

GOLD

experience

STUDENT'S BOOK

2ND EDITION

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B1

Preliminary
for Schools

 **Pearson**

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Free time is the best time.



Look at the photo and discuss the questions.

- Who do you like to spend your free time with? Why?
- How would you describe your perfect weekend?

STARTER

Happy days

- | | |
|---|---|
| READING
read blog posts about a great day | SPEAKING
talk about your summer holiday |
| LISTENING
listen to people talking about holiday photos | WRITING
write about your best moment |

Power up

1 Work in groups. Find five things you have in common with the other people in your group (e.g. something you both like/dislike, a skill you share).

Read on

2 Match the phrases (1-5) with the photos on page 7 (A-E).

- A future scientist
- Our new pet
- My first performance!
- Friends are the best!
- Mmm ... my favourite drink!

3 Read the posts on page 7. Find someone who:

- thinks something is attractive.
- has just celebrated a special day.
- met someone successful.
- will return home soon.
- felt different to how he/she expected.

4 Match the topics (1-5) with the posts on page 7 (A-E). Add five words for each topic.

1 science
.....

2 entertainment
.....

3 home life
.....

4 travel
.....

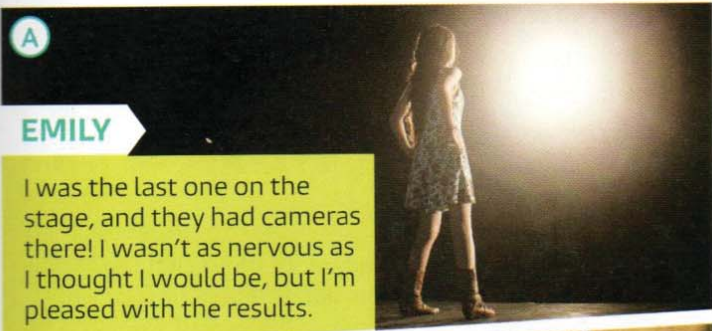
5 free time
.....

IT WAS A GREAT DAY!

A

EMILY

I was the last one on the stage, and they had cameras there! I wasn't as nervous as I thought I would be, but I'm pleased with the results.



B

ADRIANA


The best day ever! My project won first prize and guess who gave the prize? My hero - the owner of a big technology company!



C

DANNY

After shopping for hours and spending all our birthday money, Sam and I had a hot chocolate at Willy's Café. Yummy!



D

MADISON


Our last day in Germany. This trip was more amazing than I ever imagined. I'm going to miss all my new friends.



E

RYAN

Meet the newest member of our family. Isn't she gorgeous?



5 Complete the blog post with 'a', 'an', 'the' or no article (-).

Blogging about your hobbies

I'm a huge fan of collecting ¹..... football stickers and so, when ²..... visitor to the school suggested that we start ³..... interesting blog on something, my hobby was ⁴..... most natural choice. Being ⁵..... blogger has ⁶..... lot of good things about it. For a start, I'm better at writing now, and ⁷..... good communication is really important. It also needs ⁸..... time and someone who is organised. These are also ⁹..... kinds of things that really help in ¹⁰..... life, and I'm happy that I'm doing something to develop them. I've also met a lot of new people, through ¹¹..... emails and comments. Most blogging communities are very friendly places. In fact, some of ¹²..... people I have met through blogging are really nice!


6 Did you have a good summer? Look at the list of holiday activities. Which sentences are true for you?

Last summer I:



- A went walking in the countryside.
- B learnt a new skill.
- C travelled to a new place.
- D played a new game.
- E had a barbecue with friends.
- F tried a new food or drink.
- G took lots of photos.
- H swam outdoors.

Listen up

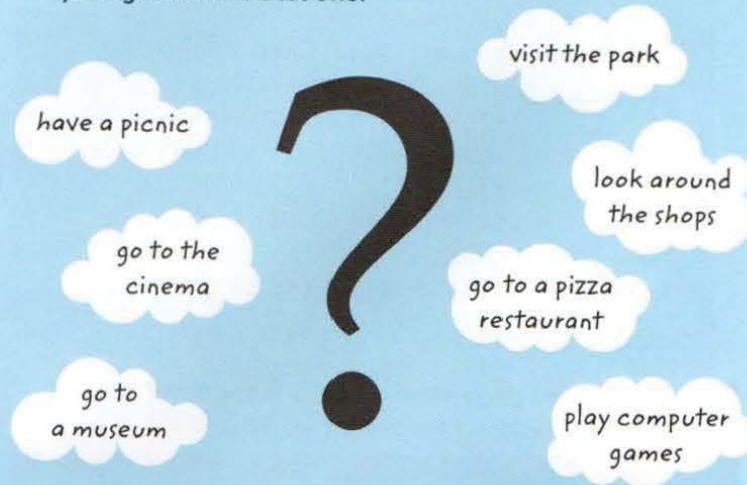
7  S.1 Listen to eight people talking about their holiday photos. Match the speakers (1-8) with the activities in Ex 6 (A-H).

Speak up

8 Work in pairs. Take turns to give your partner more information about the sentences you chose in Ex 6.

Speak up

- 9 Work in pairs. Think about your summer holiday and discuss the questions.
- 1 What was the best thing you did on your last holiday? Why?
 - 2 What new place did you go to (e.g. a new shop, a new street)? What did you think of it?
 - 3 Are you very active in your free time? Why/Why not?
 - 4 Do you prefer to be in the city or in the countryside when you have free time? Why?
- 10 Work in pairs. Some family friends are coming to visit next month. They have two children your age. Which activity do you think all the family would enjoy the least? Why? Can you agree on the best one?



game on

Write four sentences about your last holiday – two that are true and two that are false. Then work in pairs and read your sentences to your partner. He/She must guess which sentences are false.

Write on

- 11 Write two sentences about:
- 1 something you saw on TV or at the cinema and enjoyed.
 - 2 something new you tried.
 - 3 somewhere you like going.
 - 5 someone new you met recently.
 - 4 something you do really well.
- 12 Read the advert and the student's paragraph below. Then write a paragraph about yourself. Write about 100 words.

My personal best!

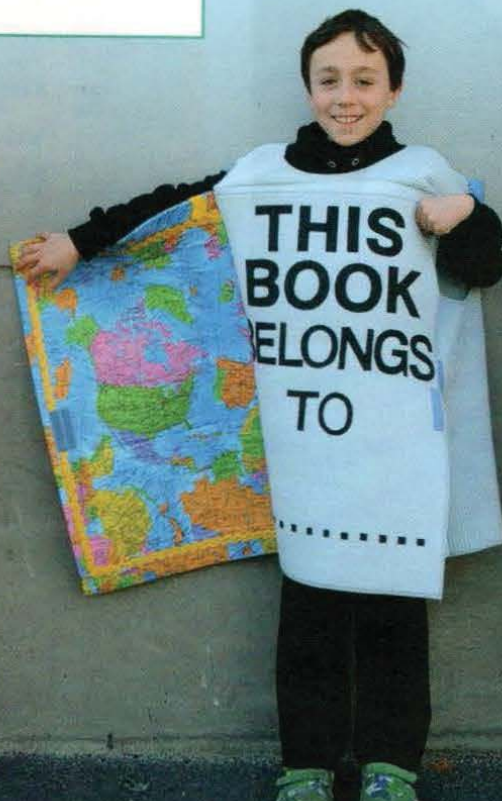
We want to use our website to show the world what great students we have in our school. Tell us about your personal best moment!

- When did it happen?
- What skills did you use?
- What did you do?
- Why was it your best moment?

When I was at primary school, we all had to come to school dressed like a person from our favourite book. I really loved Little Red Riding Hood, so I decided to dress like her.

My mum found me a photo on the internet to copy and my dad helped me. It took us all weekend and I didn't get everything right the first time!

There was a competition at school the next day and I got a prize! You might think it's not a big thing, but I learnt that you get much more out of things when you spend a lot more time preparing.



“

Be who you are.

”



Look at the photo and discuss the questions.

- 1 Can you think of three words that describe your personality?
- 2 Do you behave differently in different situations? Think about:
 - with your family.
 - with your friends.
 - at school.
 - with strangers.

Identity

READING

topic: identities
skill: matching information
task: multiple matching

GRAMMAR

talking about the present:
present simple and present continuous
adverbs of frequency, time phrases

VOCABULARY

personality adjectives
adjective + preposition
collocations

LISTENING

topic: cities
skill: understanding agreement and disagreement
task: multiple choice

SPEAKING

topic: giving personal information
skill: giving reasons and examples
task: introductions – social interaction

WRITING

topic: a personal profile
skill: getting started, reacting, finishing
task: email

SWITCH ON

video: no more boys and girls
project: prepare a presentation

1 Identity

READING

Power up

1 Work in pairs. Read the instructions about how to make an identity box. Look at pictures A–C and answer the questions.

- 1 What is an identity box?
- 2 What kind of person do you think owns each box? Why?
- 3 What does each box show?

How to make your own identity box

Find a box you love and put things in it to show who you are. Take a photo of your box to show to your friends or put on your profile.



Read on

2 Read about the five people below. Find the key words in each profile. What hobbies does each person have?

MARLA

1

I live with my family in São Paulo – a huge city! I'm learning how to play the guitar at the moment. I feel really happy when I hang out with my friends after school.

SANDIP

2

I live in a village near the mountains with my parents and all my cousins. I spend a lot of time outdoors but I also like reading at home. I want to be an author.

SANDRA

3

I live in the city with all my brothers and sisters. We're very musical – we always fight about who gets to play! We go to a lot of shows. We're taking part in a TV programme.

PAOLO

4

I'm living with my grandma by the sea this summer but I go back home every weekend. I love being outdoors and I do lots of sports.

COCO

5

I know everyone because I live in a very small village. I like cooking for my family. I travel a lot and I'm a member of several clubs. I like organising people.

3 Read the exam tip and complete the tasks.

exam tip: multiple matching

Make sure **all** the information matches, not just some of it.

What do we know about Marla in Ex 2? Choose the correct information.

- 1 city / village
- 2 likes music / sports
- 3 likes being alone / with friends

Read descriptions B, C and G below. Find all the information that matches Marla's profile. Which box belongs to her?

4 **e** Read the descriptions of identity boxes below. Match the identity boxes (A–H) with the people in Ex 2 (2–5).

5 Find words or phrases in the descriptions that have these meanings.

- 1 an area of land between hills and mountains:
- 2 spend time with:
- 3 small pieces of paper with pictures or writing:
- 4 the area behind the main thing that you are looking at:
- 5 a person that belongs to an organisation:

Sum up

6 Work in pairs. Cover the descriptions. What did the students put in their boxes? Why?

Coco: she put a saucepan in her identity box because she likes cooking.

Sandip: he put the book in his box because he wants to be an author.

Speak up

7 Plan your identity box. Work in pairs and discuss these things.

- 1 Choose five things to put in your box. Why did you choose them?
- 2 What objects, photographs, music, etc. would you choose to show your life? Think about these things.
 - your family
 - your hobbies
 - where you live

IDENTITY BOXES

We found these boxes. Whose are they?

A This box is a paper box. In it there is a photo of a family and eight children. They are standing near a house at the bottom of a valley. There is also a pair of walking boots and a book with the title 'How to Write'.

B This box is a big silver box with a lot of patterns on it. Inside there's a photo of a girl. There is a CD by a pop group and a photograph of my friend playing the guitar. There is also a small model of the Eiffel Tower.

C This box is painted with lots of colours. Inside there's a programme for the theatre, a page from an entertainment guide and a photo of several boys and girls. They are walking on a bridge in a big city and one boy is holding a guitar.

D This is a wooden box with a recipe book and a wooden spoon inside. There's a picture of a girl standing next to a woman on a TV show. The box also contains a pair of new tennis shoes.

E This is a very messy box. Inside the box there is a picture of a family at the seaside in swimsuits. There are also several shells and a mirror. There's a book called 'Teach Yourself to Play Guitar' and a picture of a boat.

F This box has got stickers of different places all over it. Inside there's a photo of some little houses around a square and there is a river nearby. There's a small saucepan and a diary with lots of timetables and notes in it.

G This box has been painted with pictures of skyscrapers and huge buildings. There's a CD of a pop singer and a card with the address of a music teacher. There's a photo of a large group of students, all laughing together in a park.

H This is a very big box. It has a basketball in it and a photo of a boy with a surfboard and an old lady smiling. There's another photo of a football team on a bus with mountains in the background.



1 Identity

GRAMMAR

1 Read the grammar box and complete the examples with the correct form of these verbs.

go like spend take part want

explore grammar

→ p126

talking about the present

present simple

We use the present simple:

A for permanent states.

I **live** in a village in the mountains.

B for habits and repeated actions.

Every week, I ¹ to drama classes.

I ² a lot of time outdoors.

present continuous

We use the present continuous:

A for actions that are happening now.

We're **talking** to her on a video call now.

B for actions that are happening around now.

I'm **learning** the guitar at the moment.

We ³ in a TV show.

present simple and present continuous

We can contrast regular or permanent activities with activities happening now, today or around this time.

I'm **living** with my grandma this summer but I **go** back home every weekend.

stative verbs

Some verbs don't often use the continuous form: *feel, hate, hear, know, like, love, see, think, understand, want.*

I **feel** really happy when I hang out with my friends.

I ⁴ reading at home.

I ⁵ to be an author.

3 1.2 Watch or listen again and complete the sentences.

- On Tuesdays I a commercial dance class.
- In the evenings I sport, such as tennis or football.
- I usually my dinner.
- I my friend's cat because her and her family are on holiday.
- As it's the winter season, I hockey every Friday night for my local club.
- I a film a day to learn more about acting styles.
- At the moment I hard for my exams that I have in, like, the next couple of months.
- I a lot more dancing because I've got a dance competition, a choreographics competition, coming up.

4 Complete the conversation with the present simple or present continuous form of the verbs in brackets.



Hi, Tamsin. How are you?

I'm fine. What ¹ (you/do) at the moment?



Well, it's five o'clock in the afternoon in Argentina. I ² (sit) outside.

Lucky you! It's ten o'clock at night here! What time ³ (your classes/finish)?



School ⁴ (end) at two o'clock. That's why I ⁵ (relax) now!

My school day ⁶ (start) at nine o'clock and it ⁷ (not finish) until five o'clock.



⁸ (you/study) now?

Yes, I am. I ⁹ (do) my English homework but I'm fed up with it!



Never mind. At least you ¹⁰ (practise) your English now!

Speak up

5 Work in pairs and tell each other a few things about yourselves that the other person might not know.

My favourite food is cereal.

I'm learning to play the drums at the moment.



2 1.1 Watch or listen to people talking about their lives. Read the questions (A–C). Which ones does each speaker (1–11) answer? Some speakers may answer more than one question.

A What are you doing at the moment that's different to what you usually do?

...../...../...../...../...../...../.....

B What do you usually do in the evenings?

...../...../...../...../...../.....

C What do you love doing?

...../.....

VOCABULARY

personality adjectives

1 Match these adjectives with their meanings.

- A clever confident funny lively sporty
 B bossy lazy noisy rude
 C calm serious shy

Someone who:

- always tells other people what to do is
- doesn't like working is
- is happy and active is
- makes loud sounds in an annoying way is
- speaks or behaves in a way that isn't polite is
- makes people laugh is
- is intelligent is
- believes he/she can do things well is
- likes activities such as ball games or team games is
- thinks about things a lot and doesn't laugh much is
- is often nervous with people they don't know is
- is relaxed and not angry is

2 Look at the adjectives in Ex 1 again. Answer the questions.

- Why do you think they are organised in different groups?
- Can you add any more words to any of the groups?

3 Choose the correct words to complete the conversation.

A: Hi, Ella. What are you doing?

B: Nothing. I'm staying at home today.

A: You're so ¹bossy / lazy! Come on, there's a baseball game at the park.

