they wearing?
5 What do you think the people are enjoying about the event?

5 16 **Listen to a student talking about the same photo. What are her answers to the questions?**

6 **Now look at the second photo and answer the same questions.**



7 **Compare and contrast the people, the activities and the place in the two photos.**

Developing writing

1 Read this email invitation. Answer the questions.

1 What is the invitation for?

2 What does Sean want Finn to do?



Hi Finn,

How are you? I hope your exams are going well. I have decided to have an end-of-exams party at my house! It's on 19th June, starting at 7 pm. We'll have lots of food and music, too. I'd love to see you there.

We're going to make a selection of home-made pizzas. It'd be great if you could bring something sweet for dessert. I will also need some people to help me clean up afterwards. Could you possibly stay a bit later to help?

Please come!

Sean

2 Read these two replies to the emails quickly. Which is the best reply? Why? What types of language does it use? Underline examples in the email.

A

Hi Sean,

Thanks for your email. My exams are stressful, but I think they're going well.

The party sounds great. Of course I'll be there! Thanks very much for asking me. I might be a bit late though. I'm going out that day with my brother to watch a football match, but I reckon we'll get back at around 7 pm. I'll come to yours straight afterwards. If I remember, I'll bring some cake. Would you like me to bring anything else?

Thanks again for the invitation. I'm really looking forward to it!

All the best,

Finn

B

Dear Sean,

Thank you so much for your email. I hope everyone is well. My mum mentioned the party to me this morning, and I'd be delighted to come.

Kind regards,

Finn

3 Now write an email invitation for one of the events below.

You are planning a surprise birthday party for your best friend. It's top secret! Decide where the party will be and what help you need. Write to your friends telling them where and when the party is and asking for help.

You are planning a party at the local swimming pool for your 11-year-old sister. Invite some of your friends to help organise the games and food. Tell them where and when the party is and what you need.

I can write an email to accept an invitation

Revision: Units 1–4

Grammar

1 Find five mistakes and correct them.

1 I'm leaving now. I call you when I will get there.
2 What time does your flight arriving?
3 It's no use, I'll left by then. You need to come earlier.
4 I starting a new English course next Friday.

2 Circle the correct alternative.

1 It's my best friend's birthday tomorrow. He *will be/is being* 16.
2 She won't be here because she *'ll go/'s going* to the dentist.
3 Do you think that you *will win/are winning* first prize?
4 We *'ll have/'re having* a nice quiet evening watching TV, OK?
5 What *will you do/are you doing* this weekend?

3 Complete the sentences with the future continuous or the future perfect form of the verbs given.

Monday, 9 o'clock – leave for school, don't be late!
10–1.15 – history exam. Results by Friday.

1 By half past nine he _____ (arrive) at school.
2 By ten past ten he _____ (start) his history exam.
3 At half past ten he _____ (write) the answers.
4 By half past one he _____ (finish) the exam.
5 By the weekend he _____ (find out) his results.

4 Complete the dialogue with the correct tense of these verbs.

be • come • enjoy • have • live • plan • send

Izzie: I can't wait for my birthday. This time tomorrow, we'll (a) _____ my party.

Martin: (b) _____ you _____ any presents yet?

Izzie: One or two. My uncle (c) _____ me some money last week. He's (d) _____ in Sydney for the past five years, but told us that he's (e) _____ over to visit next month.

Martin: That (f) _____ fun! Is it OK if I bring my cousin to the party? We (g) _____ to go out but we'll come to your party instead.

Izzie: Absolutely.

Vocabulary

1 Put these words in the correct columns.

chicken • cream • pancake • peas • pie • plum
semi-skimmed milk • strawberry • sweetcorn • tuna

Fruit	Vegetables	Meat / Fish	Bakery	Dairy

2 Complete the sentences with these words.

healthy • junk • raw • spicy • vegetarian

1 He makes lovely Indian food that is _____, but not too hot.
2 Sara is a _____ so she doesn't eat meat or fish.
3 You can't eat that _____! You have to cook it first.
4 Too much _____ food isn't good for your health.
5 Do you think it costs more to have a _____ diet?

3 Complete the sentences by adding the correct prefix to the words.

1 You'll have to ___heat that meat from yesterday carefully. You don't want to be ill.
2 I think it's best to learn English on the Internet, but my parents ___agree with me.
3 If you ___operate together on this project, you'll find it's actually very easy.
4 I think Steve is ___confident. He sometimes seems a little arrogant to me.
5 The journey between the two cities is extremely reliable and quick. It takes just over two hours by ___city train.
6 Personally, I think Matt ___sold his sports car. It was simply too cheap.
7 The shopkeeper ___heard me and gave me three *melons*, instead of *lemons*!

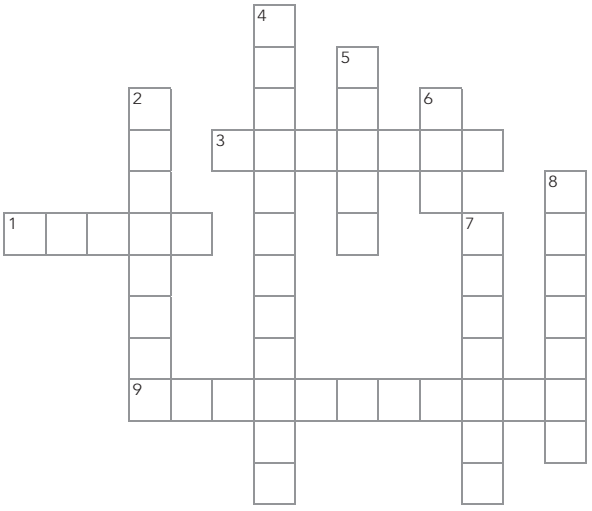
4 Match the adjectives which have the opposite meaning.

1	serious	a	hard-working
2	overcooked	b	shy
3	enormous	c	cheerful
4	curly	d	noisy
5	lazy	e	tiny
6	outgoing	f	quiet
7	detached	g	raw
8	lively	h	straight
9	quiet	i	terraced

5 Lifelong learning

Vocabulary

1 Complete the crossword with the missing words.



1 In his _____ exam, Josh had to sing first and then play the piano.
2 To become a doctor, you have to study _____ for five years.
3 They went on a trip to the Roman baths as part of their _____ project last year.
4 _____ looks at the effect of advertising, newspapers and TV.
5 I find _____ easy, because I've always been more interested in numbers than words.
6 Their mother used to teach _____ but now she just works on her own paintings.
7 Gabi wants to study in the US, so she needs to speak good _____.
8 Today, we cut open a fish in _____.
9 My _____ course is mostly about designing roads and bridges.

2 Correct each sentence by changing one word.

1 She loves doing chemical experiments, so she should study art.
_____
2 I really dislike the theatre, so I'm going to drama school.
_____
3 He needs to do medicine if he wants to become a great painter.
_____
4 We learnt a lot about the first world war on our geography field trip.
_____

3 Underline the odd one out.

1	take	exam	fail	pass
2	essay	exam	term	test
3	college	school	timetable	university
4	grade	mark	resit	result
5	essay	coursework	assignment	scholarship
6	subject	law	psychology	music

VOCABULARY EXTENSION

4 When do you use these at school? Write the subject and match to the pictures (a–f).

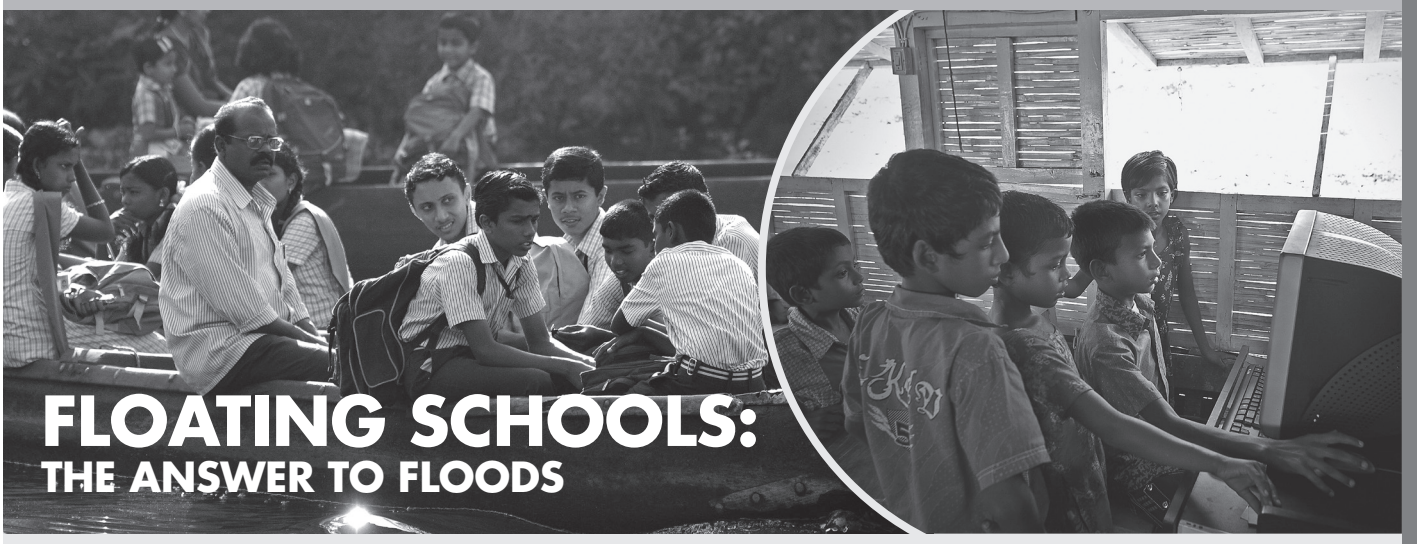


1 protractor and calculator _____ ___
2 paintbrush and easel _____ ___
3 atlas and compass _____ ___
4 test tubes and bunsen burner _____ ___
5 sports kit _____ ___
6 microscope and scalpel _____ ___

Reading

1 Look at the photos. Think of two reasons why boat schools might be necessary. Read and check your answers in the article.

Home Local World Business Politics Technology Science Entertainment Lifestyle



FLOATING SCHOOLS: THE ANSWER TO FLOODS

In some low-lying countries such as Bangladesh, the Philippines or Cambodia, it is not unusual to have a boat school. In one area of Bangladesh, there are now over 20 such boats, which act as both a kind of 'river bus' and also a place to study.

These schools were first set up in 2002 by a successful, local Bangladeshi architect called Mohammed Rezwan. Every year, between the monsoon season of June and October, at least one third of Bangladesh is flooded with water. This means that thousands of children can't attend school regularly, when they ought to. Statistics have shown that once students' attendance falls, then many stop completely. Rezwan understood that this mustn't happen in the first place.

Rezwan realised that if young people can't attend school, then the school had better come to them. In 2002, he encouraged companies to sponsor him and saved up money to set up an organisation to start the boat schools. These are now used by thousands of school children who happily attend school every month of the year.

Each boat is powered by solar panels on the roof. There are lights and a computer on board, which means that teachers can access the Internet to make lessons more interactive. Most boats are for 30 children and some of the larger boats even have a school playground on the top deck. The students only have to walk a short distance from their homes to the river, where the boat picks them up and then collects the other children, before stopping at their final destination. Then lessons can start. At the end of the day, the children are returned home on the boat.

The organisation which Rezwan set up also provides solar-powered lamps to local families, where 70% of families have no electricity. Now children and their parents don't have to stop studying or working as soon as the sun goes down. For parents, this has meant they can earn more money. It also means that in families where children have to work during the day, they can attend school in the evening.

The organisation has not stopped at schools, however. There are now more than 100 boats with different purposes: libraries, training centres for adults, clinics and also farming boats, which can keep animals and grow food.

By 2050, nearly one fifth of Bangladesh will be permanently under water because of climate change. Mr Rezwan knows he should act quickly, to help families and children out of poverty and to give them the chance of a better life.

STUDY SKILLS

Read the next task. What is the biggest difference between this task and the one before?

STUDY SKILLS ➤ page 84

2 Read the text again and answer the questions.

1 How many boat schools are there in this part of Bangladesh?
2 Why do children often not go to school in Bangladesh?
3 Why is regular attendance at school so important?
4 Where did Rezwan get the money to start the organisation?
5 Where do the boats get their electricity from?
6 Why do local families need lamps and how have these helped?
7 What other kinds of boats are there?
8 Why is it important for the organisation to work fast?

3 Match the underlined words with the definitions.

1 To pay for or give money to an event or charity as a way of advertising your products or company.
2 The outside, top part of a boat that you can walk on.
3 A period of heavy rain in India and south-east Asia.
4 A situation in which someone does not have enough money to pay for their basic needs.
5 In a position which is close to the level of the sea.
6 Happening for all time and into the future.

CRITICAL THINKING

4 1 Think of three reasons why it is very important to be educated in a country like Bangladesh.
2 Is it possible to get a good job, even if you are not well-educated? Why/Why not?

Grammar in context

1a Look at these examples from the article. Find and underline the modal verbs.

1 This means that thousands of children can't attend school regularly, when they ought to.
2 Rezwan understood that this mustn't happen in the first place.
3 Rezwan realised that if young people can't attend school, then the school had better come to them.
4 Now children and their parents don't have to stop studying or working as soon as the sun goes down.
5 In families where children have to work during the day, they can attend school in the evening.
6 Rezwan knows he should act quickly, to help families and children out of poverty.

1b Use the examples to help you match the two halves of the rules.

1 *Have to* and *must* are used …
2 *Can* is used …
3 *Had better, ought to* and *should* have similar meanings. They are used …
4 We use *can't* …
5 *Mustn't* is also used …
6 We use *don't have to* …

a to show that something is not possible, or not allowed or permitted.
b to show that something is not necessary or there is no obligation.
c to talk about things which are obligatory or necessary.
d to show that something is possible or permitted.
e to show that something is not permitted.
f for advice and recommendations.

2 Complete the sentences with the verbs from 1.

1 You _____ do the extra project. It's optional.
2 You _____ talk after the exam has started.
3 You _____ forget to read all the questions before you start writing.
4 You _____ answer all the questions in this exam so don't miss any.
5 You _____ remember to check all your answers carefully.
6 You _____ stay in the exam room: leave quietly when you've finished.
7 You _____ use a calculator for your maths exam, but not a mobile phone.
8 You _____ leave out questions you're not sure about in the exam.

3 Complete the letters with the correct verbs.

can't • had better • have • mustn't • ought • should

Dear Marge

My teacher says I (1) _____ study the subjects I want because my grades aren't very good. I know I (2) _____ spend longer on my homework but it's hard. I (3) _____ to help a lot at home. I've got a brother and he (4) _____ to help too, but he doesn't. My mum says we (5) _____ talk about family problems to strangers. But I think I (6) _____ tell my teachers. What do you think?

Nancy

can • don't have • must

Dear Nancy

I think your brother really (7) _____ help in the house – it's unfair if he doesn't. And in my opinion, you (8) _____ explain the situation to your teachers. You (9) _____ to talk about anything private, just tell them why you don't have much time. I'm sure they will be very understanding.

Marge

4 Match the halves to make sentences.

1	You have to be 17	a	because I passed!
2	You shouldn't go to school	b	but I'm not tired.
3	You ought to go to bed early	c	or he'll be late.
4	I don't have to resit the exam	d	the night before an exam.
5	He'd better hurry	e	in the classroom.
6	They mustn't use mobiles	f	when you're very ill.
7	I should go to bed now,	g	to drive a car in the UK.

GRAMMAR CHALLENGE

5 Circle the correct alternative.

To get married in England, Wales and Slovenia, you *mustn't/have to* be 18. However, if your parents agree, you *can/must* get married at 16. If you want to get married in England at 16, and your parents *didn't agree/don't agree*, then you *can/don't have to* go to Scotland. In Japan, girls *can/should* get married without parental consent at 16, but boys *have to/ought to* be 18.

Developing vocabulary and listening

1 Match the jobs to the pictures.

dentist • instructor • journalist • mechanic
photographer • scientist


a


b


c


d


e


f

2 Add the correct suffixes to make job titles.

-ee • -er • -ian • -ist • -or

1 employ (x 2) _____
2 technic _____
3 profess _____
4 physics _____
5 farm _____
6 train (x 2) _____

3 17 Listen to four teenagers talking about the kind of person that is needed for four of the jobs in 1. Match each speaker's description to a photo from 1.

Speaker 1 Photo ___
Speaker 2 Photo ___
Speaker 3 Photo ___
Speaker 4 Photo ___

4 17 Listen again and complete the sentences with one or two words.

Speaker 1: The two things needed for this job are skill and (a) _____. Serious accidents occasionally happen and this person would be (b) _____ so it's important to be calm. You have to be quite (c) _____ and enjoy (d) _____ with people.

Speaker 2: People who do this job enjoy looking at (e) _____ and collecting (f) _____. Because the job can be repetitive, you need to be (g) _____.

Speaker 3: Thinking (h) _____ is important in this job. These people can be (i) _____ but they are necessary to help us find out (j) _____.

Speaker 4: To do this job you need to be (k) _____ to get noticed. What is really important is (l) _____ and you have to make people feel (m) _____.

VOCABULARY EXTENSION

5 Add one of the suffixes to make words.

-er • -or • -ee • -ist • -ian

act___ auth___ chem___
comed___ edit___ hairdress___
lead___ librar___ music___
optic___ paint___ pay___
pian___ politic___ reception___
sail___ solicit___ teach___
telephon___ translat___
violin___ refer___

I can use noun suffixes to talk about different jobs

Grammar in context

1 Look at the three examples from the listening. Which one is the first (F), second (S) and zero (Z) conditional?

1 ___ If this person talks to politicians, they know how to ask the same question in lots of different ways.

2 ___ If I had this job, I'd go mad.

3 ___ If people don't feel comfortable with you, your work won't look natural!

2 Read the questions and circle the correct answer.

1 Which conditional is used to describe something which is improbable or imagined in the present or future? *zero/first/second*

2 Which conditional is used to describe a situation which is generally true? *zero/first/second*

3 Which conditional is used to describe a possible situation? *zero/first/second*

3 Circle the correct alternative to make first conditional sentences.

1 If you join our sailing club, you *will have/have* really good fun.

2 She won't have time to enjoy herself if she *studies/will study* too hard.

3 If you *arrive/will arrive* late, the lecturer won't let you in.

4 I *help/'ll help* you with your application if you want me to.

5 If she*'ll go/goes* to a summer school in London, she'll improve her English.

6 He*'ll learn/learns* to ski if he goes to university in Canada.

4 Make sentences in the second conditional.

1 win / million pounds / buy / luxury yacht

If I won a million pounds, I'd buy a luxury yacht.

2 have / yacht / sail / around the world

3 hire / surfing instructor / become / expert surfer

4 have / expensive camera / take / great photos

5 have / party / invite / favourite band

6 be / really good person / give / lots of money to charity

5 Write sentences in the second conditional about these situations.

1 I want to have music lessons, but I haven't got enough time.

If *I had enough time, I'd have music lessons*.

2 She drinks coffee all day and she gets terrible headaches.

She wouldn't _____.

3 He doesn't speak English comfortably because he worries about his pronunciation.

If he _____.

4 My sister wants to come to the college party, but she feels ill.

If my sister _____.

5 He won't arrive on time because his train is late.

If his _____.

GRAMMAR CHALLENGE

6 Complete the text with the correct form of the verbs given.

My old Italian teacher always said that if he (a) _____ (win) the lottery, he would like to buy a house in Italy. And then, surprisingly, he actually *did* win the lottery. After he (b) _____ (spend) some of the money, he (c) _____ (decide) to find his dream house. He and his wife found a house in Umbria and (d) _____ (fall) in love with it. They (e) _____ (go) there three times a year. However, after four years, he realised that he actually (f) _____ (not need) to work anymore. He (g) _____ (give) up his job and moved to Umbria. He said that he (h) _____ (come) back if they got bored, but he and his wife (i) _____ (live) there for ten years now, and they still love it.
My school friends and I say that if we visit Umbria, we (j) _____ (visit) them.



Developing speaking

1 18 **Listen to a teenager giving a presentation about leaving school at 16. Overall, is he *for* or *against* it?**

2 18 **Listen again and put the arguments in the order that they are mentioned.**

Arguments against leaving at 16

a It gives young people time to grow up. ___

b Gives some young people security they may not have in their home lives. ___

c Gives them time to think about what they want to do. ___

d You get better qualifications. ___

Arguments for leaving at 16

a You can always study later in life. ___

b Badly behaved children can disrupt others' learning. ___

c Some children have a clear idea from a young age what they want to do. ___

d Some children do not enjoy school so it is not a good way to spend time. ___

3 18 **Listen again. Circle the expressions that are used to help organise the presentation.**

1 I'm going to talk about / I'd like to begin by saying …
2 Furthermore / What's more …
3 First of all / Firstly …
4 Second / Secondly …
5 Another thing / It's also true …
6 To sum up / Finally …
7 In conclusion / The point I'm trying to make …

4 æ **Look at these nouns from the presentation. Can you mark the word stress?**

presentation • argument • environment
qualification • security • education
university • career • advice

5 19 **Listen, check and repeat.**

STUDY SKILLS

Spoken language is not exactly the same as written language. In what ways is it different? Do we have more time to think when we write or when we speak?

STUDY SKILLS ➤ page 84

6 Look at the photo and write your answers to the questions in your notebook. If you're not sure of something, use *I think* and/or *I imagine*.

1 Who can you see in the photo?
2 Where are they?
3 What are they doing?
4 How do you think the person is feeling? Why?



7 20 **Listen to a student talking about the photo. Complete the text.**

In the picture you can see a girl – I think she's a (a) _____. She has long, brown hair in a bun and she's wearing a white T-shirt. In the (b) _____, you can see her looking through a (c) _____. To the right of the (d) _____ there's a town with very old buildings and in the background you can see the sea and some (e) _____. I think she might be in Italy. Perhaps she is on holiday with her friends or family. She's taking a photo of the (f) _____, or maybe she's making a video. It (g) _____ like she is happy to be there as she is admiring the view.

8 **Now look at the second photo and answer the questions in 6.**

9 **Describe the similarities and differences between the two pictures.**



Developing writing

1 Read the sentences. Are they formal (F) or informal (I)?

1 Give us a ring soon. ____
2 It would be great if you could help me. ____
3 I am writing to ask for some information. ____
4 I'd really like to do your course. ____

2 Re-write the sentences in 1. Change the formal to informal and vice versa.

1 _____
2 _____
3 _____
4 _____

3 Read Harry's letter of application for a temporary post. What job is he hoping to get?

Dear Sir or Madam,

I am writing in response to your website advertisement for Summer Camp workers, in particular the Sports Leader post.

I believe I would be perfect for this post, for the following reasons. Firstly, I am a reliable and sociable person and I am extremely good with children. I have four younger siblings. I also work with two of the PE teachers from my school to run an after-school running club for 11–13 year olds. I usually lead the warm-up sessions and also run at the back of the group with the less confident runners.

