

GOLD

experience

STUDENT'S BOOK

2ND EDITION

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B1

Preliminary
for Schools

 Pearson

GOLD experience

2ND EDITION

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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.



“ I love to be on the stage. ”

Look at the photo and discuss the questions.

- 1 Who are your favourite entertainers? What do you like about them?
- 2 If you had to entertain an audience, what would you do (e.g. sing, dance, tell jokes)?
- 3 Do you think that it is good to work in the entertainment business? Why/Why not?

5

In the spotlight

READING

topic: growing up in the spotlight

skill: understanding what is being tested

task: signs and notices; multiple choice

GRAMMAR

zero, first and second conditionals

unless, in case, if I were you

VOCABULARY

entertainment

LISTENING

topic: music

skill: identifying agreement

task: multiple choice

SPEAKING

topic: live music

skill: dealing with unknown words

task: describing a photo

WRITING

topic: an evening of entertainment

skill: making positive comments, describing problems

task: article

SWITCH ON

video: in search of fame
project: write a fact file

5 In the spotlight

READING

Power up

- 1 If you had to choose, which of these people would you most or least prefer to have as a parent? Why?

an actor a sports star a politician a rock star

- 2 Do you think that magazines and TV shows should tell stories about famous people's children? Why/Why not?

Read on

- 3 Read the exam tip and complete the task.

exam tip: signs and notices

Think about what the questions are testing.

Read texts 1 and 2 and the options in Ex 4. What is each one testing: understanding of grammar (e.g. modals or conditionals) or communicative functions (e.g. persuading or reminding)?

- 4 e Read the texts again. For each question, choose the correct answer.

1 **Special offer!**

Visit the cinema three times in one month and you could win two tickets for the opening night of Amy Trent's amazing new film – and a chance to meet the star's family!



CINEMA TICKET
ADMIT ONE

- A If you see three films in four weeks, you might get free cinema tickets.
B After you've seen three films, you get free cinema tickets.
C You don't need to pay to see Will Smith's new film.

- 2 **Jack Honick** 2 hours ago

Hi, guys. I've got spare tickets for Star Wars Night at the Odeon cinema – three films in one night for true fans! You can leave a comment below if you fancy coming along.

- A Jack is reminding some friends to meet him later.
B Jack wants to persuade some friends to review his post.
C Jack is inviting friends to join him for a special night at the cinema.

- 5 e Read the article. For each question, choose the correct answer (A, B, C or D).

- 1 In the first paragraph, the writer says that the children of famous parents
A appear in the media too often.
B find all the travelling a challenge.
C are not properly understood by other people.
D have little control over their private lives.
- 2 How did Willow feel about growing up with media attention?
A upset that people rarely showed her good side
B embarrassed by the negative attention she got
C annoyed that her wishes were ignored
D uncomfortable being photographed
- 3 What did the recent study find out about celebrity children?
A They often find ways to succeed without their parents' help.
B They are likely to be compared to their parents.
C They benefit from having their parents' good looks.
D They are good at persuading their parents' to help them.
- 4 How does Willow feel now she is older?
A She is aware that she has done little to deserve her success.
B She is relaxed now she has found new ways to stay private.
C She is keen to try and benefit from her situation.
D She is happy that many people want to help her.
- 5 What would be a good introduction to this article?
A A famous name can open doors. In this article, famous children talk us through the ups and downs of the different periods of their lives.
B Young people with rich parents have an easier life than the rest of us. We find out why.
C For Willow Smith, nothing matters more than her family. She tells us why.
D Having a famous parent creates a lifestyle with both advantages and disadvantages when growing up.

- 6 Choose the best definition (A or B) for the phrases in bold in the article (1–7).

- 1 **A** lose something because you were careless
B be or have something you didn't expect
- 2 **A** had a good reason for doing (something)
B were allowed to do (something)
- 3 **A** very worried about something
B doing something to feel better about a situation
- 4 **A** when you make someone notice you
B when a lot of people notice or talk about something bad
- 5 **A** they don't need this
B this is the final point in a long list
- 6 **A** reject
B return to
- 7 **A** expected to happen
B because of



Let me ^(and my family) entertain you

Famous families like the Kardashians, or the Beckhams appear in magazines every week, choosing to attend film openings or enjoying holidays in beautiful locations. Some famous children **end up with** a list of social media followers before they can even speak. But what is life like for celebrity children?

Willow Smith, the daughter of American actor Will Smith, spoke recently about her experiences growing up with photographers following her around. For Willow, it made her sad when people who didn't know her laughed at her or made comments about her, even though that didn't happen very often. She got particularly mad, though, when journalists felt they **had the right** to know all about her life, after she'd asked them to leave her alone. Most teenagers would hate it if their private lives were so public.

A recent study has highlighted the many advantages for the children of celebrity parents. Top universities offer them places even when their grades aren't great and famous designers give them free clothes. But these kids are also **under a lot of stress**. People expect them to be super-talented and super-attractive, just like their parents, and they are rude when the children aren't so talented or good-looking. If they didn't have rich and famous parents, they would never get all this **negative attention**. Most of them are just ordinary kids exploring who they are, so **the last thing they need is** to be told they'll never be as good as their mum or dad! If they could, perhaps many would prefer to **turn their backs on** celebrity. Others decide to use their special contacts to try and become successful entertainers themselves.

Willow Smith chose the second option and in 2007 decided to become a singer. By 2010 she was the youngest artist on JayZ's record label 'Roc Nation'. However if she succeeds, some people will say that it's because of her family's contacts and not really **due to** her musical talent. Willow has had to face a lot of hurtful comments and that hasn't always been easy, but she believes that to have real success, you have to work hard and that, eventually, people will recognise that, whoever your parents are.

“ Most teenagers would hate it if their private lives were so public. ”

Sum up

7 Work in pairs and discuss the questions.

- 1 Did the study mentioned in the article agree with what Willow was saying? In what ways?
- 2 What did the article say might happen now Willow is making records?

The study said that a lot of children felt stressed and ...

Speak up

8 Work in pairs and discuss the questions.

- 1 Do you think any parent, famous or not, should be allowed to post photos of their children on social media without the children's permission?
- 2 Do children have the right to decide what information can be shared about them online? Why/Why not?

In my opinion, many social media companies have a lot of private information about children these days. They know about their hobbies and interests through their parents' posts.

GRAMMAR

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



explore grammar

→ p134

zero, first and second conditionals

zero conditional

when/if + present simple, present simple – for things that are always true

If you **leave** a comment on the page, everyone **can see** it.

Top universities ¹ (offer) them places even when their grades ² (not be) great.

first conditional

if + present simple, will + infinitive – for things that are possible or probable in the future

If she ³ (succeed), some people ⁴ (say) that ...

My parents ⁵ (not let) me go to the festival if I ⁶ (fail) my exams.

second conditional

if + past simple, would + infinitive – for things that are unlikely or impossible now or in the future

If they ⁷ (can), perhaps many ⁸ (prefer) to turn their backs on celebrity.

If they ⁹ (not have) famous parents, they ¹⁰ (not get) all this negative attention.

Most teenagers **would hate** it if their private lives **were** so public.

2 Complete the first conditional sentences with the correct form of the verbs in brackets.

- If Joe (not have) his own piano, he won't be able to practise.
- We'll go to the rock festival if we (have) enough money for the tickets.
- If my mum says it's OK, I (join) a pop group.
- We (tell) Eve and Peter about the party if we see them tonight.
- If I (not have to) look after my baby sister, I'll go to the concert on Sunday.
- You'll make new friends if you (join) the school choir.
- My brother (be) very disappointed if he misses this year's festival.
- If I (get) you a ticket, will you come to the concert with us?

3 5.1 Watch or listen to students using conditional forms. Which of the conditional forms in the grammar box do they NOT use?

4 5.2 Watch or listen again and complete the zero and second conditional sentences.

- If I my friends after class, we usually on social media or to music.
- If I my friends after class, we usually to the bus stop and on the way there we get some food.
- If I my favourite actor, Emma Watson, I her what age she started acting.
- If my social media account really popular, I happy because I loads of money.

5 Complete the emails with one word in each gap.

From: Erin To: Laura Re: Festival

Hi Laura,
Thanks for inviting me to the festival. I ¹ join you ² I could, but I can't afford it this year. Why don't you email Sam? I'm sure he ³ say yes if you ask him. He loves festivals.
Erin

From: Laura To: Erin Re: Festival

Hi Erin,
Oh you can't miss this year's festival! ⁴ you come if I pay for your ticket? It'll be your birthday present – with love, from me to you! Please, please come! My mum says we can stay in a tepee! It won't ⁵ the same if you're not there. It's never fun when your best friend ⁶ not with you! And we can email Sam, too.
I'll book our tickets!
Love,
Laura

Speak up

6 Complete the sentences so they are true for you.

- If I spoke perfect English, ...
- If my favourite band came to my school, ...
- I ... if school closed early today.

VOCABULARY

entertainment

1 Match these verbs with their meanings (1–8).

book clap entertain film interview perform record review

- 1 write a report about something new, e.g. a book, a film, an album:
- 2 do something that other people find interesting or funny:
- 3 do something in front of an audience, e.g. act, sing, dance:
- 4 hit your hands together several times to show you liked something:
- 5 make a moving picture:
- 6 ask someone questions so that you can find out information:
- 7 put music, pictures, etc. on disk so people can listen to them or watch them:
- 8 arrange to have or do something at a time in the future:

explore language

related words

When you learn a new verb, find other words that go with it.


record a song / an album

interview an actor / a famous person

perform in a play / in a ballet / in a musical / on stage / in a TV show


book a ticket / a seat

film a documentary / a programme / a scene

2  5.3 Listen to five recordings. What is happening in each one? Use verbs from Ex 1 in your answers.

3 Match these words with 1–7 in the picture.

audience choir costume exit orchestra row stage

4  5.4 Listen to seven quiz questions. Answer each question with a word from Ex 3.

5 Choose the correct words to complete the text.

What's on?

Daily information on events in your area

- Tonight Jamie Crystal will **1entertain** / **perform** songs from his new album. Tickets only cost £10, so **2book** / **record** early as this is going to be popular.
- Sara Borne is **3interviewing** / **reviewing** Ed Marler about his new book for the Teen Literature Festival. Admission is free.
- The rock group The Need are recording their new **4album** / **play** at Bassett Avenue Studio. Listen to them on Radio Sam FM at 6 p.m.
- Would you like to be on a TV programme? London studio is **5entertaining** / **filming** in Hammersmith this evening. Call this number: 08944 847 5764.
- The Urban Theatre School is looking for talented young people to perform in an exciting new **6show** / **stage**. Come and meet us from 4–6 p.m. this afternoon.

game on

Work in two teams. One person from each team should sit with their back to the board. Your teacher will write a word from the page on the board. You can describe the word, but you can't say it. Who will guess the word first?




5 In the spotlight

LISTENING

Power up

- 1 Do you prefer to play music or listen to it? Why? Do you think all children should learn to play at least one instrument? Why/Why not?


Listen up

- 2  5.5 Read the exam tip and complete the task.


exam tip: multiple choice

With questions about agreement, make sure that both speakers say the same thing. If only one person has the idea or makes the statement, it's not agreement.

Listen to two friends talking about ways of finding out about new music. Which way do they both prefer?

- 3  5.6 Listen to six conversations. For each question, choose the correct answer.

- You will hear a girl talking about her new music lessons. What does the girl say about her music lesson?
A It is held near the school.
B There are several people with her.
C The lessons are cheap.
- You will hear two friends talking about a band. The girl thinks that the band's songs
A have funny words.
B help her study.
C make her feel relaxed.
- You will hear a boy telling his friend about a rock concert he went to. How does the boy feel now?
A hopeful of seeing them again
B pleased that he had good seats
C keen to share his photos of the event
- You will hear two friends talking about singing on stage. The girl advises the boy to
A practise every day.
B sing often to his family.
C watch other performances.
- You will hear two friends talking about playing the guitar. They both agree that
A it has a calming effect.
B it makes a pleasant sound.
C it can be played in different music styles.
- You will hear two friends talking about a competition they entered. They agree that
A the performances were good.
B the judging seemed to be fair.
C the location was the right size.

- 4  5.7 Listen to conversation 2 from Ex 3 again. Work in pairs and tell each other about a band you like. Give reasons.

- 5 Read the grammar box and complete the sentences (1–8) with 'unless', 'in case' or 'if I were you'.

explore grammar

→ p134

unless, in case, if I were you

Use *unless* to mean 'if not'.

I could hardly see the stage **unless** I stood up.

Use *if I were you, I'd ...* to give advice.

If I were you, I'd work on your body language.

Use (*just*) *in case* to say you want to be safe or prepared for something.

I pay attention **just in case** I hear a song I don't know.

- you practise more, you won't improve your writing skills.
- Take your guitar with you, they let you play.
-, I'd enter a competition. You could win!
- I'd be honest about your friend's singing
- Let's call the concert hall, they still have tickets available.
- I'll play the young man's part you want to.
- I'd choose this song I'm sure everyone will love it.
- You need to try harder. You won't win that competition you do your best!

- 6 Write some advice for each situation. Use 'if I were you' and these phrases.

go on a talent show go to a pop concert
look online join an orchestra
try another instrument write lots of jokes

- I love music and want to meet people.
.....
- I can't play the piano. It's too difficult.
.....
- I'm a good singer and I want to go on TV.
.....
- I don't know how to buy tickets for the festival.
.....
- I want to do something different tonight.
.....
- I'd like to be a comedian one day.
.....

SPEAKING

Power up

1 What do you see in photos A–C? How are the photos the same or different?

Speak up

2 Listen to a conversation. In what order do the speakers mention photos A–C?

A B C

exam tip: describing a photo → p147

If you don't know the word for something or the name of a person, you can describe them. For example, talk about the size, colour and shape of an object or the clothes and appearance of a person.

3 Listen to a conversation. Read the exam tip and complete the conversation with these phrases. Listen again and check your answers.

it looks like is made of metal large, empty space
red and black thing that the boy is balancing on
to do jumps and tricks what kind of

A: Wow, you've got a lot of different photos on your phone! Isn't that your neighbour in the photo – playing in the street with that ¹..... thing by his feet? It looks like a case for a musical instrument.

B: Yes, that's him! He's actually a really talented musician. That thing just behind his feet ²..... and produces an amazing sound.

A: I guess the dog liked it too! I don't know ³..... dog that is, but I think it's singing!

B: Well, it was trying.

A: So what's happening in this other photo? The one with the kids from school?

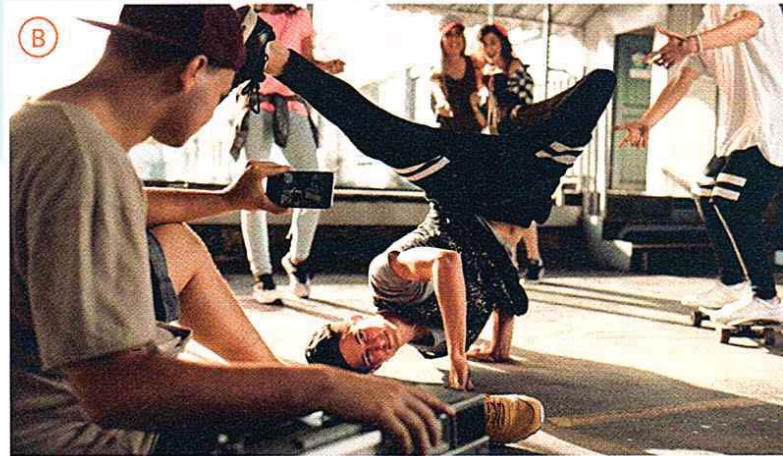
B: Yeah, they're filming something. It's a ⁴..... – the kind you use for dancing. One is doing some sort of dancing. Another is doing something different – there's a ⁵..... with wheels. You usually use it ⁶..... outside.

A: I don't think he's going to dance on that!

B: The skateboard, you mean? No, that's my street dance group. The guy only uses that to get to class. He was just messing.

A: And what about this photo? This place looks great. ⁷..... a festival of some sort.

B: Yeah, isn't it great? It was a family festival. It was really brilliant!



useful language: dealing with unknown words

It's a large empty space / long thing.

It's made of metal/cardboard/wood/plastic.

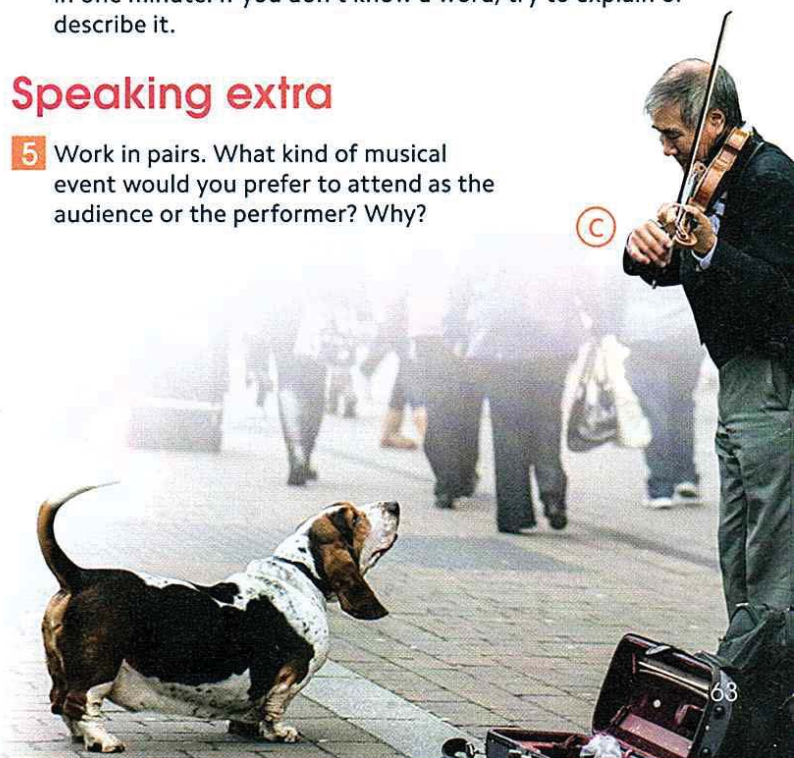
It's a thing which you use to/for ...

It looks like a festival / a kind of guitar.

4 Read the useful language box. Then work in pairs and turn to page 161. Practise describing everything in your photo in one minute. If you don't know a word, try to explain or describe it.

Speaking extra

5 Work in pairs. What kind of musical event would you prefer to attend as the audience or the performer? Why?



5 In the spotlight

WRITING

Power up

- 1 Match the comments (1–3) with the photos (A–C).
 - 1 'One of the best films I've ever seen! Great music and fantastic costumes.'
 - 2 'It's the best concert I've ever been to. Every song was brilliant.'
 - 3 'An amazing TV show, with great singing and dancing, but mean judges.'
- 2 Work in pairs and discuss. How do you feel about these types of TV shows and films? Why?

comedy documentary historical drama horror
romance science fiction soap opera thriller



A



B

Plan on

- 3 Read the advert. What do you have to do?

An evening of entertainment!

Tell us about an evening of entertainment you have enjoyed. Maybe you went to see a film, a concert or you stayed in and watched a TV show.

- What was good about it?
- Was there anything that wasn't so good?
- How did you feel about the experience?

Articles wanted!

- 4 Read the article below. Put the questions in the order the student writes about them (1–3).

- A What was good about the type of entertainment?
- B How did the person feel?
- C What was bad?

Simply the best!

Last weekend lots of bands played a concert at a venue near me and I was lucky enough to go. If you want the best night ever, definitely go to a live concert!

The best thing about going to hear live music was listening to my favourite singer perform all my favourite tracks. She also wore a great costume for the show. Of course, going to a concert can be expensive, though, and it isn't something you can afford to do very often if you're a teenager.

The atmosphere was friendly and relaxed, and like the rest of the audience, I really enjoyed it, although it was a bit crowded and there wasn't much room to dance. It really was an unforgettable experience. You should go – you won't be disappointed!