B: You know I'm not very ²rude / sporty, Matt. I'm staying here.

A: Ella, you should go out. It's bad to stay inside all day.

B: Stop being so ³bossy / clever. I need to relax and be ⁴calm / shy for my exams next week.

A: All right. Take it easy! Are you feeling ⁵confident / serious about the exams?

B: Yes, I am. But I need to revise. Now go to the park and leave me alone.

A: OK, but don't be ⁶clever / rude!

B: Sorry, Matt!

4  1.3 Listen and check your answers.

explore language

adjective + preposition collocations

Some common adjective + preposition collocations are: *good/brilliant at, bad/terrible at, bored/fed up with, excited about, interested in, afraid/frightened of, keen on.*


We use adjective + preposition + noun.

She's also **interested in languages.**

I'm **fed up with this song.**

Remember: you can use some *-ing* forms as nouns.

Jake's brilliant at **cooking.**

5  Read the language box and then the article. For each question, choose the correct answer.

How personalities develop



If you're a teenager, you know that the way you behave and feel in different social situations changes as you get older. So, you might be interested ¹..... a new study about how teenagers' personalities develop. From about thirteen years old, it becomes more important to ²..... in a way that means other people will like you. Also, we start to become ³..... on, and more serious about, our work and study. We become good at ⁴..... rules and we want to complete tasks that we started much more than when we did when we were younger. The big question in the study was whether our friends affect our ⁵..... towards others. The results show we choose to hang out with people who are like us, but that does not mean we change because of them. In fact, we stay the same – we just choose friends who are ⁶..... to us!

- | | | | |
|-----------------|-------------|--------------|---------|
| 1 A at | B with | C in | D for |
| 2 A appear | B try | C act | D stay |
| 3 A prepared | B active | C careful | D keen |
| 4 A achieving | B following | C keeping | D doing |
| 5 A performance | B behaviour | C activities | D ways |
| 6 A matching | B similar | C same | D like |

Speak up

6 Work in groups. Ask questions using the collocations in the language box. Can you find someone for every adjective?

Are you good at playing the guitar?

1 Identity

LISTENING

Power up

1 Think about a city you know. How does it make you feel? Why? Use these words to help you.

excited happy interested pleased relaxed stressed

2 Work in pairs and compare your answers.

Listen up

3 Work in pairs and read the questions (1–6). Decide if each question is asking you to listen for an agreement (A), a suggestion (S) or feelings (F). Then find the key words in the options.

- You will hear two friends talking about the weather in their city. What do they agree about?
A The **bad weather** makes them **feel sad**.
B They like the changes in the seasons.
C The weather makes it hard to live in their city.
- You will hear two friends talking about moving. How does the girl feel about moving to a new city?
A amazed at how friendly the people are
B happy about the different people she can meet
C surprised by the variety of things to do
- You will hear two friends talking about cities they want to visit. Which opinion do they share?
A Istanbul has a great history.
B Paris is romantic.
C Singapore is exciting.
- You will hear a grandfather talking to his granddaughter about changes in their city. How does he feel about the change?
A He is pleased the city is easier to live in.
B He enjoys the greater variety of people.
C He is happy about the new buildings.
- You will hear two friends comparing the city and the country. They agree that the city makes them
A more friendly.
B more serious.
C more relaxed.
- You will hear two friends talking about travelling in their city. What advice does the girl give?
A The train is the fastest way to travel.
B Walking is a good way to see new things in the city.
C Travelling on the bus allows you to spend your time better.


4 Read the exam tip and complete the task.

exam tip: multiple choice (short texts)

Decide if you're listening for agreement or disagreement. You may need to listen for agreement words/phrases (e.g. *yeah, me too, it's true ...*) or disagreement words/phrases (e.g. *not sure, hm ..., but*).

Look at the questions in Ex 3. In which conversations do you expect to hear the phrases above?

5  1.4 Listen to the conversations. For each question in Ex 3, choose the correct answer.

6  1.5 Listen again and check your answers.

7 Read the grammar box and choose the correct words to complete the rules.

explore grammar

→ p126

adverbs of frequency, time phrases

Adverbs of frequency go ¹before / after the verb *be*.

I hate autumn – it's **always** so windy.

Adverbs of frequency go ²before / after other main verbs.

My brother **usually stays up** late at weekends.

Other time expressions usually go ³at the end / in the middle of a sentence.

I meet up with my friends **at the weekend**.

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

- we can see / once a month / a full moon
- it isn't / in June / usually / dark
- in the river / I like swimming / now and then
- Tom and I / once a week / go skating
- often / it / rains / in the middle of the day
- always / tired / am / on Friday evenings / I

9 Write true sentences about yourself using the prompts (1–6). Use one of these words or phrases in each sentence.

every week/weekend most days now and then often
once/twice/three times a year/week rarely usually

- | | |
|----------------------------|-----------------|
| 1 hang out with my friends | 4 watch a movie |
| 2 go on holiday | 5 study |
| 3 take part in a sport | 6 read a book |

Speak up

10 Work in pairs. Compare your sentences from Ex 9. How are you similar? How are you different?

SPEAKING

Power up

1 What answers would you give to these questions?

What's your:

- 1 name / family name / full name / surname?
- 2 first name / second name / middle name / nickname?

Speak up

2 Work in pairs. Take turns to ask for and give the information to complete the table. Spell any difficult words. Check that the information is correct.

How do you spell the town?

K-O-N-Y-A.

Personal information

Name:

Address:

Town:

Postcode:

Email:

useful language


giving reasons and examples

because

one reason is (that)


as

for example

3  1.6 Listen to Elsa and Chen answering these interview questions. Who gives the best answers? Why?


- 1 Where do you live?
- 2 Where do you come from?

4 Work in pairs. How could the students in Ex 3 improve their answers? Think about information, descriptions and reasons they could add.

5  1.7 Listen to Elsa and Chen answering another interview question. Who gives the best answer this time? Why?

What do you enjoy doing in your free time?

6 Work in pairs. Read the useful language. How could the other student in Ex 5 improve their answer? Think about examples, opinions and reasons they could add.

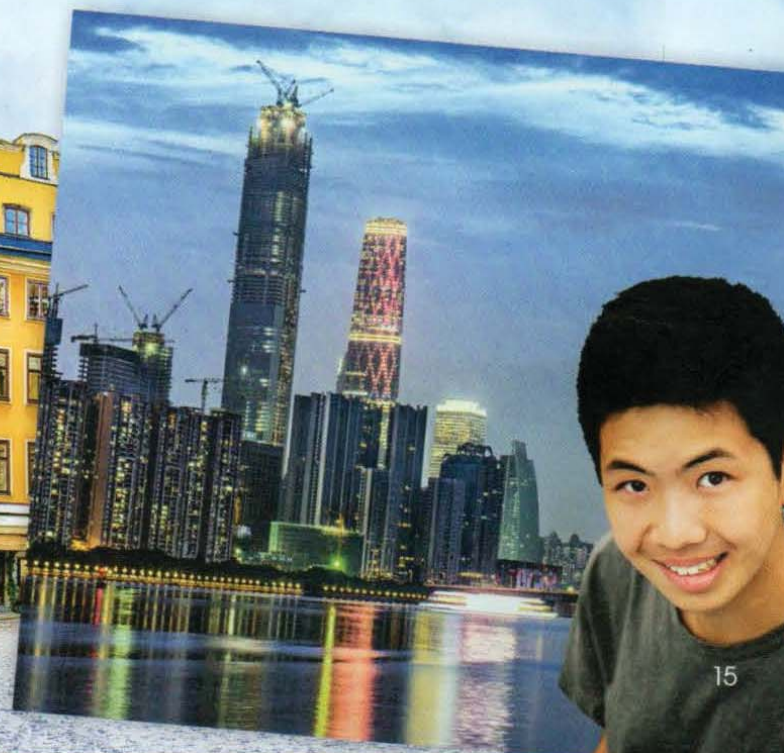
7  Work in pairs. Take turns to answer the questions in Ex 3 and 5.

8 Work in pairs. Student A, turn to page 156. Student B, turn to page 162. Follow the instructions.

Speaking extra

9 Work in pairs. Ask and answer the questions. Give reasons and/or examples.

- 1 How do you get to school every day?
- 2 What's your favourite subject?
- 3 What do you like doing at the weekend?
- 4 Who do you like to spend time with?



1 Identity

WRITING

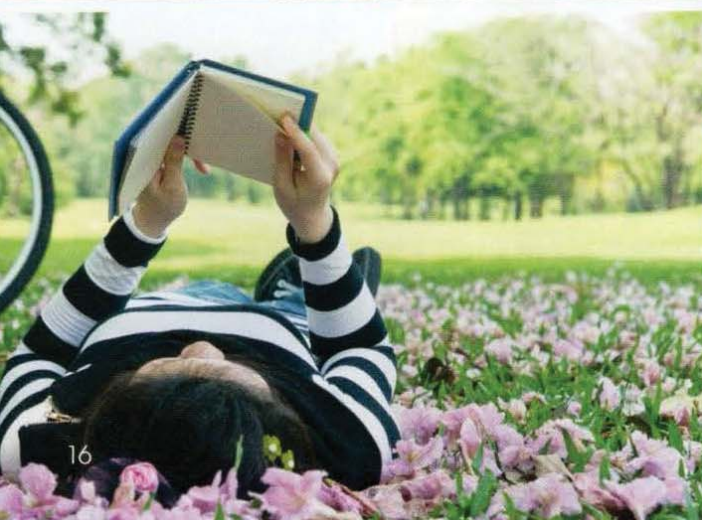
Power up

1 Work in pairs. Take turns to talk about these things.

- 1 something you love
- 2 something you're interested in
- 3 something you're keen on
- 4 something you can't stand

I'm interested in pop music.

I don't like playing video games.



2 Read the advert and Sofia's notes. Then read Sofia's email below. Match the paragraphs of the email (1-4) with the notes (A-D).

Tell us about you!

Channel 1 is making a programme about life for young people around the world. We want to know more about you and the place you live. We will come and film you and your family.

For this programme, you can be 14-17, so lots of teenagers can take part!

We want to know what you are like and what kind of things you enjoy.

Why should we choose you?

Send us your profile in an email.

A tell them

B talk about my personality

C say what

D give a reason

From: Sofia

Hi,

- 1 I'm Sofia Pérez. I'm fifteen and I come from Colombia. My life is quite unusual because we live near the beach. There aren't many people here, so my family is very important to me.
- 2 Some people think I'm quite shy but, in fact, I'm a confident person. For example, I'm good at making friends.
- 3 We have a lot of horses, so I'm also keen on horse-riding. I usually ride on the beach every morning. Also, it's great having barbecues and we love telling stories in the evenings!
- 4 Choose me because I'm a typical teenager but I live in a very different place. Not many people have this kind of lifestyle these days.

I hope to hear from you!

Sofia

3 Read the language box. Find four phrases with 'quite' and 'very' in Sofia's email.

explore language

quite and very

We can use *quite* and *very* before adjectives. We use *very* to make an adjective stronger and *quite* to make an adjective less strong.

He's **very** funny. I'm **quite** lazy.

If there is an article (*a/an*) before the adjective, then *very* and *quite* go before the article.

It's **a very** good film. It was **quite an** interesting story.

We don't use *quite* or *very* with extreme adjectives (e.g. *mad*, *passionate*, *furious*, *terrified*).

I was **very** terrified! My mum was **quite** furious!

Plan on

4 Complete Jakob's notes with these phrases.

a very old quite an exciting quite interested very funny very keen on

- 1 I'm from Krakow in Poland. There are a lot of things to do here. It's city.
- 2 My grandparents live in part of the city. I know a lot of Warsaw's history.
- 3 I'm not maths. I'm not very keen on science.
- 4 I'm in acting. I like singing. I don't enjoy dancing.
- 5 Choose me. I'm a person. I can make you laugh.

5 Join the sentences in Ex 4 with 'and', 'but', 'or', 'because' or 'so'.

game on

Work in pairs. Close your books. Make a list of all the adjective + preposition collocations you remember from this unit. Take turns to say an adjective. Your partner has to give the correct preposition. You each get one point for each correct preposition.

Write on

6 Read the advert in Ex 2 again. Think about what you can say about yourself. Follow these steps to plan your email.

- 1 Make notes for each point you need to write about. Use Sofia's email in Ex 2 to help you.
- 2 Think about your descriptions. Think about adjectives and the language you can use to make them stronger or less strong.
- 3 Work in pairs and check your ideas.

7 Read the exam tip and complete the task.

exam tip: email

→ p150

Make sure you write about **all** the content points (for example, where you live, what you enjoy, what you are like and why they should choose you). Always give some extra information about each point.

Look at your notes in Ex 6. Have you included all the points? What extra information can you add for each point?

8 **e** Write your email in about 100 words.

Improve it

9 Work in pairs. Read your partner's email and make notes about these points. Then talk about how you can improve your email.

- 1 Did your partner write about all four points?
- 2 Does each point have extra information?
- 3 Did your partner use 'quite' and 'very'?

UNIT CHECK

Review

1 Choose the correct words to complete the sentences.

- 1 Alice **thinks / is thinking** of travelling to South America this summer.
- 2 Manu **doesn't see / isn't seeing** his friends every day after school.
- 3 **Do you understand / Are you understanding** the exercise?
- 4 I **look / am looking** for my camera but I just can't see it anywhere.
- 5 We **don't enjoy / aren't enjoying** going to the beach when there are lots of people.
- 6 Oh no! **It's raining / It rains** and I haven't got my coat.
- 7 Katie's quiet. **Does she play / Is she playing** a game on the computer?
- 8 The Year 7 students **learn / are learning** French this year.
- 9 Kevin **gets / is getting** ready for his birthday party – he's very excited!
- 10 I **don't know / I'm not knowing** where Kelly is. Why don't you call her?

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

- 1 play / now and then / Mark and Hannah / volleyball
- 2 after school / play / three times a week / I / sport
- 3 get up early / I / at the weekend / usually
- 4 go / my friends and I / once a month / to the cinema
- 5 go / once a year / on holiday / we
- 6 goes / Anna / most weekends / shopping
- 7 have lunch / always / we / on Sundays / with our friends
- 8 go / never / on weekdays / I / to bed late
- 9 late / Chris / is / for school / often
- 10 my dad / work / on Fridays / finishes / at 4.00

3 Complete the sentences with the present simple or present continuous form of the verbs in brackets.

- 1 Neil isn't at school today. He (not feel) very well.
- 2 I (not ride) my bike every day.
- 3 My sister (have) blonde hair and blue eyes.
- 4 That smells really nice! What (you/cook)?
- 5 Amy and Sarah (want) to go on holiday to Italy or Spain.
- 6 Harry (live) with his grandparents while his parents are decorating their house.
- 7 I (not understand) this maths problem.
- 8 Adam and Chris (listen) to some music on their phone at the moment.
- 9 Hurry up! Your friends (wait) for you downstairs!
- 10 We (not go) to the cinema very often.

4 1.9 Choose the correct sentence in each pair. Listen and check your answers.

- 1 A What? Why are you laughing? What's so funny?
B What? Why do you laugh? What's so funny?
- 2 A Do you visit always your grandparents at the weekend?
B Do you always visit your grandparents at the weekend?
- 3 A Jason doesn't want to come with us today.
B Jason isn't wanting to come with us today.
- 4 A Can you stop that noise? I try to revise for my test.
B Can you stop that noise? I'm trying to revise for my test.
- 5 A I don't think that's a very good idea.
B I'm not thinking that's a very good idea.
- 6 A What happened? Why does Ella cry?
B What happened? Why is Ella crying?

5 e Read the advert and for each question, write the correct answer. Write one word for each gap.

A new kind of club

Do you want to do something different after school? Many of you play sports or learn music but we think it's time to start a new club ¹ helps other people. There are many younger children at the moment who ² trying to read but find it difficult. Are you interested ³ helping them? We hope so!