I'm really into all team sports, and I regularly attend after-school and weekend sports clubs, including basketball, football and cricket. In fact, I am responsible for organising the basketball practice sessions, as well as sorting out the kit and arranging venues for playing with other clubs.

I'd be really happy to get the chance to work on your summer courses as a Sports Leader.

I can't wait to hear from you,

Harry Blumenthal



4 Find and underline the three phrases in the letter which sound too informal.

5 Replace the phrases or sentences that you have underlined with more formal expressions.

6 Read this information about a scholarship for the City University summer school. What two things does the perfect candidate need?

1 _____
2 _____



7 Decide which of the summer course classes you would like to join, and write a letter of application for a scholarship. Include information to convince the Admissions Tutor that you are an ideal candidate for the scholarship. Write between 100 and 150 words. Make sure you use appropriate language from 1–4.

Revision: Units 1–5

Grammar

1 Complete the sentences with these words.

can • can't • don't have to • have to
must • mustn't

1 There's no school tomorrow so I _____ do any homework tonight.
2 You _____ copy your answers straight off the Internet – it's not allowed.
3 I _____ come today but I can tomorrow.
4 I _____ finish this homework tonight for the class tomorrow.
5 She _____ write more clearly or the examiner won't mark her paper.
6 The teacher said I _____ have an extra week to finish the essay.

2 Circle the correct alternative.

1 Louisa should *talk/to talk* to her teacher about her results.
2 I think you ought *work/to work* a bit harder next term.
3 We *would/had* better not be late for the interview.
4 The boy who cheated *shouldn't/hadn't better* win a prize.
5 Now, I must *to revise/revise* a lot for my maths test on Monday.

3 Complete the sentences with the first or second conditional form of the verbs given.

1 The examiner _____ (not be) pleased if you started singing in your exam.
2 If you _____ (not go) to university, what will you do?
3 Bill _____ (learn) to fly if he had time.
4 What would they say if we _____ (tell) them to be quiet?
5 I _____ (help) you with your homework if you want me to.

4 Rewrite the sentences using the words given. Do not change the meaning.

1 I need a new bike, but I don't have any money. **if**
_____
2 In primary school, I wore shorts all year. **used to**
_____
3 I'm still young, so I don't stay out after ten o'clock. **if**
_____
4 I first met Johan in 2008. **since**
_____

Vocabulary

1 Complete the school and university subjects with the vowels (*a, e, i, o, u*).

1 b _ _ l _ g y
2 l _ t _ r _ t _ r _
3 _ n g _ n _ _ r _ n g
4 m _ d _ c _ n _
5 g _ _ g r _ p h y
6 h _ s t _ r y

2 Read the statements and identify the subjects.

1 I had the assessment today and it was really difficult. I couldn't remember how rivers were made, or how to read a map. _____
2 I'd like to study that at university. I've always been interested in buildings and design, and I'm good at art, too. _____
3 We had fun. We prepared for the end-of-term play and also did some dancing. _____
4 My older sister's studying that at university. She's always asking me why I did this or that and trying to understand my mind. _____
5 Today we had a small fire in the lesson! Josh mixed the test tubes up. _____
6 I couldn't take part today. Someone had taken my trainers. _____

3 Add the suffixes *-er, -or, -ist, -ian* and *-ee* to these roots to make jobs. Two roots can be used twice.

employ___ librar___ instruct___
journal___ farm___ photograph___
profess___ scient___
train___ technic___

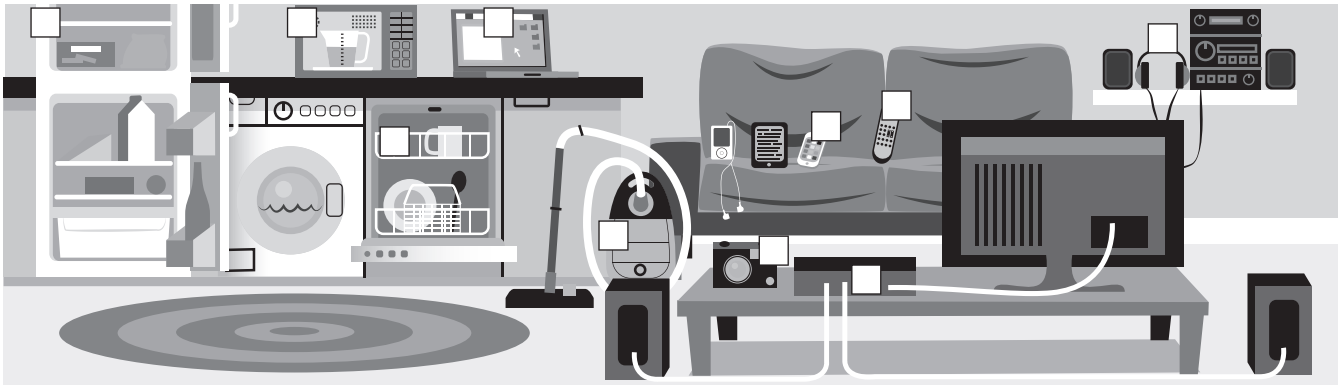
4 Circle the correct alternative.

1 I prefer to do *coursework/scholarships* because I don't like exams.
2 I'm afraid you got 34% so you'll have to *resit/fail* next month.
3 She studied hard so she'll get a good *assignment/mark.*
4 The *turkey/cream* he cooked for Sunday lunch wasn't cooked properly.
5 I suggested studying together, but Will didn't want to *cooperate/underestimate*.
6 The children were too *lively/enormous* on their geography trip.
7 After the class's chemistry experiments, the smell was *dreadful/stunning*.
8 In our history lesson today, we learnt about *ancient/elderly* Rome.

6 Pure science

Vocabulary

1 Match 1–10 with a–j to make everyday inventions. Then write the number next to the correct picture.



1	digital	a	system
2	head	b	camera
3	mobile	c	top
4	microwave	d	phone
5	remote	e	washer
6	home cinema	f	freezer
7	vacuum	g	phones
8	lap	h	control
9	fridge	i	cleaner
10	dish	j	oven

2 Which inventions from 1 are usually written as one word only?

headphones

3 Read the definitions and write the everyday invention.

You use it to …

1 control something such as a television from a short distance away.

_____

2 cook food very quickly without using heat.

_____

3 wash plates, cups, knives and forks.

_____

4 take photos.

_____

5 find the best way to a place when you're driving.

_____

6 listen to music you have downloaded.

_____

4 Circle the correct alternative.

1 It's never a good idea to *plug in/select* a machine with wet hands.
2 *Select/Insert* the long wash if your clothes are really dirty.
3 I usually *plug in/charge* my mobile overnight.
4 How do you *connect/insert* the camera to the laptop?
5 *Tap/Press* on the screen icon for the programme you want.
6 You have to *recharge/press* the button to play the DVD.

VOCABULARY EXTENSION

5 Look at the pairs of verbs. Circle the noun they do not go with.

1	**switch on/switch off**	the sound the electricity the battery
2	**turn up/turn down**	the volume the time the temperature
3	**insert/remove**	the DVD your card the button
4	**connect/disconnect**	the switch the computer the cable

6 Complete the sentences with one of the verbs from 5 in the correct form.

1 Dinner is ready – it's time to _____ the computer.
2 You can _____ the flash drive now. The port is at the side of the computer.
3 I love this song. Can you _____ the volume?
4 The DVD player isn't working because someone has _____ the cable at the back of the TV.

I can talk about everyday inventions

Reading

1 Look at the photos. What do you think is the connection between them?

2 Read part A of the article and check your answers.



VELCRO: A SIMPLE BUT USEFUL INVENTION

A **In 1941, a Swiss engineer called George de Mestral, was walking in the mountains and found that his trousers and his dog were covered in brown spiky balls from plants. De Mestral was curious. Under a microscope, he discovered that these balls were shaped like tiny hooks so that they stick to passing animals. He had an idea – what if this stickiness could be used on clothes? And the idea for Velcro was born! It took de Mestral eight years to design the uniquely simple fastener and his Velcro company was established in the 1950s.**

B Initially, his product was not taken seriously but within a few years, Velcro sales rocketed. In de Mestral's life-time, 55,000 kilometres of Velcro were sold! Since the early 1960s, it has been used by NASA in different ways to stop objects floating around in space, from the astronauts' dinner plates to the tiny letters on the word game Scrabble, as well as their chess pieces!



C In the late 1960s, Velcro was adopted by companies such as Adidas and Reebok for shoes, and later it was used by the US military on uniforms. However, soldiers found that it was difficult to keep clean and noisy to use and so, after a few years, they reverted to using buttons.

D Nowadays, Velcro can be found on clothes, shoes, watchstraps, bags, car mats, plane cushions and baby toys. It is used in hospitals to fasten blood pressure monitors to patients' arms and on baby blankets. In the first human artificial heart transplant, Velcro was used to hold the heart together.

E However, the Velcro company has been working for years to encourage people to see the product as *more* than just a fastener. In 1984, a Velcro representative was interviewed by a well-known American TV presenter called David Letterman. At the end of the interview, Letterman jumped off a trampoline onto a Velcro wall and hung there. The Velcro wall is now popular with entertainment companies: individuals can hire the sticky wall and a suit for parties and other events. But it was only in 1991 that a Velcro game, with a Velcro ball and Velcro 'plate' for catching the ball, was invented.

F These days, Velcro comes in different sizes, colours and even shapes. A steel version of Velcro, strong enough to hold buildings together, has been developed by German scientists. It is now also being sold as an everyday 'home organiser', for keeping gardening and sports equipment tidy and for home improvement too, for example to hang pictures on walls. It faces strong competition from markets abroad. However, competitors' products cannot and will not be called Velcro as this is a brand name which remains as popular as ever.

3 Which paragraph (A–F) tells us about …

1 how Velcro has been used in the field of medicine? ___
2 a new product which works in the same way but is made of different material? ___
3 how nature inspired science? ___
4 the use of Velcro to fight gravity? ___
5 one area where they decided to stop using Velcro? ___
6 some unusual physical activities that you can do using Velcro? ___
7 what people first thought of the idea? ___
8 the international market for Velcro-like products? ___

4 Match the underlined words in the article with the definitions.

1 a strong metal made from iron _____
2 decided to start using _____
3 changed back to _____
4 a piece of equipment which you can jump up or down on for exercise _____
5 a curved piece of metal or plastic, used for catching or holding things _____
6 a medical operation in which a new organ is put into someone's body _____

CRITICAL THINKING

5 1 Why do you think Velcro has been so successful?
2 What other uses can you think of for Velcro, not mentioned in the article?

Grammar in context

1 Look at these examples of the passive from the text. What tense are they in?

present simple • future with *will* • past simple
present perfect • present continuous

1 His trousers and his dog were covered in brown spiky balls. _____

2 Since the early 1960s, it has been used by NASA. _____

3 It is used in hospitals. _____

4 It is being marketed now not just as a fastener but as an everyday 'home organiser'. _____

5 However, competitors' products cannot and will not be called Velcro, as this is a brand name. _____

2 Circle the correct alternative to complete the rules.

We form the passive with the verb (a) *to be/to have* + the (b) *past simple/past participle* form of the main verb. We use it when we are more interested in the (c) *agent/action* than in the (d) *agent/action*, that is, the person or thing which does the action. We use the preposition (e) *by/from* to talk about the agent. We also use the passive when we (f) *know/do not know* exactly who the agent is, or when it is (g) *obvious/not obvious* who the agent is.

3 Circle the correct alternative.

1 The first prize for research was *gave/given* to Ms Lynn Gallagher.
2 The species has not been *seeing/seen* for a year now.
3 We *taught/were taught* by university graduates for a term.
4 If food *dropped/is dropped* on the floor, it is unsafe to eat.
5 Many inventions *created/are created* by copying what *is found/are found* in nature.
6 Languages *are learnt/have been learnt* this way for hundreds of years.

4 Complete these passive sentences with the correct form of the verb *to be* and the verbs given.

1 This wonderful gadget *was* first *sold* (sell) in 1897.
2 This journal _____ still _____ (publish) twice a year.
3 Some very interesting research _____ already _____ (do) on Alzheimer's.
4 Do you think the prize _____ (win) by the same person again next year?
5 The first automatic dishwasher _____ (invent) by a woman.
6 Look! These cosmetics _____ (make) using plant extracts.

GRAMMAR CHALLENGE

5 Rewrite these sentences in the passive. Include the agent where it is necessary, but omit the agent if it is obvious from the context.

1 Builders have found a store of hidden Roman treasure on a building site.
A store of hidden Roman treasure has been found on a building site.
2 A police officer arrested the criminal.
3 Anna Williams is reading the news tonight.
4 The Japanese team has published the latest research.
5 Somebody from the college will meet the professors at the train station.
6 The judge sentenced the man to four years in prison.
7 A British journalist wrote a book called *Bad Science*.
8 Louis Braille invented a reading system for the blind.
9 The wind damaged four windows.

Developing vocabulary and listening

1 Complete the sentence with an adjective from box a and a preposition from box b. Some of the adjectives are not used.

a

afraid • aware • bored • different • good
interested • pleased • ready • responsible
similar • tired • worried

b

about • at • for • from • in • of • to • with

1 Harry is not very _____ literature.
2 Are you _____ the dangers of cycling without lights?
3 Kitchens today are very _____ kitchens a hundred years ago.
4 This dishwasher's _____ getting things clean, but it's noisy.
5 The children were not at all _____ the science museum's new exhibition.
6 See a doctor if you're _____ that pain in your leg.
7 I'm _____ watching TV – let's play computer games instead.
8 She is _____ walking alone at night.
9 Air travel is _____ a lot of carbon emissions.
10 Their research was _____ ours, but theirs was shorter.

2 Read the email. Find and correct six mistakes.

Hi Ben,
Nice to hear from you. Your new course sounds similar from mine. I'm really pleased at the choice I've made, but you sound like you're disappointed. Do you know about the student counselling service? Don't be worried of feeling embarrassed, because they are very understanding there. If you've realised that you're tired for your course, just go and see them. They are responsible to helping students switch courses. I think it's good that you're aware from the problem so soon.
Anyway, good luck and speak soon.
Amy

3 21 Listen to an expert talking about drones, which are small, unmanned aircraft. Listen and choose the best title for the interview.

a The history of drones
b The future of drones
c The different uses of drones
d The pros and cons of drones

4 21 Listen again and choose the best answers.

1 The expert first saw a drone …
a where he lived.
b in the fields.
c at an exhibition.

2 For estate agents, drones are useful because they …
a have a serious purpose.
b are inexpensive.
c can take aerial shots of houses.

3 Drones can be used in agriculture to …
a water crops.
b protect crops.
c take artistic and interesting photos.

4 In South Africa, drones are being used to …
a kill rhinos which are dangerous.
b take close-up photos of rhinos' horns.
c keep rhinos safe.

5 The expert talks about three different ways that drones …
a can be used to deliver things.
b can be useful in the field of medicine.
c can help to make poor areas richer.



VOCABULARY EXTENSION

5 Match the halves to make sentences.

1 My uncle was very fond …
2 I'm not very keen …
3 Hilary was amused …
4 The teacher wasn't very impressed …
5 The old woman was shocked …
6 Most parents are proud …
7 I don't think my shoes are suitable …
8 Children are dependent …

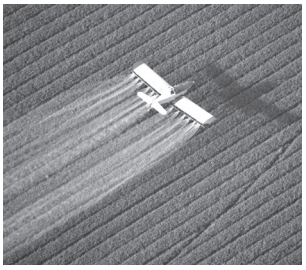
a for walking in the rain.
b of their children's achievements.
c with the student's poor exam results.
d on their parents until they're 18.
e on eating food that's been on the floor.
f of eating chocolate when he was a child.
g by that funny story you told her.
h by the language used in the film.

Grammar in context

1 Look at the examples from the listening and complete the grammar rules with the words in the box.

Farmers **have** their crops regularly **sprayed** to stop disease.
Perhaps in the future villagers **will have** food and other goods **delivered by** drones.

does • don't • formal • *have* or *get* • object • past participle • preposition • subject



We form *have/get something done* with the (a) _____ + *have* or *get* + the (b) _____ + the (c) _____. We make different tenses by changing the tense of (d) _____. We use this structure to talk about actions which we (e) _____ do ourselves. Somebody or something (f) _____ them for us. *Get* is a little less (g) _____ than *have*. Both can be used with the (h) _____ *by* if we want to refer to the person or thing which does the action.

2 Complete the sentences using the correct form of *have* or *get*.

1 When / last / house / repaint?
When did you last have your house repainted?
2 How often / teeth / check / at the dentist?
_____
3 When / last / hair / cut?
_____
4 When / next going to / car / check / at the garage?
_____
5 When / will / eyes / test / at the optician?
_____
6 How often / grandparents / blood pressure / take / at the clinic?
_____
7 pizza / deliver / to your house / tonight?
_____

3 Match the rules about gerunds and infinitives (1–6) with the sentences (a–f).

1 We use the gerund after prepositions. ___
2 We use the infinitive immediately after adjectives. ___
3 We use the gerund with *go* to talk about activities. ___
4 We use the gerund after verbs of liking or disliking (except *would like*). ___
5 We use the infinitive to explain why we do something. ___
6 We use the gerund as the subject or object of a sentence. ___

a I've loved **watching** planes since I was a boy.
b We used to go **plane-watching** in the fields.
c In Japan, **spraying** rice fields by drone is extremely common.
d Infrared cameras are used **to stop** the people who … kill the rhinos.
e Have you always been interested in **flying drones**?
f It sounds like science fiction, and it will be difficult **to design**.

GRAMMAR CHALLENGE

4 Complete the text with the correct form of the verbs given. You may need to add *to*.

argue • change • cut • do • go x 2 • have x 3 show • think • waste

I had my hair (a) _____ last week and it was a disaster. (b) _____ to the hairdresser's is never one of my favourite activities, but now I simply hate (c) _____ there!

Basically, the hairdresser asked me to sit down. I'd like (d) _____ your hairstyle', she said, cheerfully. 'You've had it like this for ages. Wouldn't it be great for you (e) _____ something different?' I don't like (f) _____ with people, so I said 'OK', and even started to feel a little excited. However, I said I needed time (g) _____ about the kind of hairstyle I'd like. She gave me some hair magazines and after a while I started to get worried about (h) _____ too much time, so I just chose one on the first page. 'I'll (i) _____ it done like this', I said, nervously. My hairdresser was quite surprised as it was a big change, but said it would be quite easy (j) _____ with my long, straight hair. Two hours later, I got up from the chair with short, blonde hair. (k) _____ my mum was difficult, as she has always loved me (l) _____ long hair.



Developing speaking





1 **Look at the two photos of students building things with wood. Write down two similarities and two differences.**

2 22 **Listen to a student talking about the two photos. Does she have any of the same ideas as you?**

3 22 **Match the halves to make sentences. Listen again to check your answers.**

1 Both of the photos …
2 You can tell because of …
3 One other similarity between the photos is …
4 However, …
5 One important difference between the photos …
6 Another important difference is …

a the clothes.
b is that in the first picture the students are working together, whereas the second photo shows a young man working independently.
c the wooden table and the equipment.
d show young people.
e there are several differences.
f that the people are making things with wood.

4a æ 23 **Listen and circle the unstressed schwa sounds in the following examples.**

1 Both of the photos show young people.
2 You can tell because of the wooden table and the equipment.
3 However, there are several differences.

4b 23 **Listen again and repeat.**

STUDY SKILLS

What do the terms accuracy and fluency mean when we talk about speaking English? Which do you think is more important?

STUDY SKILLS ➤ page 85

5 **Look at the photo and write your answers to the questions in your notebook. If you're not sure of something, use *I think* and/or *I imagine*.**



1 Who can you see in the picture?
2 Where are they?
3 What are they doing?
4 How do you think they are feeling? Why?

6 24 **Listen to a student talking about the photo. What are her answers to the questions?**

7 **Now look at the second photo and answer the same questions.**



Developing writing

1 Look at the notes below and decide if they are for (F) or against (A) watching television.

- *stops people reading, listening to music, talking* F/A
- *fascinating programmes, e.g. nature, culture* F/A
- *company for lonely people* F/A
- *advertising – bad influence* F/A
- *unsuitable programmes for children* F/A
- *educational, e.g. language learning* F/A
- *relaxing, e.g. makes people laugh* F/A

2 Read this essay about television and put the four paragraphs A–D in the correct order.

A ___
However, television has disadvantages, too. People no longer read, listen to music or talk to each other because the TV is always on. What's more, there are hundreds of channels available and many of them are unsuitable for children. In addition, television advertising can be bad because it encourages viewers to want lots of things they don't really need. Personally, I think this can be very dangerous, for example, during children's television when they advertise expensive toys or gadgets.

B ___
In the early 1950s, very few people had a television. By the end of the century, almost every household in the western world had one television set, and many had several. Is this a good or a bad thing?

C ___
In conclusion, television is not necessarily a bad thing, but parents should be careful how much their children watch. In my opinion, good programmes that are well made are fantastic, but, on the other hand, they do prevent people from taking part in other activities and some of the output is unsuitable.

D ___
Television can be interesting and useful in a number of ways. Firstly, nature or cultural programmes are fascinating, and viewers can experience places and events they might never see in real life. Furthermore, soaps or comedy programmes can make people laugh and allow them to relax after a day at work. What's more, many programmes are educational and can help students of foreign languages, for example. Finally, television is a comfort to old people or those who live on their own.

STUDY SKILLS

Why is it important to divide texts into paragraphs when you are writing?

STUDY SKILLS ➤ page 85

3 What do you think was the title/topic of this essay?

a Children today watch too much television.
b Television advertising is more important than the programmes.
c The advantages and disadvantages of television

4 Underline the linkers that introduce and order the arguments the writer used.

5 Find two expressions the writer uses to give opinions.

1 _____
2 _____

6a Plan an essay on this statement. Make notes for and against, and organise your ideas using the paragraph plan below.

> "The Internet is the most important invention of the last 150 years."

Paragraph plan
Paragraph 1: introduce your essay
Paragraph 2: two arguments for the Internet
Paragraph 3: two arguments against the Internet
Paragraph 4: conclude your essay

6b Write your essay using linkers and other expressions from this unit. Don't forget to say if you agree or disagree with the statement and give your reasons.

Revision: Units 1–6

Grammar

1 Rewrite these sentences in the passive.

1 They sell millions of illegal DVDs each year.

_____

2 They will hold the next Olympics™ in my country.

_____

3 Somebody finally fixed my computer.

_____

4 They don't often teach Latin in schools these days.

_____

2 Rewrite the sentences using the correct form of *have something done.*

1 I've just cut my hair myself.

I've just had my hair cut at the hairdresser's.

2 We always fix our TV when it breaks down.

_____

3 I mended my bike last month.

_____

4 My dad's designed a website for his new company.

_____

5 We are painting all the bedrooms.

_____

6 I usually repair my own boots.

_____

7 My parents painted portraits of me and my sister.

_____

3 Find and correct the mistakes with the gerund/infinitive.

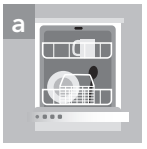
1 I've always loved speak other languages.
2 I think it will be possible to eating together this evening.
3 My brother is really good at think quickly, but I'm not.
4 Are you interested in watch the game?
5 To learn a language is similar to learning to drive.

