

# SIGN UP TO ENGLISH

#New Edition



# 3

 Richmond

 STUDENT'S BOOK




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STUDENT'S BOOK

 Richmond

# #SCOPE & SEQUENCE

## FUNCTION

## GRAMMAR

## LEXIS

## RECYCLING

### WU #MAKE A START (p.4)

L1	p.4	Talking about music. Talking about holidays.	Simple Past / <i>Wh-</i> & Yes / No questions / Object pronouns / Possessive adjectives	Leisure activities: <i>dancing, travelling</i> ; etc.	
L2	p.6	Making predictions about computer technology in the future. Talking about people's feelings.	Simple Present / Present Continuous / Simple Past / Simple Future	Adjectives used to express feelings: <i>angry, stressed</i> ; etc.	

### U1 #SCREEN TIME (p.8)

L1	p.10	Talking about exergames.	<i>too + adjective / not + adjective + enough</i>	Vocabulary related to video games: <i>VR headset, joystick</i> ; etc.	Simple Present / Simple Past
L2	p.12	Giving instructions to play video games. Talking about obligation and lack of obligation.	Imperatives (revision) / Modal verbs: <i>must, have to, don't have (need) to</i> / Prepositions of movement	Action verbs: <i>climb, dive, jump</i> ; etc.	Imperatives / <i>Must &amp; mustn't</i>
L3	p.14	Asking for and giving directions. Talking about general truths.	Conditional sentences type zero	Words and phrases used to give directions: <i>go past, turn right</i> ; etc.	Simple Present / Imperatives
L4	p.16	Discussing multitasking.	Adjectives ending in <i>-ing</i> or <i>-ed</i> : <i>boring, bored</i> ; etc.	Some everyday activities: <i>go to bed, play video games</i> ; etc.	Yes / No & <i>Wh-</i> questions

REVIEW LESSON Unit 1 (pp.18-19)

WORKBOOK SECTION (pp.116-119)

### U2 #BRIDGING THE GAP (p.20)

L1	p.22	Talking about greetings around the world.	When + Simple Past	Verbs and phrases related to greetings: <i>bow, wave</i> ; etc.	Simple Past (regular & irregular verbs)
L2	p.24	Describing charity events in the past.	Past Continuous (aff & neg)	Collocations with money: <i>collect / raise money</i> ; etc.	Simple Past
L3	p.26	Discussing fundraising campaigns in the past.	Past Continuous (interrog) / <i>While + Past Continuous</i>	Vocabulary related to fundraising campaigns: <i>receive donations, sell food</i> ; etc.	Yes / No & <i>Wh-</i> questions
L4	p.28	Talking about fundraising events in the past.	Simple Past vs Past Continuous	Vocabulary related to fundraising events: <i>school fair, tea party</i> ; etc.	<i>When &amp; while / Simple Past / Past Continuous</i>

REVIEW LESSON Unit 2 (pp.30-31)

WORLD ISSUES 1 (pp.32-33)

PROJECT 1 (p.112)

WORKBOOK SECTION (pp.120-123)

### U3 #FUTURE EVENTS (p.34)

L1	p.36	Talking about fixed plans and arrangements. Making, accepting and refusing an invitation.	Present Continuous (for arrangements)	<i>What about...? / Let's... / Would you like to...? / I'd love to... / Sorry, ...</i>	<i>Would you like to...? / Everyday activities</i>
L2	p.38	Discussing New Year's resolutions. Talking about plans for the future.	<i>Going to</i> (for future plans & intentions) / <i>Going to</i> vs Present Continuous	Verb phrases: <i>ride a bike, turn off lights</i> ; etc.	Present Continuous / Everyday activities
L3	p.40	Discussing healthy eating habits.	Quantifiers: <i>a lot of, (a) little &amp; (a) few / How much &amp; how many</i>	Food items and drinks	<i>There is &amp; there are / Simple Present</i>
L4	p.42	Talking about the future.	Simple Future / <i>Will</i> vs <i>going to</i>	Expressions used when shopping for clothes	<i>Going to</i> (for future plans) / <i>Clothes</i>

REVIEW LESSON Unit 3 (pp.44-45)

WORKBOOK SECTION (pp.124-127)