We are looking for students who would like to do this. Just spend one hour ⁴ Wednesdays and read with the children – it's easy! After the 'class', we are ⁵ to have some juice and biscuits and chat. We start next Wednesday in Room 312 at 4 p.m.

At ⁶ moment we are still organising all the chairs and tables we need. Come along and help us!



6 Write a paragraph about how you do and don't enjoy spending your free time.

“

Are you a good listener?

”



Look at the photo and discuss the questions.

- 1 How do you prefer to communicate with your friends?
- 2 When do you and your friends usually talk?
- 3 What kind of things do you talk about?

2

Get the message

READING

topic: communication
skill: understanding overall meaning

task: signs and notices; multiple choice

GRAMMAR

talking about the past: past simple, past continuous
-ing form

VOCABULARY

language and communication
verb + preposition
collocations

LISTENING

topic: a summer camp
skill: predicting information
task: sentence completion

SPEAKING

topic: communicating
skill: organising your description
task: describing a photo

WRITING

topic: mistakes
skill: creating an atmosphere; using strong adjectives and adverbs
task: story

SWITCH ON

video: school interpreters
project: make an information poster

2 Get the message

READING

Power up

1 English is a national language in countries 1–5. Which other language is spoken in each country? Match the countries with the languages (A–E).

- | | |
|----------------|----------|
| 1 Canada | A Zulu |
| 2 Ireland | B Inuit |
| 3 New Zealand | C Gaelic |
| 4 South Africa | D Maori |
| 5 Wales | E Welsh |

2 Work in pairs and discuss the questions.

- 1 Think of three good things about speaking a language which few other people speak. Are there any problems?
- 2 What languages are spoken in your country? Do you know any other countries where those languages are spoken?

Read on

3 Read the texts. What kind of texts are they? What is their purpose?

1 **Opportunity for Maori reporter on school paper**

Year 10 students with high grades who are interested should contact their teacher.

2  From: **Aisha** To: **Charlotte**
Subject: **Gaelic article**

Hi Charlotte,

I tried to send this article to your brother, but I've lost his contact details. Could you do it?

Aisha

4 **e** Read the texts in Ex 3 again. For each question, choose the correct answer.

- 1 What does the notice say about applying to the school newspaper?
A Students can apply through their teachers.
B Students that get low marks can apply.
C The position is available to all students.
- 2 What does Aisha want her friend to do?
A pass something on to someone
B send someone's email address
C share something in the news with her

5 Read the article on page 23 quickly. Which minority languages are mentioned? Which does the writer speak?

6 Read the exam tip and complete the task.

exam tip: multiple choice (long text)

Remember that the last question tests the meaning of the whole text.

How does the article argue that languages with few speakers are important?

7 **e** Read the article again. For each question, choose the correct answer.

- 1 What does the writer say about English in the first paragraph?
A It is the most popular language in the world.
B It is one of several British languages.
C It will become more important than it is now.
D It has been replaced by other languages.
- 2 How did the writer feel about Welsh when he was younger?
A annoyed about the quality of Welsh programmes
B angry because he had to translate all the time
C confused about when to use the two languages
D disappointed because he had to learn a third language
- 3 What does the writer say about Gaelic speakers?
A They find it hard to talk to relatives.
B Many choose to stop speaking the language.
C They understand that English matters more.
D Too few speakers train in the field of education.
- 4 The writer mentions 'smugglers' Cant'
A because it was frequently used in the past.
B to show that languages have already been lost.
C because it was a good thing that it died out.
D to suggest how some languages can be saved.
- 5 What would the writer be most likely to say?
A Children need to learn languages they can use internationally.
B There should be more support for languages in danger.
C English may possibly die out too one day.
D Entertainment is the best hope for saving languages.

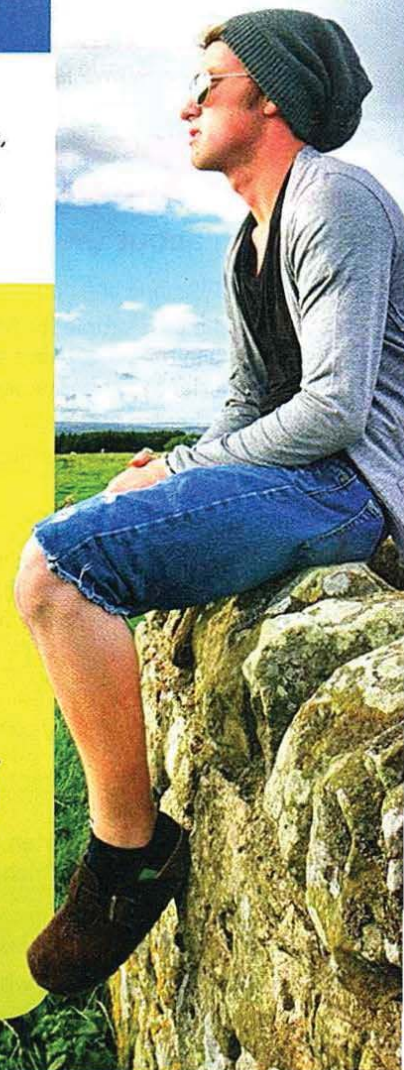
Endangered languages?

English is an international language spoken by an increasing number of people around the world. In many English-speaking countries though, English isn't the only language. In the UK, for example, people speak Welsh, Gaelic and a few other old languages. Because these languages aren't international, people pay less attention to them. So what does this mean for children who grow up speaking them as their mother tongue?

I grew up in Wales. My family spoke English, but the Welsh language was everywhere. When you were driving around Wales, all the road signs were in English and Welsh. As a child, I hated reading everything twice! We had Welsh television programmes too. While everyone in England was watching fashionable American TV shows, we were learning about local farming in Welsh! At secondary school I was dreaming of going to live in Paris, when I realised that instead of Welsh lessons, I needed French lessons. No one spoke Welsh outside Wales. Now I'm older I feel differently. Welsh is a part of my identity and, besides, we have better Welsh TV now!

In parts of Scotland some children grow up in families where grandparents still speak Gaelic. Gaelic has even fewer speakers than Welsh, and few are confident that this part of their culture will survive. It's difficult when English is everywhere else in the country, but teaching subjects in Gaelic in schools helps. However, often there aren't enough Gaelic-speaking teachers. Unless families continue to speak the language at home too, these languages won't survive.

In fact, many old languages are disappearing in the UK. People on the Isle of Man spoke Manx for centuries until the last native speaker died in the twentieth century. The same thing has happened to Cornish. Cant was a language spoken by smugglers who were bringing goods into the country illegally, or travellers and criminals. It allowed them to keep secrets from the police but it too has disappeared. Languages, even if they are spoken by very few people, have a history and culture, and it's a shame to see them go. If we care about saving forests and animals, we should care about saving languages, too.



8 Find words or phrases in the article that have these meanings. The first letter of each word is given.

- 1 connected with several countries (para 1):
i.....
- 2 grow in size or number (para 1): i.....
- 3 look or listen carefully (para 1):
p..... a.....
- 4 popular, especially for a short period of time (para 2): f.....
- 5 from or happening in the area you live in (para 2): l.....
- 6 understand or begin to understand something (para 2): r.....
- 7 become impossible to see or hear any more (para 4): d.....
- 8 give someone the opportunity to do something (para 4): a.....

Sum up

9 Work in pairs. Talk about:

- 1 what life was like for the writer as a young child.
- 2 how the writer's opinions have changed.
- 3 a thing that might help small languages survive.

The writer sometimes found the TV shows annoying because ...

Speak up

10 Work in two groups. Read the statement below. One group argues for the statement, the other argues against it. Try to think of as many reasons as possible. Take turns to share your ideas.

'We should try and keep all languages alive.'

In my opinion, languages contain a lot of information about the past. ...

It's expensive to translate everything into two languages. ...

There are no specific words that mean 'yes' or 'no' in the Irish language.

2 Get the message

GRAMMAR

- 1 Read grammar box 1 below and complete the examples with the correct form of these verbs.

dream grow up learn realise speak watch

explore grammar 1

→ p128

talking about the past

past simple

We use the past simple for finished actions or situations in the past, past habits, regular past events or past actions that happened one after the other.

I ¹..... in Wales.

My family ²..... English.



past continuous

We use the past continuous to describe actions in progress in the past, especially when another action (past simple) interrupts the first one (past continuous).



While everyone in England ³..... fashionable American TV shows, we ⁴..... about farming.

I ⁵..... of going to live in Paris when

I ⁶..... that I needed French lessons.

- 2   2.1 Watch or listen to people talking about actions in progress. Which of these things do they talk about?

- A what they were doing last night
- B what they were doing when something else happened
- C what they were doing when they met their best friend

- 3   2.2 Complete the sentences with the past simple or past continuous form of the verbs in brackets. Watch or listen again and check your answers.

- 1 Last night at six o'clock I (walk) to my nan's house.
- 2 I (clean) my room about a week ago and I (get) a phone call from my nan saying that my dog broke his leg.
- 3 I (play) hockey and afterwards I came home and (have) some food.
- 4 I (practise) my drama lines for my drama exam and my mum (call) me, saying my cousins were coming round this weekend.
- 5 I (be) out shopping with my friend when I (hear) there was a sale in my favourite shop.
- 6 I (do) my homework and my auntie (ring) to tell us that she had her baby.

- 4 Read grammar box 2 below. Then read paragraph A in Ex 5 and choose the correct answer for question 1. Why isn't the past continuous form used?

explore grammar 2

→ p128

verbs not used in the past continuous

Some verbs, particularly about sensing and knowing (e.g. *know, like, hate, look, hear*) are stative and are not used in the past continuous.

As a child, I **hated** reading everything twice!

- 5 Choose the correct verb forms to complete the interview. Are there any other examples of stative verbs in the text?



A Where did you go and why?

My grandparents are Mexican, but before this summer, I **was not understanding / did not understand** much Spanish. So my brother and I **were going / went** to my grandparents' house in Mexico to change that.

B How did you learn?

When we arrived, our grandparents **were waiting / waited** to greet us at the airport in the town of Merida. We didn't use any books to learn Spanish, but we didn't need them. We **were going / went** with our grandmother to the local market every day, where we **were choosing / chose** something tasty for our dinner that day. One day, we **were listening / listened** to Mexican songs on the radio while we **were cooking / cooked** together, and I realised I could understand all the words!

C What did your grandfather teach you?

Most weekends we **were exploring / explored** interesting places around town with my grandad. One day, he **was shutting / shut** the car door on his finger. I **was hearing / heard** him say a new word. 'What does that mean, Grandad?' I asked. 'You don't need to know that word,' he told me! I'm not bilingual yet, but I'm good at communicating in Spanish now.


game on

Write one true sentence and one false sentence about last week using the past simple and past continuous. Work in pairs and swap sentences. Can you guess which sentence is true?

VOCABULARY

language and communication

1 Work in pairs. What two pieces of advice would you give a student starting to learn English? Why?

2  2.3 Complete the conversations with these verbs. Listen and check your answers.

explain mean pronounce repeat
say speak translate understand

- 1 A: Listen and after me: success.
B: Success.
- 2 A: How do you 'difficil' in English?
B: 'Hard' or 'difficult'.
- 3 A: What does 'challenge' ?
B: Something new, exciting or difficult.
- 4 A: Can anyone Italian?
B: Yes, I can.
- 5 A: How do you this word?
B: P-R-O-U-D. Proud.
- 6 A: Can you this word into Turkish?
B: Yes, that's 'mutlu'.
- 7 A: I don't this grammar point.
B: Don't worry, I can it again.

explore language

verb + preposition collocations

A listen to, talk to, speak to, explain (something) to someone

Who were you **talking to**?

B talk about, speak about something

They were **talking about** sport.

Note: We say **something** to someone, but **tell** someone something.

3 Read the language box. Choose the correct verb to complete the sentences.

A tell, talk


- 1 Tell / Talk us a story.
- 2 She didn't tell / talk me the answer.
- 3 If I have a problem, I tell / talk to my friends.

B say, speak

- 4 Say / Speak the alphabet in English.
- 5 We say / speak two languages at home.
- 6 My sisters say / speak in very quiet voices.

C hear, listen

- 7 Please hear / listen to your teacher.
- 8 Hear / Listen! This song is amazing!
- 9 Can you hear / listen me now?

4  Read the blog post. For each question, choose the correct answer.

When in Rome, ...

This time last year my dad and I were getting onto a plane to take us from our home in Canada to Italy. My teacher had often ¹ us stories about her life when she lived in Rome, and I couldn't wait to experience all that myself. I'd taken Italian lessons, but it was difficult to ² notices and things into English because they used so many words I didn't know. I spent ages preparing questions, but whenever they gave the answers or ³ their ideas, it just came out so fast!

Fortunately, the hotel staff could ⁴ both Italian and English, and they helped us a lot. In fact, I found it easier to ⁵ to them than other people in Italy. One day, my dad hired a car and we were driving around. We stopped at the red light, but all the cars behind started beeping at us. My dad was getting really upset. Eventually, the driver behind came up to ⁶ to my dad. 'Signore,' he said, very politely, 'In Italy the red lights are more of a suggestion than a rule!'

- | | | | |
|---------------|---------|--------------|--------------|
| 1 A spoken | B said | C told | D explained |
| 2 A talk | B mean | C listen | D translate |
| 3 A explained | B spoke | C understood | D pronounced |
| 4 A tell | B say | C speak | D talk |
| 5 A say | B talk | C hear | D listen |
| 6 A pronounce | B speak | C translate | D tell |

Speak up

5 Which English speaking country would you like to visit? Why? What would you do there?

game on

Work in pairs. Take turns to say a verb from Ex 2 or 3. Your partner makes a sentence with the verb. Which verbs don't collocate with to?

Listen.

You never listen to me.



2 Get the message

LISTENING

Power up

- 1 Do you think these are good ways to learn something new? Why/Why not? Which one would you prefer?

do a course get an app look online read books
talk to other people watch someone else

Listen up

- 2 2.4 Listen to Rick talking about a camp he went to last summer. What type of camp was it?
- 3 Read the exam tip and complete the task.

exam tip: gap fill

Predicting the word before you listen (e.g. The last date = a day) will help you to focus.

Look at the sentences below. What kind of word is missing in each gap (a number, a place, etc.)?

Rick's

SUMMER APP CAMP

The last date Rick could apply for App Camp was ¹

Rick joined the app course for ²

Rick's app is called ³

Rick got the idea for his app when he was arranging a ⁴

Rick's app came in second place and he won a ⁵

As part of the course, Rick's group visited a museum of ⁶



- 4 2.5 Listen to the rest of Rick's talk and complete the sentences in Ex 3. Write one or two words or a number or a date.

- 5 2.6 Listen again and check your answers.

explore grammar

→ p128

-ing form

We use the *-ing* form:

A as the subject or object of a sentence.

Applying takes time – it's a popular camp.

B after prepositions.

You don't end **up forgetting** to text someone.

- 6 Read the grammar box and complete the app reviews with the *-ing* form of these verbs.

celebrate choose code eat learn
make recommend waste

The best apps out there



StudyFriends

Working with other students on projects lets you get to know their work pretty quickly. If you like ¹ other people's success, the StudyFriends app lets you do just that! ² a co-student couldn't be easier and you can let everyone else know just how wonderful they are!

Yeti Monster

³ is one of the most useful skills out there. ⁴ to write your own code is simple with the Yeti developer's kit. It lets students of all ages create their own apps. This app will save you from ⁵ time on typical mistakes.

HealthMap

⁶ the right choices for your health can be difficult in your teens. With this app, ⁷ the healthiest options is easy – just scan any barcode and the app will tell you the calorie count and other information about the food you are planning on ⁸



Speak up

- 7 Work in pairs. Imagine you went to a specific kind of summer camp (e.g. a performing arts camp or a sports camp). Take turns to interview your partner about your experiences at the camp.