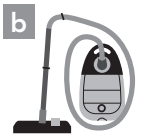
4 Complete the sentences with the correct form of the verbs given.

1 My trainers _____ (take) from just outside my front door!
2 The roof _____ (repair) by builders at the moment.
3 If I had a smartphone, I _____ (check) the weather on the Internet.
4 While I _____ (travel) to school, I saw my history teacher with the breakdown service.
5 You're here at last! I _____ (wait) for you for about 45 minutes!
6 If Toby's flight _____ (delay) tonight, he _____ (call) us to let us know.
7 If we _____ (not pass) our assessment, we have to retake it.

Vocabulary

1 Write what you can see in each picture.

a 

b 

c 

d 

_____ _____ _____ _____

2 Complete the sentences with the correct preposition.

1 She is responsible _____ taking care of the kids.
2 How we listen to music is different _____ the way you used to do it.
3 Are you aware _____ the phrase 'Lightning never strikes twice'?
4 I'm tired _____ this programme. What's on the other channels?
5 She's worried _____ breaking her MP3 player.

3 Circle the correct alternative.

1 Just *switch/tap* the screen, and it will change.
2 You have to *select/press* a programme first.
3 You need to *connect/insert* the printer to the computer, or it won't work.
4 You can *recharge/press* the battery by *plugging/inserting* in the charger.

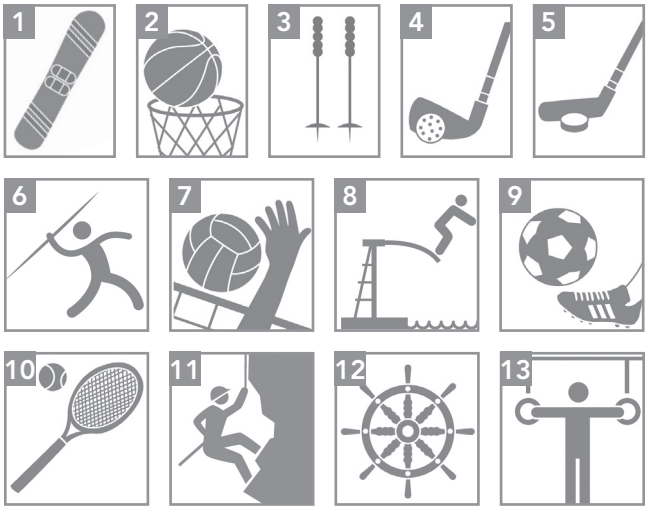
4 Complete the two parts of each sentence with the correct adjective and preposition. The first letter of the adjective is given.

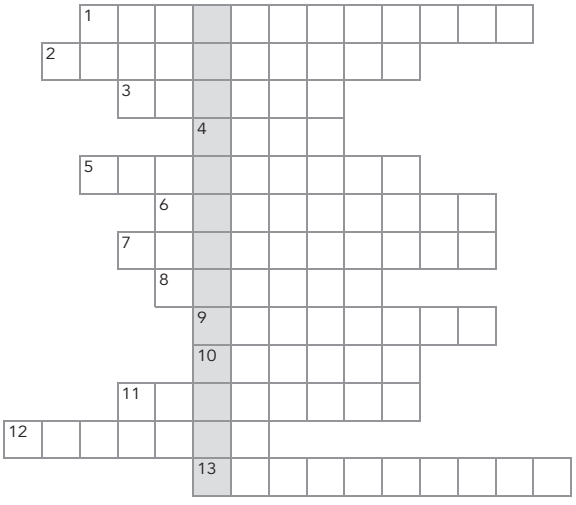
1 I'm sociable but I'm not very g_____ _____ giving presentations to lots of people.
2 Alex is a confident driver, but I'm not sure he's r_____ _____ the test.
3 The place is absolutely stunning, but I'm a bit t_____ _____ sightseeing now.
4 We were totally b_____ _____ the film, so we left after half an hour.
5 I don't want to sound arrogant, but I'm really g_____ _____ cooking.

7 Play on!

Vocabulary

1 Look at the pictures and write the name of the sport. Use the word in the shaded column to complete sport number 14.





14 _____

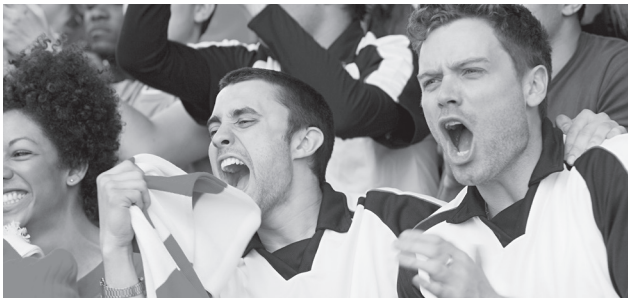
2 Match each sport with the place where you play it and the equipment you can use.

club • course • court • goal post • goggles • pitch
racket • rink • skates • slope • track • trainers

SPORT	PLACE	EQUIPMENT
tennis	_____	_____
football	_____	_____
skiing	_____	_____
ice-skating	_____	_____
golf	_____	_____
athletics	_____	_____

3 Circle the correct alternative.

1 In basketball you can *bounce/kick* the ball.
2 When you play football, you are not allowed to *pass/hit* the ball.
3 The aim of all sports is to *beat/win* the other team or competitors.
4 The tennis player *scored/shot* an excellent point against her opponent!
5 The *score/mark* was equal at the end of the match.
6 The *play/game* was very exciting for fans, who could hardly stay in their seats.



VOCABULARY EXTENSION

4a Complete the sentences with an appropriate verb.

1 I _____ tennis on Fridays, and basketball on Sundays.
2 My younger brothers both _____ judo and kickboxing, because they love combat sports.
3 Where do you _____ skiing?
4 Are you good at _____ golf?
5 Sid and Pete _____ running every Thursday, with a local club.
6 Where can you _____ karate around here?

4b Complete the general rules. If necessary, go back to 4a to check your answers.

1 If there is a (kind of) ball involved and it is competitive, you usually use the verb _____, e.g. *rugby*, *football*.
2 If you do the sport indoors, then you usually use the verb _____, e.g. *gymnastics*, *yoga*.
3 If the sport is generally played outside, then you usually use the verb _____ . Most of these sports end in *-ing*, e.g. *fishing*, *horse-riding*.

Reading

1 Look at the photo and the title of the article. Which of the following points do you think will be mentioned?

a The difficulties of the run b Details of the trip, including accommodation c The cold temperatures

2 Put the points from 1 in the order they are discussed in the article.

The world's coolest marathon

For runners who are looking for a challenge, the 42 kilometre North Pole Marathon offers just that. This is an event whose slogan is 'the World's Coolest Marathon' and is the only official marathon that is run entirely on water – on frozen ice which is between 2–3.5 metres thick. This lies on top of the Arctic Ocean, where temperatures can fall to below -25 degrees C during the period when the marathon takes place.

Competitors from all over the world travel to a group of islands called Svalbard, halfway between the North Pole and the mainland of Norway, and they are then taken by a small plane to the camp. Runners are warned before arrival not to expect luxury at the camp, although the tents which are provided are well-heated. Marathon runners must expect to share their accommodation with around 12 others; however, they only spend around 36–48 hours at the camp, unless conditions are very bad.

The run is an exciting one, even for experienced marathon runners, precisely because of the challenging conditions. The area of land where the participants run is often unpredictable; besides the sub-zero temperatures, the snow can be hard or soft and there is a risk of polar bears, although there are guards along the entire route to protect the competitors. This means that running times vary from year to year. The runner who has the quickest time so far is Thomas Maguire. In 2007, he ran a time of just three hours, 36 minutes and 10 seconds, compared with the fastest marathon time on land of just over two hours.

The main concern that participants usually have is how to retain their body heat. They need to be well-equipped with warm clothes and are advised to wear three layers: an inner one which absorbs sweat; a middle one for insulation and an outer one for protection against the wind. Some of the runners even try to prepare themselves for the extreme cold by training in an industrial freezer!

The North Pole Marathon began in 2002 when the race director, Richard Donovan, ran on his own. Donovan had actually completed the South Pole Marathon a few weeks earlier, and so became the first marathon runner to have completed a marathon at opposite ends of the earth! Since then the race has been completed by runners of all ages and nationalities, including two blind runners. Race participants can run as an individual or as part of a team and many run for charity.

For those people whose main worry is the environmental damage, the good news is that recent marathons have been carbon-free: the energy that is used by runners, for example in their flights or their heated tents, is matched by investments into forest projects in the Amazon.



3 Are these sentences True (T) or False (F)?

1 The temperatures at the North Pole might be around -30°C. T/F
2 There is a possibility of meeting polar bears while running. T/F
3 The runners are taken from Svalbard to the camp by air. T/F
4 Everyone has their own tent. T/F
5 Participants never have to spend longer than two days on the ice. T/F
6 Because of the ground, running times are hard to predict. T/F
7 Runners are given layers of warm clothes. T/F
8 Nobody had run a marathon at both the South and North Poles before Richard Donovan. T/F
9 Money from the marathon is put into projects only for protecting the North Pole. T/F

4 Match the underlined words to the definitions.

1 to keep someone or something _____
2 changing often and suddenly _____
3 completely or all of it _____
4 take in gas, heat, water etc. _____
5 to be different in different situations _____
6 a sheet of something that lies between other substances _____

CRITICAL THINKING

5 1 What are the risks to the runners of running a marathon like the one at the North Pole?
2 Why might the marathon be damaging for the environment?

Grammar in context

1 Complete the sentences with the correct relative pronoun. If you write *that*, include a second possibility, too.

1 For runners _____ are looking for a challenge, the North Pole Marathon offers just that.
2 This is the only official marathon _____ is run entirely on water.
3 The area of land _____ the participants run is often unpredictable.
4 The main concern _____ participants usually have is how to retain their body heat.
5 For those people _____ main worry is the environmental damage, there is good news.

2 Complete the rules with these words.

person, thing, place or time • *when* *where* • *which* and *that* • *who* and *that* *who*, *which* or *that* • *whose*

In defining relative clauses, we use
(a) _____ for people,
(b) _____ for things,
(c) _____ for possessions,
(d) _____ for places and
(e) _____ for times.
In defining relative clauses we can omit
(f) _____ when a noun or pronoun comes immediately after it. We use defining relative clauses to give essential information about the
(g) _____ in the first half of the sentence.

3 Circle the relative pronouns. Then tick (✓) the sentences where the pronoun can be omitted.

1 The Mall of Emirates is the only place where you can ski in the desert.
2 Skiing and snowboarding are winter sports that are very popular in Canada.
3 Many sports people that I know have their little superstitions.
4 The trainers that she wore for the Wimbledon Final were sold for £5,000.
5 The spectators who are wearing orange are from the Netherlands.
6 A puck is a round flat disc that you hit in ice hockey.
7 I have a lucky penny that I take with me everywhere.
8 Is he the person who invented judo?

4 Complete the sentences with *where*, *when*, *which* or *whose*.

1 Wimbledon is the place _____ the grass court tennis championships are held.
2 Boxing Day is the day _____ people watch a lot of sport on TV.
3 Can you remember the year _____ Usain Bolt set a new 100 m record?
4 These days, it is hard to find a pool _____ you are allowed to dive in.
5 Bethany Hamilton is the famous surfer _____ arm was bitten off by a shark.
6 I've got a friend _____ brother is a jockey.

5 Match the halves to make sentences. Use a relative pronoun in the middle.

1 A caddy is the person
2 The winner was the swimmer
3 2012 was the year
4 The end zones are the places
5 Spring is the time
6 She's the athlete
7 That beach café is

a the points are scored.
b the Olympics™ were in London.
c I first played table football.
d ankle was broken in the marathon.
e carries a player's golf clubs.
f start was the fastest.
g most people take up jogging.

GRAMMAR CHALLENGE

6 Read the newspaper article. Find and correct eight mistakes.

THE BIGGEST SPORT IN THE WORLD

Elephant polo was played in just a few places in the world. There are four players on each team but eight riders in total, because each player sits behind a front rider that job is to guide the elephant. Riders use sticks are made of bamboo and always they hit from the right-hand side. The pitch when they play is smaller than in horse polo. Everything changes at half-time when the elephants are change.

The rules which govern the game are strict. For example, there always has to be at least one elephant in each half. They cannot pick up the ball with their trunk. The size or weight of the elephants what compete does not matter. But The World Elephant Polo Association places great importance on the health and safety of the animals who take part.



Developing vocabulary and listening

1 Complete the sentences with *for*, *in*, *out* or *up*.

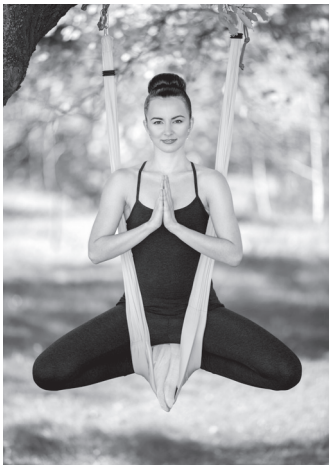
1 He was knocked _____ of the tournament in the quarter-finals.
2 I really wanted to join _____, but I didn't have my swimming costume with me.
3 Rob goes to the gym every morning to work _____.
4 My mother took _____ hill walking when she was over 70.
5 It was a real challenge, but he decided to go _____ it.
6 You're more likely to have an injury if you don't warm _____ properly.

2 Make sentences with words from each column.

1	He was tired and hungry so he gave	in	with the others.
2	That shy girl never joins	out	in the first round.
3	Professional athletes always warm	up	before a race.
4	She's a confident diver who's going	for	and went home.
5	The less experienced team was knocked		gold!

1 *He was tired and hungry so he gave up and went home.*
2 _____
3 _____
4 _____
5 _____

3 Look at the photos. What do you think the sports are?





4 25 Listen to two people talking about the sports and check your ideas. Why are these sports good for you?

5 25 Listen again. Are the sentences True (T) or False (F)?

1 This kind of yoga particularly helps the muscles in your arms and legs. T/F
2 It makes you feel happy, partly because of hormones. T/F
3 People with ankle problems shouldn't try this type of yoga. T/F
4 Most of the positions are very different from 'normal' yoga. T/F
5 Backwards running is a good sport for athletes. T/F
6 This sport exercises the same muscles as forward running. T/F
7 It's better for your knees than forward running. T/F
8 It is a new sport. T/F

VOCABULARY EXTENSION

6 Match these phrasal verbs with their definitions. Use your dictionary to check your answers.

1 catch up
2 carry on
3 drop out
4 keep up
5 send off
6 pass out

a leave something before the end
b reach someone or something after being behind
c continue doing something
d suddenly become unconscious and fall over
e do something at the same speed as somebody or something
f tell a player to leave the game

7 Complete the sentences with verbs from 6.

1 You might _____ if you are too hot or thirsty.
2 You might _____ or _____ if you work really hard.
3 You might _____ of a team if you didn't like the captain.
4 The referee might _____ a footballer if they hit another player.
5 You might _____ doing a sport for years if you love it.

Grammar in context

1 Look at the non-defining relative clauses. Circle the correct alternative to complete the rules.

1 One day a friend, *whose neighbour is a yoga instructor*, told me about anti-gravity yoga.
2 It's good for your heart, as well as your core muscles, *which are the deeper muscles inside your body.*
3 Running backwards is also softer on the knees, *where much of your body weight falls when you are forward running.*
4 A man called Robert Stevenson, *who is an expert in reverse running*, recommends practising in an open space.

In non-defining relative clauses, we use **who** for (a) *people/things*, **which** for (b) *people/things*, **whose** for possessions, **where** for (c) *places/times* and **when** for (d) *places/times*. We (e) *can/can't* use **that** in non-defining relative clauses. We (f) *can/can't* omit the relative pronoun and we (g) *always/never* use commas in non-defining clauses.

2 Complete the sentences with a relative pronoun.

1 The boy, _____ was only four, was running very long distances.
2 That young diver goes to an Olympic-size pool, _____ he practises for hours.
3 Running, _____ is his favourite activity, is not an expensive sport.
4 Uncle Marcus, _____ racket I borrowed, used to play tennis for England.
5 Last year, _____ they went skiing together, she broke her leg.
6 The girls, _____ names I forget, are both talented rowers.

3 Use a non-defining relative clause to join the sentences.

1 Usain Bolt is a great sprinter. He comes from Jamaica.
Usain Bolt, who comes from Jamaica, is a great sprinter.
2 The university sports centre is brand new. My son works out there.
_____
3 This pool is 50 metres. The diver Tom Daley used to practise here.
_____
4 The cricketers were wearing white. They got very dirty by the end of the match.
_____
5 The French runner surprised us all by coming first. His family were sitting next to us.
_____

4 Do these sentences have defining (D) or non-defining (ND) relative clauses?

1 Scotland is the country where golf was first played.
2 That's the game I've been telling you about.
3 New Zealand, where rugby is really popular, has more sheep than people.
4 Is your aunt the swimmer whose picture I keep seeing?
5 Rory McIlroy, who began playing golf at the age of two, became professional when he was just 18.

STUDY SKILLS

What action can you take to improve your results in grammar exercises?

STUDY SKILLS ➤ page 85

GRAMMAR CHALLENGE

5 Choose the correct answer. Check at the bottom of the page. Then use the information to write a sentence with a relative clause.

1 In baseball, it's bad luck to touch ___
a one of the lines.
b a bat.
Baseball is popular in Japan.
In baseball, which is popular in Japan, it's bad luck to touch ...

2 In football, it's lucky to have ___
a an even number on your shirt.
b a double number on your shirt.
Football was first played internationally in 1872.
_____

3 In ice hockey, it's bad luck to put down your sticks ___
a crossed.
b on the ice.
Ice hockey is the national sport of Canada.
_____

4 In basketball, it's good luck to ___
a wipe the soles of your trainers.
b chew gum.
Basketball's most successful team is the Boston Celtics.
_____

5 In tennis, it's bad luck to ___
a hold more than two balls when serving.
b eat between sets.
Tennis first became an Olympic sport in 1896.
_____

Answers: 1a 2b 3a 4a 5a

Developing speaking



1 26 **Listen to Sally and Jimmy discussing whether they think that sports should be optional at secondary school. Which speaker thinks that sports *should* be optional?**

2 26 **Listen again. Are the sentences True (T) or False (F)?**

1 Sally thinks PE is an important subject, like maths. T/F
2 Sally thinks that young people should be given the choice to do PE. T/F
3 Jimmy says that running and cricket are popular sports in school. T/F
4 Sally worries about the children who don't do any sport outside school. T/F
5 Jimmy thinks that compulsory PE might stop young people from enjoying school. T/F
6 Jimmy thinks that doing PE in school makes you like it. T/F
7 Sally says it's important to make doing sports a habit. T/F
8 Jimmy's mother now loves running but didn't like PE at school. T/F

3 26 **Listen again and tick (✓) the expressions you hear. Are these expressions for agreeing (A) or for disagreeing (D)?**

(Sometimes), I agree …
I (totally) agree (with you) (that …)
(I think) You're right (about that) ...
I take your point.
That's true.
I agree to an extent, but …
I see what you mean, but …
I'm not sure that's true.
You've got a point. However, …

4 æ 27 **Look at the words from the listening. Underline the stressed syllable in each. Listen and check.**

1 cricket
2 exercise
3 optimistic
4 argument
5 importance

STUDY SKILLS

How important is it to stress the correct part of a word? Do you know any words which change meaning if the stress changes?

STUDY SKILLS ➤ page 85

5 **Look at the photo and write your answers to the questions in your notebook. If you're not sure of something, use *I think* and/or *I imagine*.**



1 Who can you see in the photo?
2 Where are they?
3 What are they doing?
4 When do you think this photo was taken?

6 28 **Listen to a student talking about the photo. What are his answers to the questions?**

7 **Now look at the second photo and answer the same questions.**



8 **Describe the similarities and differences between the two photos.**

Developing writing

1 Look at the announcement opposite and answer the questions.

a What does it want to know?
b Who wrote the announcement?
c How would you respond to the announcement?

2 Read the article. What is the writer's opinion?

Home | About | Articles

a

Some people say that playing video games isn't a real sport. After all, it's not the same as running a marathon or playing in a football match. But, for me, gaming is a real sport, just like running or football and I'll tell you why.

Comments

b

(1) _____, my life would be so much less interesting without video gaming. When I play video games, I want to win. My heart beats quickly and winning is great! There is nothing else I do which gives me the same feeling. I also enjoy talking about it with my friends, just like people talk about traditional sports. I'm (2) _____ that it makes me a happier person.

c

So, I (3) _____ video gaming is definitely a kind of sport. As I (4) _____ it, expert video-gamers are similar to traditional athletes in many ways. For example, they train really hard, for up to ten hours a day. And nowadays, stadiums can be filled with thousands of spectators, just like in a traditional sport.

d

As (5) _____, professional gamers have amazing stamina, focus and skills. On tests comparing traditional athletes and e-athletes, the scores for their mental skills are often the same. Some video games are played in a team too, which gives players the same benefits as traditional team sports.

e

In my (6) _____, the only thing that makes e-sport different from traditional sport is that there is less physical exercise. However, the players I admire in gaming are healthy and they care about staying physically fit, too. So if you haven't tried gaming before, you should give it a try. You might be surprised!

IS VIDEO GAMING A SPORT?

- Why and how is video gaming important to you?
- How would you persuade other people to see it as a sport?

PLEASE WRITE AN ARTICLE FOR NEXT MONTH'S MAGAZINE!

3 Complete the text with the missing words.

believe • convinced • far as I'm concerned
opinion • personally • see

4 Match the paragraphs (a–e) with the information.

1 Why cyber athletes are similar to traditional ones ___
2 The writer's overall opinion about the topic ___
3 Cyber athletes' mental abilities ___
4 The difference between video gaming and traditional sports ___
5 The writer's own experience of gaming ___

5 Answer these questions.

1 What physically happens to the writer when he plays video games?
2 In what ways is gaming a social activity for the writer?
3 How popular is video gaming?
4 Does the writer mention the test results for the physical fitness?
5 According to the writer, what is the only difference between e-sport and traditional sport?
6 What does the writer say about being physically fit in relation to video gaming?

6 Look at this announcement in a magazine and write your article.

DO YOU KNOW OR HAVE YOU HEARD OF PEOPLE WHO CAN'T STOP VIDEO GAMING?





How would you encourage teenagers to get the balance right between life and gaming, including doing physical exercise?

PLEASE WRITE AN ARTICLE FOR NEXT MONTH'S MAGAZINE!

I can write an article about balancing video gaming and life

Revision: Units 1–7

Grammar

1 Complete the defining relative clauses with these words.

that • when • where • who • whose

1 A rink is a place _____ you go to ice skate.
2 Clubs are things _____ golfers use to hit balls.
3 The goalkeeper is the person _____ job it is to stop goals.
4 Summer is the season _____ most people play tennis.
5 He is the athlete _____ won the most medals last year.