### U4 #LIFE EXPERIENCES (p.46)

L1	p.48	Talking about personal experiences.	Present Perfect (aff) / Present Perfect + never	Verb phrases: <i>eat insects, be abroad</i> ; etc.	Past participles (regular & irregular)
L2	p.50	Asking and answering about past experiences.	<i>Have you ever...? &amp; short answers</i>	Verb phrases: <i>dye your hair, wear jeans</i> ; etc.	Present Perfect
L3	p.52	Talking about after-school and summer jobs.	<i>Should &amp; shouldn't / Must &amp; mustn't</i>	Verb phrases: <i>walk a dog, make coffee</i> ; etc.	<i>Have you ever...? / Present Perfect + never</i>
L4	p.54	Talking about jobs, job ads and applications.	Present Perfect vs Simple Past	Verb phrases: <i>look for a job, have an interview</i> ; etc.	Simple Past / Present Perfect

REVIEW LESSON Unit 4 (pp.56-57)



WORLD ISSUES 2 (pp.58-59)

PROJECT 2 (p.113)

WORKBOOK SECTION (pp.128-131)

	FUNCTION	GRAMMAR	LEXIS	RECYCLING
<b>U5 #TEENS IN THE SPOTLIGHT</b> (p.60)				
L1	p.62 Discussing typical parent-teen arguments about recent actions.	Present Perfect (for present result of a finished action)	Verb phrases: <i>tidy your room, do homework</i> ; etc.	Present Perfect / Everyday activities
L2	p.64 Discussing typical teens' reactions to conflict about actions.	Present Perfect with <i>already</i> & <i>yet</i>	Verb phrases: <i>slam the door, be grounded</i> ; etc.	Present Perfect
L3	p.66 Discussing news headlines and recent events.	Present Perfect with <i>just</i>	Verb phrases: <i>get married, win an award</i> ; etc.	Present Perfect / Everyday activities
L4	p.68 Talking about newspaper sections. Discussing breaking news.	Simple Present / Simple Past / Present Perfect / Present Continuous / Past Continuous / Simple Future	Newspaper sections: <i>science, sports</i> ; etc.	Tense revision
REVIEW LESSON Unit 5 (pp.70-71)			WORKBOOK SECTION (pp.132-135)	
<b>U6 #CHANGES IN LIFESTYLES</b> (p.72)				
L1	p.74 Discussing facts about teenage life around the world.	Adverbs of manner (regular & irregular)	Verb phrases: <i>have proms, wear uniforms</i> ; etc.	Simple Present / Simple Past / Comparatives
L2	p.76 Talking about best-sellers. Comparing how people do things, act or react.	Comparative and superlative form of adverbs	Vocabulary related to books: <i>best-seller, novel</i> ; etc.	Comparative and superlative of adjectives
L3	p.78 Discussing urban tribes. Talking about past habits and states which are no longer true.	Used to (aff & neg)	Vocabulary related to urban tribes: <i>skaters, hip-hop</i> ; etc.	Simple Present / Simple Past
L4	p.80 Discussing what teenage life used to be like in the past.	Used to (interrog) & short answers	Household items: <i>dishwasher, vacuum cleaner</i> ; etc.	Yes / No & Wh- questions
REVIEW LESSON Unit 6 (pp.82-83)		WORLD ISSUES 3 (pp.84-85)	PROJECT 3 (p.114)	WORKBOOK SECTION (pp.136-139)
<b>U7 #THE POWER OF THE MIND</b> (p.86)				
L1	p.88 Discussing the benefits of optimism.	Conditional sentences type 1 / Word categories	Verb phrases: <i>look on the bright side, give up</i> ; etc.	Conditional sentences type zero
L2	p.90 Talking about dreams and their meanings.	Compounds with <i>some</i> : <i>somebody / someone, somewhere &amp; something</i>	Vocabulary related to dreaming and sleeping: <i>asleep, nightmare</i> ; etc.	Simple Present / Conditional sentences
L3	p.92 Describing some strange, funny or frightening dreams.	Compounds with <i>any</i> : <i>anyone / anybody, anywhere &amp; anything</i> Compounds with <i>no</i> : <i>no one / nobody, nowhere &amp; nothing</i>	Verb phrases: <i>be chased, get lost</i> ; etc.	Compounds with <i>some</i>
L4	p.94 Discussing facts about dreams.	Question tags (in the present, past & future)	Vocabulary related to dreaming: <i>remember dreams, vivid dreams</i> ; etc.	Simple Present / Simple Past / Simple Future
REVIEW LESSON Unit 7 (pp.96-97)			WORKBOOK SECTION (pp.140-143)	
<b>U8 #GROWING TRENDS</b> (p.98)				
L1	p.100 Discussing e-waste and pollution up to the present.	Present Perfect with <i>for</i> & <i>since</i>	Some nouns and noun phrases: <i>e-waste footprint, recyclers</i> ; etc.	Present Perfect / Time expressions
L2	p.102 Discussing unusual jobs and duration.	How long + Present Perfect	Unusual jobs: <i>video game tester, animal chiropractor</i> ; etc.	Present Perfect with <i>for</i> & <i>since</i>
L3	p.104 Discussing and comparing some popular teen career choices.	Comparisons: <i>not as... as</i>	Adjectives used to describe jobs: <i>well-paid, rewarding, stressful</i> ; etc.	Simple Present / Simple Future
L4	p.106 Talking about jobs of the future.	Adjective + preposition + noun / <i>-ing</i> : <i>bad at something, bad at doing something</i> ; etc.	Adjectives: <i>interested, afraid</i> ; etc.	Simple Present / Simple Future / Conditional sentences
REVIEW LESSON Unit 8 (pp.108-109)		WORLD ISSUES 4 (pp.110-111)	PROJECT 4 (p.115)	WORKBOOK SECTION (pp.144-147)