- 5** Find words or phrases in the article that have these meanings.
- 1 a place where a public event happens:
 - 2 songs from an album:
 - 3 have enough money to buy something:
 - 4 the feeling that an event or a place gives you:
 - 5 when a place is full of people:
 - 6 not happy because something wasn't as good as you wanted it to be:
- 6** Read the exam tip and complete the task. Then find more examples of positive and negative adjectives in the article.

exam tip: article

→ p152

When you want to recommend something and are describing something positive, talk about the negative side too, to give balance.

Read the positive phrases (A). Complete the negative phrases (B) with the opposite of the highlighted adjective in each positive phrase.

- 1 A It's full of **fast** action.
B The action seemed a bit
- 2 A There were **strong** main characters.
B The main characters could be a bit at times.

- 7** Work in pairs. Read the comments below and discuss the questions.

- 1 Is the person referring to a TV show, a film or could it be both?
- 2 Are the opinions positive or negative?
- 3 Can you think of a film or TV show each phrase could describe?

A Unfortunately, you have to pay extra for the channel it's on.

B The scenery in it can be a bit disappointing.

C I think the special effects look better in 3D.

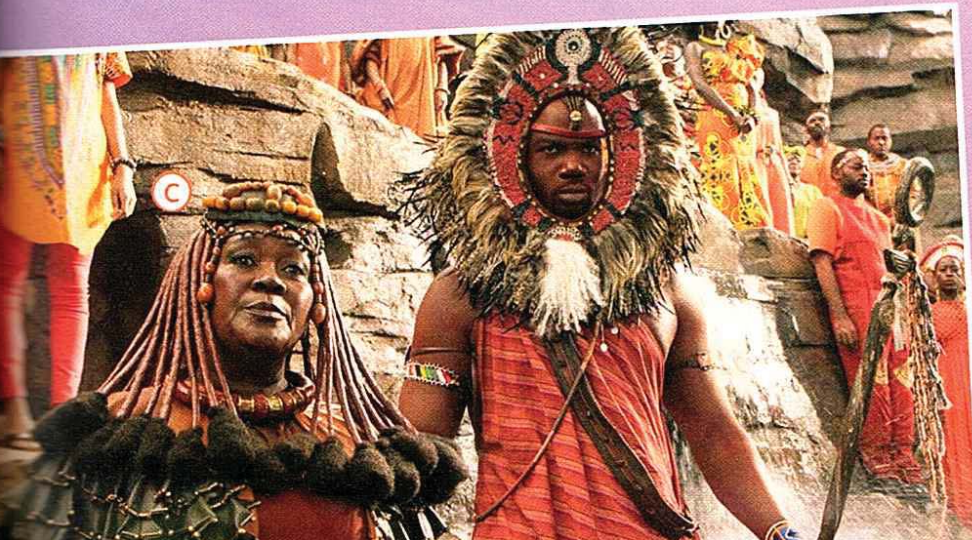
D It's perfect for a night in with friends.

E I really hope they make a second one.

F I felt quite sad when the series came to an end.

G Fans of the book won't feel disappointed by this.

H The ending seemed quite easy to predict.



- 8** Read the advert in Ex 3 again. Follow these steps to plan your article.
- Think of a title.
 - Make notes for each question in the advert. Use Ex 4–7 to help you.
 - Read the language box. Think about which key words or phrases you can use in your article.

explore language

making positive comments

The good thing about concerts/festivals is the atmosphere.

The best thing is the exciting storylines.

describing problems

The sound of live music can sometimes be poor.

The only bad thing about the show is the dull costumes.

Sitting in your comfortable pyjamas on the sofa is a lazy option, but I love it!

making a recommendation

If you watched/saw/tried this, you'd love it.

On the whole, I would/can recommend this concert/TV show/film.

Write on

- 9 e** Write your article in about 100 words.

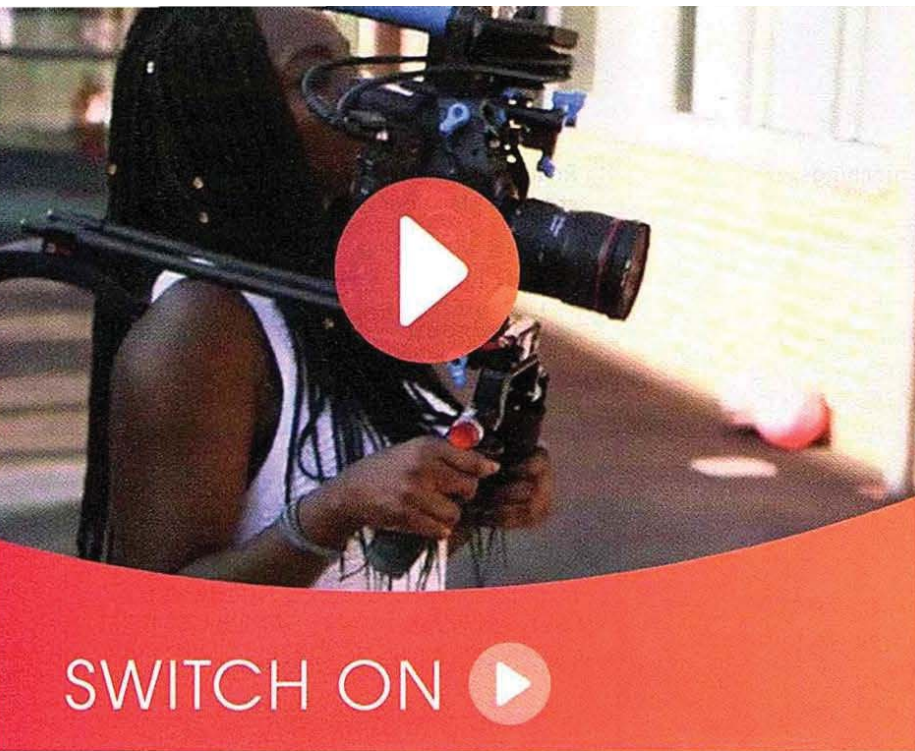
Improve it

- 10** Read your article. Did you:

- 1 answer all three questions in the advert?
- 2 include a range of adjectives?
- 3 use the language of entertainment? Look back at the vocabulary on page 61. Are there any words/phrases there that you could add to improve your article?



game on

Work in pairs. Take turns to describe the opening scene of your favourite film. Can your partner guess which film it is?



SWITCH ON

In search of fame

- 1** Work in pairs and discuss the questions.
 - 1 Would you like to be famous? Why/Why not?
 - 2 What would you like to be famous for?
 - 3 Can you think of any negative sides to fame?
- 2**  Watch the clip. What is Kyanne auditioning for? How does she feel about it?
- 3**  Watch again and answer the questions.
 - 1 There are lots of for young people to step into the spotlight.
 - 2 But it's a - with lots of kids.
 - 3 Auditions are for the performers and their parents.
 - 4 Kyanne really Tyriek and she gets the job.
- 4** How do you think Kyanne's mother feels about her daughter wanting to be famous?

Project

- 5** Work in pairs to create a fact file about a 'child star' celebrity.
 - 1 Research a famous person from your country or from another country. Think about these questions.
 - Do they come from a famous family? Did their parents push them 'into the spotlight'?
 - What are their skills? Acting? Singing? Dancing?
 - What was their first 'big break'?
 - What are they most famous for?
 - Was fame at a young age a positive or a negative experience?
 - 2 Create your fact file. Add photos, video or drawings.
 - 3 Share your fact file with the class.

INDEPENDENT LEARNING

Writing skills

- 1** Look at the article you wrote in this unit. Which statement best describes your goals in writing? Do you think you need a different goal?

- 1 I need to use better adjectives.
- 2 I need to use a wider range of language.
- 3 I want to organise my sentences in the best order.
- 4 I want to make it clear that I'm writing an article.

- 2** Match these tips (A-D) with the goals in Ex 1 (1-4).

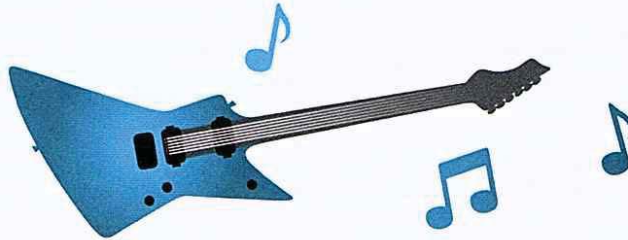
- A** Keep a list of the new grammar you have learnt. Can you introduce any of it into your writing?
- B** Check your sentences. Do they all answer the questions?
- C** Try to use three new words you've learnt that week in each writing task.
- D** Make a checklist of do's and don'ts for writing articles and use it each time you write one.

- 3** Can you think of any other tips to give to students with these problems?

- 4** Set two goals for yourself in writing. Think about what you find difficult at the moment. How will you improve? How will you know that you have improved?

- 1 In writing, I want to
I will do this by
- 2 I will know that I have done this when

UNIT CHECK



Wordlist

Entertainment

audience (n)
book (v)
choir (n)
clap (v)
costume (n)
entertain (v)
exit (n)
film (v)
interview (v)
orchestra (n)
perform (v)
record (v)

review (v)
row (n)
stage (n)

Celebrity

actor (n)
politician (n)
public (adj)
rock star (n)
sports star (n)

Types of show and film

comedy (n)
documentary (n)
historical drama (n)

horror (n)
romance (n)
science fiction (n)
soap opera (n)
thriller (n)

Other

(can) afford to (v)
be under a lot of stress (phr)
crowded (adj)
disappointed (adj)
due to (phr)
end up (with) (phr v)
have the right to (phr)

negative attention (phr)
the last thing I need (phr)
track (n)
turn your back on (phr)
venue (n)

Extra

atmosphere (n)
festival (n)
laugh at sb (v)
(pop) concert (n)
track (n)

Vocabulary

1 5.10 Listen to eight sentences. When you hear the beep, write the correct word from the *Entertainment* section of the wordlist.

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

2 5.11 Listen and check your answers.

3 Complete the sentences with words from the *Entertainment* and *Celebrity* sections of the wordlist in the correct form.

- He's one of my favourite I've seen all of his films.
- The in the film are beautiful – especially the dresses.
- Lee is going to in the school play next year.
- I prefer to sit in the and watch the acting or singing.
- I remember being on dressed as a tree when I was six years old.
- When the fire alarm went off, everyone rushed to the
- I'd love to be a and sing in front of thousands of people!
- She the school play on her smartphone and then posted it online.

4 Complete the article with words from the wordlist in the correct form.

The school play

Who doesn't have a photo at home somewhere of them dressed in a silly ¹....., standing on the ²..... in the school hall? For me, my special moment came when I was seven years old, and I had a really important part in the school play – I was the third tomato! In a play about healthy eating, it was an important part to have.

Looking out behind a curtain, the room was very ³..... There were more ⁴..... of chairs than I had ever seen before. There was a ⁵..... of children that started singing as we walked on stage. Of course, all my family was in the ⁶..... too – and I could see they were all really proud of me.

I think that all children enjoy hearing a room full of people who ⁷..... and cheer for them. It gives them confidence and creates lifelong memories. It's important to ⁸..... in school plays, even if you are just the third tomato on the left!



UNIT CHECK

Review

1 Choose the correct verb forms to complete the sentences.

- If the concert finishes / will finish early, we take / 'll take the bus home.
- I help / 'll help you if you help / 'll help me.
- If the TV show starts / will start, I call / 'll call you.
- When I watch / 'll watch 'Shrek', I cry / 'll cry.
- If the costume looks / 'll look alright, I let / 'll let you know.
- My brother picks / 'll pick us up after the show if we ask / 'll ask him.

2 Complete the first conditional sentences with the correct form of the verbs in brackets.


- If I (not leave) now, I (be) late for my guitar class.
- If you (speak) to John, (you/ask) him about the party?
- I (not have) much money left if I (buy) those concert tickets.
- (you/help) me if you (have) time later?
- If we (win) the competition, we (appear) on local TV.
- I (not buy) their new album unless it (be) better than the last one.

3 Complete the advice using these prompts.

ask / mum / let you in go / shopping / something new
 go / bed / earlier look / grammar / again
 practise / songs speak / friend

- My clothes are getting too small for me.
If I were you,
- I feel sad.
If I were you,
- I have a big test next week.
If I were you,
- I lost my keys.
If I were you,
- I need to sing on stage.
If I were you,
- I always feel tired in the morning.
If I were you,

4  **5.12** Listen to five people talking about video games. Have you played a video game similar to the ones described?

5  **5.13** Complete the sentences with the correct form of these verbs. Listen again and check your answers.

be able to (x2) drive fall off find give go
 have hit make

What would happen if video games were real?

- If you a building, you stand up again.
- If you a sharp knife, you cut fruit in mid-air.
- You diamonds if you a deep hole.
- If you a mushroom, it you coins.
- You at twice the speed if you over a special part of the track.



6 Choose the correct words to complete the article.

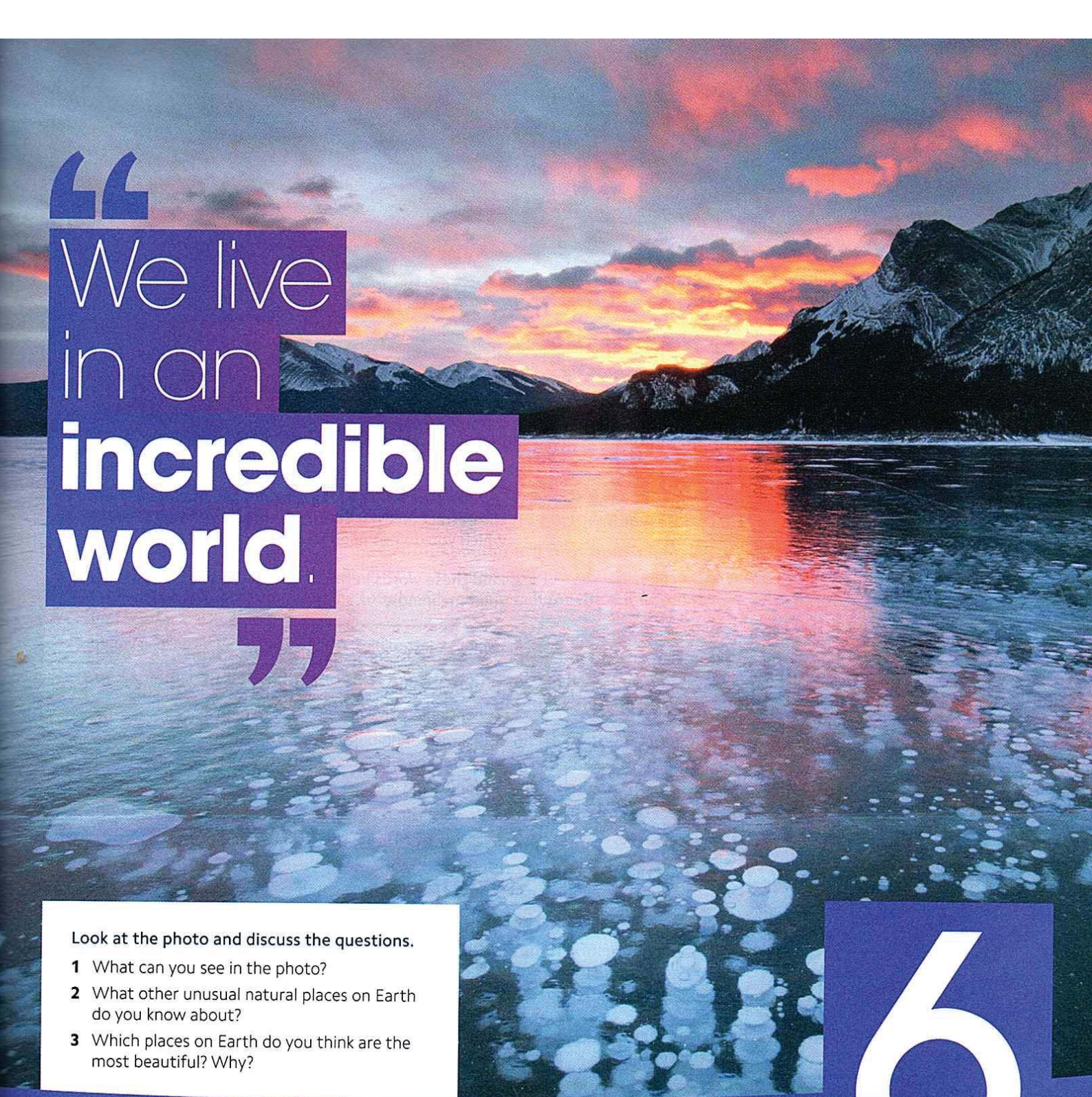
The attraction of singing competitions



People say that singing competitions have become so popular in recent years because we love to imagine being on stage. If we ¹are / were on the show waiting to perform, we would feel afraid and excited, just like the people on TV. Singing competitions are a kind of modern day fairy story. If someone is born poor, they ²will / would still become rich overnight if they practise enough. It's a nice idea, even if it's not really true. Most people ³can / would panic if they ever found themselves on stage. But because so many stars on television found fame through talent shows, it's very easy to believe that we could do the same. ⁴When / If we entered the competition, we could become rich and famous, too. Of course, in real life, ⁵unless / so you already sing like an angel, it's probably best to enjoy the show from the sofa. And if you do ever decide to actually enter a singing competition, remember to have a taxi waiting, just in ⁶case / that everything goes wrong.

7 Write three sentences of your own starting with:

If video games were real, ...



“
We live
in an
incredible
world.
”

Look at the photo and discuss the questions.

- 1 What can you see in the photo?
- 2 What other unusual natural places on Earth do you know about?
- 3 Which places on Earth do you think are the most beautiful? Why?

6

Down to Earth

READING

topic: our blue planet
skill: referencing in a text
task: gapped text

GRAMMAR

the passive: present simple
and past simple
have/get something done

VOCABULARY

the natural world
order of adjectives

LISTENING

topic: young people who
change the world
skill: avoiding distractors
task: multiple choice

SPEAKING

topic: being environmentally-
friendly
skill: turn-taking
task: collaborative task

WRITING

topic: a place to visit
skill: thanking, inviting,
accepting, refusing
task: email

SWITCH ON ▶

video: ocean culture
project: design a community

6 Down to Earth

READING

Power up

- 1 Look at photos A and B. Have you heard of these sea creatures before? What other sea creatures do you know about?
- 2 Read the blog post on page 71 quickly and answer the questions.
 - 1 What other sea creatures does the blog post talk about?
 - 2 Which facts did you find surprising?

Read on

- 3 Look at the pronouns in bold in the first paragraph of the blog post. What does each one refer to? Choose A or B.
 - 1 **A** the Earth's oceans
B humans have explored five percent of oceans
 - 2 **A** the documentary series
B the ocean
 - 3 **A** the ocean
B the documentary series
- 4 Read the exam tip and complete the task.

exam tip: gapped text

Make sure that the subject/object pronouns or possessive adjectives in the sentences match the nouns before or after the gap.

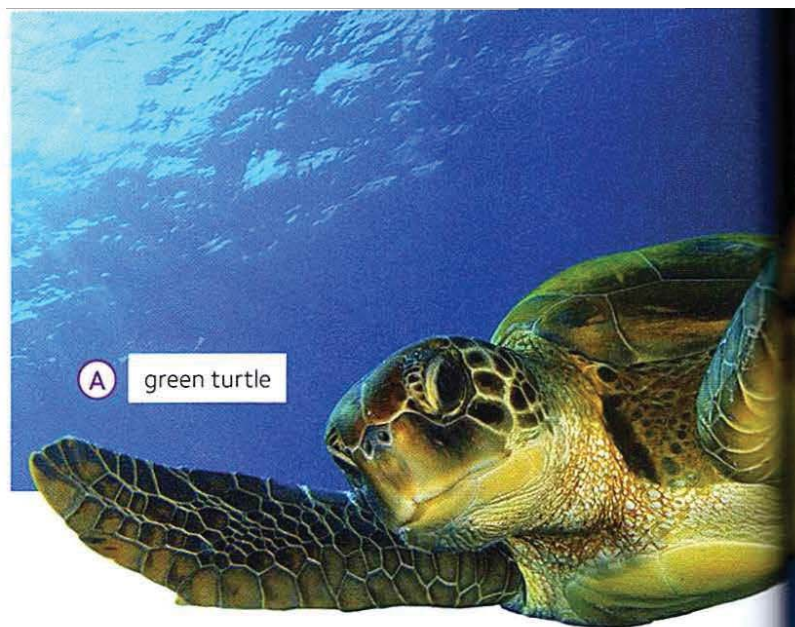
Read these sentences and decide if A or B best fits the gap. Use the words in bold to help you.