SPEAKING

Power up

1 Which of these people do you speak to most days? Which do you never speak to? Why?/Why not?

best friend bus drivers other people in queues
people on public transport shop assistants teachers

2 Work in pairs. Choose one of the topics below (1-3) to talk about for thirty seconds. Use these question words to help you plan your answer. Make notes before you start.

who what where when why

- 1 someone you see every day but never say hello to
- 2 the person you find it easiest to talk to about problems
- 3 someone you would like to speak to one day

explore language

describing a photo

giving an introduction

I think this photo shows a typical scene in a ...

introducing the people

There are three people in this photo, and a few others in the background.

saying where the photo was taken

I guess that this photo was taken in (a shop/street) because of all the (objects/buildings) around the people.

saying what the people are doing

The woman is definitely (buying something) because ...

I'm pretty sure that the man (is lost) because ...

3 Read the language box. Work in pairs to talk about photo A for one minute. Make notes before you start.

- 1 Where are they? How do you know?
.....
- 2 What objects can you see? What adjectives describe them?
.....
- 3 What do the people in the photo look like? What adjectives describe them?
.....
- 4 What are they wearing? What are they doing?
.....



4 2.7 Read the exam tip and complete the task.

exam tip: describing a photo

→ p147

Remember that you need to speak for one minute. If it helps, use fifteen seconds to:

- 1 introduce the idea.
- 2 describe the place.
- 3 say what the people look like.
- 4 say what the people are doing.

Listen to a student describing photo A. What else could she talk about to fill the sixty seconds?

Speak up

5 **e** Work in pairs. Student A, turn to page 156. Student B, look at photo B on this page. Follow these steps.

- 1 Take turns to describe your photos in approximately one minute.
- 2 Time your partner as you listen. Did he/she speak for one minute? If not, what else could he/she talk about? Look at your notes from Ex 2.

Speaking extra

6 Tell the class about a conversation you had with someone you didn't know. What were you doing? What happened?

2 Get the message

WRITING

Power up

1 Have you ever said something funny when you didn't mean to? Why was it funny?

2 Work in pairs. Read the student mistakes. Can you correct them?

1 I never used to like olives but now they are starting to grow in me.

2 Being a shop assistant is hard. You have to smell all the time.

3 First, cut all the vegetarians into small pieces.

4 On Sundays we often have lunch or suffer with my grandparents.

5 Put the flower and eggs in a bowl and add some water.

6 I never buy recipe books, I borrow them from the bookshop.

7 What is your favourite plate to eat at a restaurant?

3 Look at the situations in Ex 2 again. What were the students trying to say? What did they actually say?

4 Have any of these things happened to you when you were speaking in another language? Where were you when it happened? What were you doing?

- You forget a word.
- You go red.
- You panic and say nothing.
- You say the wrong word.



5 Which tense do we use:

- 1 when we talk about the main events in a story?
- 2 to say what we were doing at a certain time in the past?

6 Complete the story with the past simple or past continuous form of the verbs in brackets.

Sunday roast?



Last year I ¹..... (stay) with a wonderful family in England. The mum was really kind and ²..... (cook) brilliant food. One day we ³..... (eat) a traditional Sunday lunch of roast chicken with potatoes and vegetables, and a brown sauce called 'gravy'. It was delicious. While we ⁴..... (eat), I ⁵..... (try) to make conversation and said, 'This kitchen is really good!' Everyone looked surprised. 'It's old now,' said the mum. 'My husband ⁶..... (do) it a few years ago.' Then I ⁷..... (realise) the word I wanted to say was 'chicken'. I always confuse 'kitchen' and 'chicken' because they sound alike. When they finally understood, they all ⁸..... (laugh).

- 7 Read the language box. Then find strong adjectives and adverbs in the story in Ex 6.

explore language

strong adjectives and adverbs

We use strong adjectives to make our writing more interesting.

awful brilliant delicious disgusting fantastic
furious hilarious huge terrible wonderful

We can also use an adverb to make an adjective stronger.

really kind very big extremely dangerous

We don't use *very* or *extremely* with strong adjectives. We use *absolutely*.

very fantastic absolutely fantastic
extremely brilliant absolutely brilliant

- 8 Find words in the sentences that can be replaced with these words.

delicious disgusting fantastic furious hilarious huge

- The film was very funny. We laughed all the way through it.
 - The pasta was very bad because I cooked it for too long!
 - I took a tour around the Hollywood stars' homes – they were really big.
 - My brother was very angry when I broke his new phone.
 - Our holiday was really good. I didn't want to come home!
 - This soup is very good. Did you make it?
- 9 Work in new pairs. Retell your story from Ex 4, using a range of past tenses and strong adjectives. Did it sound different? How?

Plan on

- 10 Read the writing task below and answer the questions.

- Where must the sentence given in the task come in your story?
- How many words do you need to write?
- Who are you writing for?

Your English teacher has asked you to write a story. Your story must begin with this sentence:

'I glanced around and everyone in the room was looking at me.'

Write your **story** in about **100 words**.

exam tip: story

→ p154

Are you writing a story? First, think of an idea that could follow the sentence given in the task (e.g. Why were they looking at you?). Then plan it (e.g. When? Where? Who? What happened in the end? What past tenses can you use?).

- 11 Read the exam tip. Then read the ideas for sentences that could follow the one given in the writing task. How could the story develop? Use the exam tip to help you.

1 I was speaking English in the classroom and made a big mistake.

2 I was singing in a school concert when I forgot the words.

3 I was giving a class presentation and the electricity went off.

- 12 Choose an idea from Ex 11. Answer the questions to plan your answer.

- When did it happen?
- Where did it happen?
- Who was there?
- What was the main action?
- What happened in the end?

Write on

- 13 e Write your story in about 100 words.

Improve it

- 14 Read your story and follow these steps to improve it.



- Find the adjectives. Can you think of a place to add two more?
- Can you improve on any of the adjectives (e.g. *nice* → *delicious*, *big* → *huge*, *good* → *amazing/fascinating*)?
- Check the past tenses. Did you use the past simple and past continuous? If not, can you find a place to put them both in?





SWITCH ON

School interpreters

- 1 Work in pairs and discuss your favourite words in English. Why do you like them? Is it because of what they mean, how they sound or because you think they are funny?
- 2 Work in pairs and follow these steps.
 - 1 Choose an English word from a dictionary (that nobody in your class will know).
 - 2 Write one wrong definition and the real definition.
 - 3 Show your word and your definitions to another pair. Can they guess which one is correct?
- 3  Watch the clip. What are the benefits of learning to be an interpreter?
- 4  Watch again and answer the questions.
 - 1 How many different nationalities live in London?
 - 2 Where is Konstantin from?
 - 3 Why does Konstantin like being an interpreter?
 - 4 Why does Dagmara think learning to be an interpreter is a good thing?

Project

- 5 Work in pairs to create an information poster for a new student at your school. Follow these steps.
 - 1 Talk about these things and make notes.
 - places you need to show them
 - people they need to meet (teachers, fellow students, etc.)
 - helpful information about your school
 - something funny that has happened at school
 - 2 Create your poster. Make it as detailed as possible. Add a map and route around the school and information from your notes.
 - 3 Share your posters and vote for the best one.

INDEPENDENT LEARNING

Setting goals

- 1 Read what four students say about their learning goals. Which student do you think will be more successful? Why? What can each student do to achieve these goals?
 - 1 'I want to get better.'
 - 2 'I need to learn ten new irregular past verbs by next week.'
 - 3 'I want to learn new words.'
 - 4 'I want to be able to comfortably speak for one minute.'

- 2 Read the statements below. Do you agree with them? Mark each one (1–6). Then work in pairs and discuss your answers.

1 = strongly agree	4 = slightly disagree
2 = agree	5 = disagree
3 = slightly agree	6 = strongly disagree

- 3 Work in pairs again and make a list of things you would like to improve in your English.

- 1 It's enough to do the homework the teacher sets.
- 2 If I work on things I find difficult, I'll get better.
- 3 I know where I need to practise more.
- 4 I know what to do to find help to improve.
- 5 I will easily see if I've improved or not.

Why would you like to improve those things?

I would like to improve my vocabulary so I don't always use the same words.

- 4 Set two goals for yourself. Think about what you find difficult at the moment. How will you try to improve? How will you check that you are making progress?
 - 1 I want to
I will do this by
 - 2 By the end of next month, I want to
I will do this by

UNIT CHECK



Wordlist

Language and communication

- explain (v)
- hear (v)
- listen (v)
- mean (v)
- pronounce (v)
- repeat (v)
- say (v)
- speak (v)
- talk (v)
- tell (v)
- translate (v)
- understand (v)

Strong adjectives and adverbs

- awful (adj)
- brilliant (adj)
- delicious (adj)
- disgusting (adj)
- extremely (dangerous/kind/etc.) (adv)
- fantastic (adj)
- furious (adj)
- hilarious (adj)
- huge (adj)
- really (dangerous/kind/etc.) (adv)
- terrible (adj)
- wonderful (adj)

Other

- allow (v)
- app (n)
- celebrate (v)
- choose (v)
- code (v)
- disappear (v)
- do a course (phr)
- dream (v)
- fashionable (adj)
- grow up (phr v)
- increase (v)
- international (adj)
- local (adj)
- look online (phr)

- pay attention (phr)
- realise (v)
- recommend (v)

Extra

- criminal (n)
- culture (n)
- go red (phr)
- make conversation (phr)
- panic (v)
- say nothing (phr)
- smuggler (n)
- survive (v)

Vocabulary

1 Complete the sentences with words from the *Language and communication* section of the wordlist in the correct form.

- 1 I really need someone to the meaning of this word to me.
- 2 I don't like it when people really quickly. I can't understand what they're saying.
- 3 My history teacher used to us jokes all the time.
- 4 The quality of the recording was really bad. I couldn't what the people were about.
- 5 When people unkind things, they don't always them.

2 Match 1–6 with A–F to make sentences.

- 1 I translated the word 'sugar' as 'salt'. The cake I made was absolutely
- 2 I was passing notes under the table to my friend and the teacher was really
- 3 Talking to people you don't know online can be extremely
- 4 The awful joke my brother sent was absolutely
- 5 My pen pal is really
- 6 I couldn't stop laughing. That meme you sent was

- A terrible. Not even a five-year-old would find it funny.
- B furious with me.
- C brilliant. She's passed all her exams with top grades!
- D dangerous, so it's best to stick to people you know.
- E hilarious, especially the cat!
- F disgusting. That'll teach me!

3 2.8 Listen to six sentences. When you hear the beep, write the correct word from the *Other* section of the wordlist.

- | | |
|---------|---------|
| 1 | 4 |
| 2 | 5 |
| 3 | 6 |

4 2.9 Listen and check your answers.

5 The verbs in bold are in the wrong sentences. Put each verb in the correct sentence.

- 1 How do you usually **recommend** your birthday? Do you have a party?
- 2 We want to take our cousins out to dinner. Can you **translate** a good restaurant?
- 3 Stop talking and **do** attention to what I'm saying! It's important!
- 4 I'm sorry, I didn't hear the question. Can you **choose** it, please?
- 5 I know what the word means but I can't say it! How do you **repeat** it?
- 6 Mike doesn't speak German, so he asked me to **celebrate** the letter into English for him.
- 7 My dad's painting all the walls yellow, but I'm going to **pronounce** a different colour for my room. I don't like yellow very much.
- 8 I want to learn how to design apps, so I'm going to **pay** a course in the summer.

UNIT CHECK

Review

1 Choose the correct words to complete the sentences.

- While my sister **finished** / **was finishing** her homework, I **put** / **was putting** the dishes away.
- My mum **helped** / **was helping** me to find a website after I **asked** / **was asking** her.
- The TV documentary **came** / **was coming** to an end while I **slept** / **was sleeping**.
- I **take** / **was taking** notes while I **watched** / **was watching** the programme on TV.
- I **thought** / **was thinking** that the homework **seemed** / **was seeming** quite easy.
- This time last year I **studied** / **was studying** at a Spanish school and I **lived** / **was living** in Valencia.
- I **broke** / **was breaking** my watch while I **played** / **was playing** tennis.
- My brother **played** / **was playing** his drums while I **tried** / **was trying** to study for my French exam!

2 Read the answers and complete the questions.

- A: last night?
B: Yes, I was studying at 8 o'clock.
- A: the film?
B: No, I didn't like the film at all.
- A: the football match last night?
B: Yes, we were watching the football match together.
- A: yesterday?
B: No, I didn't go out. I wasn't feeling very well.
- A: at six o'clock?
B: Of course I was sleeping! I got up at nine.
- A: this morning?
B: No, she didn't call me because she didn't have my number.

3 Write these verbs in the correct group.

believe feel (cold or hot) feel (= think) have (a pet)
have (dinner) like look forward to own stop take
think (about a problem) think (= have an opinion) want watch

state	action

4 Complete the joke with the past simple or past continuous form of the verbs in brackets.

Daniel ¹..... (drive) through Dublin when he ²..... (lose) his way. A woman ³..... (walk) along the street, so Daniel ⁴..... (get out) of the car and ⁵..... (speak) to the woman.

'Excuse me,' he ⁶..... (say), 'Can you tell me the quickest way to get to Cork?'

The woman ⁷..... (look) at Daniel and ⁸..... (ask), 'Are you on foot or in the car?'

'In the car,' Daniel replied.

The woman ⁹..... (smile). 'Ah well, that will be the quickest way to get there.' And then she ¹⁰..... (walk) off.



5 2.10 Listen and check your answers. Do you understand the joke?

6 Read the article and for each question, write the correct answer. Write one word for each gap.

Lost in translation?

Some conversations are hard. You've upset a friend. Someone has posted unpleasant comments about you online. Before starting any conversation in situations like these, there are a ¹..... things you should think about. Start by asking yourself ²..... the worst part is. The conversation might not be as bad as you ³..... expecting. You don't always have to be right. Sometimes it's more important to stay friends. Then choose the right time to speak. It helps to make sure the other person is in a good mood, particularly ⁴..... your conversation is about something personal. Avoid using words like 'you', which can make you look angry, and don't focus ⁵..... complaints that are connected to other things. Finally, ⁶..... you are listening, remember that we all feel hurt and fear differently. Just because you feel fine doesn't mean others do too.

7 Write a blog post giving young people advice on how to communicate better.

“

Technology is about people.

”



Look at the photo and discuss the questions.

- 1 What can you see in the photo? What does it do?
- 2 What's the most important piece of technology that you use? Why?
- 3 Does technology help or stop you connecting to the world? How?

3

The future is now

READING

topic: the future of music
skill: skim-reading a text
task: gapped text

GRAMMAR

talking about the future: *will*,
going to, present continuous,
present simple
modal verbs for advice and
suggestions

VOCABULARY

technology in the home
phrasal verbs

LISTENING

topic: buying something new
skill: identifying differences
task: multiple choice (pictures)

SPEAKING

topic: the future of
technology
skill: giving and asking for
opinions, agreeing and
disagreeing
task: collaborative task and
discussion

WRITING

topic: living without
technology
skill: giving advice and making
suggestions
task: email

SWITCH ON

video: app entrepreneurs
project: design an app

3 The future is now

READING

Power up

1 Work in pairs and discuss the questions.

- 1 What kind of music do you usually listen to?
- 2 Where do you get that music from?
- 3 How do you prefer to listen to music?

2 Work in pairs. Read the title of the article and discuss the questions.

- 1 What's the topic of the article?
- 2 What do you think it might say about these things?
 - access to music
 - music format (e.g. CDs, mp3)
 - listening to music
 - music concerts
 - music videos
 - writing music

Read on

3 Read the exam tip and complete the task.

exam tip: gapped text

Read the text quickly to understand what it's about. It will help you complete the task. You can:

- move your eyes left to right and down quickly to pick out key words (e.g. verbs and nouns).
- read the first line of each paragraph.