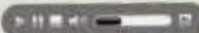
1 Warm-up: What kind of music do you prefer listening to? Why? When do you listen to music? Do you like singing? How does music make you feel?

2   Read and listen to the magazine article and answer.

- 1 What's *Playing For Change*? How does it connect people?
- 2 What's special about *Songs Around the World*?

www.playingforchange.com

## Connecting the world

Listen to this article 

In 2002, music producer Mark Johnson was on the underground station in New York and saw a big crowd looking at two monks playing music and singing in a language he did not understand. He realised that their music had the effect of joining diverse people. This experience inspired Mark to start capturing these special moments that he only witnessed outside the recording studio. So, together with film producer and philanthropist Whitney Kroenke, he founded the *Playing For Change* movement. They took the high quality of the recording studio and cameras to film street musicians across the USA and, in 2004, they released their first award-winning documentary *A Cinematic Discovery of Street Music*.

A year later, Mark and Whitney decided to go beyond the American boundaries and created the concept of *Songs Around the World*. They travelled across five continents with a small crew and filmed and recorded over thirty-five street musicians performing the song *Stand by Me* in their own locations and in their own styles. They also learnt about their music, culture and identities and built lasting relationships. Finally, they combined all the separate performances making a unique international version of

the song. This first video went viral just in a few days. And when they released the first CD/DVD *Songs Around the World*, it debuted on the Billboard Top 10 charts.

In 2008, the crew invited many of the greatest musicians they met from different countries to form the *Playing For Change Band*. The street musicians who once performed locally started touring around the world to play music together on stage. Mark and Whitney also established the *Playing For Change Foundation*, a non-profit organisation, which builds and supports music and art schools for children in many parts of the world.

*Playing For Change* continues to develop strong relationships with street musicians and many of their productions also involve famous artists such as Keith Richards, Ringo Starr, Billie Eilish, Jack Johnson, Lila Downs and Becky G. When COVID-19 started and the crew could not travel, they established more connections by hiring local film directors and recording engineers in seventeen countries to keep on producing the videos with street musicians. Even when everyone had to stay at home, these universal songs shortened geographical distances and brought musicians and audiences from different cultures closer together.

# #MAKE A START



4 Mark Johnson and the *Playing For Change Band*



Grandpa Elliot, street musician in New Orleans and member of the band



**#Useful Tip > Grammar**

**Yes / No questions**

The answer to these questions is either **Yes** or **No**:

- A: *Did you travel to film videos last year?*  
 B: *Yes, I did. / No, I didn't.*

**Wh- questions**

The answer to these questions provides more information rather than **Yes** or **No**:

- A: *Where did you travel last week?*  
 B: *I went to France.*  
 A: *Who did you go there with?*  
 B: *With the film crew.*

**3** Complete the questions readers sent to the magazine with the question words in the box. Then write the answers in your notebook.