I like **documentaries**. I learn a lot from **them**.

- A** It teaches people things.
- B** They're interesting programmes.

- 5 Read these sentences. Five of them have been removed from the blog post. Find the pronouns in the sentences.

- A** They were quite dangerous.
- B** Eventually, it broke.
- C** I've since read this change isn't unusual for fish.
- D** But they then swam deep into the ocean.
- E** However, I definitely think it was worth the time.
- F** It's not an easy journey for them.
- G** It can swim as fast as sixty kilometres per hour.
- H** It's not only land creatures which are intelligent.



- 6 **e** Read the blog post again. For each question, choose the correct answer. There are three extra sentences which you do not need to use.
- 7 Find these words in the blog post. Match them with their meanings.

explore incredible planet sight survive tiny creature

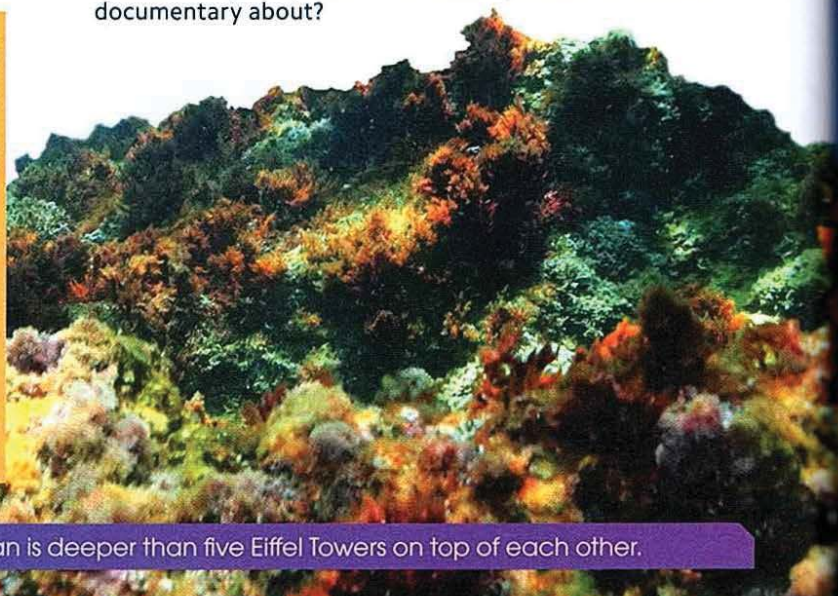
- 1 unbelievable:
- 2 continue to live in difficult conditions:
- 3 a large, round object in space that moves around the sun:
- 4 something you can see:
- 5 travel around to find out about a place:
- 6 a very small living thing that's not a plant:

Sum up

- 8 In your own words, explain what you have learnt about the sea creatures in the blog post.

Speak up

- 9 Work in pairs. Do you think you'd enjoy watching 'The Blue Planet'? Why/Why not? What would you like to watch a documentary about?



Our blue planet

B kobudai fish

Did you know that humans have explored just five percent of the Earth's oceans? I find **that** surprising. Seventy percent of the Earth is covered with water, which means there's a lot we don't know about our planet. I recently watched a documentary series called 'The Blue Planet II'. **It** was really interesting and taught its viewers about the ocean and life in **it**.

For example, we saw the rather ugly adult kobudai fish turn from a female into a male. ¹..... In fact, about 500 different types of fish experience it. Once the fish became male, he fought other male fish for the attention of the females.

There was also the tusk fish which used a rock as a kitchen tool. The fish put a shellfish in its mouth and then repeatedly hit the shell against a rock. ²..... The fish picked up what was inside the shell and ate it.

We discovered that baby green turtles must survive alone from the moment they hatch from eggs on the beach. They immediately travel several metres across the sand to the sea. ³..... They are sometimes caught and eaten by birds. Even if they reach the sea, they have to swim for many kilometres before they are safe.

The most surprising creature for me was the giant trevally fish. ⁴..... This ability helps it to follow a bird from under water and then jump out and catch it. It was a shocking sight.

These are just a few of the incredible animals we saw in the documentary series. It took film-makers four years to make. ⁵..... The photography was amazing and I was excited by what I saw. It made me realise just how little I know about our blue planet.

‘Did you know that humans have explored just five percent of the Earth's oceans?’

GRAMMAR

1 Read the example sentences (A–D) in the grammar box and answer these questions (1–3).

- 1 Is each example sentence about the past or the present?
- 2 Does it state who or what does/did the action?
- 3 Does the information about who or what does/did the action appear before or after the verb?

2 Read the grammar box and check your ideas.

explore grammar

→ p136

the passive: present simple and past simple

A We use the passive when we want to focus on the action and not who/what did it.

A rock **was used** to break open the shell.
The series **was watched** all over the world.

B We also use the passive when we don't know who/what does the action or when it's obvious from the context.

The documentary **was filmed** all over the world.
The fish **was seen** on TV for the first time.

C If we want to say who or what does the action, we use *by*.

The turtles are sometimes caught **by birds**.
The shell is picked up **by the fish** and taken to a rock.

D Note: Always make sure *be* matches the subject.

A baby green **turtle is** left to survive on its own.
Thousands of **bottles are** found in the sea each day.


3 Choose the correct verb forms to complete the quiz questions.

How much do you know about our planet?

You've lived on Earth your whole life. But how much do you really know about it? Can you answer these five questions?

- 1 According to scientists, Earth **formed** / **was formed** how many billions of years ago?
- 2 The world's water **divides** / **is divided** into how many major oceans?
- 3 How many people **inhabit** / **are inhabited** the Earth?
- 4 What percentage of the Earth's surface **covers** / **is covered** in water?
- 5 The highest temperature on Earth **recorded** / **was recorded** in what country?

4 Work in pairs. Do the quiz in Ex 3.

5  6.1 Listen to people answering the quiz questions and check your answers. Do we generally know our planet well?

6 Work in pairs. Student A, turn to page 160. Student B, look at these sentences. Complete your sentences with the correct passive form of the verbs in brackets.

- 1 Salt water (create) by rain hitting rocks.
- 2 Around a quarter of living things (find) in the oceans.
- 3 Around eight million tonnes of plastic (throw) into the sea last year.
- 4 The longest range of mountains (locate) in South America.
- 5 Ambergis (oil in a whale's stomach) (use) in some perfumes.
- 6 Between 2014 and 2015, 381 new types of living things (discover) in the Amazon rainforest.

7 Work in the same pairs and share your sentences. Guess if they are true or false. Then check your answers. Student A, turn to page 162. Student B, turn to page 160.

Speak up

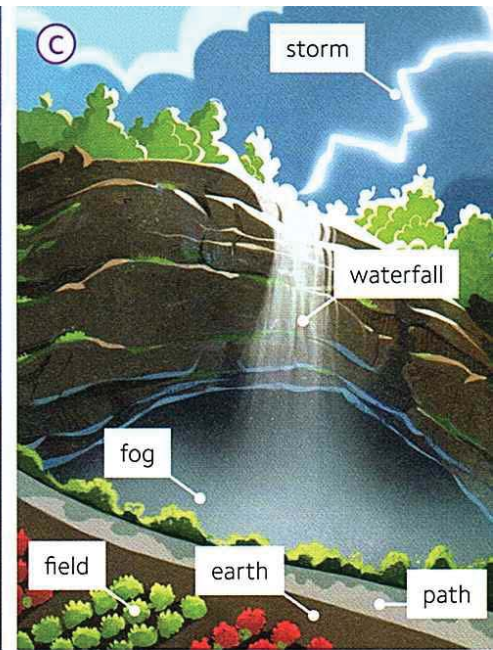
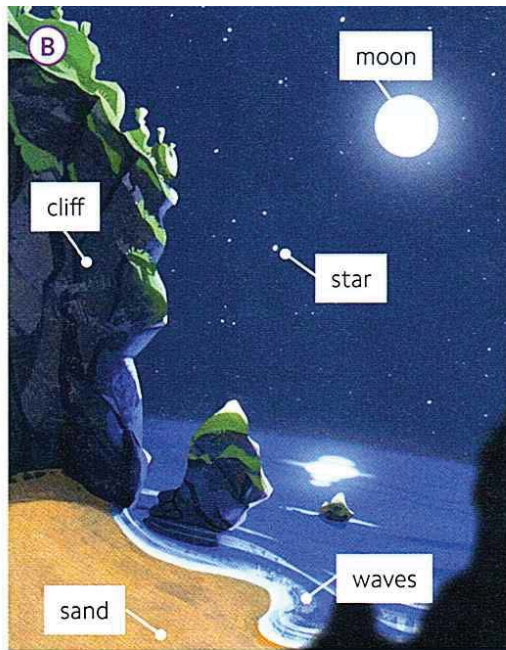
8 Work in pairs and discuss the questions about the facts in Ex 6.

- 1 Which fact was the most surprising?
- 2 Which fact was the most worrying?
- 3 What other interesting facts do you know about our world?
- 4 In what ways should we know our planet better?



VOCABULARY

the natural world



1 Look at the pictures. Put the words in the correct group. Some words may go in more than one group.

sky and weather	forms of water	the ground

2 Complete the fact file with words from Ex 1.

Environment fact file

- 1 A is bad weather with rain, strong winds and sometimes thunder.
- 2 The outside layer of the Earth is made up of
- 3 Farmers need good, sunshine and rain to grow plants for food.
- 4 Rain is important. Without it, fields become deserts because dry earth becomes
- 5 Some are used to create hydroelectricity.
- 6 is created when warm, wet air rises up and meets cool air.
- 7 Stars create their own light, but light from the is reflected sunlight.
- 8 Some in the sea are created by the moon and the sun. Others are created by wind.

3 Read the language box and look at the examples. Can you think of any other opinion and fact adjectives?

explore language

adjective order

We usually put an opinion adjective before a fact adjective (opinion + fact + noun).

a **dangerous, icy** river the **beautiful, blue** sea

When there are two fact adjectives, we put size or age before colour (fact (size or age) + fact (colour) + noun).

a **long, white** beach the **large, brown** rocks

Note: We usually put a comma between the adjectives.

4 Decide which of these adjectives are fact adjectives (F) and which are opinion adjectives (O).

amazing ancient dangerous flat high horrible huge incredible low narrow pretty scary

5 Put the words in brackets in the correct order to complete the sentences.

- 1 From our window, we could see the (snow, white, pretty).
- 2 Tom and his friend walked along the (path, long, narrow).
- 3 We found a and sat on it (flat, rock, black).
- 4 They stood on top of the (cliffs, huge, white).
- 5 There are some (strong, horrible, waves) in the sea today.
- 6 There are lots of (green, fields, big) here.
- 7 There's a really (beach, sandy, beautiful) over there.
- 8 There's a(n) (ancient, forest, incredible) near my house.

game on

Work in teams. Write a gapped sentence like the ones in Ex 5. Put the adjectives and noun in brackets, in the wrong order. Your teacher will read out the sentence to the other team(s). If they put the words in the correct order, they get a point. The team with the most points wins.

Speak up

6 Work in pairs. Have you ever experienced extreme weather conditions? Tell your partner about it.

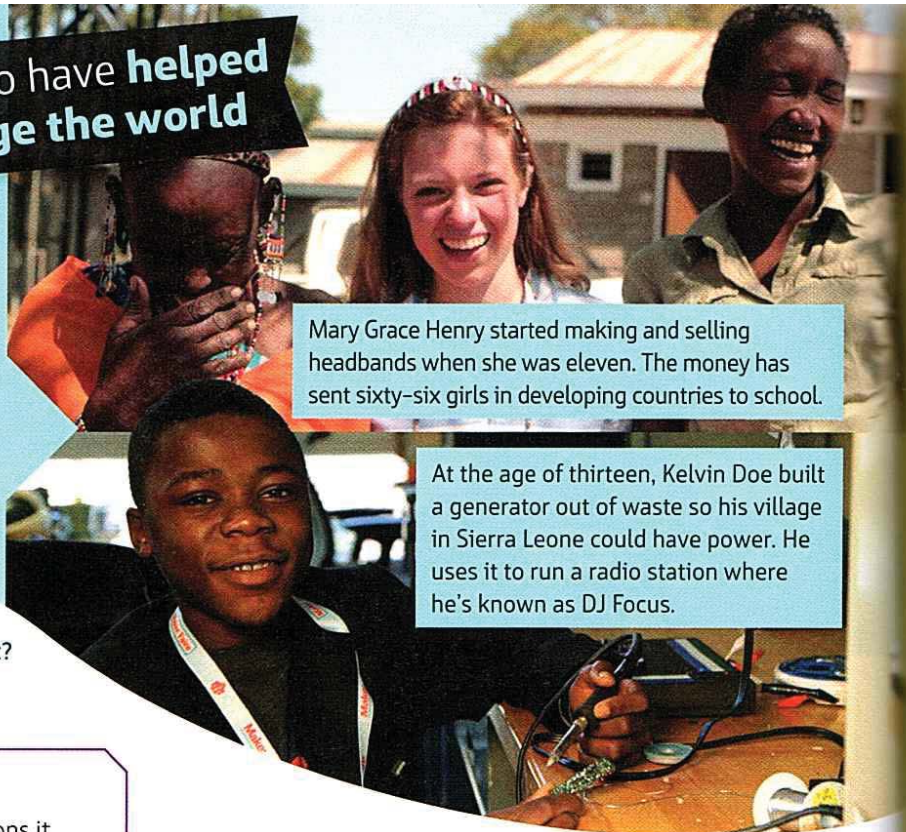
6 Down to Earth

LISTENING

Power up

- 1** Work in pairs. Read about the young people in the photos and answer the questions.
- 1 How has each one helped to change the world?
 - 2 Why do you think they started their projects?
 - 3 Do you know any similar people in your country?

Teens who have helped to change the world



Mary Grace Henry started making and selling headbands when she was eleven. The money has sent sixty-six girls in developing countries to school.

At the age of thirteen, Kelvin Doe built a generator out of waste so his village in Sierra Leone could have power. He uses it to run a radio station where he's known as DJ Focus.

Listen up

- 2** 6.2 Listen to the beginning of a radio interview with a girl who created an app. What kind of app is it?
- 3** 6.3 Read the exam tip and complete the task.

exam tip: multiple choice

Don't choose an option just because the speaker mentions it. All the answer options will be mentioned but only one will be correct. Listen carefully from beginning to end.

Read question 1 in Ex 4. Listen again and choose the correct answer. Why are the other two options incorrect?

- 4** 6.4 Listen to the full interview. Choose the correct answer for questions 2–6.
- 1 When did Holly's interest in recycling begin?
A when she watched a documentary
B when she attended a talk
C when she read an article
 - 2 People have told Holly they like the app because
A they think it's fun to play.
B it's easy for them to use.
C it makes them feel good.
 - 3 Holly thinks the most difficult thing about making the app was
A advertising it to customers.
B attracting someone to create it.
C thinking of an idea for it.
 - 4 Holly's main goal is to
A make sure all plastic is recycled.
B change the way people think.
C reduce the use of plastic.
 - 5 What does Holly do in her spare time?
A She creates art.
B She takes photographs.
C She writes a blog for her website.
 - 6 What are Holly's plans for the future?
A to be employed by an environmental company
B to start a computer company
C to teach at a university

- 5** 6.5 Listen again and check your answers.

- 6** Read the grammar box. What verb form is used after 'have' and 'get'?

explore grammar

↪ p136

have/get something done

We use *have/get something done* when someone else does a job for us, e.g. a service that we pay for. We can use it in different tenses.

My friends **get pizza delivered** every Friday.

Sam's **having his hair cut** at the moment.

My sister's **had her wedding dress specially made**.

We use *by* to say exactly who does the job for us.

I had my photo taken **by a well-known photographer**.


- 7** Complete the sentences with the correct form of 'have something done' and the verbs in brackets.
- 1 Louis his head (shave) at 10 a.m. later today, to collect money for charity.
 - 2 Where can I my boots (mend)?
 - 3 Gemma isn't here. She's gone to her photo (take) for the school magazine.
 - 4 He usually his hair (cut) by the same hairdresser.
 - 5 My parents a new sofa (deliver) to our house yesterday.
- 8** Work in pairs. Tell each other five things you 'have', 'had' or 'are going to have done' for you. Are they similar or different?


SPEAKING

Power up

- 1 Work in pairs. Why do people worry about each of these things? Think about money, health, living conditions and our planet.

carbon footprint climate change energy loss of animal species pollution
rubbish transport


- 2  6.6 Listen to two students talking about the environment. What do you notice they do when talking? Do they find anything difficult?

- 3  6.7 Read the exam tip. Then listen to the same students again. What do they do to take turns this time?

exam tip: collaborative task

→ p148

Make sure you take turns to speak. Answer the questions but don't speak the whole time. If your partner is quiet, ask him/her questions to encourage him/her to say more.

- 4  6.8 Read the useful language. Listen again and complete the conversation. Then add four more phrases to the useful language.

useful language: taking turns

After you. Carry on. Do you agree? What do you like?

A: It's really important that we look after it. What do you ¹.....?

B: I agree with you. It's ...

A: When we ... Sorry, go ².....

B: It's the most important thing to worry about.


A: ³..... do you say that?

B: ... We need animals, plants and clean water to live.

A: Yes, you're right. ... I try to turn off lights when I leave a room. What do you ⁴.....?

- 5 Work in pairs. Choose any photo from this unit and talk about it and the topic it relates to. Use the phrases and questions from the useful language and Ex 4 to help you take turns.

Speak up

- 6  Work in pairs. Read the exam tip, then turn to page 163 and complete the task. Use the useful language to help you.

- 7 Work in pairs and discuss the questions.

- 1 Which would you prefer: to spend time at the beach or in the mountains? Why?
- 2 Is it important for us to protect our environment? Why?
- 3 Do you think that children should have lessons at school about caring for the environment? Why?
- 4 What do you think you could do to be friendlier to the environment? Why?

Speaking extra

- 8 Work in groups. If you could create an eco-friendly charity, what would it be? Why? Make a list of ideas. Present them to the class.

How about a project to encourage students to walk or cycle to school?

Good idea! We can reduce pollution if we travel that way. What do you think?

It is a good idea. But I'd prefer to start a charity for protecting animals.



WRITING

Power up

- 1 Work in pairs and discuss the questions.
- 1 Have you ever participated in an exchange with another school? What happened?
 - 2 If you could do a language exchange with a school in another country, which would you choose? Why?



Plan on

- 2 Read the email from Vincent, an exchange student who is going to visit Turkey soon. Answer the questions.
- 1 Is his email polite and formal or friendly and chatty?
 - 2 What four points does Emad need to include in his reply?

- 3 Read Emad's reply and find one phrase for each of these functions.
- 1 inviting
 - 2 thanking
 - 3 accepting or refusing an invitation

From: Vincent To: Emad

Hi Emad,
 I'm really excited about visiting your school next week. I don't know much about your town. What can I see and do there? I'd really love to meet some of your family.
 My mum and I have planned a trip to a local forest for when you visit us next month. It's really huge and I can take you mountain biking if you like. It's a lot of fun!
 See you next week!
 Vincent

say

invite to cousin's house

thank Vincent

yes!