2 Cross out the relative pronoun where it is possible.

1 That's the woman whose twin sons are both competing in the event.
2 Bats are the things that you hit the ball with in table tennis.
3 There's the stadium which our football team has just bought!
4 That's the minibus that takes us to the matches.
5 She's the tennis player who takes her lucky mascot everywhere.
6 Geoff is the coach that you need to speak to.

3 Add the information in brackets to make a non-defining clause.

1 In 1975 Junko Tabei became the first woman to climb Everest. (She is from Japan.)
2 The very first Olympics™ were won by a chef called Coroebus. (They were held in 776 BC.)
3 The first modern Olympic Games™ were held in Greece. (The ancient games also took place in Greece.)
4 Golf balls used to contain liquid. (They are now solid.)
5 Richard Williams was extremely poor as a child. (His daughters Serena and Venus are both multi-millionaires.)

4 Circle the correct alternative.

This morning we (1)*'ve played/played* our first game of badminton at school. The teacher put us in pairs and (2) *gave/had given* us each a shuttlecock, (3) *which/that* is like the 'ball'. First we just threw it to each other. It was quite slow at first but when we (4) *were getting out/got out* the rackets it was much more fun.
We (5) *were leaving/left* school when Ms French (6) *reminded/was reminding* us to prepare for the summer fair tomorrow. So I (7) *'m going to make/will have made* some cakes this evening.

Vocabulary

1 Complete the sports with the missing vowels.

1 _ c _ h_ ck _ y
2 f _ _ tb _ ll
3 s _ _ l _ ng
4 _ thl _ t _ cs
5 sn _ wb _ _ rd _ ng
6 d _ v _ ng

2 Complete the sentences with these words.

boots • club • course • court • goggles • net
pitch • rink • slope • skates

1 You play football on a _____ wearing _____.
2 You ski down a _____ with _____ over your eyes.
3 You skate on a _____ wearing _____.
4 You play golf on a golf _____ with a _____.
5 You hit a tennis ball over a _____ on a _____.

3 Complete the phrasal verbs with the correct preposition.

1 My grandmother is 65 and she's just taken _____ basketball.
2 I don't like just watching sport. I like to join _____.
3 We knocked _____ our opponents in the second round!
4 It's important to spend time warming _____ to prepare your body.
5 I'm not sure about the competition, but my coach thinks I should go _____ it.

4 Match the sentences.

1 I've checked in the luggage.
2 Let's play another match, shall we?
3 I think we should set off really early.
4 Where do you work out?
5 Are you going to go for the trophy?
6 We couldn't get on the tram.

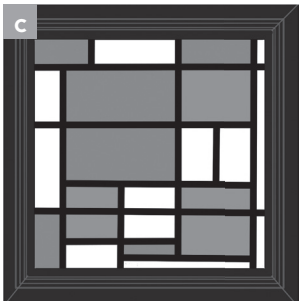
a Look, I give in. You've won.
b Absolutely. It's practically ours!
c I'm not surprised. It was so crowded.
d Down at *Super Fit* gym.
e Let's go through to the departures lounge.
f Yes. The roads will be quieter then.

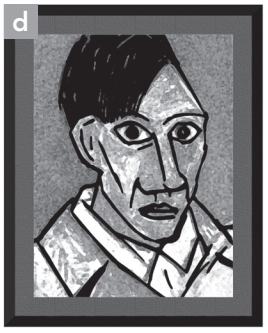
8 Smart art

Vocabulary













1a Complete the words connected with art with the missing vowels (*a, e, i, o, u*).

1 g _ ll _ ry
2 sk _ tch
3 st _ ll l _ f _
4 _ bstr _ ct
5 _ xh _ b _ t _ _ n
6 s _ lf-p _ rtr _ _ t
7 sc _ lpt _ r _
8 l _ ndsc _ p _

1b Match some of the words with the pictures above.

2 Now match the words in 1 with the definitions.

1 painting of countryside scene _____
2 painting of the artist by the artist _____
3 painting of real life objects _____
4 public show of art that people can go to look at _____
5 solid object made as a work of art from metal, wood etc. _____
6 place where paintings are exhibited _____
7 art that expresses ideas or feelings, not exact appearances _____
8 drawing done quickly without many details _____

3 Circle the odd one out in each group.

1 play • drawing • scene • character
2 musician • songwriter • tune • landscape
3 orchestra • musician • composer • sketch
4 audience • still life • masterpiece • abstract painting
5 lighting • sculpture • performance • stage

4 Look at the first pair of words. Complete the second pair so it is similar to the first.

1 plays → theatres; exhibitions → *galleries*
2 words → plays; lyrics → _____
3 conductors → orchestras; directors → _____
4 artists → paintings; _____ → sculptures
5 vocalists → singing; _____ → piano-playing

VOCABULARY EXTENSION

5 Circle the correct alternative.

1 During the *interval/pause/break* for *Les Misérables*, we talked about the play.
2 We ordered our *tickets/fees/places* for the show online.
3 The art exhibition was full of *spectators/visitors/viewers*.
4 The play was so good that the audience *cried/shouted/applauded* for five minutes.
5 I wanted to know about the performance so I bought a *programme/recipe/guide*.

Reading

1 Look at the photos below. How big do you think the objects are?

2 Read the first two paragraphs and check your answer.

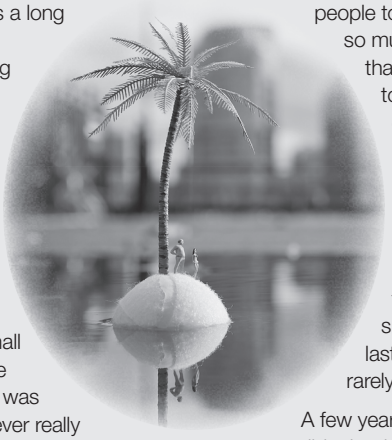


When we think of street art and installations, we usually think of huge pieces of art that fill the street. However, some artists, such as Slinkachu, think differently.

He places tiny figures from toy train sets in city streets, in walls or on bridges or lampposts, to make mini-installations. After this, he photographs them close-up and from far away, and then leaves them for people to notice … or not.

Many pedestrians walk past the one centimetre-tall figures without even knowing that they are there. The little characters are usually doing everyday things, such as sunbathing, sailing or shopping. Sometimes, Slinkachu might add a dead insect, or he puts his figures next to a puddle of rain water, to represent a lake. His mini-installation may stay in the streets for days, or perhaps just a few hours, before someone steps on it without realising. Recently, Slinkachu said that he hoped his work would make people rethink what was possible. He also said he liked to think his 'stories' continued after he left them.

His work looks simple to create, but Slinkachu spends a long time finding the right location and preparing his scenes. For example, giving one of his figures a tiny scarf, blowing in the wind, can take several hours. In a recent interview, Slinkachu explained that he had always been interested in small things. 'My dad made me a train set when I was younger, but I was never really interested in the trains, it was always the figures, houses and trees that fascinated me.' The thirty-something artist, born Stuart Pantoll, has spent the last six years shooting his miniature scenes on the streets of London.



However, Slinkachu has now gone global. He has two new shows in London and New York and a book featuring his adventures. He has visited cities like Beijing, Cape Town and Marrakech. 'I wanted to go to places that were very different,' he says. 'But when you get down to street level, 2cm off the ground, you could be anywhere.'

Slinkachu began his series of Little People in 2006, as a change from his day job in advertising. Now his photographs sell for up to £6,500. He says that he hadn't expected people to empathise with the characters so much. He explained it by saying that people had a natural desire to look after small things like children and animals and so projected their feelings on to the small scenes.

Once he has taken his picture, Slinkachu leaves his mini models to take care of themselves, with just a blob of superglue on each foot. Some last longer than others, but he rarely goes back to check on them.

A few years ago, Slinkachu said it was possible that his street installations would never be found, but that is exactly what he liked about them. He wants those tiny figures in a huge world to reflect the loneliness people can sometimes feel in a big city. His scenes, however, are never just sad; they are also funny and clever, touching and entertaining.

3 Read the text and choose the best answer.

1 Slinkachu puts his tiny figures in cities …
   a and makes sure that everyone sees them.
   b and allows people to notice them if they want to.
   c and hopes that people do not see them.
2 The artist generally creates scenes where …
   a the characters are doing something surprising.
   b they are doing something ordinary.
   c they are not doing anything.
3 His street scenes are in danger because …
   a pedestrians can walk on them by accident.
   b some people might deliberately destroy them.
   c they might be stolen.
4 The scenes can take a long time to make because …
   a he needs to first make the figures himself.
   b he likes to add scarves to all his mini-models.
   c he has to get the characters and the place right.
5 As a boy, he used to like …
   a playing with trains. b taking photographs.
   c playing with little models from train sets.
6 He thinks people like his work because they …
   a like small things. b think it is funny.
   c like to use their imagination.

CRITICAL THINKING

4 1 Is art which most people do not even notice, art?
2 Is art best seen at an exhibition or a gallery, or is it best seen in a context?

STUDY SKILLS

What strategies can help you to understand new words in a text?

STUDY SKILLS ➤ page 85

5 Match the underlined words in the article with the definitions.

1 smaller than things of the same kind _____
2 a small amount of a thick liquid _____
3 to understand how someone feels because you can imagine what it is like to be them _____
4 making you feel emotional or sympathetic, for example by being sad _____
5 imagined an emotion that you think someone else is feeling _____
6 a small pool of water left on the road after rain _____
7 a piece of art that consists of different objects arranged together _____

Grammar in context

1 Complete the table with the reported speech.

Direct speech	Reported speech
'I visit the gallery a lot.'	He said he *visited the gallery a lot*.
'I'm visiting the gallery.'	He said he _____.
'I have visited the gallery.'	He said he _____.
'I visited the gallery.'	He said he _____.
'I will visit the gallery.'	He said he _____.
'I can visit the gallery.'	He said he _____.
'I may visit the gallery.'	He said he _____.
'I must/have to visit the gallery.'	He said he _____.

2 Complete the sentences in reported speech.

1 'You have to be careful!'
The museum guide told us that we *had to be* careful.

2 'I don't know anything about modern sculpture.'
Grandad said that he _____ anything about modern sculpture.

3 'It may take a while for the paint to dry.'
The artist told her that it _____ a while for the paint to dry.

4 'I can get you cheap tickets for the gig.'
My friend said that he _____ us cheap tickets for the gig.

5 'Lots of people walk past his installations every day.'
One of Slinkachu's fans explained that lots of people _____ every day.

3 Look at Slinkachu's words. Change them into either direct or reported speech.

1 'My dad made me a train set when I was younger, but I was never really interested in the trains.'
He said _____.

2 'When I got down to street level, I realised everywhere is the same.'
_____.

3 He also said he liked to think his 'stories' continued after he left them.
_____.

4 Rewrite the direct sentences in reported speech.

1 'I've always hated modern art.'
She told me (that) _____.

2 'We are going to the sculpture park next week.'
They said (that) _____.

3 'I'm painting a picture just for you.'
He told me (that) _____.

4 'We're hoping to make a new album this year.'
The band said (that) _____.

5 'I can't sketch anymore tonight, it's too dark.'
She said (that) _____.

GRAMMAR CHALLENGE

5 Complete the text about Sarah Maple with one word in each gap.

We interviewed the artist Sarah Maple this morning and it was very interesting. We all (a) _____ her a lot of questions. She said she had (b) _____ interested in art at the age of two, (c) _____ we all found surprising. She (d) _____ us that her parents (e) _____ given her a set of paints and brushes at that age. She showed (f) _____ a huge photograph of her favourite painting. It was beautiful: a bird diving into the water and in the background (g) _____ were several hot-air balloons. She then got out lots of her sketches to show us. The scenes (h) _____ drawn with such incredible care. When I grow up, I'm (i) _____ to be a landscape artist.

Developing vocabulary and listening

1 Circle the correct alternative.

1 She was *amazed/amazing* when her painting was sold for £5,000.
2 The lecture wasn't very *interested/interesting*, but the show was.
3 The success of his first play was really *surprised/surprising*.
4 I'm afraid I was rather *uninspired/uninspiring* by the works of art I saw.
5 The horror movie we watched last night wasn't very *frightened/frightening*.
6 The artist wasn't very *relaxed/relaxing* at the start of his exhibition.
7 The kids got *bored/boring* waiting for the show to open.
8 They had the best seats in the theatre, but the play was *disappointed/disappointing*.

2 Complete the sentences with an *-ing* or *-ed* adjective from the verbs given.

1 The movie was absolutely _____ . I couldn't sleep that night. (terrify)
2 My mum was _____ when I didn't come home. (worry)
3 Overall, we were very _____ with the service and we want to go back. (satisfy)
4 I thought the show was quite _____, but Mum hated it. (entertain)

3 Use the prompts to make two sentences using the *-ing* and *-ed* form of the adjective.

1 Dad's singing / always / very embarrass-
Dad's singing is always very embarrassing.
I am always embarrassed when my dad sings.
2 Tom's maths homework / confus-
3 We / excit- / birthday party / tonight
4 Number of people / modern art exhibition / surpris-
5 Cancellation of the school concert / very disappoint- / the children.

4 29 Listen to the interview about The Recycled Orchestra. Choose the best title for it.

1 Teenagers from Paraguay learn music
2 An orchestra made from rubbish
3 Music for money



STUDY SKILLS

What should you do when you are listening to English and there is a section that you do not understand?

STUDY SKILLS ➤ page 85

5 29 Listen again and choose the best answers.

1 The air does not smell fresh …
a because the reporter is sitting in a busy café.
b because the town is near the city of Asunción.
c because the town is built around rubbish.
2 The people in Cateura earn their living by …
a searching through rubbish to find stuff to re-sell.
b finding lost things in the rubbish.
c washing clothes for people.
3 When they started, Don Cola and Favio Chávez …
a had no money or instruments.
b had instruments but no money.
c had a little money but no instruments.
4 The clarinets are made of …
a oil cans, spoons and forks.
b oven trays and a piece of wood.
c old pipes and keys from bottle tops.
5 When the reporter listened to the orchestra, he felt …
a disappointed. b surprised. c relaxed.
6 The orchestra is …
a not known outside Paraguay.
b known abroad, too.
c known only in the Cateura community.

VOCABULARY EXTENSION

6 Here are more adjectives ending in *-ing* and *-ed*. Check you know the meaning of each one, then complete the sentences.

amusing • annoyed • exhausted • moving
pleased • thrilling

1 The latest James Bond film was really _____.
2 The theatre performance was so _____ that many people cried.
3 She was _____ after her visit to the Tate Gallery, but still couldn't sleep.
4 The model was very _____ with the finished portrait.
5 The security guard in the art gallery gets _____ if you touch anything.
6 Some people find her work _____ but personally, I don't find it funny at all.

Grammar in context

1 Complete the grammar rules with these words.

do • not • same • statements • subject • whether

1 Tenses and pronouns in reported questions change in the _____ way as with reported _____.

2 There is no inversion of _____ and verb as in direct questions, and question marks are _____ needed.

3 We do not use the auxiliary verb _____ in reported questions.

4 If there is no question word, we use *if* or _____.

2 Circle the correct alternative.

1 The interviewer asked if Will Vogel *can/could* tell us something about Cateura, and the orchestra.

2 The interviewer asked how *had this happened/this had happened*.

3 He asked what Don Cola *did make/made* the instruments out of.

4 The interviewer asked *had it changed/if it had changed* the children's lives.

3 Complete the reported questions.

1 'Did you see the portrait of the Queen?'
He asked him _____.

2 'Why are you putting your chewing gum under the desk?'
She wanted to know _____.

3 'Who is your favourite singer?'
He wanted to know _____.

4 'Do you often go to the theatre?'
He asked him _____.

5 'Where are the paintings by Lowry?'
They wanted to know _____.

6 'Will you be able to clean the marks off the painting?'
He wanted to know _____.

4a Put this request from the interview in order.

bit a Will up interviewer The to asked speak

4b Circle the correct alternative to complete the rules.

For reported commands we use *asked to* or *not to* + (a) *auxiliary/infinitive*. If (b) *necessary/possible*, we change pronouns and other words in the same way as in reported statements. We use (c) *asked/told* to report stronger commands and (d) *asked/told* for more polite commands.

5 Rewrite the sentences in direct speech.

1 The teachers asked the children to stand still and listen.
'Please stand still and listen.'

2 The guide asked the children to split into smaller groups.
_____

3 The guide told them not to use their phones.
_____

4 The guide asked them to move a little faster.
_____

6 Now report these commands. Use *ask* or *tell*.

1 'Please leave all your things at the entrance,' asked the guide.
_____

2 'Don't go too close to the paintings,' the guide told one of the boys.
_____

3 'Don't eat your sandwiches in the gallery,' the guide told two girls.
_____

4 The guide asked the teacher, 'Please take the children into the next room.'
_____

GRAMMAR CHALLENGE

7 Read the email and change the direct speech (a–e) into reported speech.

Hi Aisha,

Well, my first day as a real actor is over and it was disappointing. First of all, (a) the director said 'You can have a major part' to me, but in the end, I was a rabbit. He was so bossy and (b) he just kept telling us, 'Be quiet and listen!' (c) He also said to us at the start, 'You all have to wear your costumes all day'. And it was so hot I was boiling! And finally, (d) he said at lunchtime, 'You can all finish early, because it's the first day,' but he didn't let us leave until 6.45 pm. (e) He said 'I'll see you tomorrow', but I don't think I will!

Love,
Hanna



Developing speaking

1 Read the events from Ben's story. In what order do you think they happened?

a Their car had a problem so they arrived late at the theatre.
b Ben's mum was angry with him.
c It was dark and Ben nearly fell on a person in the audience.
d Ben left the theatre.
e He agreed to go to the ballet.
f The performance started but nothing happened.
g Ben started laughing and couldn't stop.
h He realised he was not dressed appropriately.
i Ben's mum invited him to the ballet.
j His mum joined him in the interval.

2 30 Listen and check your predictions.

3 30 Listen again and add the correct words and phrases for reporting past events.

1 _____ _____, I said I didn't want to go.
2 _____ our car wouldn't start, so we had to take a bus.
3 _____ I nearly fell on somebody in the audience.
4 _____, when the stage lights came on, I realised that everyone was dressed really smartly.
5 _____ _____ the curtain went up and the performance started.
6 And _____, I'm afraid I started laughing and I couldn't stop.
7 _____ _____ _____ _____, the dancers came on stage.
8 Well, _____ _____ _____ _____ I had to leave.
9 _____, Mum came out.
10 _____ _____ _____, we both decided to just go home.
11 _____, she told me she wouldn't take me to a performance until I was 18!

4 Put the words and phrases in the correct column.

a few minutes later • after a while • after that
at first • finally • first • in the end • next • then

at the beginning of a description	in the middle of a description	at the end of a description

5a 31 In which of the following words is the word stress NOT on the first syllable?

audience • ballet • curtain • dancer • interval
performance • theatre

5b 31 Where is the main stress in these words and expressions?

afterwards • at first • in the end

5c 31 Now listen to the same examples and repeat the words and expressions.

6 Look at the photo and write your answers to the questions in your notebook. If you are not sure of something, use *I think* and/or *I imagine*.



1 Who can you see?
2 Where are they?
3 What are they doing?
4 When do you think this photo was taken?

7 32 Listen to a student talking about the photo. What are her answers to the questions?

8 Now look at the second photo and answer the same questions.



9 Now describe the similarities and differences between the photos.

Developing writing

1 Match the words with the definitions.

1 plot
2 star
3 screenplay
4 role
5 special effects
6 scene
7 director

a story that someone writes for a film
b character that is played by an actor in a film or play
c part of a film or play in which events happen in the same place or time
d person who tells actors in a film or play what to do
e the main story in a book or film
f unusual or exciting pieces of action in a film that are created by computers or clever photography
g main actor or performer in a film or play

2 Look at the poster for the film. What type of film is it? Choose one or more types from the list.

action • animated film • comedy • drama • fantasy
horror • musical • science fiction • thriller
war • western

3 Read the film review. Find out if you were right about the type of film and if the writer enjoyed it.

FILM REVIEW ★★★★★

A ***Gravity*** **is an American film that was released in 2013. It is both a science fiction film and also a thriller. Its two main characters are the well-known actors, Sandra Bullock and George Clooney. She plays an engineer, Dr Ryan Stone, on her first mission in space, whereas Clooney plays a very experienced astronaut, Matt Kowalsky. The film was directed by Alfonso Cuarón.**

B The plot is fairly simple, but also very unusual. While Kowalsky and Stone are doing some routine work in space, their spacecraft is destroyed and everyone on board is killed, except for the two of them. They are left in space with no hope of being rescued, completely alone in the silence, with little fuel and oxygen. Their only chance is to go further and further into space, in the hope of reaching another space station. In the end, Stone survives, but Kowalsky floats off into space. He actually sacrifices his own life to save her.

C I thought this film was amazing, from start to finish. Although it is not a totally happy ending, the acting, especially on the part of Bullock, is fantastic. The plot is also convincing and the relationship between the two main characters is interesting. It is the special effects, however, that are absolutely incredible. When you watch this film, you get a real sense of the vastness, quietness and emptiness of space and the strange sense of having zero gravity.

D To sum up, if you are looking for an exciting and memorable film, which is a little different from normal, then *Gravity* is definitely for you. I would definitely recommend this film for sci-fi lovers. However, expect to spend a very tense 90 minutes! It is not easy viewing and I felt exhausted afterwards!

4 Which paragraph …

1 gives the writer's personal opinion? _____
2 gives a recommendation about the film? _____
3 is a summary of the main events? _____
4 gives some basic information about the film? _____



5 Are the sentences True (T) or False (F)?

1 According to the writer, the two stars of the film are famous. T/F
2 Both Stone and Kowalsky have spent a lot of time in space. T/F
3 After the accident, they are sure that someone will find them. T/F
4 We learn that Kowalsky must be a kind person. T/F
5 The best thing about the film, according to the reviewer, are the special effects. T/F
6 If you want a relaxing film, then this is the film to watch, according to the writer. T/F

6 Underline at least ten useful film review words or expressions from 3, including positive adjectives.

7 Write a review of the best TV programme you've seen recently. Use words and expressions from this page and say why you liked the programme.

Revision: Units 1–8

Grammar

1 Report the direct speech.

1 The boy told the guide, 'I'm 14.'
2 He said, 'I can't see my parents anywhere'.
3 He also told her, 'I'm not worried. They will be here very soon'.
4 His parents arrived and said, 'We've been in the gallery shop'.
5 They said, 'We're leaving. We don't want to miss the train'.

2 Put the words in order to make reported questions.

1 if visited He gallery wanted I the to had know

_____

2 he him They born asked was where

_____

3 we asked us teacher if touched The had it

_____

4 there wanted how to She long had know been we

_____

3 Report the commands.

1 'Don't touch the sculptures!' the man told the boys.