Read the article quickly using one of the ideas above. Which things from Ex 2 does the article mention?

4 e Read the article again. Five sentences have been removed from the article. For each question, choose the correct answer. There are three extra sentences which you do not need to use.

- A Users can take things away if they like.
- B However, a few bands are trying them out at a festival next month.
- C All of these things are great ideas.
- D It won't be able to do it alone though.
- E They store music, play it and record it.
- F But none of those things came true.
- G If musicians need help with this, I'll do it.
- H The technology will also stop those people from sending the music to others.



5 Find words or phrases in the article that have these meanings. Are they adjectives, adverbs, verbs or nouns?

- 1 seen at the same time it is happening (e.g. music) (para 2):
- 2 happening often (para 2):
- 3 getting the result you want (para 2):
- 4 without anything or anyone else coming in between (para 3):
- 5 make (para 4):
- 6 say that something will happen before it happens (para 5):
- 7 a group of musicians (para 5):
- 8 so good that you can't believe it (para 5):

Sum up

6 Work in pairs. Explain in your own words how the article suggests these things will change the way we make or listen to music.

- virtual reality
- file-sharing technology
- intelligent machines

Speak up

7 Work in pairs. Which changes in the article do you think would be good? Which wouldn't? Why?

8 What other changes in music would you like to see? Make a list of ideas. Present your best idea to the class.

The future of music

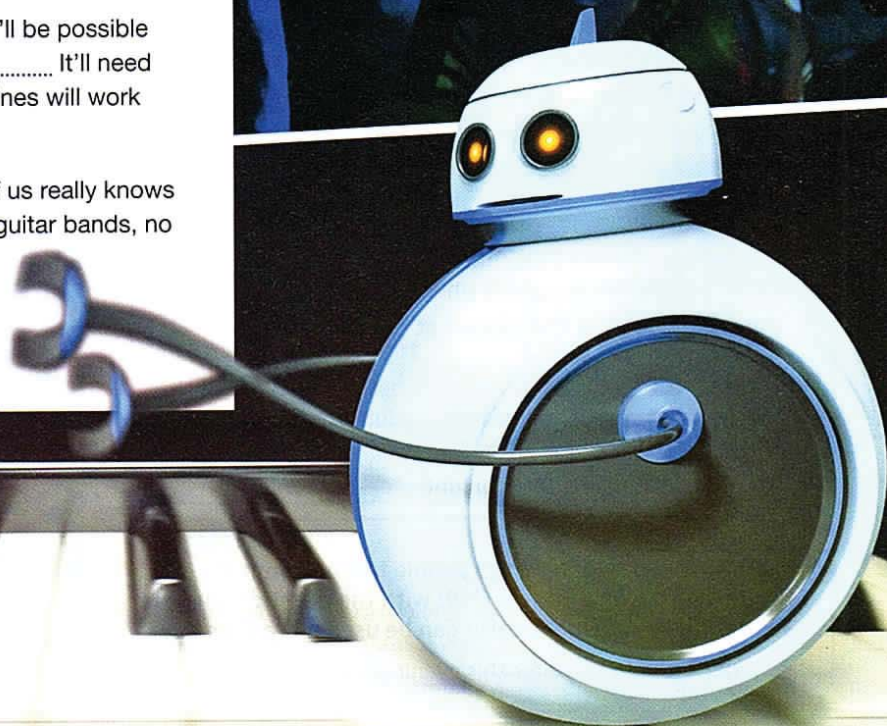
Changing technology gives us new ways to record and play music. Twenty years ago, musicians typically made music in recording studios and we listened to it on CDs. A few years later, more musicians used their laptops and we used MP3 players to listen. Now everyone can use smartphones. ¹ So, how will technology change the music industry in the future?

Music videos are a great way to tell a story about a song. In future, we'll watch music videos in virtual reality and be a part of that story. We'll also regularly watch live virtual reality concerts from our own homes. We'll put on our headset just before the concert starts and be ready to go. Virtual reality concerts might not be common at the moment. ² If successful, these concerts are likely to become very popular.

Musicians are always looking for new ways to connect with listeners of their music. New technology, known as a 'block chain', will allow musicians to share new songs directly with fans. ³ This means musicians will no longer lose money through file sharing. Some artists are going to try out this technology soon.

Finally, we won't only listen to music made by humans. It'll be possible for a machine to learn how to write songs too. ⁴ It'll need us to help it so it'll be a team activity. Humans and machines will work together to produce, hopefully, great music.

Of course, the great thing about the future is that none of us really knows what will happen. In the past, people predicted no more guitar bands, no more rock music and no more radio. ⁵ What we do know about the future is that, with all these incredible developments in technology, music's going to be exciting!



3 The future is now

GRAMMAR

1 Read the grammar box. Match the future forms in bold in the sentences (1–6) with the uses (A–F).

- 1 In future, we'll **watch** music videos in VR.
- 2 We'll put our virtual reality headset on just before the concert **starts**.
- 3 A few bands **are trying** them out next month.
- 4 Some artists **are going to try out** this technology.
- 5 If musicians need help with this, I'll **do** it.
- 6 What we know is that, with developments in technology, music's **going to be** exciting.

explore grammar

↳ p130

talking about the future

will

We use *will*:

A for predictions based on our personal opinions.

I think the music I like **will change** in future.

B for offers and immediate decisions.

Don't worry, I'll **lend** you some money for the concert ticket.

It's quiet in here. I'll **put** some music on.

going to

We use *going to*:

C for intentions or things we're planning (but we haven't decided the details yet).

The boys **are going to start** their own band.

D for predictions based on outside information.

You don't like rap, so you **aren't going to like** this song.

present continuous



E We use the present continuous for arrangements with other people (we've agreed when, where etc.).

I'm **meeting** Abi at the concert at 8 p.m.



present simple

F We use the present simple for scheduled or timetabled events.

The concert **finishes** late tonight.

2   3.1 Watch or listen to people talking about the future. Match the speakers (1–9) with the question they are answering (A–C). One speaker can be used more than once.

- A What are your plans for this evening?
- B How do you think the way you listen to music will change in the future?
- C How do you think your musical tastes will change in the future?

3   3.2 Choose the most appropriate future form to complete the sentences. Watch or listen again and check your answers.

- 1 In the future I think people are listening / **will listen** to music the same way as they do now.
- 2 I listen to pop music but in the future I think it **will change** / **changes** to opera.
- 3 I'm not sure, so I probably / I'll probably watch TV with my family.
- 4 I don't think my music taste is changing / **will change**.
- 5 I think I **will change** / **change** my style of music in the future.
- 6 I'm meeting / I'll meet my uncle for lunch and we'll go / we're going to a Turkish restaurant.
- 7 I think more people are starting / **will start** listening to vinyls again.
- 8 Tonight I go / am going to go out with my friends to the cinema.
- 9 I meet / I'm meeting a friend for lunch in town.
- 10 Tonight I'll iron / I'm going to iron my clothes.

4 Read the article. Choose the correct verb forms to complete it.

A NEW TYPE OF



On Friday, rock star Hatsune Miku ¹**start** / **starts**

a tour of Japan, where she'll sing and dance. Thousands of fans ²**are** / **is** going to her concerts. ³**They'll** / **They won't** scream and call her name because they love her. This doesn't sound unusual for rock concerts, but it is, because Miku isn't real. She's a hologram, which is created by a computer program. Because the technology is possible now, experts believe more concerts like this ⁴**are** / **aren't** going to take place in future. Miku isn't ⁵**go** / **going to go** away any time soon and it's likely that new holograms will ⁶**come** / **to come** along and be even more popular than her in future.

Speak up

5 Work in pairs. Tell your partner about these things. He/She asks questions to find out more about your sentences.

- 1 something you'll offer to do for your parents tonight
- 2 an arrangement you have for the next few days
- 3 something you intend to do in the near future
- 4 a prediction about the next year

I'll probably do the washing-up after dinner.


Will you do it on your own or will someone help you?

VOCABULARY

technology in the home

1 Match these words with the photos (A-H).

coffee maker dishwasher fridge-freezer
kettle microwave remote control
smart TV washing machine

2  3.3 Listen and match the sounds (1-6) with six of the photos in Ex 1 (A-H).

3 Match the phrasal verbs in bold with their meanings (A-H).

- 1 I never remember to **switch** lights off when I leave a room.
- 2 The electricity at home **goes off** during bad weather.
- 3 My parents often ask me to **turn** the TV down.
- 4 As soon as I wake up, I **switch** my phone on and check it.
- 5 When I need to **set up** a program on my computer, I ask someone else for help.
- 6 I **turn** the volume up when heavy metal comes on.
- 7 I **plug** my phone in at a coffee shop when my battery's low.
- 8 I never **shut** my laptop down. It's on all the time.

- A start a light/machine working
B make the sound quieter
C connect equipment to electricity
D stop a light/machine working
E make the sound louder
F make something ready to use
G close a computer/program
H stop working

explore language

phrasal verbs

Some phrasal verbs can be separated.

Turn on the light. **Turn** the light on.

When we use a pronoun, it must come between the verb and particle.

Plug it in first. **Shut it down** now.

Some phrasal verbs cannot be separated.

The lights just **went off** for no reason.

4 Read the language box. Which phrasal verbs in Ex 3 can be separated?

5 Work in pairs. Are the sentences in Ex 3 true for you? Discuss.

I never remember to switch off lights.
My mum gets annoyed with me.



6  Read the article. For each question, choose the correct answer.

How smart is your home?

Smart homes have arrived. We say, 'I on the central heating,' and the room starts to get warmer. We tap a button on our mobile and our kettle boils. We tap another button and the air conditioning off. So, what's the future for smart home technology? Well, first we need to be able to all of our machines at home to one remote control. That will make it easier for us to up our machines so that they're ready to use and manage.

The machines in our houses are becoming more so that we use less energy and save money. In the future, this is going to happen more. Perhaps your TV will switch off when it senses you have fallen asleep in the future. Imagine that! However, there are some possible For example, with our whole home online, we'll need to think hard about our security.

- | | | | |
|---------------|---------------|-----------|------------|
| 1 A Get | B Switch | C Try | D Keep |
| 2 A goes | B puts | C takes | D gets |
| 3 A tie | B start | C install | D connect |
| 4 A fill | B set | C end | D pick |
| 5 A efficient | B expensive | C relaxed | D hard |
| 6 A topics | B discussions | C issues | D opinions |

game on

Work in pairs. Take turns to draw a picture explaining one of the words or phrasal verbs on the page. Can your partner guess the word or phrasal verb?

3 The future is now

LISTENING

Power up

1 Which item from question 1 in Ex 3 would you buy? Why?

Listen up

2 Read the exam tip and complete the task.

3  3.4 Listen and for each question, choose the correct answer.

1 What does the girl decide to buy?



2 What has a music player in it?



3 Which book would the girl like?



4 What app does the boy decide to download?



5 What does the boy want?



6 Which of the boy's things has stopped working?




7 What does the girl collect these days?



exam tip: multiple choice (pictures)

Before you listen, read the questions, identify what's in the pictures and predict words you might hear in the recording.

Read question 1 in Ex 3. What is this conversation about? What words might you hear?

4  3.5 Listen again and check your answers.

5 Read the grammar box. Which phrase is followed by a different verb form to the others?

explore grammar

→ p130

advice and suggestions

We use *should* and *ought to* + infinitive for advice.

What **should I buy**?

He **should get** a new mobile.

You **ought to get** a tablet.

To make a suggestion, we use *why don't you/we* + infinitive, *how about* + noun/-ing or *you could* + infinitive.

Why don't you charge your phone now?

How about downloading this one?

You could upload a photo of us.

We use *shall I/we* + infinitive for offers and suggestions.

Shall I ask her? **Shall we watch TV?**

6 Complete the conversation with one or two words in each gap.

A: What kind of phone ¹..... I buy?

B: You ²..... buy something older. It might not even charge properly!

A: How about this one? It's got a good camera.

B: Great! You ³..... make films on it!

A: Yes, that's true.

B: But maybe you ⁴..... to think about it for a while. Why ⁵..... you read some reviews?

B: Good idea. I could look online.

A: I'm good at research. ⁶..... I help you?

B: Yes, that'd be great.

Speak up

7 Work in pairs and do this roleplay.

Student A: You want to buy a mobile but you don't know which one to buy. Ask Student B for some advice.

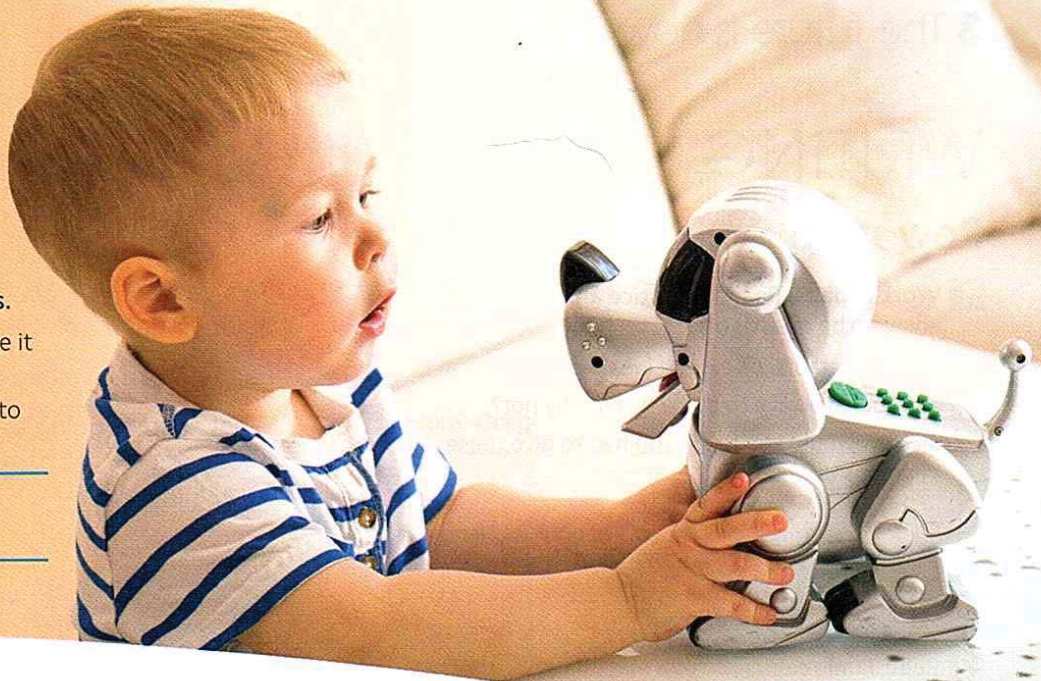
Student B: Student A wants to buy a mobile. Help him/her with some ideas.

SPEAKING

Power up

- 1 Work in pairs and discuss the questions.
- 1 If you had a robot, what would you like it to do for you?
 - 2 Which of these words would you use to describe your imaginary robot? Why?

calm convenient creative human
intelligent time trust useful



Speak up

- 2 3.6 Listen to two people talking about different robots. What types of robots do they talk about? Which one do they think would be the most useful? Why?

- 3 3.7 Listen again and complete the extracts from the conversation.

- 1 A: In my, the robot pet would be useful. People could play with it.
B: That's but it's not the same as a real pet.
- 2 B: In my, you couldn't really love a robot pet.
A: I I think that a lot of robots are very cute.
- 3 B: What's your view the robot doctor?
A: I don't think this would be a good idea. You couldn't trust it.
B: I'm not
- 4 A: It could only check our bodies. I'd that's a problem.
B: That's a point.
- 5 A: me, a robot that cleans my room would be really useful.
B: You're

- 4 Read the useful language and add phrases from Ex 3 to each group.

useful language

giving opinions

I think (that)

agreeing

I agree.

That's right.

asking for opinions

What do you think?

disagreeing

I can't agree.