From: Emad To: Vincent

Hi Vincent,
 I'm glad you're excited about visiting my school. I'm really looking forward to it too.
 Antalya's a big city by the sea. There are lovely beaches there and two water parks too. We could go there. There's also the popular Kursunlu Waterfall about 20 km away. It's really beautiful and I'm sure you'd like it. Oh yes, would you like to meet my cousins on Wednesday evening? My aunt and uncle are having a party and you're invited.
 Thank you for organising a day trip during my visit next month. I'd love to go mountain biking! You can tell me more about it next week.
 See you soon!
 Emad

4 Put the words in the correct order to make sentences. Then match the sentences (A–D) with the functions in Ex 3 (1–3).

- A** ride / I / I'm afraid that / can't / a bike
.....
- B** fantastic / forest trip / sounds / the
.....
- C** for all / thanks / your help / so much
.....
- D** having / how about / with my family / a picnic?
.....

5 Read the exam tip and complete the task.

exam tip: email

→ p150

Learn phrases for different functions (e.g. thanking, inviting, accepting, refusing) and use them when you write. They'll help you to sound natural.

Complete the examples. Use one word in each gap.

Thanks so ¹..... for your advice.

Would you ²..... to go to a party?

I'd love ³..... meet your cousin.

6 Read an email from an exchange student coming to your school. What four things do you need to include in your reply?

7 Work in pairs. Think about places in and around your area that Megan could visit. Discuss what students could see or do there and choose one or two to write about. Use these ideas or your own.

- a beach a lake a museum a palace some mountains

8 Which phrases from Ex 5 could you use in your reply to Megan?

Write on

9 e Write your email in about 100 words.

Improve it

10 Read your email. Does it include all four points in Megan's email? Does it sound friendly?

11 Read your email again and answer the questions. Use your answers to help you improve it.

- 1** Have you used functional phrases to help you thank, invite, etc.?
- 2** Is your grammar accurate?
- 3** Is your use of vocabulary and punctuation correct?





Ocean culture

- 1** Work in pairs and discuss the questions.
 - 1 If you could live in a remote place, where would you choose to live?
 - 2 How would you use the natural resources of that place to survive?
- 2** Watch the clip. Name three ways Bajau people's lives are closely connected to the ocean.
- 3** Watch again and answer the questions.
 - 1 Where do the Bajau people live?
 - 2 How long can Jimmy hold his breath for?
 - 3 What are Jimmy and his family eating for dinner today?
 - 4 How does the Bajau way of life survive?
- 4** Would you like to live with the Bajau people? What would you like about living with them? What would you dislike?

Project

- 5** Work in small groups to design a community that depends on its natural surroundings. Follow these steps.
 - 1 Think about these things to help you design your community.
 - how native peoples like the Bajau connect with nature.
 - the natural places in your area
 - the rural places near your area
 - 2 Make an action plan: how will your community use its natural surroundings to survive?
 - 3 Present your action plan to the class.
 - 4 Listen to the other groups' presentations. Which ideas do you think would be most effective?

INDEPENDENT LEARNING

Reading skills

- 1** Complete the questionnaire. Think about the blog post on page 71 to help you.

My English reading skills

How much do you agree with these statements? (5 = completely agree, 1 = completely disagree)

- 1 I can read and understand a text quickly.
- 2 I can understand the main points of a text.
- 3 I can understand detailed information in a text.
- 4 I have a big enough vocabulary to understand most of what I read.
- 5 When I don't know a word in a text, I work out the meaning or ignore it.
- 6 I find reading in English easy.
- 7 I enjoy reading in English.
- 8 Reading is my best skill in English.

- 2** Work in pairs and discuss your answers to Ex 1.

- 3** Match the goals (1–5) with the actions (A–E) that can help you achieve them.

- 1 I'll improve my reading speed.
- 2 I'll improve my vocabulary so I can understand a text better.
- 3 I'll read and understand a more challenging text.
- 4 I'll read more.
- 5 I'll understand more detailed information in a text.

- A** Read a text carefully and then write in your own words what it's about.
- B** Learn twenty new words about a topic and then read about that topic.
- C** Read three texts on a topic that you're interested in each week.
- D** Practise reading quickly without stopping to reread information.
- E** Choose a text from a B2 book and see if the level is challenging but not too hard.

- 4** How would you like to improve your reading skills? Set yourself a goal and decide how you are going to achieve it. Use Ex 3 to help you.

UNIT CHECK

Wordlist

The natural world

cliff (n)
cloud (n)
earth (n)
field (n)
fog (n)
ground (n)
moon (n)
path (n)
rock (n)
sand (n)
sky (n)
snow (n)
star (n)
storm (n)

sunshine (n)
waterfall (n)
wave (n)
weather (n)

Adjectives

amazing
ancient
dangerous
flat
high
horrible
huge
incredible
low

narrow
pretty
scary
tiny

The environment

animal species (n)
carbon footprint (n)
climate change (n)
energy (n)
plastic (n)
pollution (n)
recycle (v)
recycling (n)
rubbish (n)

Other

creature (n)
explore (v)
planet (n)
sight (n)
survive (v)
transport (n)

Extra

documentary (n)
sunlight (n)
thunder (n)
wind (n)

Vocabulary

1 6.9 Listen to eight sentences. When you hear the beep, write the correct word from the wordlist.

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

2 6.10 Listen and check your answers.

3 Choose the correct words to complete the sentences.

- We can't cycle down that path. It's too narrow / flat.
- I wonder how old these rocks are? I bet that they're ancient / high.
- Experienced surfers usually want to surf a huge / low wave.
- The land around here is really flat / narrow. There's not a hill in sight.
- That was a really horrible / low storm. I thought I was going to die!
- It's definitely not the best waterfall I've seen but it's incredible / pretty.
- The view from the top of the cliff was incredible / high.
- We spent the whole day in the mountains and had an ancient / amazing time.
- The bird was so low / tiny it could fit in my hand.
- Swimming with sharks? No, thank you – that's way too scary / flat for me!

4 Match the meanings with words from the *The natural world* and *The environment* sections of the wordlist.

- the planet that we live on:
- bottles and shopping bags are often made from this material:
- the sun, moon and stars are in this:
- when the air, water or land are dirty:
- things you no longer need and throw away:
- you can walk along this, e.g. on a mountain or through a forest:

5 Complete the article with words from *The environment* and *Other* sections of the wordlist in the correct form.

THE environment

1 Earth is amazing. It's full of living
2 and plants. Some of them can
3 in very hot or cold temperatures. We still
don't know exactly how many different species of
plants or animals live on Earth. Every year scientists
4 new parts of the world and find new
ones. That's why people are worried about the effect of
5 on the world. As temperatures go up, it
affects our world. People try to protect the environment
by 6 rubbish and using less
7 – for example, to
light their house. They might use
public 8 too, to reduce
air pollution.



Review

- 1 Choose the correct verb forms to complete the signs. Then choose the correct answer, A, B or C.

1 Visitors **is / are** asked to use the right bins for recycling.

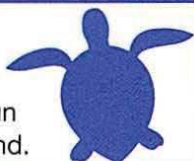


What must visitors do?

- A recycle rubbish correctly
- B use their own recycling bins
- C ask about recycling

2 **TURTLE BEACH**

This beach is **use / used** by nesting turtles. Please do not put sun umbrellas or other objects in the sand.



What mustn't visitors do?

- A leave their sun umbrellas
- B walk or sit near the turtle nests
- C put things in the sand

3 **Clearwater Beach**

This beach **are clean / is cleaned** each evening. Any lost property is taken to the hotel reception.

Who will clean the beach?

- A visitors
- B the receptionist
- C we don't know

- 2 Complete the text with the correct passive form of the verbs in brackets.

I went on a school camping trip last summer. We ¹..... (take) to a valley in the middle of nowhere in a coach. Tents ²..... (put up) for us as soon as we arrived, so that was good. Breakfast and dinner ³..... (cook) on the campsite but lunch ⁴..... (bring) in from a local café. Dinner ⁵..... (eat) round a camp fire. Every year students ⁶..... (drive) to a small mountain where they ⁷..... (teach) how to climb. This year, we couldn't. Instead, we ⁸..... (take) to a lake where we ⁹..... (give) fishing equipment. A grand total of one fish ¹⁰..... (caught) between us!

- 3 6.11 Listen and check your answers.

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

Are we losing touch with nature?

In 2015 dozens of nature words were removed from a children's dictionary and replaced by technology words like 'blog' and 'chat room'. This news ¹..... reported by the media and many people complained to the publisher. The publisher explained that, because ²..... is limited space in a dictionary, old words have to go when new ones are added.

In my view, it's important that the dictionary includes words which ³..... used by children today. Technology is a major part ⁴..... our lives, so children need technology vocabulary. Because most young people grow up in towns and cities these days, we don't really need to know ⁵..... names of trees and plants like our great-grandparents did.

On the other hand, without the natural world, we cannot live. If we are ⁶..... connected to it, we won't be able to survive in future. Perhaps learning the words for the things around us is the first step to building a connection.

- 5 Complete the sentences with the correct form of 'have something done' or 'get something done' and the verbs in brackets.

- 1 My sister..... her hair (cut) once a year.
- 2 We..... pizza (deliver) every Saturday evening.
- 3 I..... my nails (do) yesterday.
- 4 I need to..... my eyes (check) soon. I think I need glasses.
- 5 Last week we..... our house (tidy up) by a cleaner.
- 6 I always..... my clothes (iron) by my dad.
- 7 We..... our swimming pool (clean) last weekend.
- 8 My dad..... the house (paint) every three years.

- 6 Write a paragraph about things that you 'have done' or 'get done' for you. Who does them?

I have a lot of things done. For example, I have my clothes cleaned. I throw them on a chair in my room and the next day they're in my drawer all nice and clean!

“
It's all
about
getting
there.
”

Look at the photo and discuss the questions.

- 1 Do you prefer to visit places that are similar or different to your home? Why?
- 2 How much do you enjoy the journey when you travel to new places? Why?
- 3 What's the best journey you have ever been on? Why?

7

Travellers' tales

READING

topic: ways of travelling
skill: matching details
task: multiple matching

GRAMMAR

defining relative clauses
modals of obligation,
prohibition and necessity

VOCABULARY

travel
verb and noun forms

LISTENING

topic: travelling the world
skill: identifying the type of
information missing
task: sentence completion

SPEAKING

topic: travel problems
skill: referring back to what
someone said
task: discussion

WRITING

topic: holiday tips
skill: creating interest
task: article

SWITCH ON ▶

video: surf around the world
project: prepare a
research-based presentation

7 Travellers' tales

READING

Power up

1 What things are important to you when you go on holiday? Why? Put these factors in order of importance (1 = most important).

- activities
- people
- place
- journey
- weather
- accommodation

Read on

2 Work in pairs. Look at the photo on page 83 and discuss the questions.

- 1 What kind of transport is this?
- 2 Which do you think is the most convenient way to get around a big city?
- 3 Which types of transport have you tried?

3 The young people below are visiting a city for the day. Read what each one says about their day. Who has visited the city before?

4 Read the article on page 83 quickly. Which tour would you like to go on?

5 Read the exam tip and complete the task.

exam tip: multiple matching

If two texts seem to be a good match for a person, keep reading until you find something which means that one is not correct.

Read description 1 in Ex 3 again about Mala. What does she want? Find three things that are important for her. Which is the only city tour text which matches all three things?

6 e Read the article again. Decide which city tour (A–H) would be the most suitable for the people in Ex 3 (1–5).

7 Find phrasal verbs in the texts that have these meanings.

- 1 get on (text D):
- 2 get off (text D):
- 3 visit for a short time (text F):
- 4 book (text G):
- 5 travel around (text H):

Sum up

8 Work in pairs. Decide on one advantage and one disadvantage of each tour.

Speak up

9 Work in groups and do a survey. Follow these steps.

- 1 Find out which type of travel the other students in your group would like to use in a city and why.
- 2 Organise the results of your survey.
- 3 Look at your results. Which type of travel is the most popular in your group? Why?
- 4 Compare the results of your survey with other groups.

A day in London



1 Mala is excited about her first trip to the city but she wants to know how people live there. She likes visiting places and discovering things on her own and in her own time.



2 Dan and Sophie are going round Britain. They have only a day in the city, so they want to go to as many places as possible and would like someone well qualified to show them round.




3 Christa has been to the city before, so she's seen the centre. She's interested in history and would like to get a wider view of the city in a way that is modern and different.



4 Carlos has never been to the city before but he would like to see it slowly and get an unusual view of it. He also wants to see what the city looks like after dark.



5 Roopa wants to get to know the centre of the city slowly and to see the real life as she goes along as well as having some time to explore the things she's interested in.



EIGHT CITY TOURS

A Tony's Tours

Join one of these tours and you'll get to see some amazing views of the city and the river. You'll travel on a cable car which has all the latest entertainment technology, including music and information videos. Allow about half an hour as we take you slowly across the river to see the oldest parts of the city and the sea.

B ABC Travel

If you want to see the real streets, then try our pedicab tours. Our driver will take you around on our special bicycles that have seats on the back. It's a gentle way to get to know the very heart of the city. And you can stop off where you want and sightsee. We will wait for you!

C Best Tours Ltd

The metro is huge and covers a very wide area of the city and even areas outside. Our tours include a guide who is very experienced and can take you to parts of the city where tourists don't normally go. Our price includes your ticket for one day and the opportunity to visit three different places.

D AboutTownTours.com

Our tour tickets use the famous city buses. The big advantage is that you can see all the sights as you travel. You choose your own tour for one day or a week. And remember: you can jump on and jump off where you want and simply catch the next bus.

E Smith & Co Tours

Our river bus is the oldest form of transport in the city. It's not the quickest way to travel but it is unique and very relaxed and you can get some of the best views in the city without the traffic. We have a café on board with drinks and refreshments and you can also see the city by night!

F First Class Travel

Our tours allow you to hire a cycle and we give you small interactive maps and an App guide for the main sights. You can go at your own pace and stop off where you want. It's a great way to visit the parks or ride along by the river as long as you are comfortable cycling in the traffic.

G Zebedee Sights

Why not tour the city like a resident? Walking means you avoid the traffic and get to know the city really well! Sign up and you'll get our special map and an App gives you all the information you need. You listen to the information about the sights on your phone, so it's like having a private tour guide.

H Sharp's Tours

If you're feeling fit, you might want to try a Segway. You can hire these individually but you can also join a tour group with a guide to take you round the city. It's a great way to get about if you have enough time - we do ask you do a short training course with us.

GRAMMAR

1 Read the grammar box and choose the correct words to complete the examples.

explore grammar

→ p138

defining relative clauses

Defining relative clauses tell us exactly which people, things or animals we are talking about. We use *who* for people, *which* for things and animals and *where* for places.

You'll travel on a cable car **1** *which / where* has all the latest entertainment technology.

Our guide can take you to parts of the city **2** *where / that* tourists don't normally go.

Our tours include a guide **3** *who / which* is very experienced.

We can also use *that* instead of *who* or *which*.

Our driver will ride you around on our special bicycles **4** *that / who* have seats on the back.

You can get weekly passes **5** *who / that* make it more economical.

We can leave out *which*, *who* or *that* when it is the object of the verb, especially in speech and informal writing.

Our special map gives you all the information (that) you need.

2 7.1 Listen to two students doing a quiz. What are they answering questions about?

3 7.2 Listen again and complete the quiz questions with 'who', 'which' or 'where'. Then answer the questions. Choose from these words.

a pilot Captain Scott Chile London
Matthew Henson the bullet

- 1 What is the very fast train runs in Japan?
- 2 Who is the famous explorer went to the Arctic circle?
- 3 Which is the country is furthest south?
- 4 What is the name of the city you can take the Underground?
- 5 What do we call the person flies a plane?
- 6 Who was the man went to the South Pole?

4 Join the sentences using relative clauses. Use 'that'.

- 1 Rome is a beautiful city. It's very popular with tourists.
- 2 Do you know the student? He spoke to you.
- 3 They enjoyed sightseeing at the old castle. It's in the mountains.
- 4 We're going to see our cousins. They live near the lake.
- 5 I love travelling on trains. I like the ones that go fast.

5 7.3 Listen and check your answers.

6 Complete the sentences with relative pronouns. Write '-' if a pronoun is not necessary.

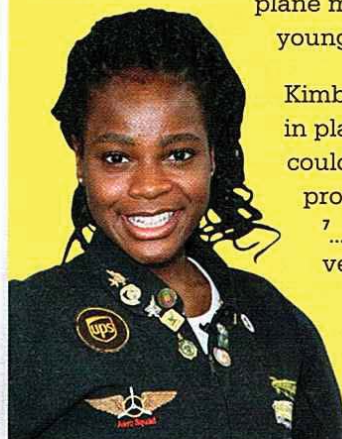
- 1 Let's go back to the place we saw yesterday.
- 2 The flight we were waiting for was late.
- 3 We met some tourists recommended a good restaurant in the city centre.
- 4 Snorkelling is a holiday activity many tourists enjoy.
- 5 We loved the beach near Patara has sea turtles.

7 Complete the article with relative pronouns. Write '-' if a pronoun is not necessary.

A BIG ADVENTURE!

Flying is something **1** Kimberley Anyadike loves. Kimberley is a teenager **2** comes from California in the USA. When she was fifteen years old, Kimberley flew a small plane across the USA. She took off in California and landed in Virginia and then flew back home. The flight **3** she made took thirteen days.

Kimberley learnt to fly when she was twelve. Her family isn't rich and the plane **4** she flew across the USA in isn't her own. It belongs to a plane museum **5** helps young pilots to learn about flying.



Kimberley found it hard to be in places **6** she couldn't see her family. Another problem was the weather **7** was sometimes very stormy! So why did she do it? 'I wanted to inspire other kids to really believe in themselves,' she said.

Speak up

8 Complete the sentences about things that are important to you.

- 1 is a friend who
- 2 is a place where
- 3 is a sport which

VOCABULARY

travel

1 Listen to the words and their definitions. What part of speech is each word: a noun (n), a verb (v) or an adverb (adv)?

- | | |
|---------------------|----------------------|
| 1 destination | 7 check in |
| 2 flight | 8 delay |
| 3 land | 9 passport |
| 4 motorway | 10 sightseeing |
| 5 abroad | 11 take off |
| 6 border | 12 traffic jam |

2 Put the words in Ex 1 in the correct group.

air travel	either air or road travel	road travel

3 Read the dictionary definitions. Then choose the correct words to complete the sentences below.

- (A) **travel** (v): make a journey
- (B) **travel** (n, uncountable): the action of travelling
- (C) **journey** (n, usually singular): the time when you are travelling from one place to another
- (D) **trip** (n): a short visit to a place, usually to go there and return home

- My friend Sam is going to **travel** / **trip** to Australia next year.
- There was a long delay on the **journey** / **trip** back home.
- Our **journey** / **travel** to Amsterdam took eight hours.
- We had a brilliant **travel** / **trip** to Turkey.
- I love **travel** / **travels**. I'd like to go around the world
- My mum is away on a business **journey** / **trip** to Madrid.

explore language

verb and noun forms

Some nouns are almost the same as verbs. Some are identical.

verb	noun
delay / be delayed	delay
travel	travel
take off	take-off
check in	check-in

4 Read the language box. Complete the sentences with words from the box in the correct form.

- When we got to the airport, there was a long queue at the c.....
- Fasten your seat belts for t..... and landing.
- Our friends c..... to the hotel yesterday.
- I was looking out of the window when the plane started t.....
- I hate t..... by plane. I prefer trains.
- The traffic jam on the motorway d..... us for about an hour.

5 e Read the story. For each question, choose the correct answer.

I almost didn't get there!

A lot of people use their holidays to visit their family in other countries. My family is no different and this summer we went on a trip to Turkey to visit my mum's family. Our ¹..... was Kusadasi, which is on the coast. It was my first trip ²....., and I was very excited. At the airport, we checked ³..... our luggage. Mum gave our passports to the woman at the ⁴....., but mine wasn't there. We searched for ages. I took everything out of my luggage and then I found it inside a magazine in my bag! Luckily, we didn't miss our ⁵..... because there was a two-hour ⁶..... Next time I know I need to put my passport somewhere safe!