How Where How many Who When

www.trendingtop.cs.com

Leave your questions for our next article about *Playing For Change*!

- \_\_\_\_\_ did Mark and Whitney film the street musicians to make their first documentary? Did they travel to different countries? @ryan09
- \_\_\_\_\_ did Mark and Whitney create *Songs Around the World*? Was it shortly after their first documentary? @musicfan
- \_\_\_\_\_ continents did they visit to film *Stand By Me*? Loved this version! @sarah\_art
- \_\_\_\_\_ did they make videos when they could not travel? Hope to see new productions soon! @i'mjoe
- \_\_\_\_\_ were some of the well-known artists performing with *Playing For Change*? I'd love to see Dua Lipa singing with the band! @amy14

**4** Listen to Jamie, a street musician, talking to a friend on the phone and write true (T) or false (F).

- Jamie travelled to New Orleans to perform on the street. [ ]
- He's staying at his cousin's. [ ]
- He feels a bit bored. [ ]
- Yesterday, he watched a parade. [ ]
- The weather is hot. [ ]

**5** Use the prompts to write questions about Jamie. Then complete the answers.

- travel / New York  
Did Jamie \_\_\_\_\_? No, he \_\_\_\_\_
- Why / go to / New Orleans  
\_\_\_\_\_? Because he \_\_\_\_\_ on holiday.
- play music / on the street  
\_\_\_\_\_? No, \_\_\_\_\_
- Who / visit  
\_\_\_\_\_? He \_\_\_\_\_ his \_\_\_\_\_

**6** Read Jamie's post about his holiday and complete it with the words in the box.

me us their our her them

jamie\_busk



New Orleans is so much fun! Yesterday, my cousin invited <sup>(1)</sup> \_\_\_\_\_ to watch the parade. The streets were all decorated and there were a lot of people wearing <sup>(2)</sup> \_\_\_\_\_ carnival costumes. My cousin wanted to take photos of all of <sup>(3)</sup> \_\_\_\_\_ but this mask was <sup>(4)</sup> \_\_\_\_\_ favourite! She promised to design masks for both of <sup>(5)</sup> \_\_\_\_\_. Wait for the next post to see <sup>(6)</sup> \_\_\_\_\_ styles! 🥳



1 **Warm-up: Choose the three most useful devices for you. What do you use them for? Why are they so important to you?**

smartphone tablet headphones laptop video games console camera bluetooth speaker

2 **Read this online magazine article and fill in the gaps with the correct form of the verbs in brackets.**

www.computingtechnology.com

## Computing Technology

**Past**

In the early 2000s, computers <sup>[1]</sup> \_\_\_\_\_ (be) big and slow and all-in-one desktop computers promising easy internet access <sup>[2]</sup> \_\_\_\_\_ (become) a success. But there <sup>[3]</sup> \_\_\_\_\_ (not be) still access for everybody and most people <sup>[4]</sup> \_\_\_\_\_ (use) computers to play games, send emails or just to type out documents.

**Present**

Technology <sup>[5]</sup> \_\_\_\_\_ (evolve) very fast these days. Computers <sup>[6]</sup> \_\_\_\_\_ (have) better performance, bigger data storage capacity and they are portable and ultra-light. Computers <sup>[7]</sup> \_\_\_\_\_ (be) now an indispensable tool in our daily life and Artificial Intelligence (AI) <sup>[8]</sup> \_\_\_\_\_ (play) an important role as this technology is used in search engines, navigation apps, voice assistants and video streaming services.

**Future**

We cannot imagine what the future of technology <sup>[9]</sup> \_\_\_\_\_ (bring), but scientists <sup>[10]</sup> \_\_\_\_\_ (think) that soon computers <sup>[11]</sup> \_\_\_\_\_ (recognise) human emotions and respond to them. <sup>[12]</sup> \_\_\_\_\_ (be) you angry, bored, happy or tired? In the near future, computers <sup>[13]</sup> \_\_\_\_\_ (detect) your mood and respond to it on screen. This area of investigation is called Affective Computing.