The man _____.

2 'Please don't talk in the library,' the librarian asked us.

The librarian _____.

3 'Don't mix all the colours at the same time,' the teacher told me.

The teacher _____.

4 'Get your tickets from me, please,' the girl at the desk told the visitors.

The girl _____.

4 Match the halves to make sentences.

1 When we were young, we
2 He's the artist whose pets
3 My mum had her hair
4 I might save up my pocket money
5 In three years' time,
6 The actors have been trained
7 Seeing a good show always
8 The interviewer asked the star what

a to buy tickets for Cirque du Soleil.
b 'd often go to the theatre to see a play.
c Claude will be appearing in films.
d his best moment was.
e to fight in a convincing way.
f makes me feel cheerful.
g are often hidden in his paintings.
h done especially for the performance.

Vocabulary

1 Match the words and definitions.

1 abstract art
2 landscape
3 self-portrait
4 still life
5 sketch

a picture that you draw or paint of yourself
b art that represents objects rather than people or places
c a drawing which is usually done simply and quickly, in pencil
d art that expresses ideas rather than exact appearances
e a painting of a place

2 Complete the sentences with suitable words.

1 My trumpet teacher is a professional _____ who also plays in an orchestra.
2 The _____ are the people who sit in the theatre and watch the performance.
3 Beethoven was the _____ of *Für Elise*.
4 As well as being a singer, Ed Sheeran is also a _____, and his lyrics are beautiful.
5 My friend's brother is a street _____. He is a fire-eater!

3 Complete the sentences with an *-ing* or *-ed* adjective, using the verb in italics.

1 These art lessons *exhaust* me. They are _____.
2 The main characters will *surprise* you. You will be _____.
3 That story *depressed* me. It was _____.
4 The pictures used to *embarrass* the artist's children. The children were _____.
5 The exhibition *interests* all who see it. The visitors are always _____.

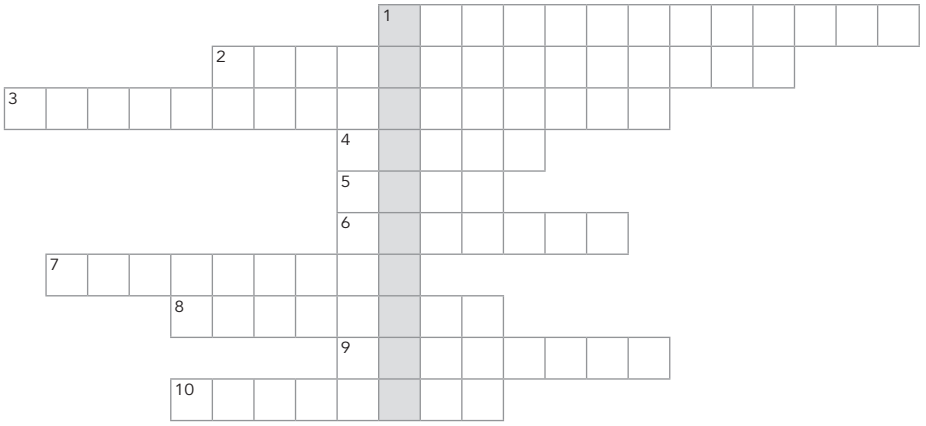
4 Correct the word in bold in each sentence. The correct word begins with the same letter.

1 The main **cast** in the story were two policemen and their families.
2 During the concert, the **composer** managed the orchestra brilliantly.
3 The children are so **embarrassed** about the holiday. They can't wait!
4 The dessert that the chef had made was **disgusted**.
5 We were so close to the **scene** that we could almost touch the actors.
6 It was -5°C and I was just wearing a T-shirt. I was **filthy**.
7 The long journey was incredibly **tidy**. We slept for hours afterwards.

9 Future leaders

Vocabulary

1 Read the clues and complete the puzzle. Then complete clue 11 for the word in the shaded column.





The White House, Washington DC

1 the leader of the government, e.g. in Greece, UK
2 a country's song
3 different groups in the government, e.g. liberal, conservative, labour
4 woman who is head of the monarchy
5 piece of material with a design that represents a nation
6 city where a country usually has its government
7 the political leader of a country that does not have a monarchy, e.g. Poland, the US
8 when people vote for people or groups to represent them in a government
9 set of plans or actions which are agreed on by a government or group
10 the type of money used in a particular country
11 _____

2 Match the countries with the facts.

Japan • Poland • Spain • Switzerland
the US • Wales

1 Its flag has 50 stars and 13 stripes. _____
2 The currency of this country is the złoty. _____
3 This European country is not a member of the EU. _____
4 Felipe VI is the king of this country. _____
5 The capital city with the highest population in the world is here. _____
6 Its national anthem is called 'Land of our Fathers' and rugby is popular here. _____

3 Match the halves to complete the definitions.

1 A democracy is where …
2 A constitutional monarchy is where …
3 A republic is a country ruled by …
4 A monarchy is where …

a the king or queen has limited powers.
b people vote for their leader in elections.
c a president or leader, not a king or queen.
d the king or queen rules the country.

VOCABULARY EXTENSION

4 In each sentence, circle the word which is NOT possible to use in this context.

1 In a democracy, the people *elect/vote/choose* a political leader.
2 In a monarchy, a country is *ruled/reigned/headed* by a royal family.
3 In a constitutional monarchy, it is the Prime Minister who *leads/dictates/runs* the country.
4 In a political campaign, the different parties explain their *plans/policies/predictions*.
5 It is possible to *raise/higher/lower* a flag.
6 The *kingdom/crowning/coronation* of Queen Elizabeth II took place in 1953.

STUDY SKILLS

Close your book and write down as many new words as possible from this page. Why do you think we remember some words and not others? How can you remember more words?

STUDY SKILLS ➤ page 85

Reading

1 Look at the photos in the article. What do you think the connection is between them?

2 Read the article and check your answer.

3 Read the article again and answer the questions.

1 What do we know about the death of the boys' father, Edward IV?
2 Who did Edward IV want to be the next king?
3 Why did the young Edward's uncle say he took him to the Tower?
4 What happened in August 1483 and who was the king at that time?
5 What do people believe happened to the princes?
6 Why can't we be sure who the bones in the Tower belong to?
7 Whose body was found in a car park?
8 What do most people think of King Richard III?

4 Match the underlined words in the text with the definitions.

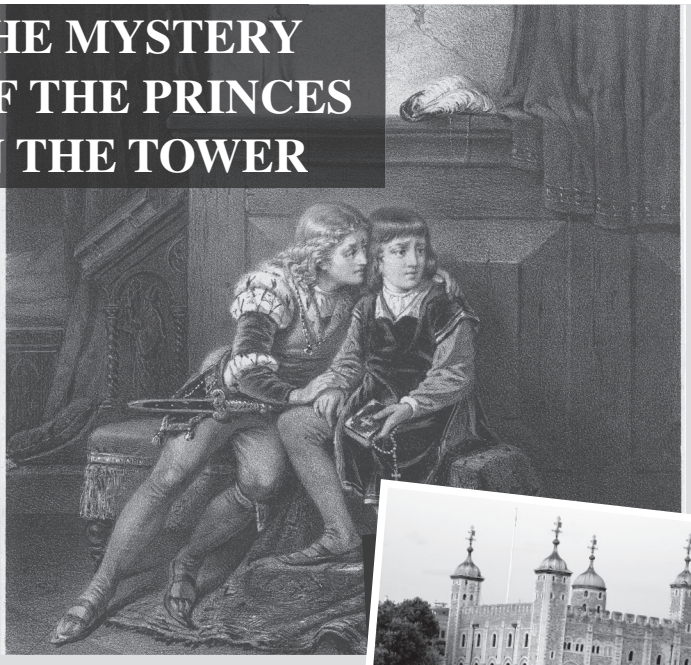
1 a bad character in a story or situation _____
2 killed or hurt by something you eat or drink _____
3 the bones of a whole human or animal body _____
4 allowed by the law _____
5 someone who will receive money or a title when another person dies _____
6 a special chair that a king or queen sits on _____
7 instructions that someone must obey _____

CRITICAL THINKING

5 Think then compare ideas with the class.

1 Look back at the article. Which parts of the story are real facts? Which parts could be fiction?
2 How could finding King Richard's skeleton help prove if the skeletons found at the tower belong to the boys?

THE MYSTERY OF THE PRINCES IN THE TOWER





Imagine two royal princes, well-known and well-loved. One of them is going to become king. And then, suddenly, they both disappear, with no explanation and with no one ever seeing them again.

You might think it's impossible, but this is exactly what happened to two real royal princes in 15th century England. The story, known as The Princes in the Tower, is at the heart of one of the greatest mysteries in English history.

In 1483, the King of England, Edward IV died so suddenly and unexpectedly at the age of 40, that some believe he may have been poisoned. He left his 12-year-old son, also called Edward, to become King of England. Edward IV had made it clear that he wanted his brother, Richard of Gloucester, to protect the new king and the government.

However, the Prince's mother, Elizabeth, didn't trust Richard of Gloucester and wanted her son to be crowned king as soon as possible. But Richard put him in the Tower of London, which was then a royal palace and a prison. He claimed it was to keep the prince safe until his coronation. Later, Edward's nine-year-old brother joined him, and the two little boys were regularly seen playing in the Tower gardens.

Meanwhile, Richard's supporters were campaigning for him to be named king instead. They argued that the marriage between the boys' parents couldn't have been legitimate because Edward had been engaged to another woman before Elizabeth. Therefore, young Edward was not the true heir to the throne. Eventually Richard of Gloucester was named King Richard III by Parliament in July 1483, instead of his nephew. The boys disappeared the following month.

They were never seen again. People said that they must have been killed on the orders of Richard. Others said it might have been Henry VII, the man who killed Richard two years later because he also wanted the throne. It is true that if the boys had been alive, Richard could easily have proved this; his silence makes historians think that Richard was guilty.

About 200 years later, two small skeletons were found when workmen were rebuilding the Tower, and experts decided they could belong to the princes. However, the authorities declared that the bones could not be checked using modern forensic tests, so we may never be certain that these are the bones of the two young boys.

Later, more bones were discovered in a car park in central England in 2013. Experts thought they might be the skeleton of the boys' uncle, King Richard III. DNA testing and carbon dating confirmed that it was him. Richard has been seen as a villain ever since his short reign, and his life and the mystery of the princes has endlessly fascinated historians. Sadly, we may never learn the truth about what happened to the boys and the role their uncle may or may not have played in their disappearance.

Grammar in context

1a Look at these examples from the text. Decide if they are referring to the present (A) or the past (B).

1 You might think it's impossible.
2 People said that they must have been killed on the orders of Richard.
3 Their marriage couldn't have been legitimate.
4 We may never learn the truth.

1b Complete the rules with these words or numbers.

can't • have • must • past participle • without
50% • 100%

After modal verbs of speculation and deduction in the **present**, we use an infinitive (a) _____ *to.*

After modal verbs of speculation and deduction in the **past**, we use the infinitive of the verb (b) _____ without *to* followed by the (c) _____ of the main verb.

We use (d) _____ when we are 90% sure that something is true.

We use *may, might, could, may not, mightn't* when there is a (e) _____ possibility that something is (or is not) true.

We use (f) _____ when we are 90% sure that something is not true, but we do not use these modal verbs at all when we are (g) _____ sure.

2 Circle the correct alternative.

1 DNA evidence shows that he *can't/can* be guilty.
2 William *must/might* be a prince because his grandmother is a queen.
3 He *might/mustn't* be a descendant of King Edward but nobody really knows.
4 The history book on the table *can't/must* be yours because I've got mine.
5 This *can't/must* be Swiss chocolate – look, there's a Swiss flag on it.
6 That *may/must* be their national anthem, but I don't know for sure.
7 It *must/can't* be snowing, it's summer!
8 I think the capital of Greenland *could/can't* be Riga.

3 Match the halves to make sentences.

1 The boys may have …
2 The uncle must have …
3 The queen might have …
4 The builders can't have …

a killed her own sons, but I don't think so.
b been the murderers because they found skeletons.
c killed the princes to become king.
d escaped but we will never know.

4 What do you think has happened? Give a reason using past modal verbs and the prompts.

1 My TV has gone! (somebody steal) *I'm sure.*
Somebody must have stolen the TV.

2 The boy's parents are late for the meeting. (get stuck / traffic) *I think.*
They _____.

3 My brother arrived at midnight. He hadn't eaten all day. (very hungry) *I'm sure.*
He _____.

4 There was a tree on my car this morning. (blow over in the storm) *I'm sure.*
It _____.

5 I could hear a very strange noise in the garden last night. (the wind) *I think.*
It _____.

6 Mrs Edmunds, my maths teacher, didn't give me my homework back. (not mark it yet) *I think.*
She _____.

7 Look! My bike's got a puncture. (ride over / broken glass) *I'm sure.*
I _____.

8 Oh no! My homework isn't here. (put / in my bag / this morning) *I'm sure.*
I _____.

GRAMMAR CHALLENGE

5 Circle the best alternative.

Jane: My mobile has completely disappeared. I think it (a) *might/can't/can* have been stolen.
Aisha: Really? I'm (b) *be/definitely/sure* you'll find it, you always do.
Jane: Well, I've (c) *be/was/been* looking for hours.
Aisha: Well, you might (d) *have/be/did* dropped it somewhere. Have you tried calling it?
Jane: Yes, but it just went to voicemail. Whoever has it (e) *can't/should/could* have turned it off.
Aisha: Not necessarily, the battery (f) *must/might/should* have run out. Let's think of all the places (g) *what/where/which* it could be.
Jane: I've (h) *already/still/yet* done that. I even rang the café. They (i) *told/said/replied* me they (j) *were finding/find/had found* a mobile but it isn't mine.
Aisha: I'll try ringing it! Listen! It (k) *is sounding/hears/sounds* like it's coming from under the sofa.
Jane: Yes, here it is! I must have (l) *call/calling/called* the wrong number!

Developing vocabulary and listening

1 Look at the words in bold. Circle them if they are nouns and underline them if they are adjectives.

1 I've just read an interesting book about the **aristocracy** of Spain.
2 The king was in great **danger** and had to escape quickly.
3 The **official** story couldn't have been true.
4 The weather has been absolutely **terrible** lately.
5 Olivia prefers to look **natural**, so she doesn't wear much make-up.
6 If she's got any **sense**, she'll leave before there's trouble.
7 Don't hesitate to ask for **help**.
8 Under his dictatorship, the people lived in **terror**.

2 Circle the correct alternative.

1 The tiny kittens were blind and *helpful/helpless* when they were first born.
2 Please be *careless/careful* when you cross that busy road.
3 My printer doesn't work anymore. It's *useful/useless*.
4 It was *careless/careful* of him to lose his new mobile.
5 A dictionary is *useless/useful* if you don't know the meaning of a word.
6 You have been very *helpful/helpless*, thank you very much.

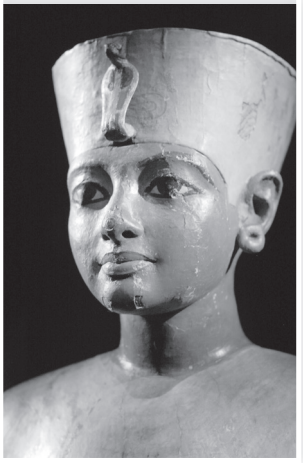
3 Add a suffix to these nouns to make adjectives and make any necessary spelling changes. Then use them to complete the sentences.

comfort • danger • fame • hunger • mystery • thirst

1 The poor prisoners must have been _____ because they weren't given water.
2 The boys can't have disappeared into thin air – it's so _____.
3 Lee Harvey Oswald was _____ for shooting JFK.
4 Being a builder can be quite a _____ job.
5 Sleeping on a plane isn't very _____.
6 They got really _____ because there was no food in the house.

4 Look at the photo. Answer these questions.

1 Who do you think the person is?
2 When did the person live?



5 33 Listen to an expert in Egyptology. Check your answers.

6 33 Listen again. Complete the notes with one to three words or numbers.

Tutankhamun's tomb was discovered by Howard Carter (a) _____ in Egypt's Valley of the Kings.
Tutankhamun reigned Ancient Egypt for about (b) _____ years.
Some say that he could have been killed by a (c) _____ when hunting.
However, it would have been impossible for King Tut to go racing, hunting or fighting because he was not a (d) _____ man.
He had a (e) _____, which he had inherited from one of his parents.
He could not walk easily and in the tomb (f) _____ walking sticks were found.
Scientific analysis showed that the only bone which he had broken before his death was (g) _____.
King Tut probably died from getting an infection after (h) _____.
The fact that Ancient Egyptians embalmed their Pharaohs' bodies with oil, means that the quality of the (i) _____ is very good. This has helped researchers.

VOCABULARY EXTENSION

7 Turn these words into adjectives by adding a suffix from the box. Some words can make two adjectives.

-ic • -ful • -less

beauty _____	meaning _____
democracy _____	peace _____
drama _____	poet _____
fear _____	romance _____
hero _____	thought _____
home _____	wonder _____
hope _____	worth _____

Grammar in context

1 Look at two examples of the third conditional. Put the second half of the sentences in order.

1 *If Carter hadn't made that incredible discovery,* life been completely his have different would.

2 *If he had been healthy,* these activities for would been a king have normal.

2 Look at the grammar rules and choose the correct answers.

1 We use the third conditional to talk about _____ situations in the past.
a possible b impossible

2 We form the third conditional with _____ and *would/wouldn't have* + past participle.
a *If* + present perfect b *If* + past perfect

3 When the part of the sentence with *if* goes at the start of the sentence, we _____ use a comma.
a must b must not

3 Match the halves to make conditional sentences.

1 If you had studied harder, …
2 If he had come to my house last night, …
3 If the house had been tidy, …
4 If he had run a bit faster, …
5 If the *Titanic* hadn't hit an iceberg, …
6 If there had been more lifeboats, …

a he would have met my family.
b you would have sold it quicker.
c it wouldn't have sunk.
d more passengers would have been saved.
e he would have won the race.
f you would have passed the test.

4 Circle the correct alternative.

1 He wouldn't have had an accident if he *has/had* been more careful.
2 If she hadn't called the ambulance immediately, it wouldn't *have/had* come in time.
3 *The Hunger Games* books wouldn't have been so famous if there *wouldn't have/hadn't been* a film series, too.
4 If you*'d/would* lent me your history book, I would have passed the test.
5 We *would have/have* understood the lesson if the teacher had explained it more clearly.
6 If they *would have/had* stayed on the path, they wouldn't have got lost.

5 Look at the pictures and write five excuses to explain why you haven't done your homework.



1 *I would have done my homework if my dog hadn't eaten my school book.*
2 _____
3 _____
4 _____
5 _____

GRAMMAR CHALLENGE

6 Change these sentences into third conditional sentences, but keep the same meaning.

1 I didn't see Martin's sister, so I didn't give her his wallet.
If _____

2 Nathan got food poisoning so he didn't take the exam.
If _____

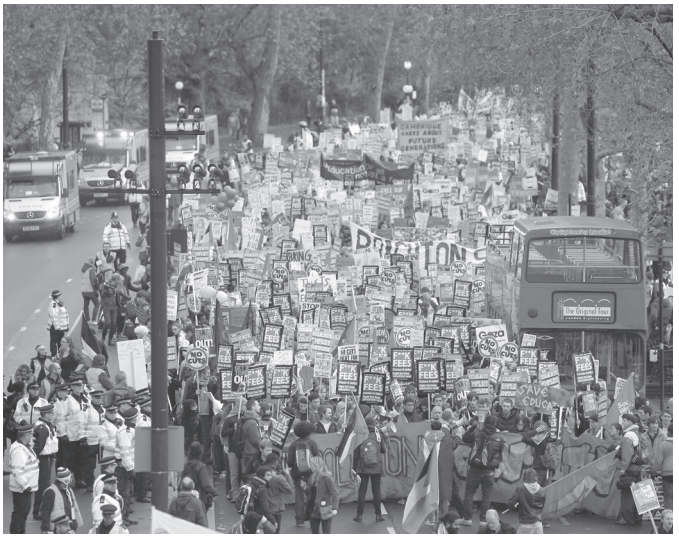
3 You told me to use that shampoo and my hair turned green.
If _____

4 Luke's train wasn't delayed, so he arrived on time for school.
If _____

5 Ella would help her dad mend the car as a child. She became a mechanic.
If _____

6 I didn't have an eye test, so I didn't realise I needed glasses.
If _____

Developing speaking



1 Look at the photo above. Answer these questions. If you are not sure of something, say *I think* and/or *I imagine*.

1 What can you see in the foreground, the background, and so on?
2 What are the people doing?
3 What do you think might have happened?
4 How do the people feel?

2 34 Listen to a student talking about the same photo. What are her answers to the same questions?

3 34 Listen again and complete the text with two or three words in each gap.

I can see some young people on a demonstration, or some sort of protest. In the foreground, there are two boys (a) _____ _____. On the left there are some police officers and (b) _____ _____ there's a red double-decker bus. (c) _____ _____ _____ people are shouting and holding up signs, (d) _____ _____ placards. In the background, there are (e) _____ _____ _____ doing the same thing. They look like students. (f) _____ _____ like they are moving, not standing still, but (g) _____ _____ they are only walking very slowly. They are protesting about university fees I think. The young people (h) _____ _____ _____ an announcement at their colleges, or some news online or on the TV which has upset them. I think the government might have announced some sort of new law (i) _____ _____ _____ for their future. It can't have been good news, and they want to protest. I imagine they feel angry, (j) _____ _____.

4 Look at these sentences. In each sentence, is the word in bold a verb or a noun? Where is the stress?

1 I can see some young people on a demonstration, or some sort of **protest**.
2 It can't have been good news, and they want to **protest**.

5 35 Which of these words follows the same word stress pattern for nouns and verbs? Say them, then listen and repeat.

answer • balance • contrast • increase
permit • refund • reject • research • upgrade

6a 36 Listen and decide whether the speaker says a verb (V) or a noun (N).

1	reject	2	increase	3	contrast
4	upgrade	5	research	6	refund

6b Say the following sentences, paying attention to correct word stress.

1 They **rejected** my application for a scholarship. It's very disappointing.
2 After all that **research**, Tom got a really high mark.
3 I've just had an **upgrade** on my phone.
4 We have to **contrast** the two political systems for our assignment.

6c 37 Listen and repeat with the correct pronunciation.

7 Now look at the photo below and answer the same questions as in 1.



8 What are the similarities and differences between the two photos?

STUDY SKILLS

What should you do if it's your turn to speak and you can't think of anything to say?

STUDY SKILLS ➤ page 85

Developing writing

1 What tenses do we use to tell a story? Complete the rules with these words.

modal verbs • past continuous • past perfect
past simple • *used to*

1 We generally use the _____ to talk about actions that happened before other actions in the past.

2 For the main events and actions in the story, we use the _____.

3 To describe scenes or say what was in progress at a particular time, we use the _____.

4 We use _____ to talk about past habits.

5 We use the _____ *must/may/might/can't have* to make speculations or deductions about what happened.

2 Read the four parts of the story and put them in the correct order.

A 3

Later, when we were cycling back, I invited Marie to come to my house to watch a DVD. But she smiled and said that she had to get home. I was feeling tired anyway, so we said goodbye and left each other at the end of my road.