OK, but ...

- 5 Read the exam tip and complete the task.

exam tip:

→ p148, p149

collaborative task and discussion

Listen carefully to what your partner says and respond before you give your own ideas.

Work in pairs. Choose three phrases from the useful language and give examples of how to use them.

- 6 **e** Work in pairs. Turn to page 158 and complete the task. Use as many phrases from the useful language as possible.

- 7 **e** Work in pairs and discuss the questions.

- 1 Would you like more technology in your life? Why/Why not?
- 2 Which do you think would be more useful: a robot to clean your room or a robot to do your homework? Why?
- 3 What's the best technology for watching a film? Why?
- 4 What do you think is most interesting about the internet? Why?

Speaking extra

- 8 Work in two groups. Read the comments below and discuss them. Persuade the other group to agree with you, giving reasons.

Group A: Think of reasons why the situations are good.

Group B: Think of reasons why the situations are bad.

Robots will improve our lives.

It won't be necessary to learn how to write with a pen.

Children will learn faster and better from a computer at home.

No one will need to learn how to drive.

3 The future is now

WRITING

Power up

1 Work in pairs. Read the notice and answer the questions.

- 1 Do you think it's a good idea?
- 2 Would you like to do it? Why/Why not?
- 3 How would you feel if you had to give these things up?

National Unplugged Day



This year's 'Unplugged' Day will be on Friday 22 November.

Each person gives up a gadget for the whole day.

What are **you** going to give up: your mobile phone, tablet, TV, games console or something else?

Plan on

2 Read Jamie's email to Mia and Mia's notes. Why is Jamie writing? What four things does Mia need to say in her reply?

From: Jamie To: Mia

Hi!

Sorry I didn't email last week. I had a terrible cold and was in bed all weekend. I feel much better now though.

So, it's National 'Unplugged' Day in two weeks. I'm going to try and give something up. Which do you think is easier: giving up a phone or a games console for the whole day? And what will I do with my time instead?

What are you going to give up?

Jamie

show pity

say which one

suggest ideas

tell Jamie

3 Read Mia's reply. Does she include all four points from the notes?

From: Mia To: Jamie

Hi Jamie,

Sorry to hear you were ill but ¹I'm glad you're feeling OK now.

²I think you ought to give up your games console for National 'Unplugged' Day. You only use it for a couple of hours after school, so I don't think it'll be too difficult.

³You could go out to the park instead. ⁴How about organising a volleyball match with some friends or something? I'm sure they'd enjoy that.

I'm going to give up my tablet. It's going to be difficult ⁵because I use it to chat with my friends but I think I should try it. Hopefully, I can do it. After all, it's just one day!

Mia



4 Read Mia's reply again and answer the questions.

- 1 When Mia includes the information from her notes, does she include only that information or does she say a little more about it?
- 2 How many paragraphs are there in the email?
- 3 What is the purpose of each paragraph?
- 4 Is the email formal or informal? How do you know?

5 Which three highlighted phrases in Mia's email give advice or make a suggestion? What is the purpose of the other two?

exam tip: email

→ p150

Use a variety of appropriate phrases in your email, e.g. phrases for giving advice or making suggestions. Avoid repeating the same one(s).

6 Read the exam tip. Then use these prompts to suggest five more activities that Jamie could do instead of playing on his games console.

- | | |
|-----------------------|-------------------|
| 1 You should ... | 4 You could ... |
| 2 You ought to ... | 5 How about ... ? |
| 3 Why don't you ... ? | |

7 Work in pairs. Read Greg's email and discuss the questions.

- 1 Which gadget should Greg give up? Why?
- 2 What are you going to give up? Why?
- 3 Will it be easy or difficult? Why?

Great!

say which and why

 From: **Greg**

Hi,

It's National Unplugged Day on Friday. I'm going to try and give something up. I can't decide between my mobile and my games console. What do you think I should do?

What are you going to give up? Do you think it'll be easy or difficult?

Greg

tell Greg

say which and why

8 Plan your reply to Greg. Decide:

- what information to give about each of the four notes.
- how many paragraphs to include.
- the purpose of each paragraph.
- what phrases to use to give advice and/or make a suggestion to Greg.

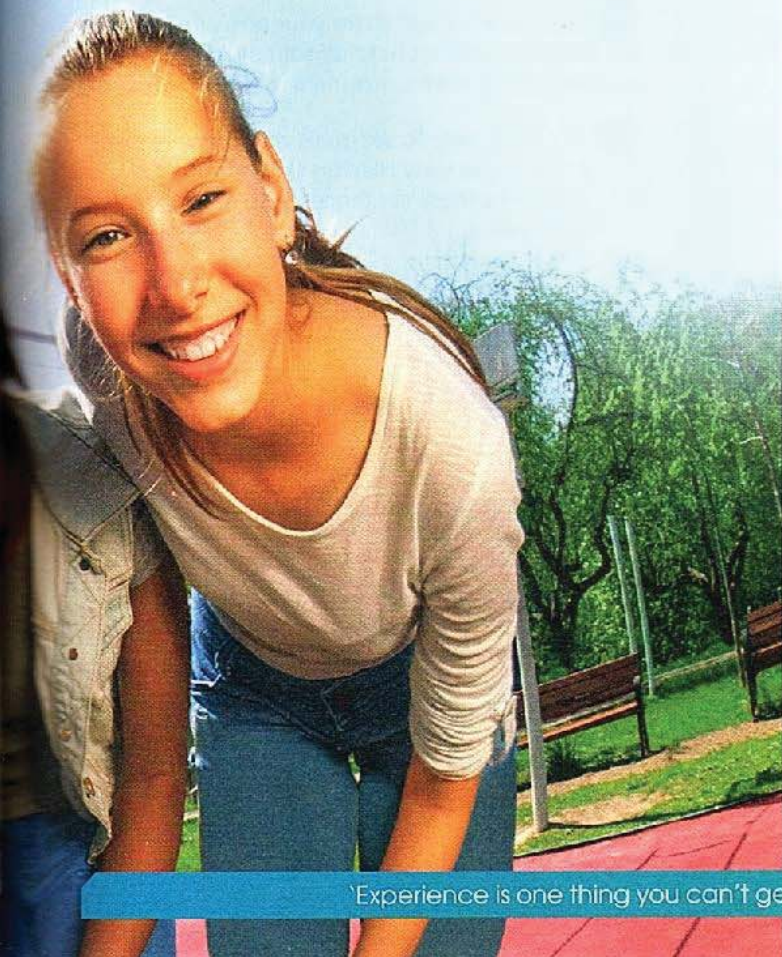
Write on

9 e Write your reply to Greg in about 100 words. Include all the information in the notes in Ex 7. Follow your plan from Ex 8.

Improve it

10 Read your email and answer the questions.

- 1 Does it include all the information in the notes? Did you add a little more information to each one?
 - 2 Did you organise your ideas clearly into paragraphs?
 - 3 Did you use a variety of appropriate phrases for advice and suggestions?
- 11** Use your answers to Ex 10 to improve your email. Write it out again if necessary.
- 12** Read your email one final time. Look for other errors (e.g. grammar, spelling and punctuation). Correct them.



Experience is one thing you can't get for nothing. (Oscar Wilde, Irish author)



App entrepreneurs

- 1 Work in pairs and discuss the questions.
 - 1 What are the three apps on your phone that you use the most?
 - 2 Have you ever had a good idea for an app? If so, what is it?
- 2 Watch the clip and answer the questions.
 - 1 What does Rajesh's app do?
 - 2 What does Brandon's app do?
 - 3 What does Emily's app do?
- 3 Watch again and complete the sentences.
 - 1 Each student has forty-eight hours to a new app and prepare a presentation or
 - 2 Next, mentors from big companies like Google help teams to develop their ideas by teaching them skills like
 - 3 But this is just the start of their journey as tech.....
- 4 Which app would you be most interested in using: Mealr, NYC Loop or Empire Bash? Why?

Project

- 5 Work in groups to research and design a new app that can be used by young people in your town or area. Follow these steps.
 - 1 Research apps for young people that already exist. Answer these questions.
 - What services do the apps provide?
 - How are they helpful for young people?
 - Why do you think young people might like/dislike these apps?
 - 2 Plan your app. Is it a completely new idea or similar to an existing app?
 - 3 What will your app look like? Design a logo and write a short description of it.
 - 4 Present your app to the class.
 - 5 Vote for the best app as a class.

INDEPENDENT LEARNING

Measure your progress

- 1 Look back at the Independent learning section for Unit 2 on page 30. What goals did you set yourself? How did you do?
- 2 Which of the things in the table can help you decide if you have achieved a goal? Tick the appropriate column.

	helpful	not helpful
performance in speaking and writing tasks		
test scores		
correct and incorrect answers in an exercise or test		
homework results		
what you found easy/difficult in class		
how confident you felt in class		
your effort		
the teacher's feedback		

- 3 Work in pairs and share your answers to Ex 2. Did you tick 'not helpful' for any of them? Why/Why not?
- 4 It is important to set goals that are very clear. Think about your reading skills in Unit 3. Complete these sentences with new goals for reading.

- 1 I think I did well in
- 2 I found difficult.
- 3 I need to work more on
- 4 I want to
I'll do this by

- 5 Work in pairs. Share your goals from Ex 4. What new goals did you set?

UNIT CHECK



Wordlist

Technology in the home

- coffee maker (n)
- dishwasher (n)
- fridge-freezer (n)
- kettle (n)
- microwave (n)
- remote control (n)
- smart TV (n)
- washing machine (n)

Phrasal verbs

- go off (phr v)
- plug (your phone) in (phr v)
- set (a new computer) up (phr v)
- shut (a laptop) down (phr v)
- switch (the light) on (phr v)

- switch (the radio) off (phr v)
- turn (the sound) up (phr v)
- turn (the volume) down (phr v)

Smart homes

- air conditioning (n)
- battery (n)
- central heating (n)
- charge (a device) (v)
- connect (v)
- download (v)
- electricity (n)
- file sharing (n)
- install (v)
- machine (n)
- online (adj)
- robot (n)

- tap (a button/an icon) (v)
- upload (v)

Other

- band (n)
- common (adj)
- convenient (adj)
- creative (adj)
- directly (adv)
- discussion (n)
- efficient (adj)
- human (n)
- intelligent (adj)
- issue (n)
- live (adj)
- predict (v)
- produce (v)

- relaxed (adj)
- successful (adj)
- trust (v)
- useful (adj)
- view (n)

Extra

- development (n)
- give up (phr v)
- music industry (n)
- musician (n)
- recommend (v)
- studio (n)
- suggest (v)
- (vinyl) record (n)

1 3.8 Listen to eight people describing an object from the *Technology in the home* section of the wordlist. Which item is each speaker describing?

- | | |
|---------|---------|
| 1 | 5 |
| 2 | 6 |
| 3 | 7 |
| 4 | 8 |

2 Rewrite the sentences. Replace the words in bold with the correct form of a phrasal verb from the wordlist.

- 1 This music's too loud. Can you **make it quieter**, please?
.....
- 2 Can you **start** the dishwasher before you go out?
.....
- 3 Where can I **connect** my mobile to electricity?
.....
- 4 Have you **made** your new tablet **ready for use** yet?
.....
- 5 Can you **stop the light working**? It's too bright.
.....
- 6 Oh I love this song. **Make it louder**!
.....
- 7 My laptop has **stopped working** for no reason and I don't know why.
.....
- 8 Shall I **stop** the computer from working?
.....

3 Complete the conversations with words from the *Smart homes* section of the wordlist.

- 1 A: You can their new song for free from their website.
B: Really? Cool! I love that song!
- 2 A: How does this app work?
B: Just this icon here, and wait for the 'ding' sound.
- 3 A: It's hot in here!
B: I'll turn on the
- 4 A: Can I plug in my phone here, please? My is low.
B: Of course.
- 5 A: And what does this do?
B: It makes ice cream. Cool, isn't it?
- 6 A: The printer isn't working!
B: You haven't plugged it in. Printers don't work without, you know!

4 3.9 Listen and check your answers.

5 Complete the sentences with words from the *Other* section of the wordlist in the correct form.

- 1 People will no longer go to music events. They'll just watch them online.
- 2 Robots will many of the things we own. Humans will lose jobs.
- 3 We won't have to be very Robots will do the thinking for us.
- 4 It'll be more to spend more time in the digital world than in the real world.
- 5 I that the world will be a safer place to be.

UNIT CHECK

Review

1 Choose the correct verb forms to complete the conversations.


- 1 A: Are you OK?
B: No. Look at the time. I'll / I'm going to be late!
- 2 A: The game's nearly over and Nathan's won all the points.
B: Yes, he has. He'll / He's going to win this match.
- 3 A: When will you be home?
B: The concert finishes / is finishing at ten, so just after that.
- 4 A: I can't find my mobile.
B: It's in the kitchen. I'm going to / I'll get it for you.
- 5 A: My tablet's not working.
B: Wait a minute. I'll / I'm going to have a look at it.
- 6 A: I'm meeting / I'll meet Sam tonight.
B: Oh, that'll be nice.
- 7 A: Do you want to go out tonight?
B: No, thanks. I'll / I'm going to stay in and watch something online.
- 8 A: Jake knows a lot about computers.
B: Yes, he does. Perhaps he'll / he's going to be a computer programmer.
- 9 A: Shall we go swimming?
B: OK. The pool is opening / opens at 8 a.m.
- 10 A: I'll start / I'm starting guitar lessons tomorrow.
B: Good luck!

2 Complete the sentences with the correct form of 'will' or 'be going to' and the verbs in brackets.

- 1 I (visit) the science museum with school next week.
- 2 I'm not sure if I have Tom's number. I (have) a look on my phone.
- 3 Look at this game – it looks great. I think I (ask) the shop assistant how much it is.
- 4 Oh no, I've forgotten my phone! I (have to) go back home and get it.
- 5 I (play) football with my friends after school.
- 6 Next week I (buy) some new headphones with my birthday money.


3  3.10 Listen to six conversations. What suggestion is given in each one?

- 1
- 2
- 3
- 4
- 5
- 6

4  3.11 Complete the conversations with these words. Listen again and check your answers.

about could go going I ought shall should you

- 1 A: I dropped my phone and the screen's broken. What I do?
B: You to take it to a mobile shop in town. They'll help you.
- 2 A: I'd like a new ringtone.
B: How this one? It's a singing baby.
- 3 A: I'd like to go shopping tomorrow. Why don't we together?
B: Oh sorry, I can't tomorrow. It's my dad's birthday.
- 4 A: What we do on Saturday?
B: How about to the cinema?
- 5 A: You should watch this video. It's really funny.
B: Why don't send me a link? I'll watch it later.
- 6 A: It's hot in here. Shall open a window?
B: Sure. You put the air conditioning on too if you want.

5  e Read the article and for each question, write the correct answer. Write one word for each gap.

The future of TV

by Lewis Kane



Will the next generation of families still watch TV? This is something I wonder. Research shows that a high percentage of families

still watch TV together ¹..... television isn't dead yet. However, I think that might change. The main reason is that older people are happy to watch thirty- or sixty-minute shows ²..... TV, but young people prefer ³..... watch video clips on social media apps using a mobile phone.

One thing is for sure: TV channels ⁴..... going to have to find new ways to attract the attention of young people. They'll need to be creative and produce things ⁵..... interest us. I think that ⁶..... first thing TV bosses should do is research. They ought to interview us and ask us for our ideas and opinions. I'm sure we'll have a lot to share.

6 Write a paragraph suggesting ideas for attracting younger viewers to TV channels.

“
I play
my own
game.”



Look at the photo and discuss the questions.

- 1 What kind of sports do you find most enjoyable? Why?
 - sports with you and another person
 - sports with your team and another team
 - sports for you and your individual ability
- 2 How important is winning to you?
- 3 In what ways are you a competitive person?