3 **Complete your predictions about computer technology in 2040 using *will* or *won't* and a verb in the box.**

learn have perceive drive communicate

- 1 People \_\_\_\_\_ electric cars all over the world to reduce carbon emissions.
- 2 People \_\_\_\_\_ a computer microchip under the skin.
- 3 Computers \_\_\_\_\_ our emotions.
- 4 People \_\_\_\_\_ with each other by using virtual telepathy.
- 5 Students \_\_\_\_\_ by using Virtual Reality (VR) devices instead of computers.

4 **Use the prompts to write more predictions about technology for 2040.**

drones / deliver packages

people / teleport

clothes / include AI

microchips / connect human brains to computers

self-driving cars / be common

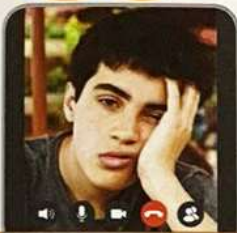
**5** Label the photos with the adjectives.

bored enthusiastic anxious / worried  
frustrated stressed exhausted angry

How are these teens feeling today?



1



2



3



4



5



6



7

**6** Listen to a software specialist talking about *Affective Computing* and circle the correct option.

- Affective Computing can / can't identify emotions.
- Cameras interpret / collect behavioural information.
- Affective Computing can predict / respond to human feelings.
- The system associates a shaky voice with frustration / nervousness.
- Affective Computing can make students feel more interested / stressed when learning.

**7** Order the words to write Yes / No questions. Then tick (✓) the correct answers.

www.trendingtopics.com

**IT Quiz**

	Yes	No
1 technology / Is / old / Affective Computing / an _____?	<input type="checkbox"/>	<input type="checkbox"/>
2 it / for / Is / education / useful _____?	<input type="checkbox"/>	<input type="checkbox"/>
3 only / it / with / Does / cameras / work _____?	<input type="checkbox"/>	<input type="checkbox"/>
4 voices / Can / it / analyse _____?	<input type="checkbox"/>	<input type="checkbox"/>
5 a / scan / facial expressions / camera / Can _____?	<input type="checkbox"/>	<input type="checkbox"/>
6 Do / scan / mind / sensors / your _____?	<input type="checkbox"/>	<input type="checkbox"/>

**8** Work in pairs. Follow the instructions. Swap roles.

Student A chooses one of the devices.  
Student B asks Yes / No questions to identify the device.

- A: Is it big?  
B: No, it isn't.  
A: Does it fly?  
B: No, it doesn't.