B ___

Marie had made some sandwiches and had packed fruit and drinks for us. The sun was shining, so it was a perfect day to be by the river. As we cycled to the river, I began to feel happier, light-hearted. The water was lovely and we swam for hours. After that, we had our picnic. Marie was nice. She didn't talk much, but I just thought she might be shy.

C ___

When I was walking up to my front door I started to feel that something was wrong again. The door was wide open. I might have forgotten to lock it, but I can't have left it open. My heart was beating quickly as I walked slowly inside. I said 'hello!' but nobody answered. Somebody was in the house. I called out again, and that's when …

D ___

If I had known what was going to happen, I would never have left the house. My parents were away for the weekend. A new girl in my class had asked me to go for a swim with her. I used to love swimming, but something made me uncertain. I don't know why. I could have said no, but I didn't want to be unfriendly so I agreed.

3 Read the story again. Are these statements True (T) or False (F)?

1 The writer enjoyed swimming but felt uncomfortable about going that time. T/F
2 They both prepared the food for the picnic. T/F
3 The writer quite liked Marie, although she was not very talkative. T/F
4 Marie did not want to go back to the writer's house afterwards. T/F
5 The writer felt calm on entering the house. T/F
6 Marie was definitely in the house at the end of the story. T/F

4 Choose the most likely end to the story.

1 The writer's parents had come back early from their break. There was nothing strange at all.
2 The writer's house had been broken into, and some things had been taken. Marie had taken the writer out so that the house was empty.
3 Marie had somehow got into the house and wanted to scare the writer, for a joke.

5 Read the rules in 1 again. Then find and underline any examples of the different forms in the story.

6 Now write your own story with this opening sentence. Use narrative tenses where possible and don't forget words and expressions that tell your reader when and in what order the events happened.

If I had known what was going to happen,
I wouldn't have gone …

Revision: Units 1–9

Grammar

1 Complete the sentences with *must, may* or *can't*.

1 They _____ be twins, they look identical.
2 That man _____ be Prince Charles, he's not tall enough.
3 They _____ be rich. They live in a huge castle.
4 He _____ be our new history teacher but I'm not sure.
5 It _____ be our flag. Not with those colours.
6 I think the currency of Slovakia is Korunas, but I _____ be wrong.

2 Rewrite the sentences using the past form of the modal verb given.

1 It definitely wasn't Paul. It _____ (can't)
2 Maybe the wind frightened off your cat. The wind _____ (might)
3 I'm 100% sure the royal visit took months to prepare for. It _____ (must)
4 It was Jamie who rang the doorbell. He's the only person who isn't here. It _____ (must)
5 Maybe they won because their political campaign was quite successful. They _____ (may)
6 I'm certain the national anthem has been changed, it sounds different. They _____ (must)

3 Circle the correct alternative.

1 We *would have sent/send* you a card if we'd known it was your birthday.
2 If the exhibition hadn't been so bad, he *would have/had* stayed longer.
3 If I *had/would have* been a year older, I would have voted in the last election.
4 I *wouldn't have believed/didn't believe* that politician, if I hadn't met her personally.
5 If I *had lost/hadn't lost* my passport, I would have gone to Greece with you.

4 Complete the sentences with one word or *0*.

1 If I hadn't _____ my smartphone, I _____ never have found this place.
2 I met the man _____ wife is president.
3 If I _____ enough time, I'd _____ like to paint this view.
4 My brother told ___ he wanted to vote in the election.
5 I would have _____ some money with me, if I had _____ we were going shopping.
6 You don't have ___ say anything. I know you're angry.

Vocabulary

1 Complete the sentences.

Facts about the United Kingdom:

1 The _____ is London.
2 The _____ is called *God Save the Queen*.
3 The _____ is red, white and blue.
4 The _____ is over 60 million.
5 The _____ is sterling.

2 Complete the pairs so the relationship is the same.

1 Princess and queen; prince and _____.
2 King and monarchy; _____ and republic.
3 Royal family and monarchy; _____ ___ _____ and government.
4 Rules and school; _____ and government.

3 Complete the sentences with these words plus the correct suffix.

care • comfort • help • nature • sense

-able • -al • -ful • -ible • -less

1 It was really _____ of me to sit on your glasses – I'm so sorry.
2 He's a very _____ young man and won't do anything stupid.
3 Welcome! We hope you will be very _____ here.
4 Sheila only believes in _____ remedies and never goes to the doctor.
5 It would be very _____ if you could write your address here for me.

4 Correct the mistakes with the adjectives.

1 I like your ideas. I think you have a scientifical brain.
2 The girl just disappeared. It was very mysterial.
3 The baby was totally unhelpful. She couldn't do anything.
4 I'm afraid that's not possable. I don't have time.
5 Look at your landscape painting. You're so artisty.
6 That concert was so enjoyful! I loved every minute of it.
7 Martin was very luckless not to pass the exam.
8 The two sisters are so social. They're very easy to talk to.
9 I think he's very unpatient. I'm not sure I like him.
10 The new neighbour was very unfriendly and the boys felt discomfortable.
11 The streets were very overcrowd at the weekend.
12 My aunt's just bought a pretty cottage in a quite road.
13 The food in your lunchbox is really healthless.

10 The material world

Vocabulary



1 Where can you buy these things? Match the items (1–10) with the shops (a–j).

1	shampoo	a	greengrocer's
2	newspaper	b	jeweller's
3	headphones	c	clothes shop
4	chicken	d	electrical goods shop
5	tennis racket	e	butcher's
6	bananas	f	bakery
7	cake	g	sports shop
8	T-shirt	h	stationery shop
9	necklace	i	chemist's
10	ruler	j	newsagent's

2 Circle the place where you *can't* usually buy the item.

1 You can buy pens in *a bakery/a newsagent's/ a stationery shop*.
2 You can buy fresh vegetables in *a greengrocer's/ a butcher's/a supermarket*.
3 You can buy a jumper in *a clothes shop/ a sports shop/a bookshop*.
4 You can buy a watch in *a department store/ a jeweller's/a bakery*.
5 You can buy a hairdryer in *a sports shop/ a department store/an electrical goods store*.
6 You can buy stamps in *a newsagent's/a post office/ a shoe shop*.
7 You can buy some sun cream in *a chemist's/ a post office/a department store*.
8 You can buy chicken in *a butchers/a bakery/ a supermarket*.

3 Circle the correct alternative.

1 I can't buy any more, my *trolley/suitcase* is completely full.
2 That shop will only give you a *receipt/refund* if you take back your *receipt/refund*.
3 You don't normally have to *afford/queue* in expensive shops.
4 Just go into the *changing room/checkout* to try the dress on, Madam.
5 They were offering a huge *discount/bargain* on DVDs, which made them a great *discount/bargain*.
6 I think you have to be 18 to have a *gift/debit* card, don't you?
7 I pay for everything with my *debit card/checkout*, that way I don't have to carry a lot of *cashier/cash* around.

VOCABULARY EXTENSION

4 Circle the correct alternative.

1 When we go to the supermarket at the end of the day, my mum likes to look for bargains at the *fish counter/fishmonger's/fishery*.
2 Shopping on a Saturday is slow because there are so many trolleys blocking the *corridors/aisles/rows.*
3 Which toothpaste should I get? There are so many different *products/stuff/articles* I just can't choose!
4 After we had looked at the shops, we took the *pavement/escalator/moving staircase* to the food hall for a snack.
5 When I checked my *receipt/recipe/ticket* I realised I had been overcharged.
6 For refunds or exchanges please go to *customer services/the complaints department/the changing rooms*.
7 Mum likes it when somebody at the supermarket helps her pack her *sale/products/shopping*.

STUDY SKILLS

Now that you have almost finished the course, think back on what you have studied. In which areas of English do you think you have made the most progress? What do you think you need to work on most to improve?

STUDY SKILLS ➤ page 85

Reading

1 Look at the graphs about teenagers and their shopping habits. Which two things do the graphs tell you?

1 where exactly teenagers shop
2 the differences between what boys and girls buy
3 how teenagers prefer to shop
4 what teenagers spend their money on

2 Read a blogger's response to the survey results. Match the mini headings to each of the four points.

a Teenagers like to see things close-up
b Independence from parents
c Shopping is a fun activity to do with friends
d Money issues

3 Read the article again and choose the best answers.

1 The writer has written this blog …
   a to give her own opinions about teenage shopping.
   b to discuss the results of the survey.
   c to advise teenagers how to shop.
2 Young people like to meet in town …
   a because of the number of things to do there.
   b because that's what everyone does.
   c because it's one of the few places where they can meet their friends.
3 According to the text, teenagers want to try on clothes in shops before buying because …
   a they like to actually feel the clothes.
   b they want to be sure the clothes look good.
   c it's difficult to return clothes if you don't like them.
4 Teenagers prefer to pay with cash because …
   a that is what they can get their hands on easily.
   b they always need a parent for online purchases.
   c it's much quicker than other forms of payment.
5 Teenagers don't want their parents to be involved …
   a because their parents might offer to pay.
   b because they want to make independent decisions.
   c because parents always have different opinions.

4 Match the underlined words in the blog with the definitions.

1 permission by someone in authority _____
2 thought of ideas _____
3 a situation that causes problems for you _____
4 believe something is true without proof _____
5 easy to get and use _____
6 only satisfied if things are as you like them _____

CRITICAL THINKING

5 This survey was done in the US. What do you think the results would be if the survey was done in your country?



Susie's blog: Teens Shopping Habits

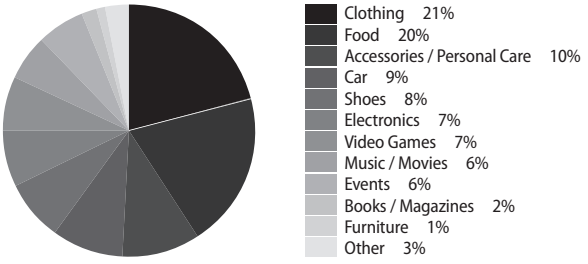
Teens Online Shopping

Do you shop online?	NO	YES
FEMALE	20%	79%
MALE	24%	76%

Do you prefer to shop online or in store?	IN STORE	ONLINE
FEMALE	78%	17%
MALE	75%	19%

Source: Piper Jaffray and Co

What teens spend their money on



Source: Piper Jaffray and Co

The results of this shopping survey are really surprising. Everyone knows that most teenagers spend hours and hours online every week, and we assume that they must spend at least some of the time searching for and buying clothes, music, electronic goods and even beauty products. So I was really puzzled by the fact that this survey suggests teenagers prefer to shop in-store than online. I looked into it further and came up with some possible reasons for these results.

1 *What do you think?* Shopping is a social experience, especially for young people because they enjoy looking at products and spending money together. They can chat with their friends while shopping, ask for advice or opinions, and so on. The experience is not the same when shopping online in front of a screen. And for many young people, their local shopping centre is the only place they can hang out and do something together in their free time.

2 *Does it fit?* Anyone can tell you that buying clothes for teenagers can be a challenge. You just can't get it right. Young people are often fussy about what they like, and they feel the need to see and try on clothing before they buy. Buying online is too risky: although you can return things, this can be costly and a lot of hassle.

3 *What can I pay with?* Online payment is essential when shopping online. However, online shopping requires a debit card or other method of payment, and teenagers don't usually have debit cards and are more used to paying with cash. Nowadays, teenagers tend to get cash either as an allowance from parents or as payment for doing a part-time job. Or they might be given cash as a gift. So spending in store is a more accessible option for them.

4 *My parents can see it after I've bought it.* Similarly, if teenagers can pay cash, they do not need their parents' approval. But they may need their parents' assistance if they are shopping online, because their parents might have to pay. At this point, parents might criticise their choices or possibly even prevent them from purchasing. But when a teenager goes to the shops, they can choose items independently and spend their money as they wish. They can buy anything they want, shop anywhere they want to, with nobody to stop them!

Grammar in context

1 Complete the table.

some-	any-	no-	every-
	anything		
somebody/ someone			
		nowhere	

2 Complete the sentences with words from 1.

1 _____ knows that most teenagers spend hours and hours online every week.

2 They can hang out and do _____ together in their free time.

3 They can buy _____ they want, shop _____ they want to, with _____ to stop them!

4 I love Paris, _____ you go you see beautiful buildings and find _____ fun to do.

5 I lost my train ticket _____ between home and school.

3 Circle the correct alternative.

1 That child is always pestering me for *anything/ something*.

2 I can't go *anywhere/nowhere* without seeing that stupid advertisement.

3 She's looked *everywhere/somewhere* for the brand of face cream she likes.

4 We're not going to buy each other *nothing/anything* for Christmas this year.

5 Have you ever seen *somebody/anybody* wearing trainers with lights on the back?

6 Not *everybody/somebody* noticed she was wearing expensive perfume.

7 Sorry, *someone/no one* has just bought the last signed copy.

8 You don't get *anything/nothing* for *anything/nothing* these days!

4 Complete the rules with these words.

that • nouns • adjectives and adverbs

We use *so* to intensify the meaning of (a) _____.

We use *such* to intensify the meaning of (b) _____, with or without adjectives.

After sentences with *so* or *such* we can continue the sentence with (c) _____.

5 Complete the sentences with *so* and *such* and the words given.



1 a big car / expensive

That's *such a big car*, and it's *so expensive*!

2 a busy road / dangerous

That's _____, and it's _____!

3 a friendly shopkeeper / helpful

He's _____, and he's _____!

4 crowded places / noisy

Shopping centres _____, and they're _____!

GRAMMAR CHALLENGE

6 Change these statements, using the words given. You may have to change, move around or add words.

1 I really like your haircut (such)
That's such a nice haircut.

2 That cashier's really fast! (such)
She _____

3 My skateboard is not that cool (such)
Mine _____

4 I didn't recognise Frank because he had lost a lot of weight. (so)
He _____

5 The music in the café was awful. We decided not to stay. (such)
There _____

6 I started at this school in 2014. (since)
I _____

7 I had my birthday party in that restaurant. (where)
That _____

8 My friends ate all of my birthday cake. (by)
All _____

9 According to the news, people will be living on Mars in 2030. (started)
People _____

Developing vocabulary and listening

1 Match these words with the definitions below.

borrow • donate • earn • lend • save • spend
waste • win

1 give money to somebody but they pay you back later _____
2 use money in a stupid way _____
3 get money in a competition or a lottery _____
4 give money to a charity _____
5 get money for the job you do _____
6 use money to buy something _____
7 take money from somebody but pay them back later _____
8 keep money _____

2 Circle the correct alternative.

1 It was a complete *saving/waste* of money to buy those skis when you never go skiing.
2 I've never *won/donated* any money in the lottery.
3 You wouldn't believe how much everybody *spent/borrowed* in London last weekend.
4 They opened a special bank account to *save/spend* money for their wedding.
5 She could *make/lend* some money by investing it in my business, but she won't.
6 Nobody ever *wastes/lends* Simon any money because he never pays it back.
7 We decided to *donate/make* some money to a charity for dogs for the blind.
8 Don't forget that if you *borrow/win* money you have to pay it back.

3 38 Listen to four teenagers talking about money problems. Which speaker (1–4) …

a wants to be responsible for their own money? ____
b is disappointed by their allowance? ____
c really appreciates their parents' help? ____
d borrowed too much money? ____



4 38 Listen again and tick (✓) the correct column.

Who …	Speaker 1	2	3	4
1 wants their parent(s) to listen to them?				
2 always tries to be careful?				
3 feels bad about their parents' kindness?				
4 changed their attitude towards their allowance?				
5 wants their parents to give them more freedom?				
6 spent nearly a year sorting out the problem?				
7 upset their mother a lot?				
8 thinks they might need to find a Saturday job?				

VOCABULARY EXTENSION

5 Match the money idioms (1–8) with the definitions (a–h). Use a dictionary to help you if necessary.

1 spend money like water ____
2 have money to burn ____
3 a nest egg ____
4 get your money's worth ____
5 be in the red ____
6 cost a fortune/a bomb ____
7 not break the bank ____
8 a fat cat ____

a an amount of money you have saved
b be very expensive
c not be too expensive
d owe money to the bank
e a rich or powerful person in business or politics
f have a lot of money
g spend a lot of money very quickly
h pay a fair price for something

Grammar in context

1 Match the rules (1–3) with the sentences from the listening (a–c).

1 We use *I wish/if only* + the past simple to talk about imaginary situations in the present. It expresses wishes for things to be different in the present.

2 We use *I wish/if only* + the past perfect to talk about past situations that we would like to have been different. It expresses regret.

3 We use *I wish/if only* with *would/wouldn't* + infinitive to talk about somebody's habitual behaviour that we want to criticise or change.

a I wish she would listen more.

b If only my dad hadn't lost his job.

c I wish they weren't so generous.

2 Circle the correct alternative.

1 If only you *would listen/hadn't listened,* Michael! Please be quiet!

2 I wish I *had/hadn't* opened a bank account earlier.

3 If only I *had spoken/spoke* better English.

4 If only we *knew/had known* that the exhibition was so awful.

5 I wish I *had/hadn't* bought such an expensive pair of shoes yesterday.

6 If only I *had been/was* a little taller, so I could wear that coat.

7 I wish you *would/wouldn't* keep talking so loudly.

3 Write sentences about what the boy wishes his sister would/wouldn't do.



1 She always uses my computer without asking.
He wishes she wouldn't use his computer without asking.

2 She eats biscuits in my room.

3 She doesn't ask before she borrows my stationery.

4 She says rude things about my hair.

5 She embarrasses him in front of his friends.

4 Complete the sentences to express regret or annoyance.

1 It would have been good to get that jacket in the sale.
If only _____.

2 I regret not getting those Nike trainers on eBay yesterday.
I wish _____.

3 I don't like the way you always leave the lights on in every room.
I wish _____.

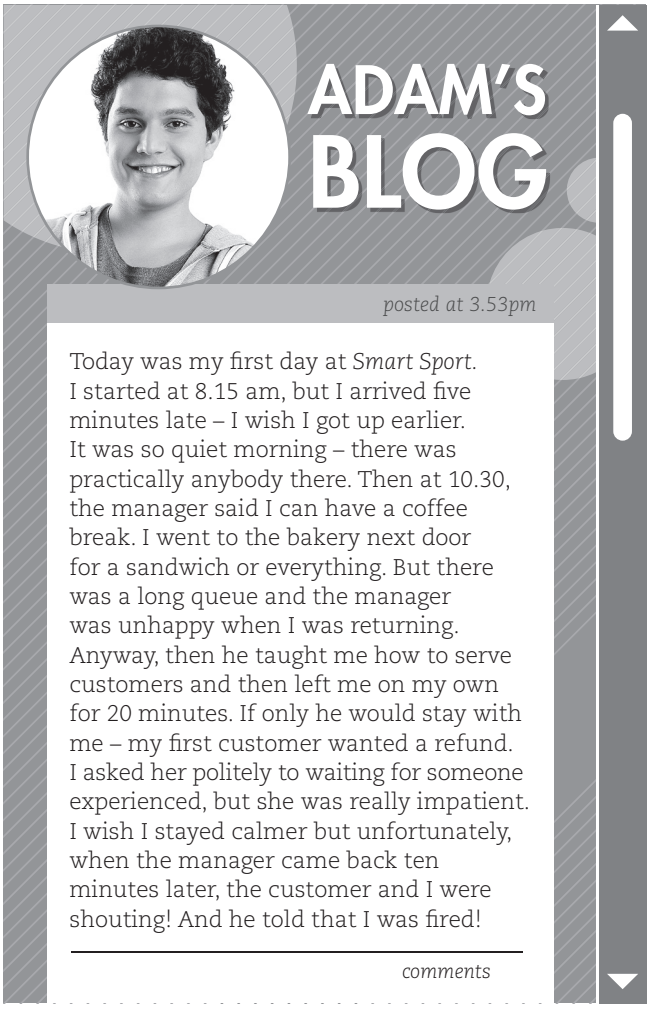
4 Mum was wrong to put my new jumper in the wash.
If only _____.

5 It's a pity that nobody saved the department store from closing down.
If only _____.

6 I'd much prefer to have curlier hair.
I wish _____.

GRAMMAR EXTENSION

5 Find and correct the ten mistakes in the blog.



Developing speaking

1 39 **Listen to the conversation. What type of shop are they in?**

a chemist's b sports shop c shoe shop

2 39 **Look at the dialogue. How could you complete it? Listen and check your answers.**

Shop assistant: Hello, can I help you?

Katya: No, thanks. (a) _____.

Shop assistant: OK. Call me if you need anything.

Katya: Oh! Actually, yes, (b) _____ some sports socks.

Shop assistant: What size are you?

Katya: They're for my dad, so … size 45, 46 maybe?

Shop assistant: What about these?

Katya: (c) _____ white?

Shop assistant: Of course. We have them in a pack of four.

Katya: That's great, thanks. (d) _____. But (e) _____ if they're the wrong size?

Shop assistant: Yes, we can replace them if you bring your receipt.

3 **Choose the best response.**

1 I'd like to make a complaint.
   a What exactly is your problem?
   b What seems to be the problem?
2 I washed it and all the colours have run together, in the middle here.
   a If only you hadn't washed it.
   b I am sorry about that.
3 I'd like a slightly larger one. This isn't my size.
   a We've got some in grey or blue.
   b That's fine. There are some more over there.
4 It makes a funny noise. It must be damaged or faulty.
   a Oh dear. Nobody else has had that problem.
   b I wish you'd never bought it.
5 Have you got this dress in red?
   a No, how about a medium?
   b No, but we have it in blue.
6 Please can I have a refund?
   a Of course. Could you give me the item and receipt?
   b Sure. I'll replace it for you.

4 **Match the words below which have the same vowel sound.**

call — four

1	size	a	blue
2	another	b	complaint
3	choose	c	my
4	maybe	d	sort
5	middle	e	damaged
6	bought	f	funny
7	replace	g	grey

5 40 **Now listen and check.**

6 **Look at the first photo and answer the questions. If you are not sure of something, use *I think* or *I imagine*.**



1 What kind of place do you think this is?
2 What can you see in the photo?
3 Do you think there is anything unusual about this place?
4 What kind of customers (might) go there? Give reasons for your answer.

7 41 **Listen to a student talking about the photo. What are his answers to the questions?**

8 **Now look at the second photo and answer the same questions.**



9 **What are the similarities and differences between the two photos?**

Developing writing

1 Read this formal email of complaint. What was the problem?

Dear Sir or Madam,

I am writing to complain about the goods and services in your shop.

I went into your Sidney Street branch in Woking on 25th June to buy a memory stick. However, when I got home, there was no USB stick in the box. As a result, I had to go back to the shop the next day. When I showed the assistant, she refused to believe that the stick was missing when I purchased it. What is more, she said that I had taken it out!