- | | | | |
|---------------|---------------|----------|------------|
| 1 A place | B destination | C end | D location |
| 2 A outside | B foreign | C abroad | D external |
| 3 A in | B out | C into | D for |
| 4 A reception | B table | C office | D desk |
| 5 A voyage | B flight | C tour | D journey |
| 6 A pause | B gap | C delay | D hold |

game on

Work in pairs and answer the questions. You have two minutes.

Can you name:

- a capital city abroad?
- a country or sea that is on the border of your country?
- two popular tourist destinations near you?
- a place to go sightseeing in your town?
- two reasons why people like/hate take-off and landing?
- two things that can cause a travel delay?

Compare your ideas with the rest of the class. You get one point for each new idea.

LISTENING

Power up

- 1 Work in pairs and discuss the questions.
- 1 What kind of things do you think you can learn when you travel to new places?
 - 2 Do you think you can learn the same things better in school? Why/Why not?

Listen up

- 2 7.5 Listen to a girl talking about how she and her family are travelling the world. Answer the questions.

- 1 Has she enjoyed travelling? Why/Why not?
- 2 Where does she go to school?

- 3 7.6 Read the exam tip and complete the task.

exam tip: gap fill

Look carefully at the words before the gap. For example, an article is followed by a noun; a number may be followed by a plural noun. Also check how many words you think might be missing.

Look at gap 1 in Ex 4. What are you listening for? How do you know? There are two possible answers in the recording. Listen and decide which one is correct. Why is the other option incorrect?

- 4 7.7 Listen again and complete the sentences. Write one or two words or a number or a date or a time.



Sarah is home-schooled but travels a lot.

She first started travelling at the age of

1

She travelled around Australia and then visited

the south of 2

She has only visited places which are

3

She likes to read 4 about places she has visited.

She has had the opportunity to go walking and

5 in beautiful places.

The most important part for Sarah is making

6

- 5 Read the grammar box and complete the examples with modal verbs.

explore grammar

→ p138

modals of obligation, prohibition and necessity

must/mustn't

We use *must* when we think it is important to do something. We use *mustn't* to mean, 'Don't do this!'

My parents said we ¹ just study from books.

We ² learn subjects like geography and history.

have to / don't have to

We use *have to / don't have to* when something is/isn't necessary.

We *don't have to* have a traditional lifestyle because we ³ go to school.

had to

Had to is the past tense of both *must* and *have to*. *Must* has no past form.

We ⁴ sell our house before we could go overseas.

will have to

Will have to is the future form of both *must* and *have to*.

Soon we ⁵ go home.

need to / don't need to

We use *need to / don't need to* when we think something is/isn't necessary but not an obligation.

We ⁶ get out and travel.

- 6 Choose the correct modal verbs to complete the sentences.

- 1 We *must / mustn't* change some money today. We've only got ten euros left.
- 2 You *don't have to / mustn't* come with me to the airport. I know how to get there.
- 3 Your suitcase is full. You *must / mustn't* buy any more souvenirs.
- 4 I *mustn't / won't have to* buy any sandals. I've already got some.
- 5 Tanya and Sarah *had to / need to* get up early yesterday to catch their flight.

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

- 1 It was necessary to wait at the train station.
We wait at the train station.
- 2 Planning is important if you want a good holiday.
You make a good plan if you want a good holiday.
- 3 It's important not to forget your passport.
You forget your passport.
- 4 It isn't necessary to take lots of luggage.
You take lots of luggage.

SPEAKING


Power up

1 What kind of problems might someone have when they travel? How bad are these problems? Give each one a number: 1 = not too bad, 2 = annoying, 3 = a disaster!

- 1 You lose all your money.
- 2 You buy a great souvenir but it breaks on the way home.
- 3 Your phone battery dies.
- 4 You can't find your family in a busy market.
- 5 You forget your ticket.
- 6 You have to share a bedroom with your cousins.

2  7.8 Listen to two students answering one of these questions. Which question is it?

- 1 What do you think is the best way to prepare for going on a trip?
- 2 Has something surprising ever happened to you while you were travelling?
- 3 What would you do if you lost something at an airport or a train station?
- 4 How do you make sure all your things are safe when you travel?

3  7.9 Read the useful language and listen again. Which phrase does the girl use to start her answer? Why?

useful language: referring back to what someone said

As (Jack) said, ...

I've never done that. / That's never happened to me.

I'd do the same as (Jack). / I wouldn't do the same as (Jack).

I'm not sure I agree with (Jack).

Like (Molly), I (keep everything in a bag).

Unlike Molly, I (keep everything in my pockets).

4 Which phrases from the useful language could you use to start your answer to the other three questions in Ex 2? More than one answer might be possible.


5 Work in pairs. Do you believe the boy's story? Why/Why not?

Speak up

6 Read the exam tip. Why is it a good idea to refer back to what your partner said?

exam tip: discussion p149

If the examiner asks you both the same question and your partner answers first, try to refer back to what they said, e.g. say if you agree, have had the same experience or like the same thing. It shows you were listening to your partner and understood his/her answer.

7  Work in pairs and discuss the questions in Ex 2. Take turns to answer first and second. When you answer second, refer back to your partner's answer.

Speaking extra

8 Work in pairs. Take turns to tell your partner a travel story. Choose one set of words (1-3) to use in your story. Your partner will ask follow-up questions as you are speaking.

1 **amazing** **strange** **wrong** **bag**

2 **disaster** **funny** **late**

3 **new** **weird** **expensive** **lost**



WRITING

Power up

1 Work in pairs. Look at the holiday photos and answer the questions.

- 1 Where did the people take these photos?
- 2 What are they doing in the photos?
- 3 Do you think it was easy or difficult to take these photos?

2 Why do people take photos like these? Have you got any similar photos?



Plan on

3 Read the advert below and answer the questions.

- 1 Who might read the article? Why?
- 2 What must writers include in their article?
- 3 Can they give their own opinion in the article?

We want your top tip for travelling!

Do you have a good travel tip you can share with our readers?

What is your tip and how does it help you when you are travelling?

Write an article answering these questions. We will publish the most interesting ones on our site. Only 100 words, please!



4 Read Gabriel's article below and find these things.

- 1 an invitation for the reader to give their opinion
- 2 a travel tip
- 3 the title
- 4 how the tip can help the reader
- 5 a question to get reader's interest

Top tip for a happy family holiday



by Gabriel, São Paulo, Brazil

How important is it for you to have photos of your holiday?

My parents love taking photos of tourist attractions and scenery. Last year, we went to São Salvador, which we all loved. But every day Mum and Dad had their cameras ready and said things like, 'Stand here!', 'Don't move!' and 'Smile!' When we got home, we had lots of photos but my sister and I looked bored in every single one.

So what's my top tip? Grab the camera or use your mobile and take some funny or unusual photos.

What do you think of my suggestion? Would you do this?



5 Work in pairs. Think of tips for each of these travel problems.

- 1 crying baby on a bus or plane
- 2 getting travel sick
- 3 dropping your camera in the sea
- 4 not getting to sleep on the bus or plane

6 Read the exam tip and the language box. Write an opening question and a closing question for each problem in Ex 5. Use phrases from the language box.

exam tip: an article

→ p152

Use questions in your article to address your reader and get their interest. Then invite comments from them.

explore language

opening questions to your readers

- Have you ever ... ?
- Do you like ... ?
- How important is it for you to ... ?

inviting other people to give their opinions

- Do you think that ... ?
- What do you think of this photo/idea/plan?
- Let me know what you think.
- Have you got any suggestions/good ideas?

7 Read the advert in Ex 3 again and look at the ideas in Ex 5. Choose the problem and tip you want to write about.

8 Think of a title and the first question you want to ask your readers.

Write on

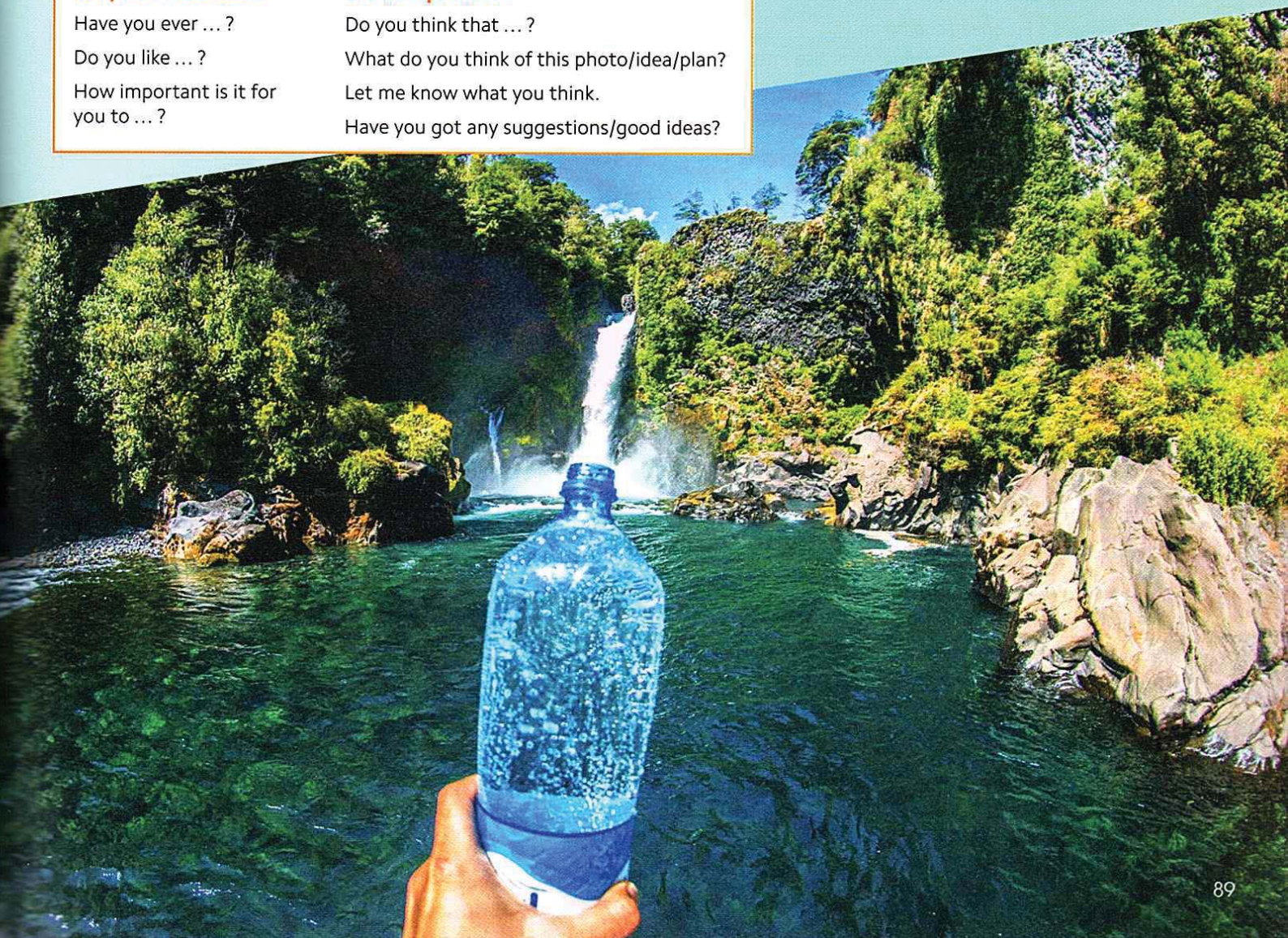
9 e Write your article in about 100 words.

Improve it

10 Check your article. Have you included all the content points in the task?

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



- 1 Has the article got a title?
- 2 Is there an opening question for the reader?
- 3 Are all the content points included?
- 4 Does the article invite the reader to give an opinion?





SWITCH ON

Surf around the world

- 1 Work as a class. Make a list of all the countries you have visited. Talk about your favourites and the culture in those countries.
- 2  Watch the clip and complete the sentences.
 - 1 Sam Bleakley is a European champion
 - 2 Sam isn't only interested in surfing; he is also interested in the local people, their and their
 - 3 Joshua is a keen Ghanaian style
 - 4 Oman is very hot and has vast areas of
- 3  Watch again. Are these sentences true (T) or false (F)?
 - 1 Surfing is just as popular in Ghana as it is in America and Australia. T / F
 - 2 Joshua's dancing abilities help make him a good surfer. T / F
 - 3 Local people have only just started surfing in Oman. T / F
 - 4 Bedouin people are traditionally nomadic and move around a lot. T / F
- 4 If you could visit the culture and introduce an activity or hobby that you enjoy, like Sam takes surfing to Ghana and Oman, what would that activity be? And why?

Project

- 5 Work in pairs to research and write a presentation about another culture. Follow these steps.
 - 1 Choose a culture and research it. Think about these things.
 - what they eat and drink
 - what they wear
 - what their jobs are
 - what they do for fun
 - 2 Find or draw pictures to add to your presentation.
 - 3 Present your ideas to the class.

INDEPENDENT LEARNING

Speaking skills

- 1 Think about the Speaking lesson of this unit. Answer the questions.
 - 1 Did you feel confident when you were doing the main speaking task? Why/Why not?
.....
 - 2 Did you stay focused on the task?
.....
 - 3 How did you refer back to your partner's answer?
.....
- 2 Work in pairs. Compare your answers to Ex 1 and look back at the speaking exam tips you have seen so far. Which ones did you find useful? Why?
- 3 Work in new pairs. Imagine you are going to give advice to someone else who is learning English. Make a list of things they can do at home to help them improve and practise their pronunciation and speaking skills.

	activities
speaking skills	practise recording myself speaking and listen back to it
pronunciation	

- 4 Complete the sentences.

- 1 I'm going to improve my pronunciation by
.....
.....
- 2 I'm going to improve my speaking by
.....
.....

UNIT CHECK

Wordlist

Travel

abroad (<i>adv</i>)	motorway (<i>n</i>)
air travel (<i>n</i>)	passport (<i>n</i>)
be delayed (<i>phr v</i>)	road travel (<i>n</i>)
border (<i>n</i>)	sightsee (<i>v</i>)
check in (<i>phr v</i>)	sightseeing (<i>n, adj</i>)
check-in (<i>n</i>)	take off (<i>phr v</i>)
delay (<i>n, v</i>)	take-off (<i>n</i>)
destination (<i>n</i>)	traffic jam (<i>n</i>)
flight (<i>n</i>)	travel (<i>n, v</i>)
journey (<i>n</i>)	trip (<i>n</i>)
land (<i>v</i>)	



Phrasal verbs

get about
jump off
jump on
sign up
stop off

Other

hold (*n*)
location (*n*)
place (*n*)
reception (*n*)

tour (*n*)
travel sick (*adj*)
voyage (*n*)

Extra

cable car (*n*)
foreign (*adj*)
metro (*n*)
pedicab (*n*)
river boat (*n*)
Segway (*n*)
souvenir (*n*)
(the) Underground (*n*)

Vocabulary

1 Choose the correct words to complete the sentences.

- This year Anna's going **abroad** / **sightseeing** for the first time. She's never visited another country before.
- They wouldn't let Luca travel because his **flight** / **passport** was out of date.
- They walked over the **border** / **check-in** between Italy and Switzerland during the night.
- After the plane **landed** / **took off**, the flight attendant brought round food and a drink, and we watched a film.
- We heard about the **flight** / **traffic jam** on the radio, so we chose a different road into town.
- The students enjoyed the ski **journey** / **trip**, and didn't want to come home.
- We had a two-hour **delay** / **flight** because there was a problem with the plane.
- The train journey was terrible and it took five hours for us to reach our **destination** / **motorway**.

2 Choose the correct answers to complete the sentences.

- What time does the to Rome leave?
A journey B flight C motorway
- I had a fantastic holiday but the home was long and very boring.
A trip B journey C travel
- They couldn't their bags when they arrived because it was too early.
A take off B delay C check in
- The planes couldn't because it was too foggy.
A take off B check in C land

3 Complete the leaflet with these words.

check in delay destination flight passport
sightseeing take-off travelling

Welcome to Jolly Airlines!



- Please ¹..... at the airport at least two hours before your ².....
- Have your ³..... and ticket with you at all times.
- If there is a ⁴..... of more than three hours, all passengers will receive a free meal.
- Please turn off your mobile phone, laptop or tablet before ⁵.....
- Jolly Airlines can help you before you arrive at your ⁶..... If you would like to book theatre tickets or a ⁷..... trip, please ask for details.

Thank you for ⁸..... with Jolly Airlines!

UNIT CHECK

Review

1 Complete the sentences with 'who' or 'which'.

- 1 The pilot flew our plane is my dad's cousin.
- 2 The flight has just landed is from Ankara, Turkey.
- 3 Will the passenger has lost a passport please go to the check-in desk?
- 4 There's a meeting after school for all the students are going on the ski trip.
- 5 The train goes to Seville is on platform ten.

2 Choose the correct words to complete the sentences.

- 1 I heard a loud noise **who** / **which** my dad did not hear.
- 2 She wants to visit the town **that** / **where** her grandad was born.
- 3 Is that the boy **whose** / **that** guitar broke during the concert?
- 4 I think Erin and Martin were the people **who** / **whose** performed best.
- 5 Where's the ticket **that** / **where** was right here on my desk this morning?
- 6 They're looking for a place **there** / **where** they can practise for the concert.
- 7 The girl **that's** / **whose** talking to Sarah is Lee's sister.
- 8 The student **who's** / **whose** poem got first prize won 100 euros.

3 Complete the sentences with the correct form of 'must' or 'have to' and the verbs in brackets.

- 1 You (buy) your tickets now. You can get them at the station.
- 2 The passengers were tired because they (sleep) in the airport last night.
- 3 It's a fantastic theatre. We (go) there one day.
- 4 The motorway will be closed this evening, so we (use) the smaller roads.
- 5 We (forget) our cameras when we go away at the weekend.
- 6 Louise's in a choir and she (practise) three times a week.
- 7 You can look at my costume for the play, but you (laugh) at it.
- 8 Linda wanted to go sightseeing, but first she (unpack) her bags.

4 e Read the article. For each question, choose the correct answer.

Harry Styles, from the pop group One Direction, is a singer ¹..... has everything: millions of fans, lots of money and a close family. It's a life ²..... lots of talented teenagers would like to have. ³..... really happens when a young teen suddenly become famous? For a start, they often ⁴..... to travel a lot, and that can be difficult. School life also changes. Some teen pop stars ⁵..... to go to school because they haven't got time. Perhaps that sounds fun, but ⁶..... teaches them? Even pop stars know that they ⁷..... get an education, so many of them travel around the world with a tutor. It isn't easy, but most of these young stars are people ⁸..... wouldn't change a thing.

- | | | | |
|----------------|---------------|----------------|-----------|
| 1 A that | B who | C which | D where |
| 2 A that | B what | C who | D then |
| 3 A Why | B Who | C What | D How |
| 4 A had | B will | C must | D have |
| 5 A don't have | B didn't have | C doesn't have | D mustn't |
| 6 A what | B when | C where | D who |
| 7 A need | B needn't | C mustn't | D must |
| 8 A which | B who | C where | D what |

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

My last holiday

I'm from New Zealand and last summer I went to Australia ¹..... my parents. We all enjoy sightseeing a lot but we don't often go abroad ²..... I get travel sick. And my mum hates flying! This means that when we do go away, we like to stay ³..... nice with plenty of sunshine. So last year my dad persuaded us to go to Australia. He told the travel agent we needed ⁴..... go to a place that was sunny! I was worried about the dangerous snakes and spiders ⁵..... live there. But instead, we saw kangaroos jumping around and koalas with their cute babies. We went swimming in the sea and saw Sydney, so in the end, we ⁶..... a lovely time.

“

Do more of
what makes
you **happy.**

”

Look at the photo and discuss the questions.

- 1 What is the girl in the photo doing?
- 2 What hobbies were popular with your parents' generation? Which ones are still popular today?
- 3 How do you think young people's use of free time has changed over time?