drone



laptop



smartwatch



video game console



smartphone



VR headset



1

#SCREEN TIME

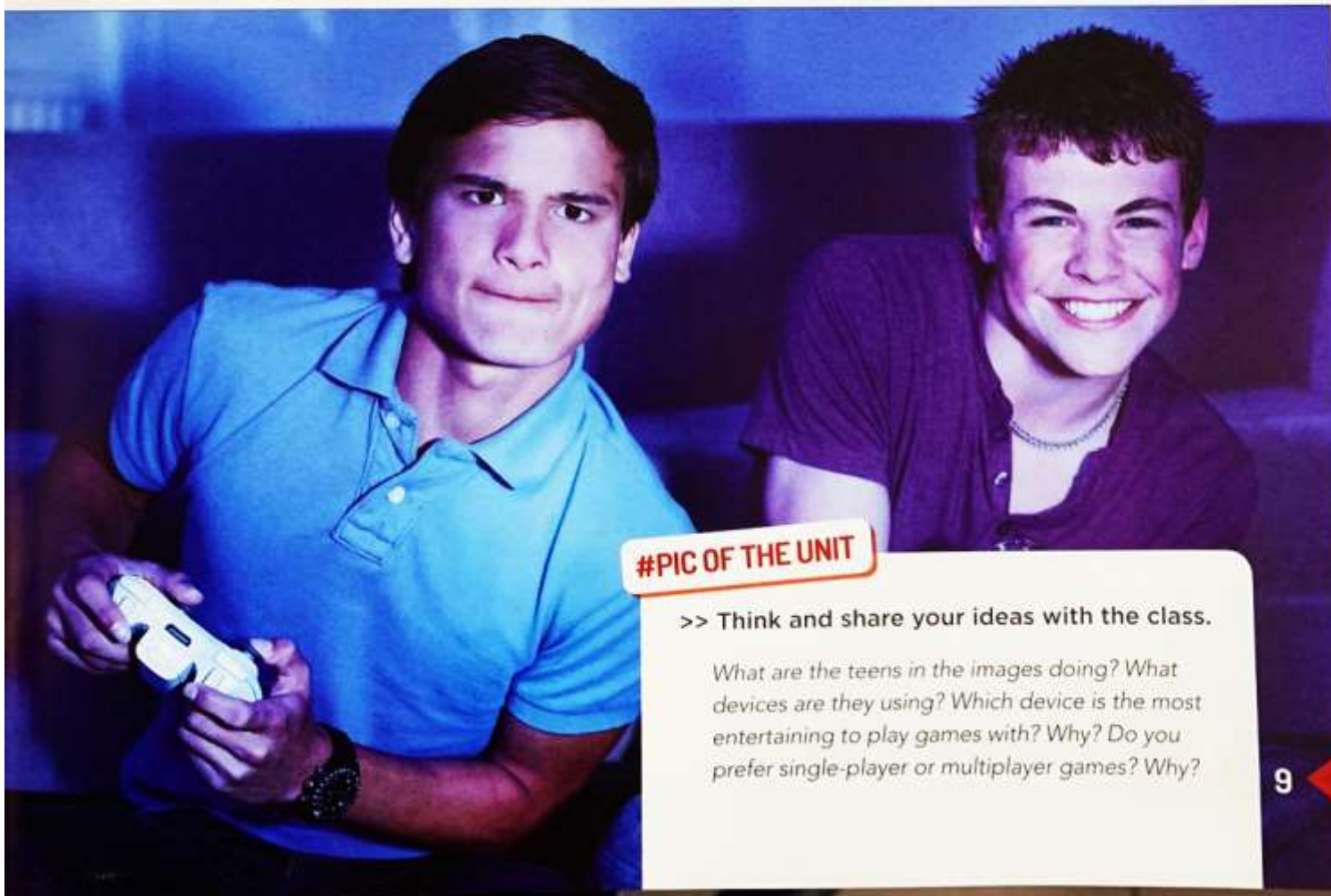




**→ #UNIT GOALS**

- ▶ Talk about video games that involve physical activity.
- ▶ Give instructions and commands.
- ▶ Talk about obligation and lack of obligation.
- ▶ Ask for and give directions.
- ▶ Talk about general truths.
- ▶ Discuss multitasking.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



**#PIC OF THE UNIT**

>> Think and share your ideas with the class.

*What are the teens in the images doing? What devices are they using? Which device is the most entertaining to play games with? Why? Do you prefer single-player or multiplayer games? Why?*

1 Warm-up: Do you play video games? If so, which ones? Do these games involve physical activity? What kind?

2 Read the text below and tick (✓) the most appropriate title.

- Video games: A danger to your health!
- Towards a sedentary life
- Move or lose!

www.exergames.com

Nowadays there are many video games that involve physical activity. They are called *exergames*. Some of these video games simulate sports or activities such as cycling, boxing, tennis and aerobics and others are adventure games that you play by moving your body. For example, you may run in place, jump or move your arms. Most of these games don't use a conventional mouse or joystick: they use a different video game controller. So, players don't sit down and press buttons only. Instead, they may need peripheral devices such as a dance mat, a platform or a flexible resistance hoop to monitor their movements. Virtual reality headsets provide a more immersive experience of exergames as users are virtually in the game and can make 360-degree movements freely. Some games just require motion capture systems which understand the users' movements and respond to them without using a remote controller. Now, nobody can say that video games are not active enough to help players exercise. Exergames appeal to users of different ages, who may be active just for fun by imitating dance moves in front of the screen or running from zombies or who may include these games as part of their workout routines. The idea of sedentary gamers only sitting in front of a screen for hours is just outdated.