The box was unopened when I bought it, but it was completely empty. Therefore, there must have been a fault with the production or packing company.

The assistant was very unhelpful and so I asked to see the manager. Although I could see that there was another member of staff in the back of the shop, the assistant told me the manager was not there. Next, she told me that he was there, but that he was busy. In the end, I left and that is why I am writing to you now.

I do not intend to use your shop again since I am not used to being called a liar. Furthermore, I demand a full refund immediately. In addition, I would appreciate an apology from the assistant because she was both unhelpful and rude.

I hope I will not have to take my complaint to your Head Office.

I look forward to hearing from you soon,

Yours faithfully,

Carla Fairbrother

2 Are the statements True (T), False (F) or Not Mentioned (NM)?

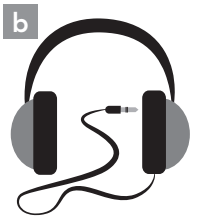
1 She went to other shops after getting the memory stick. T/F/NM
2 Carla went back to the shop because the item was missing. T/F/NM
3 The manager couldn't help because he was not in the shop. T/F/NM
4 Somebody had opened the box before Carla got it home. T/F/NM
5 Carla used to tell lies. T/F/NM
6 Carla wants the shop to do two things. T/F/NM

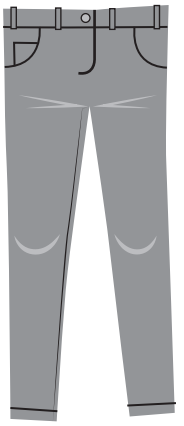
3 Read the email again. Underline six more linkers and put them in the correct column.

Addition	Contrast	Reason	Consequence	Time and sequence
what is more	*however*	*since*	*as a result*	*next*

4 Look at these pictures of some goods. Match possible faults (1–6) to the pictures.

a 

b 

c 

1 two different sizes
2 back pocket torn
3 one side not working
4 zip broken
5 sole coming off
6 faulty connection

5 Choose one of the faulty goods from 4 and write an email of complaint about it. Use some of the phrases in bold from Carla's letter, and as many linking expressions as you can from 3.

Remember, write in a logical order, saying:

- when and where you bought the item
- what the problem is
- what you want to happen
- what you will do if it doesn't happen

Be firm but stay polite.

STUDY SKILLS

How can you improve your writing? Think of good advice.

STUDY SKILLS ➤ page 85

Revision: Units 1–10

Grammar

1 Complete the sentences using words with indeterminate pronouns: *some-*, *any-*, *no-*, or *every-*.

1 My father never goes _____ without his credit card.
2 Look! There's _____ interesting in that shop window.
3 The queue was enormous and _____ was angry.
4 _____ is more boring than reality shows on TV.
5 There can't be _____ at home. I've been ringing for ages.

2 Complete the sentences with *so* or *such*.

1 It was _____ an interesting story. We were all fascinated.
2 It's been _____ cold. I really need some new winter boots.
3 She found shopping _____ boring that she never had any new clothes.
4 The new cashier is _____ a nice, friendly boy.
5 He wrote _____ funny answers that we couldn't stop laughing.

3 Complete the sentences with the verbs given.

1 If only we _____ (not listen) to their terrible advice.
2 I wish I _____ (buy) those shoes yesterday. They were a bargain.
3 She drove him to the mall but she wished she _____ (not agree) to do it.
4 If only you _____ (arrive) in time to have lunch.
5 I wish I _____ (not waste) all that money on a car.

4 Find the single missing word in each sentence.

1 I wish you would talk while I'm trying to watch TV.
2 If only you stop borrowing my bike.
3 So, you must left your homework in the car, then.
4 It's a lovely morning that I think I'll go for a walk.
5 If I hadn't spoken to the teacher, I wouldn't solved the problem.
6 I got to the match and realised I forgotten my sports kit.

Vocabulary

1 Where would you buy the following things?

1 pens, notebooks, cards _____
2 bread, cakes, pies _____
3 sausages, chicken, burgers _____
4 rings, necklaces, watches _____
5 TV, DVD player, laptop _____
6 soap, shampoo, sun cream _____
7 cabbage, broccoli, carrots _____

2 Match the words and definitions.

1 notes and coins
2 small plastic card used to buy things
3 person who takes your money in a shop
4 place in a shop where you try on clothes
5 a line of people waiting for something in a shop
6 a large container you put things in, which you push

a changing room
b queue
c cashier
d cash
e trolley
f credit/debit card

3 Choose the correct alternative.

1 She never does the lottery so she'll never *earn/win*.
2 Please can you *borrow/lend* me some cash until tomorrow?
3 I'm *saving/wasting* some money for next year's holiday.
4 Mr James *donates/makes* hundreds of pounds to charity.
5 They *raised/owed* money by holding a school fair.
6 Mark couldn't *save/afford* a new bike so he bought a used one.

4 Change the word(s) in italics for a word with the same meaning. The first letter is given.

1 Those shoes were a *good buy* (b_____). They were so cheap!
2 Because of the *money off* (d_____), I was able to buy a hat, too!
3 The *show* (p_____) lasted three hours.
4 Just gently *hit* (t_____) the screen with your finger to change it.
5 Hand in your *written work* (a_____) on Thursday, please.
6 If you work hard, you'll get a good *grade* (m_____).
7 Oh dear. That bread's *not fresh* (s_____).

Unit 1

GRAMMAR: GRAMMATICAL STRUCTURES

When we study grammar we need to think about two things:

- the meaning and when to use the structure, e.g. we use the present simple to talk about regular habits and routines, permanent situations and scientific facts.
- the form, e.g. we add *-s* to form the third person singular.

When you have grammar problems, use reference material to find help:

- In *Checkpoint*, there are grammar references in the Language checkpoint at the end of the Student's Book.
- After reading about the grammar, you can check that you understand it by doing the Language checkpoint grammar revision exercises.

TAKING ACTIVE RESPONSIBILITY FOR YOUR OWN LEARNING

Each person has strengths and weaknesses when learning a language. When you finish an activity, think about how well you did. Was the activity easy or difficult? Did you do it well or not? This can help you to identify your own weak points. Once you know what they are, you can look for help to improve them.

Unit 2

READING: PREDICTION

Before you read a text, look at the pictures or photos and read the title. This can help you to think about the topic of the text and to predict some of the ideas and vocabulary in it. In this way, you will understand more when you start reading.

SPEAKING: EVERYDAY EXPRESSIONS

Here are some ideas for learning useful everyday expressions:

- Keep a note of new expressions in a special section of your notebook.
- Organise these expressions into groups: for example, for specific functions (e.g. *Showing understanding*, *Making suggestions*, etc.) or for different situations (e.g. *At a station* or *In a clothes shop*).

Unit 3

VOCABULARY: LEARNING NEW WORDS

- Write down the meaning of new words. Use a synonym, a definition, an example sentence, a translation, or a picture.
- It is important to write down the type of word (noun, verb, adjective, adverb, preposition, pronoun, etc.) and any other special information (e.g. pronunciation, irregular forms).
- Write down vocabulary in the same groups that appear in this book, e.g. 'Cities and houses', etc. One word in a group can help you remember other words in the same group.
- Some people write down new vocabulary using diagrams like this:



WRITING: WRITING A TEXT IN ENGLISH

Step 1: Read the title or question carefully to make sure you know what you have to write.

Step 2: Brainstorm ideas for the text and write them down as notes.

Step 3: Decide how to organise your notes in a logical way. Group similar ideas into paragraphs.

Step 4: Write your first version.

Step 5: Check and rewrite your work. Check for mistakes with punctuation, word order, spelling, tenses, missing words, agreement between the subject and verb, etc. Have you answered the question? Also, ask yourself if the reader will understand it easily and find it interesting.

Unit 4

GRAMMAR: KNOWING WHICH STRUCTURE TO USE

It is important to know the exact differences between grammatical structures. Look at this example with different future tenses:

a *When I'll go out, I think it'll rain.*

Wrong, because we use the present simple with *when* when we talk about the future.

b *It's raining tomorrow.*

Wrong, because we use the present continuous for confirmed plans and arrangements and this is impossible with the weather.

c *It's going to rain tomorrow.*

Possible. A prediction based on evidence, but this evidence may be subjective.

d *It'll rain tomorrow.*

Possible. A general prediction, or possibly seeing the future as fact because you are sure it will rain.

VOCABULARY: PREFIXES AND SUFFIXES

- By adding prefixes to words, we change the meaning of the words (e.g. from positive – *appear* – to negative – *disappear*). By adding suffixes to words, we can change the form of a word (e.g. from a verb (*appear*) to a noun (*appearance*)).
- Prefixes and suffixes can help us to guess the type or meaning of a word that we have never seen before (e.g. we can guess from *anti*-social that it is 'against' something).
- By using prefixes and suffixes we can expand our active vocabulary very quickly (e.g. from *cook*, we can make *undercook*, *overcook*, *cooker*).

Unit 5

READING: GENERAL AND SPECIFIC INFORMATION

- The first time you read a text, read it quickly. Do not stop if there are words you don't understand. Just try to understand the general meaning.
- When you read for specific information, read the question carefully and then find the exact place where the answer comes from. Read this section in more detail.

SPEAKING: SPOKEN AND WRITTEN LANGUAGE

- Spoken language is different from written language. With writing we have more time to plan and prepare what we want to say. We have to be more precise because we cannot see or

speak to the person we are writing to.
- When we speak in English we should not worry about making some mistakes. We can go back and correct ourselves or clarify what we mean. We should use fillers because they give us thinking-time.

Unit 6

SPEAKING: ACCURACY AND FLUENCY

When we talk about speaking, we often use the terms accuracy and fluency.

- *Accuracy* is used to talk about how correct our use of grammar is when we speak. If we speak quickly in English, but we make lots of mistakes it is difficult for people to understand us.
- *Fluency* is used to talk about how continuously we can speak without stopping to think about what we want to say next. If our use of grammar is perfect, but we have to stop frequently to think of what we want to say, then people will get tired of listening to us.

WRITING: PARAGRAPHS

- A paragraph is made up of several sentences which are grouped together. They are grouped together because they talk about, and develop, one main topic.
- Paragraphs help to make your writing more organised and structured. This makes your writing easier to understand. When there are no paragraphs, writing can become confusing and repetitive.

Unit 7

GRAMMAR: LEARNING FROM YOUR MISTAKES

Mistakes are a natural part of learning, but we must work constructively on the mistakes we make in order to improve. Here are some suggestions:

- When you make a lot of mistakes with a structure, check to see if the mistakes are generally with the form, spelling or meaning. Find out exactly what the problem is.
- If you don't understand something, ask your teacher for help, use your notes or use the Language checkpoint section in the Student's Book.

PRONUNCIATION: THE IMPORTANCE OF WORD STRESS

- Our main objective when we work on pronunciation is that other people can understand us easily.
- Word stress is an important factor because people usually find it very difficult to understand the word when the stress is not in the correct place.
- In English, we do not use accents to show the stress. However, in your vocabulary list/notebook, you can mark the stress to remember where it comes (e.g. <u>bas</u>ketball).
- In dictionaries word stress is usually marked like this: basketball /ˈbɑːskɪtˌbɔːl/ noun.

Unit 8

READING: DEDUCING THE MEANING OF NEW WORDS

- In reading exams you cannot usually use dictionaries. When there are new words in a text, you can often find out something about the words by looking at the context.
- Look at the words that come just before or after. They will probably tell you if the word is a noun, verb, adjective, etc.
- Sometimes, you may not understand the exact meaning, but the context often gives you at least an approximate idea.
- Is the word a compound (a word made up of two or more words)? If it is, do you know the meaning of one of the words?

LISTENING: STAYING CALM AND POSITIVE

- When you are listening to English and there is a section you do not understand, stay positive. If you stop listening or if you get nervous and panic, you won't understand anything more. When you get lost, look at the next question or two and listen out for words or ideas associated with the question(s).
- Usually in exams you can listen to the text twice. If there are things you do not understand the first time, stay calm and listen for them in the second listening.

Unit 9

VOCABULARY: REMEMBERING WORDS

Our memory usually works better if:

- we remember words in groups.
- we use or revise them frequently.
- we use them in a personal context – spoken or written.
- words are similar to other words.
- the words are unusual.
- we are interested in the topic that the words are connected to.

Remember to:

- write down new words in groups.
- revise frequently.
- use the new words often.

SPEAKING: THINKING OF WHAT TO SAY

If it's your turn to speak and you can't think of what to say, use this advice:

- Use language of speculation (*It might be, I'm not sure, I think,* etc.)
- Use the questions *What? Who? Where? Why? When?* etc. to think of ideas for something to say.
- If you are worried because you don't know a word, think of similar words, more basic or general words, or explain the word.

Unit 10

REFLECTING AND FORWARD PLANNING

At the end of the year, it is useful to reflect on what you have studied, learnt and practised during the year. Identify the things that you can now do very well, quite well, or not very well. Decide how you can work in the future on the things you don't know or can't do very well. Think of people or materials that can help. Make a plan of action for the holidays or next year.

WRITING: IMPROVING YOUR WRITING

Here are some ways that you can improve your writing:

- Always have a plan. Know what you are going to write before you start.
- Remember to group ideas into paragraphs.
- If you aren't sure how to write something, simplify it. Clarity is one of the most important criteria when writing.
- Check your writing carefully when you finish. Have you answered the question? Are there any obvious mistakes? Have you made any basic spelling mistakes? Is it easy to understand the ideas and information in your text? Is your handwriting clear?
- Remember – practice makes perfect!

Building your confidence

Before watching

1 Look at the skills below and choose your reactions.

G – I'm good at this
W – I'd like to be good at this
U – This is an unrealistic goal
S – This ability is good for your self-esteem

playing a sport	*G / W / U / S*
listening to people	*G / W / U / S*
drawing	*G / W / U / S*
computer programming	*G / W / U / S*
speaking in public	*G / W / U / S*
solving problems	*G / W / U / S*
keeping secrets	*G / W / U / S*
singing or playing an instrument	*G / W / U / S*

While watching

VIDEO SKILLS: Identifying confidence and caution

Confident expressions:	Cautious expressions:
I'm <u>really proud</u> of …	*I'm <u>quite</u>/<u>not very</u> good at …*
I've <u>always been good</u> at …	*<u>I think</u> that's because …*
People <u>even</u> ask me to …	*<u>Maybe</u> that's why …*

2a VIDEO SKILLS **Read the video skills box. Then watch the video. For each speaker, complete the table with what they're good at and how confident they are about their skills.**


Callum


Naomi


Rachel


Toby

	Good at …	Confident?
Callum		
Naomi		
Rachel		
Toby		

2b Watch again and answer the questions.

Callum

1 What type of games does he like?

.....

2 What makes him feel proud?

.....

Naomi

3 What makes her a good listener?

.....

4 What two things do her friends value about her?

.....

Rachel

5 What makes her especially proud of her work?

.....

6 What makes her feel good?

.....

Toby

7 Why did he decide to take tennis seriously?

.....

8 What does he say about his progress now?

.....

3a Watch again. For each speaker, note down the skills and personality traits that could help them find a job in the future.

Callum .....

.....

Naomi .....

.....

Rachel .....

.....

Toby .....

.....

3b Can you think of a good job for each person?

After watching

4a Think about the teenagers in the video. Which one is most like you? Why? What skills or personality traits do you have in common with the other speakers?

4b SKILLS 4 LIFE **Make a poster about the serious side of silly skills. Follow these steps.**

1 Work in groups. Brainstorm a list of 'silly' skills – things people are good at that aren't normally considered to be important skills, for example *telling jokes* or *tidying up your room*.
2 For each of the skills on your list, think of as many benefits as you can. For example, telling jokes makes people laugh, and laughing is good for dealing with stress.
3 Make a poster to display your silly skills and their more serious benefits. Think of a title for the poster and a way to present the silly skills that will make it both easy and entertaining to read.

REFLECT ON IT

***'We still value traditional skills like sport, art, music or maths more highly than life skills like listening, team-work or giving advice.'* Do you think this is true? Why/Why not? Do you think we value the right skills for success in life today?**

Videos available at Student's Resource Centre > Student's Resources > Life skills > Life skills videos

Being a responsible tourist

Before watching

1a Make as many phrases related to responsible tourism as you can by taking one word or expression from each box.

contaminate	accommodation
damage/harm	products
energy efficient	the environment
eco/environmentally friendly	tourism
locally-made	transport
protect	wildlife

.....

.....

.....

.....

1b Complete the first two pieces of advice with phrases from 1a. Then write three other pieces of advice for tourists who want to be responsible.

1 If you stay in ....., you will reduce your carbon footprint.
2 You can help the people in the places you visit by buying .....
3 .....
4 .....
5 .....

While watching

VIDEO SKILLS: Using what you know to help you understand

Before you watch a video:

- Read the instructions carefully. Find out as much as you can about what will be in the video.
- Predict things you will hear – topics, information, key words and expressions.

While you watch:

- Be flexible. Adapt your predictions if necessary.

2a VIDEO SKILLS You're going to watch a video about a teenager's eco-friendly trip to New Zealand. Read the video skills box. Then predict things you will hear by completing the notes below. Finally, watch and check or complete the notes.



Olivia

New Zealand

Capital city? .....
Indigenous people? .....
Name of islands? .....
Things to see? .....
Famous for? .....
Key words? .....

2b Watch again and write the connection between Olivia's trip and the words and phrases below.

1 English food .....
2 trainers .....
3 Tongariro .....
4 rubbish .....
5 Toi Iho .....

3a Try and answer these questions. Then watch again to check your answers.

1 Why do New Zealanders look after their environment?
.....
2 What does Olivia say about her aunt?
.....
3 Why does New Zealand need to protect its plants and animals?
.....
4 Why was Olivia's mum pleased?
.....
5 Why is Tongariro National Park special for the Maoris?
.....
6 What type of basic products should you buy?
.....

3b Do you think New Zealand does more or less than your country to encourage responsible tourism? Give examples.

After watching

4a Think about your last two holidays. Where did you go? Were you a responsible tourist? Explain why/how.

4b SKILLS 4 LIFE Go online and plan an eco-friendly holiday. Follow these steps.

1 Search online for 'best ecotourism destinations'.
2 Read about the destinations and choose one. Where is it? How can you get there? Where can you stay? What can you do there? Make notes.
3 Write an email to a friend. Use your notes to help you persuade him or her to go with you.

REFLECT ON IT

Thirty years ago, ecotourism was a very new idea. Since then the number of ecotourism destinations has continued to grow. Why do you think this is? Would you choose an ecotourism destination for your holiday? Why/Why not?

Explaining statistics

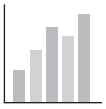
Before watching

1 Complete the words and phrases we use to talk about statistics.

A Visual information



1 a l……g……



2 a b……g……



3 a p……c……

B Numbers

4 1/2 = h……

5 1/3 = a t……

6 1/4 = a q……

7 1/5 = a f…… = o…… in f……

8 60% = sixty p……

C Verbs

9 ↗ go u……, in…… or r……

10 ↘ go d……, de…… or f……

While watching

2a Watch the presentation and tick (✓) the information it gives about New York.



- ■ The name of the most common social networking site. ……
- ■ Social networking statistics for all possible age groups. ……
- ■ Social networking statistics for men and women. ……
- ■ The most popular places to visit. ……
- ■ Information about other cities. ……

VIDEO SKILLS: Distinguishing between facts and interpretation

People giving statistical information mainly present facts:
The graph shows … *You can see that …*
Most users are …

They also interpret statistics by giving personal reactions and making predictions:
Maybe that's not surprising, but …
I think the situation's going to …
What's interesting here is …

2b VIDEO SKILLS Read the video skills box. Then watch again and complete the information below in as much detail as you can.

Total number of users in each age group

13–17 **(1)** ……

13–34 **(2)** ……

55–64 **(3)** ……

Changes in the number of users

From 13–17 to 25–34 the number of users **(4)** …….

Between 34–44 the number of users **(5)** …….

From 44 to 64 the number of users **(6)** ……..

Comparing men and women

(7) …… use the site.

The difference between men and women **(8)** …… at different ages.

3a Watch again and answer the questions.

1 What three things does Ben (the boy) say about the number of users aged 55–64?

……

……

……

2 What two things does he find interesting?

……

……

3b What's your reaction to the statistics about social networking in New York? Do any of the statistics surprise you? Why/Why not?

After watching

4a What are your answers to the question below? Try to use statistical information in your answer.
What do you think social media can tell you about your city?

4b SKILLS 4 LIFE Carry out a survey on a topic and write a report on the results. Follow these steps.

1 Choose one of the topics below, or think of another one.
Mobile phone habits.
Are big cities a good place to live?
Having a pet dog or cat in the city.

2 Think of three questions related to the topic. Ask the questions to friends, family members or classmates. Make a note of their answers.

3 Write a short report with the results of your survey, including statistical information about the answers you received. Organise your report into at least three clear sections. Consider using headings to make your report easy to read, for example: *Description*, *Results*, *Conclusion*.

REFLECT ON IT

Some people say that statistics lie, and that you can choose statistics to show what you want to. Do you think this is true? Can you think of any examples?

Preparing food

Before watching

1 Try and complete the tasks in the Three-Minute Cooking Challenge.

THE THREE-MINUTE COOKING CHALLENGE

1 Complete the cooking verbs.
a) c_ _ (up) **b)** ch_ _ (up) **c)** f _ _ **d)** h _ _ _ (up)

2 Complete the things you use to prepare food.
a) k_ _ _ _ **b)** f_ _ _ **c)** s_ _ _ _ **d)** b_ _ _ _

3 Complete two typical ingredients in a salad. Then add two more.
a) t_ _ _ _ _ **b)** l_ _ _ _ _ _ **c)** ..... **d)** .....

4 Complete four types of meat and fish.
a) c_ _ _ _ _ _ **b)** l_ _ _ **c)** t_ _ _ **d)** s_ _ _ _ _

5 Complete the three typical courses of a meal.
a) s_ _ _ _ _ _ **b)** m_ _ _ c_ _ _ _ _ **c)** d_ _ _ _ _ _

While watching

2a You're going to watch a video called *Superchef competition*. Look at the photos and the words in the box. What do you think you'll see in the video? Write a short description.

.....

.....



Georgia/Jasmine



Harry/Ben

chef • competition • judge • time limit • winner

Watch the video and see if your predictions were correct. What three things are the judges evaluating?

1 .....

2 .....

3 .....

2b Watch again. Make a note of the dishes the two chefs are preparing and of the ingredients in each one.

Jasmine	Dishes	Ingredients
	.....	.....
	.....	.....
Ben	Dishes	Ingredients
	.....	.....
	.....	.....

VIDEO SKILLS: Understanding talk about risks

Talking about risks:
Remember that … *It's impossible to … properly.*
What if …? *Someone could …* *There could be …*

Taking action to prevent risks:
Remember to … *It's important to …* *You need to …*
Make sure you always …

3a VIDEO SKILLS Read the video skills box. Try and remember the problems the chefs have. Write them down using the words in the box to help you. Then watch again and check your answers.

apron • bacteria • food poisoning • hair • jewellery • slippery

Jasmine

1 .....