8

Time out

READING

topic: developing patience
skill: finding synonyms
task: multiple choice

GRAMMAR

reported speech
indirect questions

VOCABULARY

hobbies and interests

LISTENING

topic: unusual hobbies
skill: avoiding distraction
task: multiple choice (pictures)

SPEAKING

topic: talent shows
skill: making and responding to suggestions
task: collaborative task and discussion

WRITING

topic: celebrity hobbies
skill: paragraph openers
task: article

SWITCH ON

video: domino art
project: write a video script

READING

Power up

1 Work in pairs. Look at the activities in group A. What qualities from group B do you think are needed for these hobbies? Why?

- A 3D printing art chess coding
collecting action figures drama
listening to music making documentaries
photography writing short stories

- B creative intelligent optimistic
passionate patient self-confident
self-controlled sociable

2 Do you think that young people today are more impatient than in the past? Why/Why not?

3 Work in pairs. Look at the photos of situations where you need to be patient. Which situation would you find the hardest? Why?

4 Work in pairs. Student A, turn to page 160. Student B, turn to page 162. Follow the instructions and then check your answers together. Then look at Ex 1 and find two words to describe the children who get two marshmallows.



Read on

5 Read the exam tip and complete the task.

exam tip: multiple choice

Use key words in the questions to find the answer. Then look for synonyms of the key words in the options.

Look at question 1 in Ex 7 and the first paragraph of the article. Find synonyms in the paragraph for the highlighted words in the options.

6 Find the key words in questions 2–5 in Ex 7.

7 e Read the article and each question, choose the answer.

- The writer says many adults think that teens
 - spend too much time on computers.
 - are bad at spending time on their goals.
 - have more things to interest them today than in the past.
 - are able to concentrate better now than in the past.
- What does the writer tell us about the marshmallow test in the 1960s?
 - It predicted later success in life.
 - It worked with very young children.
 - It produced the same results for a long time.
 - It became popular with professionals.
- Protzko believes his test showed that
 - it is important to look at several different skills.
 - child experts understand young people better than anyone else.
 - young people today are more patient.
 - teenagers are getting taking more chances.
- What complaint has been made of Protzko's work?
 - He persuaded the children to wait longer.
 - Different kinds of children were tested.
 - The results may be affected by social changes.
 - The children had help from their parents.
- What was the writer's purpose in writing this article?
 - to recommend the Marshmallow test for everyone
 - to make the reader think about how we change as we get older
 - to suggest activities that encourage greater patience
 - to show that ideas about this generation are not fair



Are modern children really less patient?

How many times have you heard older people complaining that today's kids need to be entertained all the time and move constantly from one activity to another? They say that technology has changed today's children – they now demand everything immediately and they won't work to earn rewards.

An American psychologist, John Protzko, decided it was time to test these opinions. His idea was to repeat a test that was first used in the 1960s, and then compare the results for those children, with children today. The Marshmallow Test was part of an experiment to see if children could control their own behaviour. Interestingly, among that first group of children, the ones who did well in the test, showing good self-control, ended up doing better in adult life than those who did badly. The test is still used today to understand child **development**.

Before comparing the results of children taking the test in the 1960s and 2010s, Protzko asked 260 child experts what they thought he would learn from the exercise. Interestingly, only sixteen percent of them said that they thought children would get better at the test over time. The rest said that they believed the test would show children's self-control has **decreased**.

In fact, Protzko found performance has **improved** over the last fifty years, which is the opposite of popular opinion. Children's ability to wait for rewards has actually **increased** over time. Perhaps this shouldn't be so surprising. Research shows **progress** in other areas, too. Exam results for teenagers have **continuously** improved, and teenagers put themselves in fewer dangerous situations than their parents' generation did. This is a sign that they're becoming more responsible.

However, not all experts are convinced by Protzko's results. Some have questioned if these results really show that today's children have greater self-control, and suggested other explanations. For example, some experts said that they thought children's attitudes to sweets may be different now to in the past, particularly as sweets are available everywhere. Most parents today frequently tell their children that sugar is bad for them, which may also influence children's attitude to eating sweets. It's an interesting argument, but still, all the signs suggest young people are, it seems, becoming more patient.



Interestingly, among that first group of children, the ones who did well in the test ended up doing better in adult life than those who did badly.

8 Match the words in bold in the article with the words in bold in these sentences.

- 1 Scientists believed that the level of patience would **go down**.
- 2 Academic results have **gone up**.
- 3 This **process of getting better** has surprised many people.
- 4 The test results have **got better** in all subjects.
- 5 The **growth** of children is an important field of study.
- 6 People misjudge teenagers **all the time**.

Sum up

9 Work in pairs. Talk about these things.

- 1 how young people are better than their parents when they were at the same age; give examples
- 2 the problems with comparing the two groups

Young people are more patient these days because ...

Speak up

- 10 Do you think you and your friends have good self-control? Do you find it easy to wait for something you want? How about your parents or grandparents?

GRAMMAR

- 1 Read the grammar box and choose the correct verb forms to complete the examples.

explore grammar

p140

reported speech

reported statements

The main verb usually goes back one tense into the past.

'It's time to test these opinions,' said American psychologist John Protzko.

An American psychologist, John Protzko, said it ¹is / was time to test these opinions.

reported questions

For *yes/no* questions, we use positive sentence word order, change the tense and add *if*.

'Do the results really **show** greater self-control?' some people asked.

Some people asked **if** the test results really ²show / showed greater self-control.

For *wh-* questions, we use positive sentence word order and change the tense.

'What **will** I **learn** from the exercise?' Protzko asked 260 experts.



Protzko asked 260 experts ³if / what he ⁴will / would learn from the exercise.

pronouns in reported speech

We change first and second person pronouns to third person pronouns.

'Sugar is bad for **you**!' parents told their children.

Parents told their children that sugar was bad for ⁵them / you.

- 2   8.1 Watch or listen to people reporting statements and questions. Match four of the speakers (1–8) with the questions they asked (A–D).

- A** Can I borrow a pen?
Speaker
- B** What time are you going to arrive in the village?
Speaker
- C** Can you drop me into town?
Speaker
- D** Can I borrow your phone charger?
Speaker

- 3   8.2 Watch or listen again and complete the sentences.

- 1 This morning I asked my brother his phone charger.
- 2 The last time I asked a question was when I asked my friend a pen.
- 3 I last asked a question to my mum. I asked her me into town.
- 4 The last time I asked someone a question was yesterday, when I asked my uncle going to arrive in my village.
- 5 The last person I spoke to was my cousin and she said leave at two o'clock to come and see my family.

- 4 Martin has invited friends from his drama group to his house after school. They have left messages on his phone. Rewrite the messages into reported speech.

- 1 Jane: I can come after eight o'clock.
- 2 Ed: I'll bring some snacks.
- 3 Chris: I can't come because I'm sick.
- 4 Melanie: I love rehearsing after school!
- 5 Simon: I'm going to be late. I haven't left the house yet.
- 6 Lizzie: I really want to try on the new costumes!

- 5  8.3 Listen and check your answers.

- 6 Read Fatima's post. Rewrite her questions in reported speech.



Hi, guys. Can anyone help me? Does anyone know about the Denver Film Academy? Is it near the school? What are the teachers like? What time does the group meet? And finally, what are the short films like? Are they any good?

Thank you so much!

Write on

- 7 Work in pairs. Follow these steps.

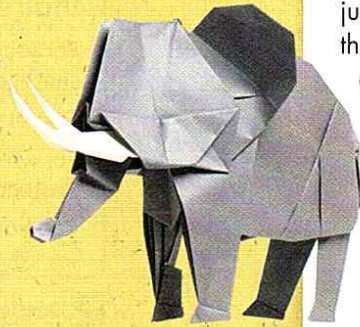
- 1 Write three sentences about what you did last weekend, drawing emojis in place of words where possible.
- 2 Swap sentences. Can you work out your partner's story?
- 3 Work in new pairs. Tell the story to your new partner. Use reported speech.

VOCABULARY

hobbies and interests

- 1** Match the comments (1–9) with the activities (A–I).
- I get together with my friends at weekends and we build and paint whole sci-fi battle scenes.
 - I practise with a band on Friday evenings.
 - I often play against my cousins, but my wi-fi's poor at the moment.
 - My favourites are nature scenes, particularly wildlife.
 - I'm really into kickboxing. It's a fun way to exercise.
 - I make rings and necklaces with plastic.
 - This year we're doing a musical. You can join in if you want.
 - I have over 5,000 trading cards, and some of them date back to the 1990s.
 - My speciality is cookies. I just love the smell while they're in the oven.

- A collecting things
- B cooking
- C doing drama
- D keeping fit
- E making jewellery
- F making models
- G online gaming
- H practising a musical instrument
- I taking photos



- 2** 8.4 Listen. Which activities from Ex 1 do you hear?

- 3** Match these words with their meanings.

battery glue ingredients paintbrush recipe zoom lens

- a long, thin brush that you use to add colour to something:
- things that you use to make a particular type of food:
- an object that provides power for a machine or piece of equipment:
- a piece of curved glass or plastic that makes things look bigger:
- instructions for how to cook something:
- something that you use to join things together:

- 4** Match the words in Ex 3 with the hobbies (A–C).

- A cooking:
- B photography:
- C making models:

explore language

talking about your hobbies and interests

be into photography / making models

be mad about cooking / keeping fit

chill out with friends / at home / at the beach

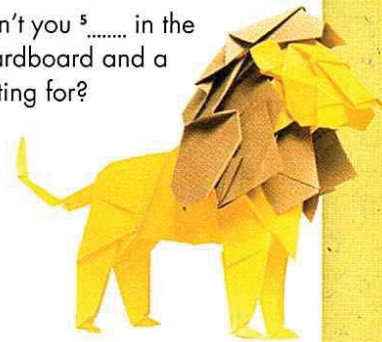
hang out with friends / other football fans / my cousins

join in the dancing / the fun

- 5** **e** Read the language box and the blog post. For each question, choose the correct answer.

THE HOBBYIST

Are you looking for a new hobby or do you just want to hang out ¹..... friends who have the same interests? Perhaps you like ²..... old comics or you're ³..... designing your own jewellery. We've got something for everyone at The Hobbyist. This month Kylie Rigg is going to write on our blog. Kylie's ⁴..... about building models and she's going to share her designs for some cool 3D models of animals. Why don't you ⁵..... in the fun? All you need is some cardboard and a few ⁶..... . What are you waiting for?



- | | | | |
|----------------|----------|-----------|---------------|
| 1 A into | B in | C with | D about |
| 2 A collecting | B making | C taking | D doing |
| 3 A for | B in | C into | D about |
| 4 A good | B bad | C keen | D mad |
| 5 A meet | B join | C hang | D chill |
| 6 A paints | B glue | C battery | D ingredients |

Speak up

- 6** Work in pairs. What could you write on a hobby blog? What do you like about that hobby?

game on

Ask ten questions!

Work in pairs. Think of a hobby each. Your partner has to guess what the hobby is. He/She can ask up to ten yes/no questions. Make sure you only answer 'yes' or 'no'.

LISTENING

Power up

1 8.5 Listen and match the speakers (1–8) with the options (A–H). Then work in pairs. Check your answers and share true sentences using some of the numbers.

- | | | | |
|--------------|------------|---------|----------|
| A 1.5 | C 21/01/19 | E £4.57 | G 12,500 |
| B 12,500,000 | D 999 | F 70% | H €4.57 |

Listen up

2 8.6 Listen and for each question, choose the correct answer.

1 What does the boy still need for his course?



2 What did the man spend so long trying to make?



3 Which activity does the boy do?



4 Where does the girl keep her huge 'Star Wars' collection?



5 What did the girl use to make the necklace?



6 What did the boy make for the competition?



7 What part did the girl get in the play?



exam tip: multiple choice (pictures)

Use the second listening to check your answers. Listen carefully, even when you are sure you have the right answer.

3 8.7 Read the exam tip. Listen again and check your answers.

4 8.8 Listen again. What do these numbers refer to?

6 2010 13,000 9.5 4.45

explore grammar p140

indirect questions

For *yes/no* questions, we use *if* + positive sentence word order.

Do you know if he made them from gum?

For *wh-* questions, use a *wh-* word + positive sentence word order.

Can you tell me what kind you need?

5 Put the words in the correct order to make indirect questions.

- why / can I ask / never come / you / cycling with us?
- open today / do you know / the music centre / is / if?
- cost / could you tell me / how much / your photography course?
- whether / the new game / available yet / is / can you tell me?
- studied drama / you / have / can I ask / how long?

6 Complete the indirect questions. Work in pairs and ask and answer the questions.

- What is your hobby?
Can you tell
- Is it expensive?
Can I ask
- How did you learn to do it?
Could
- Is there any online help for your hobby?
Do you

7 Do a class survey. Interview three different people. Ask them the questions in Ex 6.

SPEAKING

Power up

- 1 Work in pairs. Read the advert. Which act would you suggest? Why? Tell the class.

THE BEST TALENT SHOW ACT EVER

What is the best act of all time from TV talent shows in recent years? Tell us below!



Speak up

- 2 8.9 Complete the conversation with these phrases. Listen and check your answers.

agreed how about I don't think it'd be easy
I'd prefer to I'm really not sure about that let's look shall I
that's a great would you like yes, OK

- A: OK, so we have to do an act for the talent show.
1 training my dog to do a few tricks?
- B: I like the idea. Your dog is so cute, but
2 to train her in such a short time. We've only got a couple of weeks.
- A: I guess not. 3 to do a song, then? We can use a recording with some backing music.
- B: 4 I know you sing in a choir, but I can't sing very well, and there are some other really good singers in our school.
5 do something really different, like rapping.
- A: I love it! 6 idea! I can rap, I'm sure. 7 start looking online for a good poem?
- B: 8 That sounds like a good place to start. I know: 9 together. Why don't we meet up tonight after classes?
- A: 10 !

exam tip:

→ p148, p149

collaborative task and discussion

If you want to reject a suggestion, try to give a reason and make an alternative suggestion to sound more polite.

- 3 8.10 Read the exam tip and the useful language. Listen again and find one example for each function (1–3).

- 1 a response accepting a suggestion
- 2 a response rejecting a suggestion
- 3 a reason for rejecting a suggestion

useful language: making and responding to suggestions

Why don't we recommend ... ?	That's a good idea!
Shall we suggest ... ?	That sounds great!
Would you like to start ... ?	I don't think so.
Let's look at the first ...	I'm not sure about that.
What/How about suggesting ... ?	I'd rather / I'd prefer to choose ...

- 4 **e** Work in pairs. Turn to page 164 and complete the task.
- 5 **e** Work in pairs. Take turns to ask and answer the questions.

- 1 Would you like to enter a talent show? What would you do? / Why not?
- 2 What do people need to do to prepare for a talent show? Why?
- 3 What kind of acts are the most popular on talent shows in your country? Why do you think that is?
- 4 Which types of acts do you prefer to watch? Do other people you know find them interesting too?
- 5 Which do you think is the most relaxing talent to learn? Why?

Speaking extra

- 6 What is the strangest act you've seen on a talent show or on the internet? Would you like to try it? Why/Why not?

WRITING

Power up

- 1 What do you know about hobbies from the past? Read the quiz and decide which sentences are true (T) or false (F).
- 2 Do you know anyone who has a hobby or a pastime that you wouldn't expect them to have? Share your answers with the class.
- 3 Read the useful language. Then read this article about a celebrity with an unusual hobby. Find at least two adjectives and two adverbs.

True or False?



- 1 Snake wrestling was a hobby the Romans really enjoyed practising. T / F
- 2 The competitors in the Olympic Games in Ancient Greece were people who just did sports for fun. T / F
- 3 Pole sitting, a game where contestants sat on a seat on top of a flag pole for as long as possible, became a popular pastime in 1920's America. T / F
- 4 The Victorians had a keen interest in plants and often had seaweed collections. T / F
- 5 The British invented football in the eighteenth century and that is why it is the UK's national sport. T / F
- 6 'Grass balling', or rolling a ball of grass to make a decoration, has long been a pastime in Japan, particularly with children and young people. T / F

WHAT DO THE STARS DO WHEN THE PARTY'S OVER?

We all need a hobby, and even celebrities need a way to relax. Have you heard about the benefits of doing creative crafts? If so, you won't be surprised to learn that Taylor Swift is keen on making snow globes in her free time.

Taylor is a fantastic singer and songwriter. She's written a huge number of successful hits. She once said that this busy lifestyle brought many challenges. Making snow globes for close friends and family gave her a chance to do something completely different.

I think a hobby is extremely important because it helps you to forget about work or studies and relax. I would love to try this hobby and share the results with my friends.

useful language: adjectives and adverbs

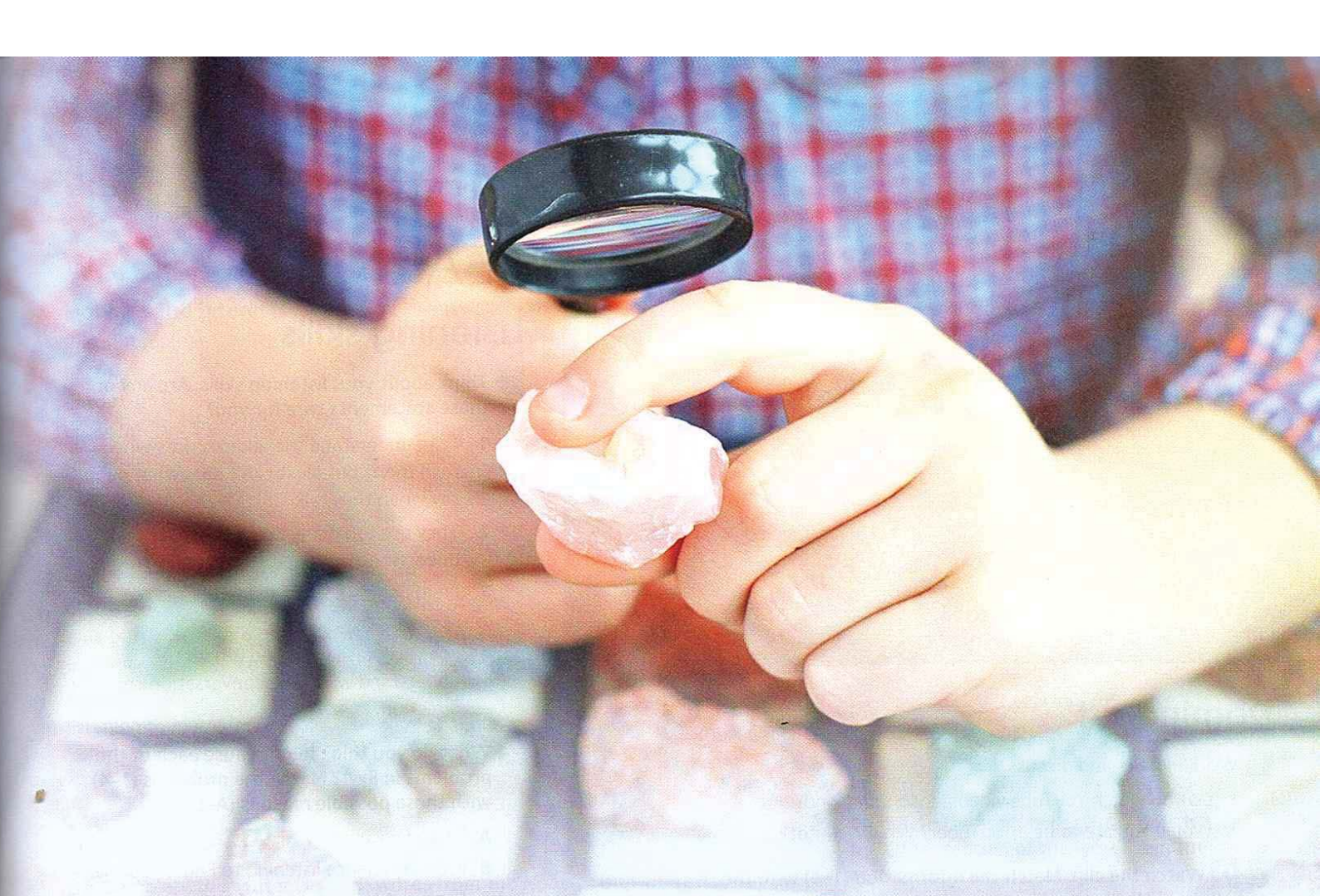
You might be **surprised** / **amused** / **amazed** to learn that ...