4

Taking part

READING

topic: unusual sports
skill: identifying phrases with similar meanings
task: multiple matching

GRAMMAR

present perfect
past simple and present perfect

VOCABULARY

sport

LISTENING

topic: enjoying sport
skill: listening for the question
task: multiple choice

SPEAKING

topic: watching and doing sport
skill: saying when you are not sure
task: describing a photo

WRITING

topic: a new sport
skill: linking ideas
task: article

SWITCH ON

video: top spin
project: plan a campaign

4 Taking part

READING

Power up

- 1 What sports can you do with this equipment? What sports don't require any equipment?

goggles helmet net racket trainers wetsuit

- 2 Can you think of any sports that are a bit unusual? Do you think many people play them?

Read on

- 3 Read the posts from five students who want to enter a sports competition. Which students like team sports?

1 Sandra

I like competitions where as many people as possible can play together. I've always played in team sports – I enjoy them a lot. I prefer really physical games that you can play outside. I'm very tough!

2 Luke

I cycle a lot. I've already won a few cycling competitions – but I'd like to do something in a team. I enjoy watching water sports and I think I'd like to try that – as long as it's something really fun.

3 Olivia

I've done gymnastics since I was little, so now I'd like to compete in a team running event that's fun and silly! Gymnastics has made me very strong and I'm a fast runner.

4 Joseph

I've tried team sports but I'm quite lazy, so I want to do something easy where I don't need lots of practice. I like silly games. And I don't want to buy any expensive equipment!

5 Hannah

I've just won a tennis competition, actually – but that was individual. I've never tried any team ball games, so I'd like to. Also, I want to do something outside as I live by the sea – something really active. I'm not keen on swimming, though.

- 4 Read the article on page 47 quickly. Match the photos (1–3) with three of the sports (A–H).

- 5 Read the exam tip and complete the task.

exam tip: multiple matching

Match phrases that have similar meanings.

Look at post 1 in Ex 3. The student says she enjoys sports where 'as many people as possible can play together'. Which phrase in text B expresses this idea?

- 6 e Read the article about sports again. Decide which sport (A–H) would be the most suitable for the students in Ex 3 (2–5).

- 7 Find phrases in the article that have these meanings.

- 1 happen, especially if planned or arranged (text A):
- 2 continue (text B):
- 3 join in something (text C):
- 4 think that something is important (text D):
- 5 stay or move on top of liquid without sinking (text G):

- 8 Work in pairs. Take turns to describe a sport or famous sports event without saying its name. Try to use a word or phrase from Ex 7 in your description. Can your partner name the sport?

Sum up

- 9 Work in pairs. What information do you remember about each sport in the article?

Speak up

- 10 Work in pairs. Which sports in the article do you think are difficult/easy? Why? Which of them would you like to try? Give reasons for your answers.

I don't think underwater cycling looks easy. It's hard to cycle underwater!

I'd like to try toe wrestling. It looks like anyone can do it.

Bed racing looks like fun. And I think it should be hard work to pull a big bed along!

An underwater scene showing several divers. One diver in the foreground is riding a blue bicycle while underwater. The scene is set in clear, greenish water.

Try these sports with a difference!

A Bossaball

Have you ever played volleyball? Well, Bossaball is similar to volleyball but also has elements of football, gymnastics and capoeira. It usually takes place on the beach on a specially designed inflatable court and has a trampoline on each side of the net. There are two teams with 3–5 players in each team. You might enjoy it!

B Kibasen

Have you ever wondered what sports Japanese kids play in school? It's a piggyback game played on a large field, with lots of teams all playing at the same time. The players beat the other team by being strong and keeping going till the end! But it's quite slow because you play until all teams are out except one.

C Underwater cycling

Can you imagine a race underwater on a bicycle? It's a difficult sport but you can do it in a swimming pool – or a lake. You take part as an individual on a specially designed bicycle. You need diving equipment and a wetsuit to take part. And you're not allowed to put your feet on the ground!

D Toe wrestling

Toe wrestling is like arm wrestling – but with your toes! You have to hold the other person's toe down for three seconds. You play against other people individually until someone has won. This event is taken very seriously by some competitors but anyone can join in. You don't need to train for it, so have a go!

E Shoulder wars

Or try shoulder wars. It's an informal game, which is played in water – mostly lakes or swimming pools. You play the game by riding on the shoulders of your teammates. You need to attempt to knock down and separate your opponents by pushing them into the water.

F Two-racket tennis

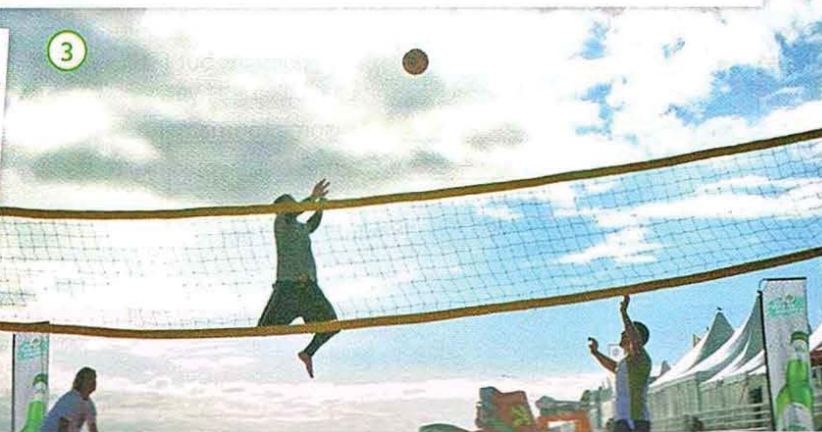
Two-handed, or two-racket, tennis is an unusual way to play the worldwide popular game of tennis. The game is played just like the traditional tennis game. The difference is that each player has a racket in each hand, so you can play with two forehands. Or two backhands if that's better!

G Bed racing

Yes, bed racing is a sport! The competitors push a bed along a route in teams of four or six, plus one on the bed. Each team provides their own bed, decorated in the theme for the year. The bed runs on four wheels, but also needs to be able to float. A typical race is 3 km long and includes going up hills and crossing a river.

H Jolleyball

If you can juggle, then jolleyball is a sport for you. It's a combination of volleyball and juggling – but mainly juggling. A game is played on a court similar to a badminton court, between two teams with two or three players each. Each player has to play with two balls and juggle between shots.



4 Taking part

GRAMMAR

- 1 Read the grammar box and complete the examples with the correct form of the verbs in brackets.

explore grammar



→ p132

present perfect

- A** a past action that has a result in the present
Gymnastics ¹..... (make) me very strong.
- B** past experiences or situations that are still true
I ²..... (try) team sports but I'm not very good.

present perfect with adverbs of time

- A** *just* for recent events
I ³..... (just/win) a tennis competition.
- B** *already* for something that has happened before now
I ⁴..... (already/win) a few cycling races.
- C** *ever* and *never* for any time up to now
I ⁵..... (never/try) any team ball games.
⁶..... (you/ever/ play) volleyball?
- D** *always* for something that has been true all our lives
I ⁷..... (always/play) in teams.
- E** We also use *for* and *since* with the present perfect.
I haven't tried a new sport **for** years. (a period of time)
I ⁸..... (do) gymnastics **since** I was little. (a specific time in the past)

- 2   4.1 Watch or listen to people talking about sports. Match the speakers (1-9) with the sports they say they have done (A-H). You need to match some speakers with more than one sport.

- | | |
|--------------------------|----------------------------|
| A swimming: | E netball: |
| B racquets: | F football: |
| C skiing: | G dancing: |
| D hockey: | H basketball: |

- 3   4.2 Watch or listen again and complete the sentences.

- I netball for the last two years.
- In hockey I for my region.
- I with dolphins but I still a chance to surf yet.
- We some tournaments.
- I tennis but I would like to try because it seems fun.
- I in the sea but I in a river or lake.

- 4 Work in pairs. Put these verbs in the past participle form and write sentences using them.

buy cut do find have play see start watch win

- 5 Complete the conversations with the present perfect form of these verbs.

do go live swim win

- A: (you) any sport today?
B: No, I
- A: (your friends/already) home?
B: Yes, they
- A: (you/ever) in a lake?
B: No, I
- A: (you) a competition?
B: Yes, I
- A: (your family/always) in this house?
B: No, they

- 6 **e** Read the review and for each question, write the correct answer. Write one word for each gap.

My review of our NEW CLIMBING CENTRE

Our new local sports centre has just opened. There are some great activities I want ¹..... tell you about. I had a really great day at the climbing wall. ²..... you ever seen a climbing wall? If you haven't climbed one ³..... and want to try it for the first time, come along! When you try climbing, you may find that you use parts of your body that you have ⁴..... used in other sports, so it's great fitness training. I'm sure you ⁵..... love it. Mr Bower, our instructor, has taught climbing ⁶..... many years and is very helpful and friendly. They always put their customers first, so don't worry – you'll be safe!

Speak up

- 7 Work in pairs. Take turns to tell your partner about your experience of sports and activities. Use verbs from Ex 5.

I've never taken a yoga class.

VOCABULARY

sport

1 Complete the notices (1–8) with these words.

changing rooms coach court locker match prize race track

2 Read the sentences and replace the words or phrases in bold with the correct form of these verbs.

beat compete hit kick lose score train win

- Dan **struck** the ball hard with the racket.
- My team **are the best** in every game.
- How many goals did they **get** in the last game?
- Our team **are the worst** in each match they play.
- He tried to **put** the ball in the net with his foot.
- Hundreds of students try to **win** against other teams.
- My coach helps me **prepare** for competitions.
- Germany **got more points than** Italy. They won 3–1.

explore language

noun and verb forms

Some nouns are the same as the verb.

score (v) – score (n) kick (v) – kick (n) race (v) – race (n)

Some nouns sound the same as the verb but the spelling is different.

practise (v) – practice (n)

3 e Read the language box and then the report. For each question, choose the correct answer.

PORTUGAL vs TURKEY

Here's a report on the big football ¹..... last night between Portugal and Turkey. It was very exciting and the final ²..... was 4–0 to Turkey. Many people wanted Portugal to ³..... because they were the favourite, but the fans were disappointed. The team needs to ⁴..... more because they aren't fast enough. The Turkish players work as a team and they're really fast – that's why they ⁵..... lots of goals. I don't think anyone can ⁶..... them at the moment.

- | | | | |
|-------------|----------|----------|-----------|
| 1 A sport | B match | C play | D race |
| 2 A goals | B points | C result | D game |
| 3 A win | B beat | C lose | D train |
| 4 A train | B think | C kick | D coach |
| 5 A collect | B hit | C score | D make |
| 6 A race | B beat | C France | D compete |

4 4.3 Listen and check your answers.

1 Noah Armstrong won the 10 km on Sunday. He ran it in forty-five minutes. Well done, Noah!

2 Please put your bags and football boots in a and leave your key with the PE teacher, Mr Short.

3 Congratulations to Ellen Granger who won first in the junior judo competition!

4 Running club: every Thursday at the new in the park. Everyone welcome.

5 Football against Carston High School on Saturday at nine o'clock. The coaches leave at 7.45 p.m.

6 Tennis club rule: all players must wear tennis shoes on the, please.

7 The gym are closed today because of a problem with the showers.

8 Good at tennis? You could be a tennis in our summer club. Two hours every day. Call 01772 56311.

Speak up

5 Work in pairs. Tell your partner about a sports match you have watched. Explain:

- who was playing.
- why they were playing (e.g. school competition).
- how well each team played.
- who you wanted to win and why.
- who won.
- what the losing team need to do better.

I watched the school tennis final ...

game on

Work in pairs. Explain a word from this page without saying it. Can your partner guess what it is?

A: It's something you do in sport. You do it with your foot.

B: Kick!

4 Taking part

LISTENING

Power up

- 1 Look at the girls in the photo. Why do you think they look happy?

Listen up

- 2  4.4 Listen to an interview with a student talking about sport. Is she good at sports?

- 3 Read the exam tip and complete the task.

exam tip: multiple choice

Listen carefully to the interviewer's questions. They will use words that help you decide where to find the correct answer, even though different words are used in the options.

Read question 1 in Ex 4. Which two words do you expect to hear so you know when to listen for the answer?

- 4  4.5 Listen again. For each question, choose the correct answer.

- 1 What does Elena say about running in competitions?
- A It can take several years to prepare for a race.
 - B You need to run a lot every day before the race.
 - C You can choose to run the same distance without competing.
- 2 What does Elena enjoy about running?
- A the opportunity to be outside
 - B the chance to test herself
 - C running with companions
- 3 Elena wanted to play rugby because
- A it's a faster game than netball.
 - B it has a lot of physical contact.
 - C the competitions are better.
- 4 What advice does Elena give to people who are bad at sports?
- A Keep going and you will improve.
 - B Use it as a way of getting fit.
 - C Try to enjoy whatever you are doing.
- 5 What does Elena like about team sports?
- A the feeling of being in a group
 - B the fact you can work less hard
 - C the way the group helps you
- 6 Elena suggests that if there is too much competition in a sport,
- A it's better to pick another sport.
 - B you should try doing the sport with a friend.
 - C you should choose to practise the sport privately.

- 5 Read the grammar box and complete the examples with the correct form of the verbs in brackets.

explore grammar

→ p132

past simple and present perfect

past simple

We use the past simple for an action that happened at a definite time in the past.

A few years ago you ¹..... (not enjoy) sports.

When I was younger, I ²..... (want) to play rugby.

present perfect

We use the present perfect for a past action when we don't know exactly when it happened or when the time isn't important. We also use it for a state or situation that started in the past and is still true now.

I ³..... (start) enjoying sport.

I ⁴..... (be) a runner for years.

- 6 Complete the sentences with the present perfect or past simple form of the verbs in brackets.

- 1 This is a difficult race. (they/do) enough training for it?
- 2 Freerunning is very exciting. I (try) it last summer.
- 3 Lucy and Connor (start) a freerunning club. Shall we join?
- 4 Nicole's very fit. She (run) in a marathon at the weekend.
- 5 I hope Nick wins the race. He (train) really hard for it.
- 6 We (not win) the football match yesterday.
- 7 (you/watch) the game on TV last night?
- 8 I can't go cycling this afternoon because I (not finish) my homework yet.

Speak up

- 7 Work in pairs. Tell your partner about a competitive experience you have had. Then give more details about that experience.

I've climbed several mountains. The first one was in Peru two years ago.



SPEAKING

Power up

- 1 Look at the photo. What can you see in it? Complete the notes.

place/weather: at home, in a house, on the sofa

people:

objects/clothes:

actions:

feelings:



- 2 Match the questions (1-6) with the answers (A-F).

- | | |
|--------------------------|--|
| 1 Who is in the photo? | 4 What are they doing? |
| 2 Where are they? | 5 How are they feeling? |
| 3 What are they wearing? | 6 What do you think about this activity? |

- A They're in a lounge. I can see a sofa. There's a white wall behind the sofa. It's bright in the room.
- B I don't watch sport with my friends very often because I prefer doing sport.
- C They're all really happy. I think they're enjoying the match. Perhaps they're celebrating because their team has scored a goal.
- D They're watching sport on TV. It might be a match because they are looking excited. They're eating popcorn.
- E Most of them are wearing T-shirts and jeans. Three of them are wearing a red and white football shirt. The boy standing is wearing a blue T-shirt and the boy on the left is wearing a white T-shirt. One girl is wearing a dress.
- F It's a group of friends.

- 3 4.6 Listen to a girl describing the photo. What five things does she NOT mention from the answers in Ex 2 (A-F)?

- 4 Read the exam tip and complete the task.

exam tip: describing a photo

→ p147

Remember to talk about different things you can see in the photo.

Describe these things about the boy on the right in the photo.

- What is he wearing?
- What does he look like?
- What is he doing?
- How do you think he is feeling?