2 .....

3 .....

Ben

4 .....

5 .....

3b Who do you think will win the competition? Why?

After watching

4a Think about how food is prepared in your house. Are you careful to avoid the safety and hygiene mistakes that Jasmine and Ben make? What could you do to make your cooking safe and hygienic?

4b SKILLS 4 LIFE Start a class cookbook with a general introduction on hygiene in the kitchen. Follow these steps.

1 Do some research online about hygiene issues in the kitchen. Then write a list of kitchen hygiene tips – yours and the ones in the video.
2 Write down how to prepare a simple meal that you can make, or get someone at home to teach you to make one. Make a list of the ingredients and write instructions for how to make it.
3 Take your hygiene tips and recipe to class. Add other students' tips to your hygiene tips, and then ask your teacher for a folder. Put the tips, your recipe and other students' recipes in the folder so that everyone can read and learn from them.

REFLECT ON IT

Cooking programmes are very popular on TV these days. Why do you think that is? Do they help us to cook more dishes and to cook better, or are they just for entertainment?

Get the best from the web

Before watching

1 Match the words with the definitions.

link • navigate • .org • reliable • source • critical • update • URL • vlog • website

1 _____: considering something carefully to evaluate its good and bad aspects
2 _____: a place on the Internet
3 _____: the person, place or thing that provides something you need
4 _____: a connection between one Internet page and another
5 _____: this shows an Internet address is for a non-profit organisation
6 _____: a blog that contains mainly video
7 _____: that you can trust to be honest
8 _____: move between different pages on the Internet
9 _____: an Internet address
10 _____: add the most recent information

While watching

VIDEO SKILLS: Recognising important information

Speakers use different ways to emphasise information:
1) Pronunciation: *It's very easy. That's the problem.*
2) Adverbs: *just, straightaway* (= immediately)
always, never
basically (= essentially), *actually* (= really)
totally, exactly
3) Indefinite pronouns: *nobody, anybody* (= all people)
4) Expressions: *The problem is …*
Don't even think about it.
But does that mean …? (= No, it doesn't)

2a VIDEO SKILLS You're going to watch a video with advice about using the web for a school assignment. What do you think the speakers will say? Write two things you should and shouldn't do. Next, read the video skills box. Then watch and see if the speakers mention the things you predicted.



You should _____ and _____
You shouldn't _____ or _____

What three main topics do the speakers talk about?

1 _____
2 _____
3 _____

2b Watch again and match the comments to the topics in 2a (1–3). The advice is not in the same order as in the video.

_____ It's easy for teachers to identify.
_____ No one takes responsibility for things.
_____ It's the same as stealing something.
_____ It's easy to find out where information came from.
_____ It can be an unreliable source of information.
_____ It's fast and easy.

3a Watch again and complete the sentences. Don't repeat any of the comments in 2b.

1 It's OK to get information from _____.
2 The main problem with cutting and pasting is _____.
3 Teachers can recognise cutting and pasting when _____.
4 It's OK to use other people's words if _____.

3b What is worse – using an online encyclopaedia, cutting and pasting, or plagiarism? Why?

After watching

4a Think about your last school assignment that needed information from the Internet. Make notes on exactly what you did and how you collected that information. Did you follow all of the advice in the video? If not, why not?

4b SKILLS 4 LIFE Find out about a controversial topic on the Internet – one that people disagree about. See which side of the argument you find most convincing. Follow these steps.

1 Choose one of these topics, or another one that you know is controversial:
Global warming/Climate change: Is it real or not? Is it man-made or natural?
Vaccinations: Are they good for us or bad for us?
2 Look for information on the Internet. Find at least two websites that defend each side of the argument, and make notes on the main things they say.
3 Look at your notes and think about the websites. Which side of the argument do you find most convincing? Think about why. Is it because the information feels true, or is it because the websites with that information seemed more reliable?

REFLECT ON IT

What are the good and bad things about the Internet? Do you think the Internet is generally a positive or a negative influence in our lives? Explain why.

Videos available at Student's Resource Centre > Student's Resources > Life skills > Life skills videos

Brainstorming

Before watching

1 Complete the rules for brainstorming with the correct form of the verbs in the box.

analyse • develop • evaluate • generate • set • solve • take • work

Brainstorming made easy!

In a brainstorming session, a group of people get together to **(1)** _____ ideas or come up with ways to **(2)** _____ a problem. Here's how you do it.

Step 1: Choose a leader and a secretary. The leader guides the session, the secretary **(3)** _____ notes. The same person can do both jobs.

Step 2: **(4)** _____ a time limit for the session and respect it.

Step 3: Everyone can now call out ideas. It doesn't matter if the ideas seem sensible or stupid. The important thing is to have as many ideas as possible, and to have some original or innovative ones. Nobody is allowed to **(5)** _____ or comment on the ideas in this part of the session.

Step 4: **(6)** _____ the ideas. Decide which ones will definitely **(7)** _____, and which ones could **(8)** _____ into good ideas.

While watching

VIDEO SKILLS: Understanding suggestions

Suggesting and inviting ideas:

We could … *There should be …* *Why don't we …?*
What about (having) …? *We could (even) try to …*
I was thinking … *Any ideas for …?*

Justifying ideas:

Because … *Otherwise …* (= if not)
It would be great for … *People would …*

2a VIDEO SKILLS Read the video skills box. Then watch the video of a brainstorming session and complete the secretary's notes.



Luke Olivia Jack Chloe

Brainstorming session

Topic: A new school prize system
Things to decide:

1 _____
2 _____
3 _____

2b Watch the first part again (until 00:02:12). Complete the summary.

1 Luke thinks there should be a prize for _____.
2 Jack doesn't agree because there would be _____.
3 Instead, Jack suggests a prize for _____.
4 Chloe adds that there should be a prize for _____.
5 Luke also suggests a prize for _____.
6 Luke says the winner should be chosen by _____.
7 Chloe then suggests a prize for _____.

Now watch until the end. Circle *P* (prize) or *C* (ceremony) to show what the ideas relate to.

photos *P / C* a red carpet *P / C*
like an Oscar *P / C* MP3 player *P / C*
a famous person *P / C* books *P / C*
a local newspaper *P / C* money *P / C*
e-readers *P / C* like the Oscars *P / C*

3a Look at the rules for brainstorming in 1. Then watch again. Which rules does the group break?

_____
_____

3b Do you think the brainstorming session was generally positive? Why/Why not?

_____

After watching

4a Have you ever taken part in a brainstorming session?

YES: What was it for? Did it go well? Why/Why not?
NO: Think of a recent group decision you had to make. Would brainstorming have worked well? Why/Why not?

4b SKILLS 4 LIFE Hold a brainstorming session with a group of classmates, friends or family. Follow the steps.

1 Choose one of the options below, or think of another.
- Find a solution for poverty in the world.
- Find a way to get kids to eat food they don't like.
- Think of the best excuse ever for being late to class.

2 Hold a brainstorming session. Follow the rules in 1, but make sure everyone has original ideas, and make sure that some of the ideas are original, stupid or mad. Or, have a brainstorming session by yourself.

3 Analyse the idea. Try and develop all the ideas into solutions that could work.

REFLECT ON IT

A lot of people believe they aren't creative. Do you think we can all be creative if we learn how to free up our imagination and think in different ways?

Looking after your heart

Before watching

1a Look at the abbreviations. Do you know what words the letters stand for? Try and write them. (CLUE: They are all related to heart health.)

CHD .....
BP .....
HR .....
BPM .....

Now use the words in the box to help you complete or check your answers.

beats • blood • coronary • disease • heart • minute • per • pressure • rate

1b Write definitions for the phrases. Then match the abbreviations in 1a to the definitions below. Compare your definitions to the ones below. Were your definitions very similar?

1 ..... the number of time your heart beats in a minute
2 ..... a condition in which the arteries taking blood to your heart muscles become narrower and can get blocked
3 ..... when you measure your **(1)** this is the standard way it is expressed
4 ..... the pressure of the blood against the walls of the blood vessels

While watching

2a Watch the video and choose the best summary, A or B.



Ben Jasmine

A To calculate your recovery heart rate (RHR), first do some exercise. Measure your heart rate when you stop, and then measure it again a minute later. Your RHR is the difference between the two heart rates. If the difference is big, you're very fit.

B Your recovery heart rate (RHR) tells you how fit you are. First, measure your heart rate after you've been resting. Then do some exercise and measure it again. Your RHR is the difference between the two heart rates. If the difference is small, you're very fit.

VIDEO SKILLS: Understanding explanations

To do that, you need to be able to …
The easiest way to measure … is by using …
To measure …, take … *The best way to … is to …*
To calculate …, you take … *You can either … or …*

2b VIDEO SKILLS Read the video skills box. Then watch again and answer the questions.

1 What's your 'pulse'?
2 When is it best to measure your resting heart rate?
3 Which arteries are best for taking your pulse?
4 What's a normal resting heart rate for teenagers?
5 What suggests you're not very fit?
6 If you haven't done sport for a while, what should you do?

3a Look at these words and phrases from the video. Try to write a definition for each one. Then watch again and see if you can complete or improve your definitions. Finally, check your definitions with the answers.

1 accurate .....
2 monitor .....
3 strap .....
4 sensor .....
5 index finger .....
6 interfere .....
7 high intensity activity .....

3b Do you know your recovery heart rate? If not, do you want to calculate it after watching the video? Why/Why not?

After watching

4a Think about the different ways of looking after your heart below. Do you do these things? What changes would you need to make to your daily life to answer 'yes' to all three? Do you think you could make these changes?

do exercise	*yes/no/sometimes*
eat a healthy, balanced diet	*yes/no/sometimes*
avoid stress	*yes/no/sometimes*

4b SKILLS 4 LIFE Look at the three things in 4a. For each thing, go online and find two <u>easy</u> ways to add these things to your day. Use what you find out to help yourself, or to give advice to someone you know. Follow these steps.

1 Go online and search for information for each of the three areas. Try searching for 'simple ways to exercise more/eat well/avoid stress'.
2 Make a note of two ideas for each of the three areas. The ideas must be easy to add to your daily life.
3 Either follow the advice yourself, or give your advice to someone you know – a friend, family member or classmate. Keep a note of the results.

REFLECT ON IT

Heart disease is the leading cause of early death in the world, and the threat is increasing as more and more people adopt 'western' lifestyles, in particular unhealthy eating habits and a lack of exercise. What do you think can *realistically* be done to combat heart disease worldwide?

Videos available at Student's Resource Centre > Student's Resources > Life skills > Life skills videos

Appreciating art

Before watching

1a Match the art movements to the descriptions.

..... abstract expressionism ..... impressionism
..... pop art ..... realism ..... surrealism

1 It uses familiar images such as advertisements and celebrity images as its subjects.
2 It tries to represent dreams and unconscious experience using unusual combinations of images.
3 It uses light and colour to give the general feeling of a scene, rather than exact detail.
4 It emphasises emotions and reactions to things rather than showing them as they really appear.
5 It shows life as it really is.

1b Which art movement do you think each painting in 2a comes from?

1 ..... 2 ..... 3 .....

While watching

VIDEO SKILLS: Understanding reactions to paintings

Feelings
As soon as I see it I feel … *It seems … to me.*
I get a … feeling from … *The artist wants to express …*

What you see
What I notice most is/are …
I don't know exactly what … is.
It reminds me of … *It looks (a bit) …*
It looks to me like … *I like the way you can see …*

Interpretations
My interpretation of the painting … *It's like a …*
It makes me think of … *Perhaps/Maybe it's …*

2a VIDEO SKILLS Read the video skills box. You're going to watch three teenagers talking about the paintings (1–3) below. What feelings do you associate with each painting? Watch the video. Tick (✓) any of the same feelings mentioned that match your own.






1 .....
2 .....
3 .....

2b What painting, and what aspect(s) of that painting, are the comments below about?

1 *I can't identify it.*
The ..... of painting .....
2 *There's a difference between them.*
The ..... and ..... of painting .....
3 *It's a good combination.*
The ..... and ..... of painting .....
4 *It looks like writing.*
The ..... of painting .....
5 *It expresses a familiar feeling.*
The ..... of painting .....
6 *It's not easy to paint like this.*
The ..... of painting .....
7 *There's something unexpected in it.*
The ..... in painting .....
8 *Maybe it represents something.*
The ..... in painting .....

3a Watch again. What do the speakers say about art in general?

Olivia
.....
.....
.....

Jack
.....
.....
.....

Luke
.....
.....

3b Which speaker's opinion about art is closest to your opinion, or is your opinion totally different?

After watching

4a Imagine you could turn your bedroom into a private art gallery and have three works of art in it: paintings, illustrations, album covers, graffiti, photos, sculpture, craftwork, furniture, fashion, etc. Which would you choose? Why?

4b SKILLS 4 LIFE Prepare a profile of an artist who isn't a painter. Follow these steps.

1 Choose an art form that you are interested in (see 4a for ideas). Then do some research online and find an artist whose work you really like.
2 Find out about the artist – their biography, their work, why and how they became an artist, what they want to express with their work, etc.
3 Write a profile of the artist. In the profile include a photo or picture of the artist and one of their works.

REFLECT ON IT

Some people see art as a secondary school subject; something which can be fun but doesn't have any practical value when you're looking for work. Do you think that's fair? Explain why/why not.

Considering social issues

Before watching

1 Complete the description of elections in the UK with the words in the box.

candidates • councillors • election • general • local • Mayor • represent • vote

Elections in the UK

(1) ..... elections are normally held every five years and give everyone who is 18 or over has the opportunity to **(2)** ..... for a Member of Parliament (MP) to **(3)** ..... their local area, which is called a 'constituency'. A number of **(4)** ..... stand for **(5)** ..... in each constituency, and the one who wins the most votes is elected. The country's 650 MPs meet regularly in the House of Commons in London to make decisions.

There are also **(6)** ..... council elections, to elect **(7)** ...... They make decisions about local services and facilities. In most councils, the councillors themselves vote to choose a council leader, but in a few cities, the local people also vote for the council leader, who's called the **(8)** .....

While watching

VIDEO SKILLS: Recognising dependent prepositions

adjective + preposition
serious about *connected with* *useful for* *worried about*

verb + preposition
vote for *succeed in (doing)* *run/stand for (election)* *campaign for*

(verb +) noun + preposition
take part in *make a difference in* *consequence of*

2a VIDEO SKILLS Read the video skills box. Then look at the poster and think about what you're going to watch. Finally, watch the video. Write the issue that each candidate is campaigning for.

Young mayor elections ***The candidates***



Name: Olivia Dawkins

Issue: .....



Name: Jack Richards

Issue: .....



Name: Luke Clarke

Issue: .....



Name: Chloe Jones

Issue: .....

2b Watch again and take notes on the answer to the questions. Don't write complete sentences.

1 What two reasons does Olivia give to defend her opinion?
.....
2 Why is Jack sure his issue is important?
.....
3 What does he plan to do to solve it?
.....
4 What other things does Luke think students should learn? Why?
.....
5 Why does Chloe think her issue is so important?
.....
6 What does she say young people can offer at work?
.....

3a Watch again and write exactly what each speaker says at the end of their speech.

Olivia: Vote for me and .....
.....

Jack: Vote for me and .....
.....

Luke: Please vote for me. I .....
.....

Chloe: Please vote for me because .....
.....

3b Which of the four candidates would *you* vote for? Why?

After watching

4a Think about the last elections that were held in your country. Can you remember what issues the main candidates discussed? Which issues were important to young people? Explain how.

4b SKILLS 4 LIFE Prepare a speech about what you would do if you were the president of your country. Follow these steps.

1 Imagine you could be president of your country. Make notes about what you would do. Your ideas can be serious or funny.
2 Prepare a short speech outlining your plans for the country. Use the speeches in the video for ideas about how to say things.
3 Record yourself saying your speech. Use a webcam, mobile phone or video camera to do this. Try and make your speech as convincing as possible.

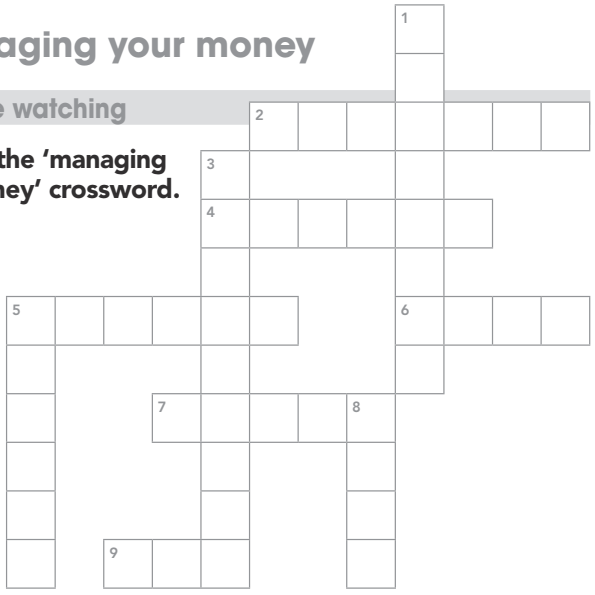
REFLECT ON IT

Many people nowadays say they are bored of politics and tired of politicians. Can you explain why that is? Do you think that this disinterest in politics is a good or a bad thing? Why?

Managing your money

Before watching

1 Do the 'managing money' crossword.



Across

2 If you make your money go ..... , you look for bargains to get more for the money you spend.
4 If something is a ..... , it's expensive and you don't really need it.
5 Take money from someone and promise to pay it back.
6 You do this if you don't spend your money.
7 If you ..... money, you spend it on things that you don't need.
9 If you ..... money to someone, you have to pay money back to them.

Down

1 Money that a person charges you for lending you money.
3 Another word for pocket money – money teenagers get regularly from their parents.
5 The amount of money you have to spend on things.
8 Receive money for work that you do.

While watching

VIDEO SKILLS: Understanding the meaning of *make*

1) physically create or produce ***make*** *something to sell*
2) do a particular job ***make*** *your bed*
3) cause something to happen ***make*** *your money go further*
4) force someone to do something ***make*** *someone pay you back*
5) earn or get ***make*** *some money*
6) in certain expressions *That* ***makes*** *sense.*

2a VIDEO SKILLS **Read the video skills box. Then watch four teenagers talking about how they manage money and circle the correct answers: Toby (T), Rachel (R), Naomi (N) or Callum (C).**


Toby


Rachel


Naomi


Callum

Who …?
1 doesn't get an allowance *T / R / N / C*
2 works for their allowance *T / R / N / C*

Who …?
3 never borrows money *T / R / N / C*
4 has borrowed money *T / R / N / C*

Who saves money …?
5 by only buying what they need *T / R / N / C*
6 to spend later *T / R / N / C*

2b Watch again and answer the questions.

1 What does Toby do for his allowance?
2 How does Rachel make money?
3 What does Callum do when he needs money?
4 Why doesn't Rachel like borrowing money from her brother?
5 Why did Callum borrow money?

3a Watch again. Who says these things, Toby (T), Rachel (R), Naomi (N) or Callum (C)?

1 Earning money is a way to become more independent. .....
2 Paying interest to a bank for borrowing money is wasting money. .....
3 If you compare prices for things in different places you can save a lot. .....
4 It's important to decide what your priorities are before spending money. .....

3b Which speaker(s) do you identify most with? Why?

After watching

4a Write your answers to the questions in the video.

Do you get an allowance?

.....

Do you ever borrow money from others?

.....

What do you do to make your money go further?

.....

4b SKILLS 4 LIFE **Think of at least one way to make some money and prepare a notice or advert for your idea. Follow these steps.**

1 Think of different ways you could make money.
2 Choose one of the ideas and think about how to put it into practice. Consider your answer to these questions: *Where? When? How? How much? Who with?*
3 Make a notice or advert to tell people about your idea or service.

REFLECT ON IT

Which of these options do you think teaches you most about managing money when you leave home? Which do you think is the fairest option?
1) automatically getting a weekly allowance
2) a weekly allowance in exchange for housework

Macmillan Polska Sp. z o.o.
Al. Jerozolimskie 146 A,
02-305 Warszawa
A division of Springer Nature Limited

Companies and representatives throughout the world

ISBN 978-83-8152-010-2
Pack ISBN 978-83-8152-011-9

Text, design and illustration © Springer Nature Limited 2016 and Macmillan Polska 2019
Written by Annie Cornford and Frances Watkins

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This edition published 2019
First edition entitled *Gateway B1+ Workbook* published 2011 by Springer Nature Limited.

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Designed by emc design ltd and Pracownia DTP Aneta Osipiak-Wypiór
Page make-up by Pracownia DTP Aneta Osipiak-Wypiór
Illustrated by A Corazon Abierto (Sylvie Poggio Artists Agency) pp16, 24, 28, 32, 52, 72; Laura Martinez (Sylvie Poggio Artists Agency) pp4, 60, 80; Mark Ruffle pp12, 19, 20, 36, 44, 51, 82
Cover design by Mikołaj Ostaszewski
Cover photograph by iStock

The publishers would like to thank the staff and pupils at the following schools in Mexico and Spain for helping us so enthusiastically with our research for the course:
Concha Campos, IES Burgo de Las Rozas, Las Rozas, Madrid; Félix Gaspar, IES Las Encinas; Villanueva de la Cañada, Madrid; Cristina Moisen, IES Joaquín Turina, Madrid; Colegio Montessori Cuautitlán; Colegio Conrad Gessner; Colegio Erasmo de Rotterdam; Colegio Kanic, Centro Educativo Erich Fromm; Universidad Franco Mexicana; Centro Pedagógico María Montessori de Ecatepec; Instituto Cultural; Escuela Maestro Manuel Acosta; Liceo Sakbé De México.

The publishers would also like to thank all those who reviewed or piloted the first edition of *Gateway*:
Benjamin Affolter, Evelyn Andorfer, Anna Ciereszyńska, Regina Culver, Anna Dąbrowska, Justyna Deja, Ondrej Dosedel, Lisa Durham, Dagmar Eder, Eva Ellederovan, H Fouad, Sabrina Funes, Luiza Gervescu, Isabel González Bueno, Jutta Habringer, Stela Halmageanu, Marta Hilgier, Andrea Hutterer, Nicole Ioakimidis, Mag. Annemarie Kammerhofer, Irina Kondrasheva, Sonja Lengauer, Gabriela Liptakova, Andrea Littlewood, María Cristina Maggi, Silvia Miranda, Barbara Nowak, Agnieszka Orlińska, Anna Orłowska, María Paula Palou, Marta Piotrowska, N Reda, Katharina Schatz, Roswitha Schwarz, Barbara Ścibor, Katarzyna Sochacka, Joanna Spoz, Monika Strygner, Marisol Suppan, Stephanie Sutter, Halina Tyliba, Prilipko Vladyko, Maria Vizgina, Pia Wimmer, Katarzyna Zadrożna-Attia and Katarzyna Zaremba-Jaworska.

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ISBN 978-83-8152-011-9

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