I think a **good** / **interesting** / **weird** hobby is ...

X's hobby is **great** / **fantastic** / **helpful** because it's ...

She **once** / **famously** / **publicly** said that ...





Plan on

- 4 Read the article again. In which paragraph does the writer do these things?

- | | |
|--|---|
| 1 introduce the hobby | 3 introduce the person with the hobby |
| 2 say why the person likes the hobby | 4 say why this hobby is good |

- 5 Find one example of reported speech in the article.
- 6 Read the advert. What do you need to write? What should it be about?

Articles for 'Activity News'

Do you know someone with an interesting or unusual hobby?
Why do you think they do that hobby?

Explain whether you'd like to do this hobby or not.

Write an article for our magazine. We'll put the best ones in next week's issue.

exam tip: article

→ p152

You can start an article with a question. This makes your reader interested from the beginning.

- 7 Think of a person you know with an interesting hobby. Use these ideas or your own. Read the exam tip and make notes using the points (1–4) in Ex 4.

collecting things creating songs
designing their own clothes making videos
writing a blog

- 8 Look at your notes from Ex 7. What adjectives and adverbs can you use to describe:
- 1 the person? very funny, really interesting
 - 2 the hobby? quite exciting

Write on

- 9 **e** Write your article in about 100 words.

Improve it

- 10 Read your article again. Did you:
- 1 give it a title?
 - 2 cover all the points in the advert?
 - 3 include all the things in Ex 4?
 - 4 make the hobby sound interesting with adjectives and adverbs?
 - 5 start with a question?



SWITCH ON

Domino art

1 Work in pairs and discuss.

- Do you watch YouTube videos? If so, what kind?
- Would you like to be a YouTuber? Why/Why not?

2 Watch the clip. Match the information (1–6) with the numbers (A–F).

- | | |
|---|---------------|
| 1 number of views of Lily's videos | A 500 million |
| 2 number of subscribers to Lily's channel | B 10 |
| 3 number of dominos in the largest tower | C 70,000 |
| 4 age when Lily started her hobby | D 2 million |
| 5 pieces in Lily's first set | E 3,000 |
| 6 dominoes Lily has now | F 28 |

3 Watch again and answer the questions

- 1 What's the best part of a domino trick for Lily?
- 2 What does Lily want people to understand about her tricks?

Project

4 Work in small groups to write a script for an introductory YouTube video about one of your hobbies. Follow these steps.

- 1 Watch 1–2 videos from famous YouTubers to get some ideas. Make notes.
- 2 Decide what hobby you want to share with people. How will you make it seem interesting?
- 3 Assign roles for your video and write the script.
- 4 Film or plan your video and share it with the class.
- 5 Share your plans or videos with the class. Which hobby would you be most interested in taking up? Why?

INDEPENDENT LEARNING

Listening skills

1 Think about your listening skills. Are any of these statements true for you?

- 1 'I can understand the audio scripts when I read them, but I just can't hear what people say when they talk.'
- 2 'They use too many new words and I can't understand.'
- 3 'I find people speak too fast for me to keep up.'
- 4 'I get lost easily and find it hard to understand when the conversation changes direction.'

2 What do you think might cause each of the problems in Ex 1? Match the problems (1–4) with these possible reasons (A–D).

- A limited vocabulary
- B little experience listening to English speakers
- C poor understanding of linking words
- D problems with pronunciation

3 Work in pairs. Brainstorm ideas to help each student in Ex 1. Then choose your two favourite suggestions and tell the class.

4 How will each of the students in Ex 1 know if they have improved? Match the students (1–4) with these suggestions (A–D).

I will:

- A create a list of five new functional phrases from the internet and learn when to use them.
- B practise five vowel sounds, and will know the difference between similar sounds.
- C watch five short videos online and will try to keep up with the ideas.
- D practise all of the words from this unit.

5 Choose one of the suggestions from Ex 4 for yourself or create a new one.

UNIT CHECK



Wordlist

Hobbies and interests

3D printing (n)
art (n)
battery (n)
chess (n)
coding (n)
collecting (action figures/toys/
things) (phr)
cooking (n)
documentary (n)
drama (n)
glue (n)
ingredient (n)
keeping fit (n)
listening to music (phr)

making jewellery/models (phr)
online gaming (phr)
paintbrush (n)
paper flower making (phr)
photography (n)
practising a musical
instrument (phr)
recipe (n)
taking photos (phr)
writing short stories (phr)
zoom lens (n)

Phrases to talk about hobbies and interests

be into sth
be mad about sth

chill out (with sb/at a place)
hang out (with sb)
join in (sth)
Personal qualities
creative (adj)
intelligent (adj)
optimistic (adj)
passionate (adj)
patient (adj)
self-confident (adj)
self-controlled (adj)
sociable (adj)

Other

amazed (adj)
amused (adj)

continuously (adv)
decrease (v)
development (n)
famously (adv)
helpful (adj)
improve (v)
increase (v)
progress (n)
publicly (adv)
weird (adj)

Extra

ability (n)
adult (n)
behaviour (n)
patience (n)

Vocabulary

1 Complete the sentences with words from the *Hobbies and interests* and *Phrases to talk about hobbies and interests* sections of the wordlist. Put the words in the correct form.

- Do you like these biscuits? I got the online.
- Oh no! My camera won't work. I think the is dead.
- I just love In fact, I made the necklace I'm wearing today.
- I love tennis. I used to watch my brother play and decided to one day.
- I forgot to clean my yesterday after I finished that picture.
- I'm going to with my friends at band practice later.
- I have always been into things. I have over 100 toy action figures.
- My little sister is about online gaming. She plays for hours.

2 8.11 Listen and check your answers.

3 Choose the correct words to complete the sentences.

- Jane makes incredible paintings. She's very **creative** / **sociable**.
- Jack studies hard and gets top marks. He's very **intelligent** / **passionate**.
- Nicola is **optimistic** / **passionate** about boxing and trains every day before class.
- Rebecca is very **intelligent** / **sociable** and is great at organising parties.
- Daniel has a competition next week and he's **optimistic** / **self-controlled** about winning.
- Max always does his homework as soon as it's set. He's very **creative** / **self-controlled**.
- Amanda keeps trying until she gets it right. She's very **patient** / **sociable**.
- Liam believes in himself. He's very **self-confident** / **creative**.

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

- If you keep practising the language, your marks will
- The number of students learning Italian in my school has Last year there were twenty-five students and this year there are only fifteen.
- The shop assistant was very He showed me some good cameras and helped me choose the one that was right for me.
- We were all to learn that he had won first prize!
- A really thing happened yesterday: a stranger called and said he had something he wanted to give my dad.
- Joe has been working hard and he is making good His marks are much better this term.
- We were all by her story. It was interesting and really, really funny!
- It has rained for five days this week.
- Unfortunately, the number of students joining our club has since last year. There are only five of us this year.
- The star refused to talk about the matter He said it was between him and his family.

UNIT CHECK

Review

1 Put the phrases in bold in the correct order to complete the sentences.

- 1 Jack said that **help / would / he me later.**
.....
- 2 My friend said that **did / she / yoga.**
.....
- 3 My cooking instructor **said / the recipe / needed / I / to follow.**
.....
- 4 My best friend **me / was / worried / she / told.**
.....
- 5 One of my followers **I / if / Halo / liked / me / asked.**
.....
- 6 My team mates **doing / asked/ what / was / I later.**
.....

2 Complete the reported statements with the correct form of the verbs in brackets.

- 1 He told Jo that (he/need) to see her.
- 2 My friend said that (she/want) to start a new hobby.
- 3 His guitar teacher told (him/have to) practise more often.
- 4 Adam said that (he/have) something important to tell me.
- 5 My parents said that (I/can) go to the concert.
- 6 Mike told me that (he/not like) the new game.
- 7 I told Katie that (I/cannot) wait for her because I was busy.
- 8 Mike told me that (he/not have to) go to school that day.

3 Rewrite the questions in reported speech.

- 1 'Are you free later?' asked Max.
.....
- 2 'Are you going?' asked Ahmad.
.....
- 3 My food technology teacher said, 'Can you put the salt and pepper in next?'
.....
- 4 'What are you doing?' asked John.
.....
- 5 'Which necklace did you make?' asked my mum.
.....
- 6 'Where will you be?' asked my friend.
.....
- 7 'Can you help us?' they asked me.
.....
- 8 'Where do you live?' the boy asked her.
.....

4 Complete the indirect questions.

- 1 Do you have a hobby?
Can you tell me ?
..... ?
- 2 How long have you done this hobby?
Could you tell me ?
..... ?
- 3 What is the best thing about your hobby?
Can I ask ?
..... ?
- 4 Do other people have this hobby?
Do you know ?
..... ?
- 5 What are you going to do next?
Can you tell me ?
..... ?

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

The Denver Film Academy

When I first spoke to the head of the Denver Film Academy, I knew this was going to be a special experience. She said that they had schools in 120 countries and all their students ¹ the opportunity to create films for their local audience. From the start, they told us that we ² not get the same boring old acting classes that other schools offer. Unlike many other drama schools, they prepare students for film, not the theatre. When I asked ³ they thought this made a difference, they told me they believed that it ⁴ as cameras really show all the details that an audience wouldn't normally see. I also spoke to some of the students in the year above, and they said that they ⁵ looking forward to graduating and starting work. I asked them ⁶ the best thing was about the school, and they said that a lot of TV companies looked for talent in the school. It was a real opportunity.

6 Who is your favourite YouTuber? Write three questions you would you ask him/her. Use indirect questions to sound polite.



Life is all about the **experiences** you have.



Look at the photo and discuss the questions.

- 1 What is the most interesting experience you have ever had?
- 2 Has an experience ever made you think or feel differently?



Life experiences

READING

topic: summer bucket list
skill: identifying linking
task: gapped text

GRAMMAR

past perfect
used to

VOCABULARY

feelings
-ed and -ing adjectives

LISTENING

topic: experiences
skill: listening for advice
task: multiple choice

SPEAKING

topic: living on a desert island
skill: describing likes and dislikes
task: discussion

WRITING

topic: a day out
skill: ordering events
task: story

SWITCH ON ▶

video: finding your voice
project: debate a topic

READING

Power up

- 1 Read the survey and answer the questions.
- 2 Work in pairs. Compare your answers in Ex 1. Explain why you chose these activities. Are your answers similar or different? How?

My top three summer holidays



If you could do anything during a summer holiday, what would it be? What activity would you choose? Answer the questions in our survey and then send them to us. We'll post the most popular suggestions online at the end of the month!

- 1 What would you like to do and why?
- 2 Where would you do it?
- 3 Who would you do it with?
- 4 What would you have to plan to be able to do that activity?

Read on

- 3 Read the introduction to Sophie's blog post. What is a 'bucket list'?

Last summer I wrote a bucket list for the summer holidays. Bucket lists have become really popular between my friends and me. They're a list of things you want to do in your life or, in this case, during the summer holidays. ¹

I think a bucket list is a good idea because it helps you set goals. ² After you do that, you feel really good about yourself. I'm really glad I created one. ³

- 4 Read the exam tip and complete the task.

exam tip: gapped text

Make sure that linkers and tenses in the missing sentences match the information before and after the gap in the text. Missing sentences might give examples of things just mentioned.

Choose from the sentences (A–C) the one which fits each gap (1–3) in the text in Ex 3.

- A It also pushes you to achieve your aims.
- B It was a lot of fun, too.
- C These can be experiences or achievements.

- 5 Check your answers to Ex 4. Which of the sentences you chose:

- 1 adds another idea?
- 2 gives examples?
- 3 is the only one which matches the tense of the sentence before the gap?

- 6 e Read the rest of Sophie's blog post about her summer bucket list. Five sentences have been removed. For each question, choose the correct answer. There are three extra sentences which you do not need to use.

- A Later, we went inside.
- B They included both indoor and outdoor activities.
- C It also stopped me getting bored.
- D After we'd done that, we built a huge sandcastle.
- E I wasn't very happy at all.
- F It will be difficult to find the time for that.
- G I saw six in total.
- H I didn't win a single one.

My summer bucket list

by Sophie Forrester

7 Find words or phrases in the blog post that have these meanings.

- 1 prepare or produce (para 1):
- 2 a lot of (para 3):
- 3 make someone remember something in the past (para 3):
- 4 admired by a lot of people for a long time (para 4):
- 5 existing or happening first (para 4):
- 6 pleased about something you've done (para 5):

Sum up

8 Work in pairs and answer the questions.

- 1 What activities were on Sophie's summer bucket list?
- 2 How did she feel about having a bucket list?

Speak up

9 Work in pairs and discuss the questions.

- 1 Do you think a summer bucket list is a good idea? Why/Why not?
- 2 Which of the activities on Sophie's bucket list would you like to do?
- 3 What other activities would you put on your summer bucket list?

First, I read an article about summer bucket lists. I thought it was a cool idea so I decided to give it a try. I searched online for some different ideas. I then put together a list of my top twenty things to do. ¹..... Here are a few of the ones I did.

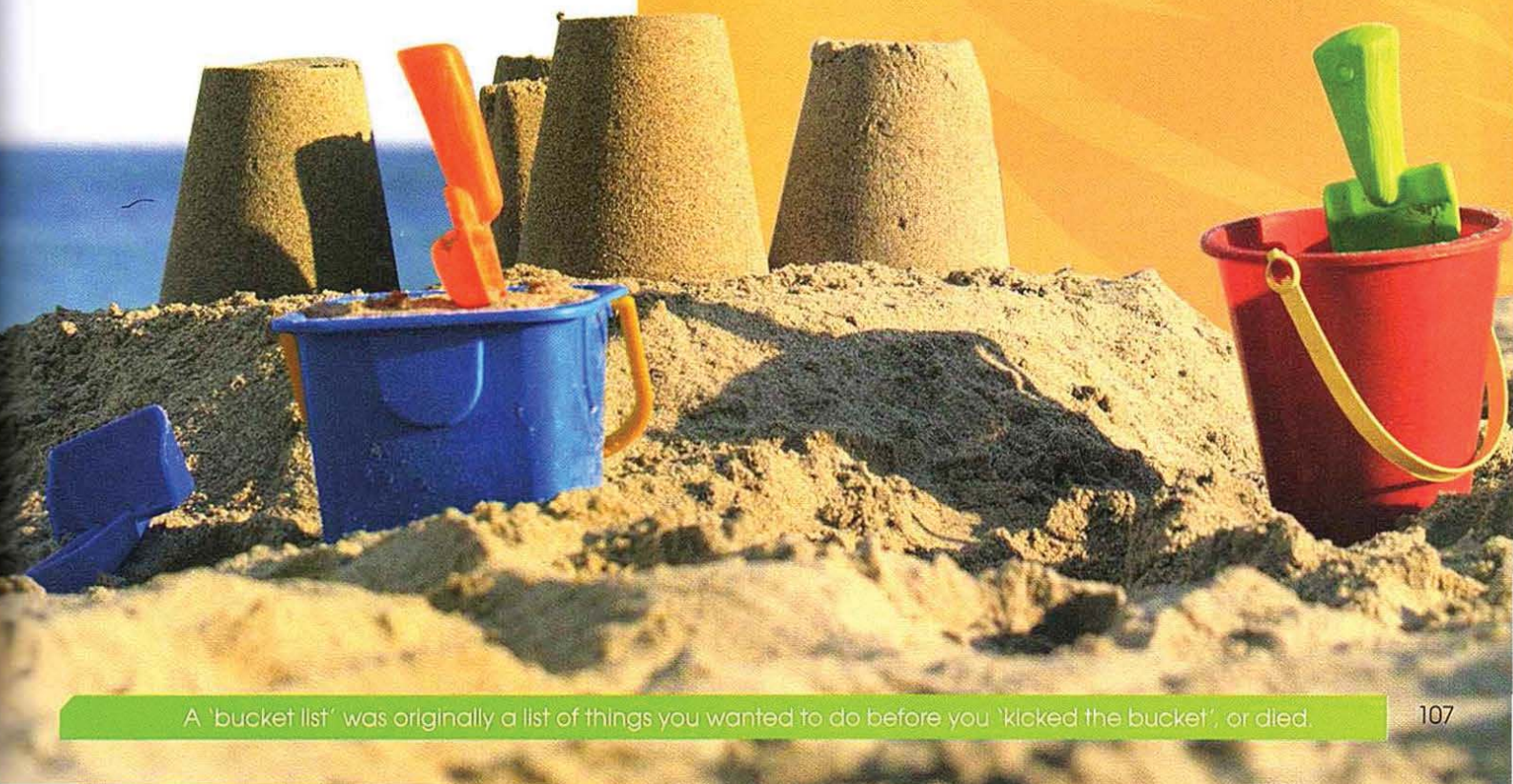
I had a picnic at the beach with some friends. As a small child, I'd done it with my family but this was different. We ate sandwiches and snacks that we'd taken with us, then we swam in the sea. ²..... I hadn't made one for a long time. It was fun.

My friends and I also went camping ... in my back garden! In the evening we had a water fight – also on my list. We got really wet but it was funny. Then we got into the tent and played loads of old board games which my dad had found in the attic. ³..... But playing them reminded me of being younger.

Another thing I did was have a movie marathon. I watched films all day in my bedroom, one after the other. ⁴..... They were all classic films. My parents had recommended them, or rather, told me to watch them! Some were better than others but a couple of them were brilliant. I finally saw the original *Star Wars* film too.

I'd done all twenty things on my list before I went back to school. I'd also done things that I hadn't planned. I felt proud of myself. The list helped me to make the most of my summer holidays. ⁵..... I'll definitely make a list again next year.

By the way, the final thing on my list was to start this blog! 😊



A 'bucket list' was originally a list of things you wanted to do before you 'kicked the bucket', or died.

VOCABULARY

feelings

1 Which of these adjectives describe the people in the pictures (A–D)?

amazed annoyed calm confident disappointed embarrassed
frightened guilty jealous nervous relaxed worried

2 Work in pairs. Are the adjectives in Ex 1 positive (P), negative (N) or can they be both (B)?

3 Work in pairs. How might you feel in these situations?

- before an exam when you haven't prepared for it
- when the book you read is not as good as you expected
- when you have nothing to worry about at all
- when someone has something you want
- when you do something wrong and feel bad about it
- after you fall over in front of people
- when you want to do something but your parents won't let you
- before a presentation that you've prepared really well for

4 Work in pairs. Choose six adjectives from Ex 1. Talk about when you last felt that way and why.

I felt guilty last week because I promised to call my grandma and then forgot.

I felt embarrassed yesterday when I spilt food all over my clothes.

5 Read the language box. Choose the correct adjectives to complete the examples.

explore language

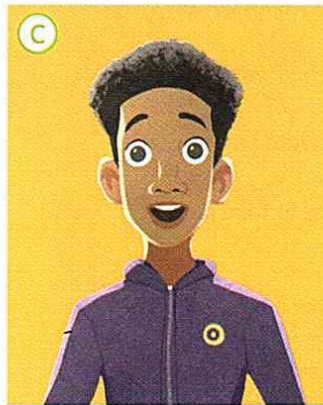
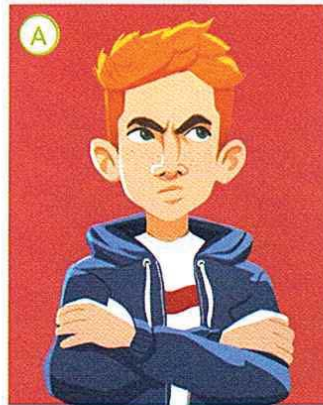
-ed and -ing adjectives

Some adjectives have both an *-ed* and an *-ing* ending. The *-ed* adjective ending describes a person's feelings. The *-ing* adjective describes an action/thing/situation.

I was ¹worried / worrying because I hadn't heard from Sara.

The film was really ²depressed / depressing. It made me feel sad.