Speak up

- 5 Read the useful language. Which of these phrases could you use to describe the photo?

useful language

describing what you see

It's a photo of ... / The photo shows ...

On the left / On the right / At the back / At the front ...

He/She/They look(s) / look(s) like ...

when you aren't sure or don't know

It could/might be ...

Perhaps/Maybe it's ...

I can't remember what this is.

- 6 **e** Work in pairs. Student A, turn to page 157. Student B, turn to page 159. Follow the instructions.

- 7 Work in the same pairs. Use your notes from Ex 6 to tell your partner what you thought about his/her description. Did he/she use phrases from the useful language?

You used lots of interesting words.

You described their clothes well.

You didn't know the word for 'wetsuit', but I understood what you meant.

Speaking extra

- 8 Work in pairs. Think of friends and people in your family. Do they prefer watching or playing sport? Why? Tell your partner about two people.

4 Taking part

WRITING

Power up

1 Work in pairs. Look at the photos of different sports and activities (1–3). Discuss the questions.

- 1 What is happening in each photo?
- 2 Have you tried any of these activities?

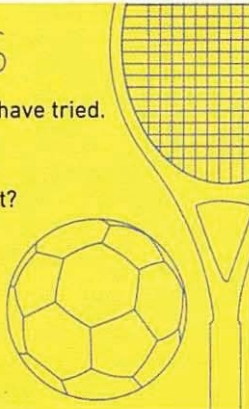
2 Read the advert. What does it invite students to write? What is the prize?

SPORTS FANS

We want to know about a sport you have tried.

- Why were you doing this sport?
- What happened when you tried it?
- Did you enjoy it and have you continued doing it in your spare time?

We'll send some sports equipment to the writer of the best article!



3 Read Jessica's article. Match the ideas (A–C) with the paragraphs (1–3).

- A details of what happened when Jessica tried the sport
- B an explanation of why Jessica was doing the sport
- C information about if Jessica enjoyed the sport and has continued doing it

A new sport

by Jessica, 16

- 1 I've done lots of different sports. Last summer my cousin suggested trying cricket together, so we joined the local cricket club.
- 2 We divided into teams and played against each other. As soon as I hit the ball for the first time, I realised it was quite hard to play. You spend a lot of time on your feet and you need to concentrate. Although I'm not sure I was very good at it, I had a great time playing!
- 3 I haven't played cricket since last summer but I did enjoy it, so now I'm watching videos to find out how to play better so that I can play again next summer!



4 Read the language box and find examples of the linking words and phrases in the article.

explore language

linking ideas

I'll come on **either** Tuesday **or** Wednesday.

I called him **as soon as** I heard the news.

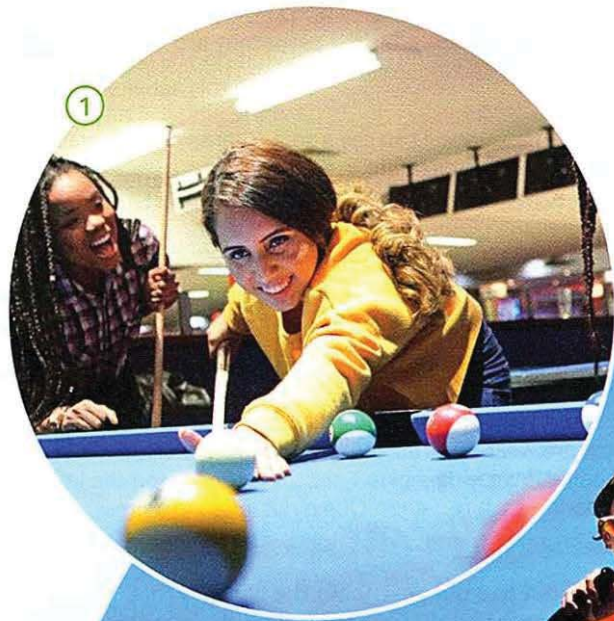
Everyone wanted to go to the match **except** Callum.

I'm doing my homework now **so that** I can go out later.

She's a good gymnast **although** she doesn't practise very often.

5 Match the words and phrases in bold in the language box with the meanings (1–5).

- | | |
|--------------------------------|------------------------|
| 1 shows a choice | 4 shows purpose/reason |
| 2 used to mean 'immediately' | 5 used to mean 'but' |
| 3 used to mean 'not including' | |



2



6 Complete the sentences with these words or phrases.

although as soon as because either ... or
except so that

- 1 You can watch the match you finish eating your dinner.
- 2 Luke's trained really hard he wants to win the competition.
- 3 All of the football players were happy with the score Sandra. She was upset.
- 4 We're doing hockey volleyball today.
- 5 she hasn't had any formal training, she is one of the best players in the team.
- 6 You should drink lots of water your body is ready for the race.

Plan on

7 Read the advert in Ex 2 again. Decide which sport or activity you will write about. Complete the notes with your ideas.

name of sport and why I was doing it

shoulder wars

what happened

fell of, got back up, won

Did I enjoy, etc.?

Yes!

8 Read the exam tip and complete the task.

exam tip: article

→ p152

Make sure you expand each point you write about.

When you write about the first point in Ex 7, which is the best plan, A or B?

A name of sport/activity → why I played it

B name of sport/activity → why I played it → where I was when I played it → who I played it with

9 Expand your notes from Ex 7. Add more information for each point.

bike chariot racing – very hard

I didn't like bike chariot racing because it was very hard.

Write on

10 e Write your article in about 100 words.

Improve it

11 Check your article. Look carefully at the content points in the task.

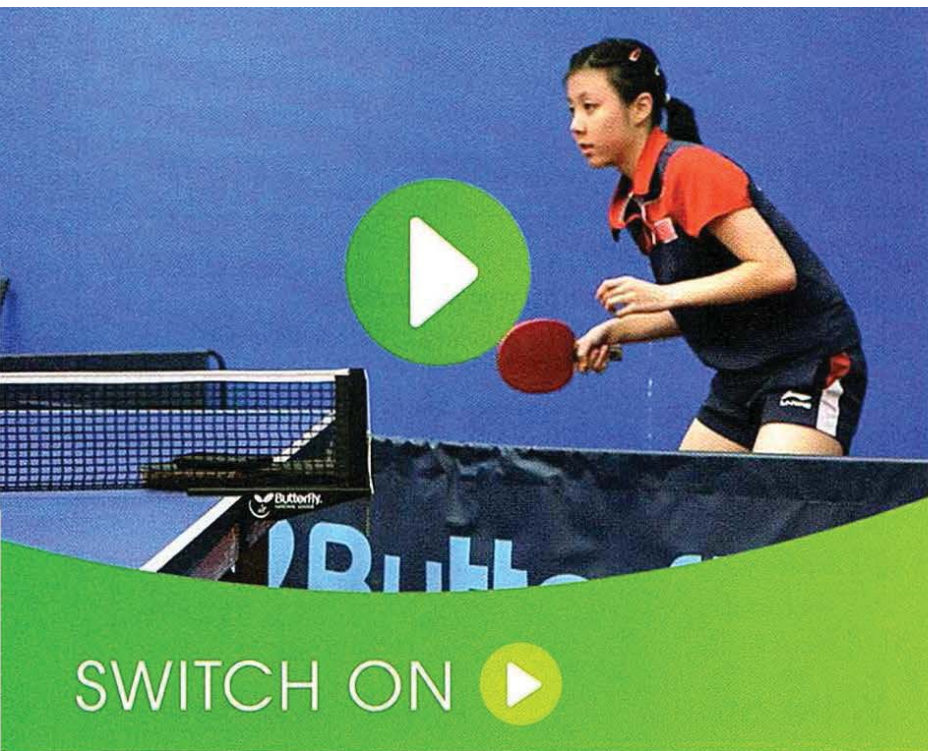
12 Work in pairs. Read your partner's article and make notes about these points. Then talk about how you can improve your article.

- 1 Did your partner write about all three content points?
- 2 Did he/she give extra information for each point?
- 3 Are the ideas connected with linking words/phrases?

3



Kite flying has been popular in Thailand for over 700 years. It is now a professional sport.



INDEPENDENT LEARNING

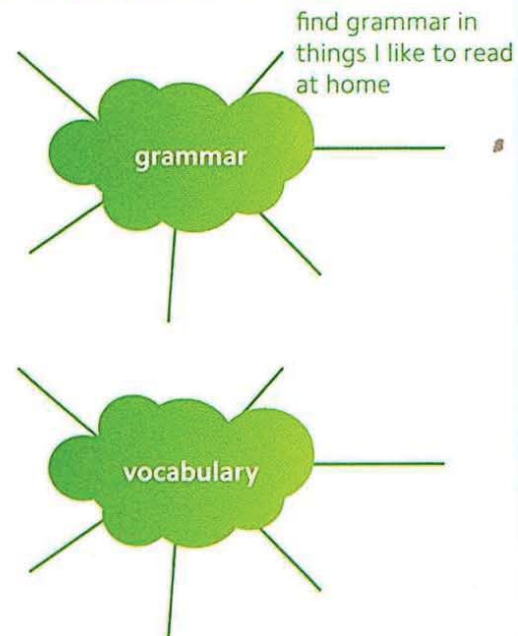
Grammar and vocabulary

- 1 Answer the questions about Unit 4. Check how much of the grammar and vocabulary you have used.
 - 1 Did you use sports words in the main speaking activity (page 51, Ex 6)?
 - 2 Did you use the present perfect and past simple in the main writing activity (page 53, Ex 10)?
 - 3 How well do you think you used these?
- 2 Work in pairs. Compare your answers to Ex 1 and discuss these questions.
 - 1 What can you do to make sure you use the grammar correctly?
 - 2 What can you do if you don't remember vocabulary?
- 3 Work in new pairs. Can you think of any activities you can do at home to help you improve your grammar and vocabulary?

Top spin

- 1 Work in pairs and answer the questions.
 - 1 What sports do you play? Why do you play them?
 - 2 If you don't play sports, why not? Is it because you don't enjoy them or because you don't have the opportunity?
- 2 Watch the clip about young people who play a sport. What three adjectives are used to describe their sport?
- 3 Watch again. Are these sentences true (T) or false (F)?

1 Aerial's dad has quit his job to coach her full time.	T / F
2 Lily doesn't have a social life – she only plays table tennis.	T / F
3 Lily doesn't care about school.	T / F
4 Michael studies from home.	T / F
5 Chinese table tennis players train for fourteen hours a day.	T / F
- 4 What are the advantages and disadvantages of practising and playing a sport at a professional level as a teenager?



Project

- 5 Work in small groups to plan a campaign for encouraging local sports clubs or organisations to motivate young people to be more physically active. Follow these steps
 - 1 Research sports clubs, exercise classes and outdoor activities in your area.
 - 2 Brainstorm ideas for how they could get more young people involved.
 - 3 Plan how you will present your ideas to these clubs or organisations. Will you use an email, a flyer or a video?
 - 4 Present your ideas to the class.
 - 5 Which campaign do you think would be most effective? Why?

- 4 Complete the sentences.
 - 1 I'm going to try and practise new words every week by
 - 2 I'm going to improve my grammar by

UNIT CHECK



Wordlist

Sports nouns

changing room
coach
court
kick
locker
match
practice
prize
race
score
track

Sports verbs

beat
catch
collect
compete
hit
kick
lose
practise
race
score
train
win

Sports equipment

goggles (n)
helmet (n)
net (n)
racket (n)
trainers (n)
wetsuit (n)

Competition

competitor (n)
goal (n)
player (n)
point (n)
record (n)
result (n)

Other

equipment (n)
event (n)
keep going (v)
knock down (phr v)
net (n)
run (v)
take part (phr)
take place (phr)
take something seriously (phr)

Extra

backhand (n)
capoeira (n)
field (n)
float (v)
forehand (n)
gymnastics (n)
individual (game) (adj)
inflatable (adj)
informal (adj)
juggle (v)
opponent (n)
professional (n)
shot (n)
teammate (n)
trampoline (n)
underwater (adj)
wrestling (n)

Vocabulary

1 Match the meanings with words from the *Sports nouns* section of the wordlist.

- 1 something the winner in a competition receives:
- 2 a place where you play tennis or basketball:
- 3 a place where people can put on or take off sports clothes:
- 4 a type of path or road that is usually in a ring shape:
- 5 a person who trains a team or athlete:
- 6 a game in which two people or teams play against each other:
- 7 a competition to find the fastest runner:
- 8 a small cupboard where you can leave your clothes:

2 Complete the sentences with verbs from the *Sports verbs* section of the wordlist in the correct form.

- 1 I can't the ball very hard. I've hurt my foot.
- 2 Ben always the most goals.
- 3 I hope our team the game!
- 4 Would you like to in the school gymnastics competition?
- 5 This is the most important match of the year. Our team mustn't it.
- 6 Emily is a great swimmer. She all the other girls in the competition last week.
- 7 Good footballers have to for hours every week.
- 8 The best tennis players can the ball very hard.

3 Complete the email with these words.

coach compete part place
prize record train win

From: **Megan** To: **Katie**


Hi Katie,

I don't know what to do and I need your advice! I want to take ¹ in the running competition. It's taking ² on Saturday and I want to ³ in the 200 metres. I'd like to try and break the ⁴ ! I usually ⁵ , so I was really disappointed when I didn't get the ⁶ for first place this year. My ⁷ says I need to ⁸ more. But I haven't got any time! What do you think I should do?

Love,
Megan

UNIT CHECK

Review

1  **4.7** Listen to eight sentences. Write the past participle you hear in each sentence.

- | | |
|---------|---------|
| 1 | 5 |
| 2 | 6 |
| 3 | 7 |
| 4 | 8 |

2 Complete the sentences with the past simple or present perfect form of the verbs in brackets.

- Karen's excited about buying a skateboard. She (want) one for a long time.
- Luke (have) a difficult time when he was at his old school.
- I (not see) Sophie today at all. Do you know where she is?
- James (annoy) Imogen and they're not talking to each other now.
- We (be) bored yesterday because we didn't have anything to do.
- I'm not going to enter the 100 m race. I (not do) enough training for it.
- Unfortunately, they (not win) the game last week.
- He (break) his leg, so he can't play next week.
- Eric (be) in our team since January. He's one of our best players.
- Amanda (come) third in the swimming competition on Saturday.

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

- before / never / I / done / mud running / have
.....
- Mr Wilson / been / two years / our football coach / for / has
.....
- my friend Dan / you / have / met / ever?
.....
- the race / already / they / finished / have
.....
- my friend / told me / just / has / about the party
.....
- I was eleven / have / with this club / trained / since / I
.....
- never / my brother / tried / skiing / has
.....
- had / for / this wetsuit / I / four months / have
.....

4 Complete the second sentence so that it has the same meaning as the first sentence.

- This is the first time I've done kickboxing.
I kickboxing before.
- We arrived at the match a short time ago.
We arrived at the match.
- Patrick joined a different football club two years ago.
Patrick has been in a different football club two years.
- This isn't the first time I've tried mud running.
I mud running before.
- I will buy my new racket soon.
I my new racket yet.
- She became a swimming coach in July.
She has been a swimming coach July.
- He bought these goggles last week.
He for a week.
- Is this the first time you've played netball?
Have netball before?
- I met my teammates years ago, so we're good friends, too.
I've known my teammates so we're good friends, too.
- This is the first time we've met a famous sportsperson.
We a famous sportsperson before.

5 **e** Read the blog post and for each question, write the correct answer. Write one word for each gap.



We had a really fun competition in our town the other day and I really recommend you come and watch next year! For our festival, the town decided to have some silly races. We ¹ done the competition ² the last three years and more and more people do it every year. Anyone ³ take part because you don't need ⁴ train or have special skills. All the races are really silly, like chair racing or toe wrestling. I've ⁵ taken part myself but it looks like really good fun. At the end of ⁶ day we have a big party. We'd like more people to come, so check it out next year.