6 Turn to page 165 and choose the correct words to complete the quiz. Work in pairs and do the quiz. Do you agree with your result? Why/Why not?



7 e Read the text. For each question, choose the correct answer.

What a feeling!

According to scientists, there are twenty-seven groups of feelings. I think I felt all twenty-seven of them yesterday! Firstly, I sat on my glasses and broke them. I was really ¹..... with myself. On the way to school, I thought I saw a bear. I screamed and everyone ²..... at me. Of course, there are no bears here – it was just a dog, but I couldn't see without my glasses. I was really ³..... by the whole situation. In the afternoon, I received my maths test results. I was disappointed by the low score because I'd ⁴..... better. In the evening, things improved. My parents had ⁵..... my bedroom in a pretty purple colour and got me all new furniture, too. It looks great and now my brother is ⁶..... of me because there's enough space for my friends to stay.

- | | | | |
|-------------------|------------|-------------|---------------|
| 1 A disappointing | B worried | C annoyed | D guilty |
| 2 A studied | B looked | C noticed | D saw |
| 3 A miserable | B nervous | C brave | D embarrassed |
| 4 A hoped | B expected | C thought | D planned |
| 5 A cleaned | B tidied | C decorated | D changed |
| 6 A upset | B anxious | C unhappy | D jealous |

game on

Work in teams. Complete the sentences as creatively as possible. Vote on which team's sentences are the funniest. (You can't choose your own team!)

Will was excited because he'd ...

Emily was frightened because she'd ...

Dan was amazed because he'd ...

LISTENING


Power up

1 Match the phrasal verbs and verb phrases in bold in the questions (1–5) with their meanings (A–E). Then work in pairs and discuss the questions.

- Which of your friends do you **hang out** with the most?
- Are you good at **dealing with** lots of things at the same time?
- What kind of job do you think you'll **go for** in the future?
- What are you **looking forward to** doing at the weekend?
- What event would you like to **take part in** in the future?

- A be involved in
- B choose
- C take necessary action, especially to solve a problem
- D spend a lot of time (with)
- E be excited about a future event

Listen up

2  9.3 Listen to a conversation between two friends about work experience. Which of these phrases for giving advice do you hear?


- Why don't you ... ? You could ...
You ought to ... You should ...

3  9.4 Read the exam tip and complete the task. Then listen again.


exam tip: multiple choice

When you have to listen for the advice someone gives, listen for phrases such as *you should* or *you ought to*. Often, phrases like *I won't bother telling you to* or *I won't suggest* introduce the ideas in the incorrect answers.

Listen again. What advice does the girl give the boy?

4  9.5 Listen to all six conversations. For each question, choose the correct answer.

- You will hear two friends talking about work experience. The girl advises the boy to
 - A choose something easy.
 - B do something he'll enjoy.
 - C pick something useful.
- You will hear two friends talking about going climbing. Why does the boy advise the girl to join him?
 - A She'll really enjoy it.
 - B She'll feel proud.
 - C She'll love the feeling of danger.
- You will hear a boy telling a friend about a summer holiday experience. How did he feel about it?
 - A He was bored by the games he tried while he was there.
 - B He was sad that none of his favourite characters were there.
 - C He was disappointed there were so many people there.
- You will hear two friends talking about a school trip. What do they agree was the best thing about it?
 - A doing something new
 - B being away from home
 - C researching the area
- You will hear a girl telling a friend about an embarrassing situation. What do they agree was the worst thing about it?
 - A She made the same error twice.
 - B She got a family member's name wrong.
 - C She typed something by accident.
- You will hear two friends talking about helping other people. They agree that the experience
 - A is useful for the future.
 - B teaches you some new skills.
 - C makes them feel satisfied.

5  9.6 Listen again and check your answers.

6 Read the grammar box. What verb form follows 'used to'?

explore grammar

→ p142

used to

We use *used to* for actions that happened regularly in the past but do not happen now.

I **used to help out** at a home for elderly people.

I **didn't use to like** speaking to new people.

Did you **use to do** it every weekend?

Speak up

7 Work in pairs and talk about things you used to / didn't use to do when you were younger. Are any of them similar?

SPEAKING

Power up

1 What stories do you know about desert islands? Why do you think people are interested in them?

Speak up

2 **e** Work in pairs. A group of friends are going to spend a month on a desert island for a TV show. The picture on the right shows some items they can take with them. Talk about each object and decide which one would be the most useful.

3 Share your decision from Ex 2 with the class. Is there anything else that you would take?

4 Match the questions (1–6) with the answer beginnings (A–F).

- 1 Why do you think people like having adventures?
- 2 Do you prefer to do the same things or try new things?
- 3 Is it important to try new things?
- 4 What do you think is the best way to spend your summer holidays?
- 5 What activities do people your age like doing?
- 6 What skill would you like to learn in the future?

- A They usually enjoy ...
- B Yes, it is because ...
- C I prefer to ... because ...
- D I think the best thing to do is ...
- E I'd love to ...
- F I'd say it's because ...

5 **9.7** Listen to two students discussing question 2 from Ex 4. Do they both like trying new things?

6 **9.8** Listen again and complete the sentences from the conversation.

- A: I ¹ love trying new things.
I can't ² doing the same things all the time.
I'd ³ to do more of it.
- B: I'm not ⁴ on going to big events.
I don't ⁵ trying new things with a few friends.

7 Read the language box. Can you think of any other phrases for each group?

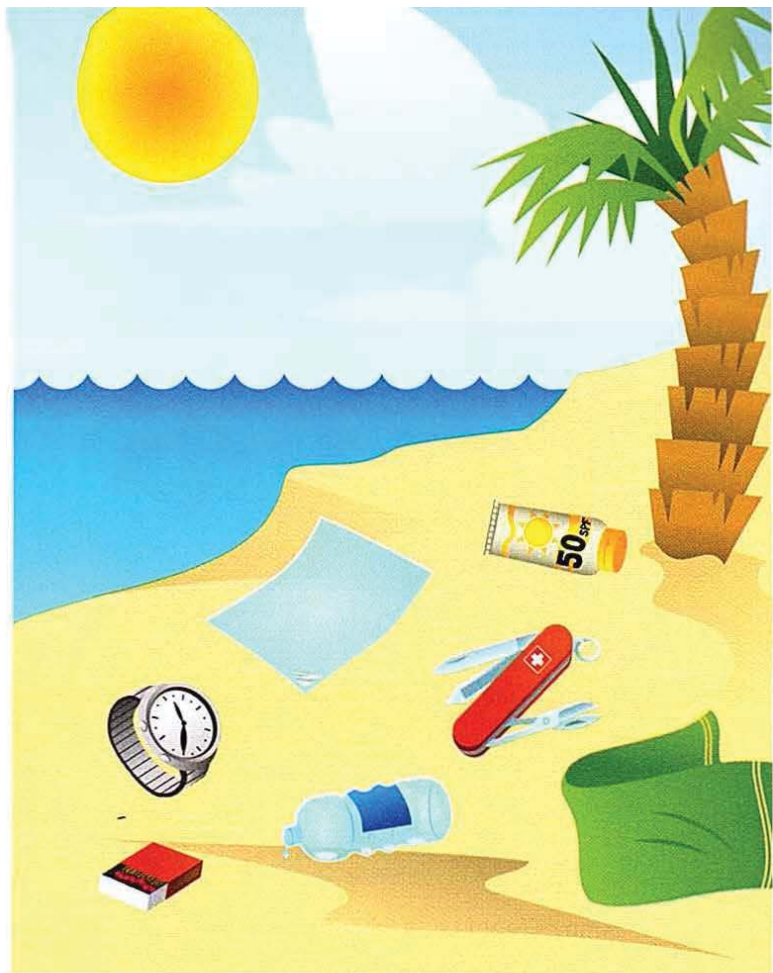
explore language

likes: I really/quite like ... I'm really into ... at the moment.

dislikes: I don't like ... very much / at all. I hate ...

preferences: I prefer to ...

wants: I'd like to ...



8 Read the exam tip and complete the task.

exam tip: discussion

→ p149

Don't just use *I like* to talk about likes and dislikes. Use a range of language.

I've always loved computer games but these days I'm also really into manga comics.

Work in pairs. Take turns to tell your partner about things you like doing in your free time. Use a range of language to express your ideas.

9 **e** Work in pairs and discuss the questions in Ex 4. Use phrases from Ex 4 and the language box.

Speaking extra

10 Work in pairs. Choose a topic set to talk about. Take turns and talk for one minute each. Get five points for speaking for one minute. Take away one point for every pause or repetition of information. The person with the most points wins.

	Student A	Student B
Topic set 1	school	music
Topic set 2	films	holidays
Topic set 3	family	sports
Topic set 4	hobbies	future plans

WRITING

Power up

1 Read the magazine survey. Choose the answers that are true for you.

My perfect day

<p>1 I wake up at</p> <p>A 7 a.m. (I like to start things early.)</p> <p>B 9 a.m. (It's later than a school day.)</p> <p>C lunchtime. (I need to sleep!)</p>	
<p>2 The weather is</p> <p>A sunny. (Yeah! Let's go out!)</p> <p>B cloudy. (Good, it isn't too hot.)</p> <p>C wet and cold. (Brilliant! I can stay in and watch a film.)</p>	
<p>3 I spend the day</p> <p>A with friends. (Of course!)</p> <p>B with family and friends. (I love being with lots of people.)</p> <p>C on my own. (I can do what I want!)</p>	
<p>4 I get a nice surprise and it's</p> <p>A a present. (a big one)</p> <p>B a big cake. (chocolate!)</p> <p>C an invitation. (for something fun)</p>	
<p>5 The day ends with</p> <p>A a book and bed.</p> <p>B a good film and a pizza.</p> <p>C a party that finishes very late!</p>	

2 Compare your results with the rest of the class. Which answers are the most popular?

3 You are going to read a story that starts with the phrase below. Look at the photo. What do you think happened?

It was a frightening experience for Dennis and his friends.

4 Read the story quickly and check your ideas.

A It was a frightening experience for Dennis and his friends. They had taken a chairlift to the top of a huge hill. 'The lift closes in thirty minutes,' an employee had warned them.

B ¹....., they looked at the amazing views of the city.
²....., they took some selfies.
³....., they went back to the chairlift. The employee had gone but they jumped on. ⁴....., without warning, the chairlift stopped. Oh no! The park had closed.

C 'Help!' Dennis and his friends shouted. No one replied. They couldn't get a phone signal. All they could do was wait. A few hours ⁵....., the chairlift came back on. The employee had remembered the friends were still on the hill and returned to rescue them. They were very pleased to see him!

5 Complete the story in Ex 4 with these time words and phrases. How do they help you to understand the story?

after that eventually first later suddenly

6 Match the events (1-5) with the paragraphs in the story (A-C).

- 1 how they dealt with the frightening thing
- 2 what frightening thing happened
- 3 what they did before the frightening thing happened
- 4 what happened in the end
- 5 background information about the trip

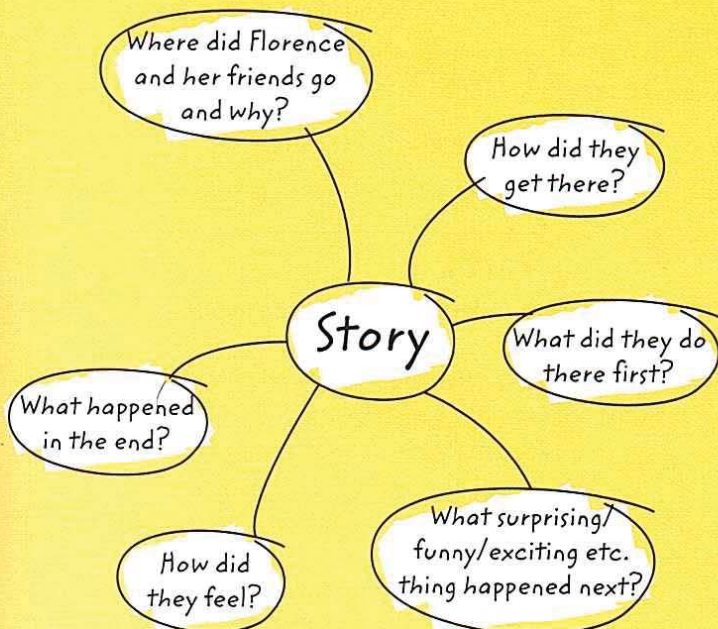


Plan on

- 7** Work in pairs. You are going to write a story beginning with this sentence. What kind of day out could it be? Make a list of ideas.

Florence and her friends were really excited about their day out. *(The rest of the sentence is torn off.)*

- 8** Choose one of your ideas from Ex 7. Read the questions and make notes.



- 9** Read the language box. Use the words and phrases in the box to write sentences you could use in your story. You can change their order.

explore language

ordering actions in a story

First, (they) ...	Eventually, ...
After that / Then / Next, ...	Finally, ...
When (we) had finished, ...	After a (long/tiring/brilliant) day, ...
Suddenly, ...	

- 10** Read the exam tip and answer the question.

exam tip: a story

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Make sure your story has a clear beginning, middle and end. Use time expressions and past tenses to show the order of events.

How could you organise the information in Ex 8 into a clear beginning, middle and end using phrases from the language box?

Write on

- 11** **e** Write your story in about 100 words.



Improve it

- 12** Read your story and answer the questions. Use your answers to improve your story.
- 1 Is there a clear beginning, middle and end?
 - 2 Are the past tense verbs correct?
 - 3 Have you used time linkers to order events?



SWITCH ON

Finding your voice

- 1 Work in pairs. Think about a time when you felt nervous. What were you doing? How did you cope with the situation?
- 2  Watch the clip. How would you describe Ellis's experience? Do his feelings change?
- 3  Watch again. Are these sentences true (T) or false (F)?
 - 1 The students already had debating experience. T / F
 - 2 Monica improves Ellis's self-esteem by encouraging him to speak quietly. T / F
 - 3 Ellis's speech is a great success. T / F
 - 4 Learning to debate has been a negative experience for Ellis. T / F
- 4 Work in pairs and discuss the questions.
 - 1 Do you think there should be a debating class at your school? Why / Why not?
 - 2 Do you think learning to debate would change you like it changed Ellis? Why / Why not?
 - 3 How do you think taking part in a debate would make you feel?

Project

- 5 Debate an issue that is important to you. Follow these steps.
 - 1 Work as a class. Choose a topic for your debate. Use these ideas or your own.
 - things that happen in your community
 - issues related to school life
 - changes you would like to see in your country
 - 2 Create a statement for the debate.
 - 3 Work in small groups and think about your arguments for or against the statement.
 - 4 Hold the debate in your groups.

INDEPENDENT LEARNING

Study skills

- 1 Think about what you have learnt during this course. Work in pairs and make a list of some of the language and skills you have studied.

language	skills

- 2 Think about your language skills at the beginning of the course and now. Complete the sentences in Part 1 of the form.

Course reflections

Part 1

- 1 I've really improved in
- 2 My has/have also got better.
- 3 I'm most proud of
- 4 I've particularly enjoyed
- 5 I still need to work on

Part 2

- 1 In the future, I want to improve
- 2 I'd like to learn how to
- 3 I'm looking forward to

- 3 Think about your future English studies. Complete the sentences in Part 2 of the form in Ex 2.
- 4 Work in pairs. Talk about your sentences in Ex 3. Give each other advice on how to reach those goals. Can any of the exam tips from Units 1–9 help you?

UNIT CHECK

Wordlist

Adjectives to describe feelings

amazed
 annoyed
 anxious
 bored
 calm
 confident
 depressed
 disappointed
 embarrassed
 excited
 frightened
 guilty
 jealous
 miserable

nervous
 relaxed
 satisfied
 unhappy
 upset
 worried

Adjectives to describe actions/situations/things

amazing
 annoying
 boring
 depressing
 disappointing
 embarrassing
 exciting
 frightening



relaxing
 satisfying
 worrying

Phrasal verbs and verb phrases

deal with (phr v)
 go for (phr v)
 hang out (with) (phr v)
 look forward to (phr v)
 put together (phr v)
 remind (someone of) (v)
 take part in (phr)

Time expressions

after that (phr)
 eventually (adv)

finally (adv)
 first (adv)
 later (adv)
 next (adv)
 suddenly (adv)
 then (adv)

Other

classic (adj)
 loads of (adv)
 original (adj)
 proud (adj)

Vocabulary

1 9.9 Listen to eight speakers. What feeling is each person describing? Write the correct word from the *Adjectives to describe feelings* section of the wordlist.

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

2 Choose the correct adjectives to complete the sentences.

- I had to sing on my own in front of everyone. It was so embarrassed / embarrassing!
- We're all really excited / exciting about the party.
- The team was satisfied / satisfying with the 1–1 score after losing five matches.
- Are you sure you're comfortable in that chair? You don't look very relaxed / relaxing.
- The old films that my parents like are bored / boring.
- I've never seen such a frightened / frightening film.
- We were all annoyed / annoying with Pete for being late for practice.
- It was a good book, but it was a bit depressed / depressing at the end.

3 Complete the blog post with words from the wordlist in the correct form.

Becoming a unicyclist!

Last month I decided that I wanted to learn how to ride a unicycle. ¹, I watched ² of online videos about how to do it. Then I borrowed my aunt's unicycle and gave it a try. It wasn't easy. I fell off a lot but ³, after several days of practice, I could cycle a few metres. I was really ⁴ of myself for doing it. A few weeks later, I ⁵ a circle skills course at the local college. I learnt how to cycle better and juggle at the same time!



UNIT CHECK

Review

1 Complete the sentences with the past perfect form of the verbs in brackets.

- 1 Louisa realised that she (not see) her cousin for over a year.
- 2 Ben got lost because he (not ask) for directions before he left.
- 3 Everyone had to leave the area because the storm (cause) a lot of damage.
- 4 I couldn't believe what I (just/hear) on the news report.
- 5 After they (finish) their picnic, they picked up all their rubbish and went home.
- 6 Alex couldn't call his mum because he (forget) to charge his mobile.

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

Being a tourist in my own town



Last weekend my mum and I decided to be tourists in our own town because we ¹..... (not visit) any of the tourist attractions in the area before. We read some reviews to find out what places visitors ²..... (enjoy) the most. We then put together a list of things to do. On the first day, we ³..... (go) to the biggest art gallery in the area. Before we got there, we ⁴..... (not realise) how many amazing paintings we'd see there! We really enjoyed it.

The next morning, we ⁵..... (take) a guided tour of the city. The guide knew a lot about the different buildings because he ⁶..... (be) an architect when he was younger. I didn't think I'd like it but I did. In the afternoon, we walked around the park and ⁷..... (look) at the amazing sculptures there - I ⁸..... (never/notice) them before. I think that's why it's good to be a tourist in your own town for a weekend. You see things you didn't know were there.

3 9.10 Listen and check your answers.

4 Complete the sentences with the correct form of 'used to' and these verbs.

be do have love not get on not live not wear play

- 1 When I was little, I an imaginary friend called Fred.
- 2 My sister and I well when we were young but we do now.
- 3 My parents in this area. They moved here ten years ago.
- 4 Did you all your homework in primary school? I didn't!
- 5 I don't like pop music now but I it when I was younger.
- 6 Where did you volleyball? I'd like to join a club after school.
- 7 My mum glasses when she was my age.
- 8 Joanne's grandad a teacher - he taught history at our school.

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

A different life

When I was eight, my family and I lived in Japan for one year because my dad had a job there. I ¹..... been abroad before but it was still a big adventure for me. We had a small apartment where we slept on a very low bed on the floor and we sat on the floor to eat meals too. We had Japanese food like sushi. I had ²..... tried it before I lived there, so it was new to me. I went to an international school with people ³..... all over the world. The school days were longer ⁴..... they are in Britain, but we studied similar subjects. After school, my friends and I used ⁵..... do the same things most children do. We went to the playground, ate ice cream and watched TV. In the summer holidays, my dad used to take ⁶..... all to Disneyland. We loved that!

6 Write a paragraph about the activities you used to do when you were younger.