3 Read the text again and correct the sentences.

- 1 You don't need any controllers to play exergames. \_\_\_\_\_
- 2 Exergames are only about sports. \_\_\_\_\_
- 3 You can't play exergames with VR headsets. \_\_\_\_\_
- 4 Exergames are only for children and teenagers. \_\_\_\_\_



4 Complete the diagram with words from the text.

1 d o n c e m e t

2 j \_\_\_\_\_

## Video game controllers

5 h o o p

3 m e \_\_\_\_\_

4 p l a t \_\_\_\_\_ m

5 Listen to Luke talking with his grandfather and answer the questions.

- 1 Where was Luke? \_\_\_\_\_
- 2 Does he get tired when he plays video game? \_\_\_\_\_
- 3 Why does Grandpa want to play with Luke? \_\_\_\_\_

## #Sign Up to Grammar

### Too + adjective

We use **too + adjective** to mean 'more / less than necessary'.  
I'm **too tired** to play tennis again.

### Not + adjective + enough

We use **not + adjective + enough** to mean 'not sufficient'.  
Vicky is **not old enough** to enter video game competitions.



6 Look at the Sign Up to Grammar box. Then listen again and tick (✓) the correct option.

- Grandpa thinks that kids ... to play outdoors.  
 are too lazy     aren't motivated enough
- It's too ... to play outside.  
 cold     hot
- Luke thinks that grandpa is ... to play tennis.  
 too weak     not fit enough
- Grandpa is ... to show how well he can play.  
 too eager     not convinced enough

7 What are these people saying? Match the sentences with the photos.

- [ 1 ] I'm too scared to jump!  
[ 2 ] I'm not strong enough to climb this rock.  
[ 3 ] I'm too tired to keep on training.



8 Use the adjectives in brackets and complete the sentences with **too** or **not... enough**.

- Luke can't win the tennis match because he is not fast enough (fast) to hit the balls.
- Luke's sister, Samantha, doesn't like video games. They're not interesting enough (interesting) to get her attention.
- Luke's dad played video games with the VR headset yesterday and he thinks they are too entertaining (entertaining) to stop playing after a few minutes.
- Luke's friends like playing with him because he is too energetic (energetic) to complete the levels quickly.
- Luke's little brother is only one year old. He's too young (young) to know how to play.

9 In your notebook, write sentences using **too** and **not... enough** to complain about different things. Use these prompts or your own ideas.

old / young / tall	I'm not old enough to travel with my friends.
short / fit / intelligent / lazy	
to get a job	
to play (tennis)	I'm too short to play basketball.
to live on my own	
to drive a car	
to run a marathon	
to travel with my friends	

10 Work in pairs. Read out one sentence you wrote in activity 9. Your partner must paraphrase it using **too** or **not... enough**. Swap roles.

- A: I'm not old enough to travel with my friends.  
B: You're too young to travel with your friends.

- Who is your favourite super hero / heroine? What can he / she do?
- Write the missing letters to complete the verbs and match them with the pictures.

- dlve
- jemp
- fly
- kill
- Bun
- swim
- walk
- fight
- Climb



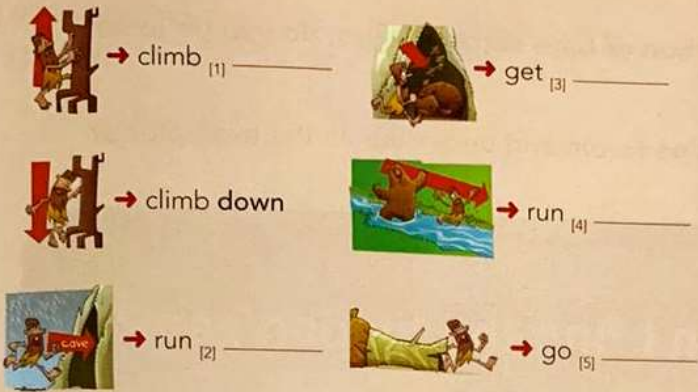
- Luke is watching a tutorial to learn some tricks to play his favourite video game. Read the instructions and order the pictures.

These steps are too crucial to get to the next level. Pay attention! First, you need to find the key to escape from the castle. Get **into** the dark office and take the key. Then climb **up** the stairs quickly. When you get to the top, use the key to open the door. You'll see a map on the floor. Pick it up and run **along** the corridor **towards** the dark forest. Finally, use your map to go **through** the dark forest and avoid the path with the dark creatures. Remember to be fast! The clock is running...



## #Sign Up to Grammar

### Prepositions of movement



### Have to, don't have to, must & mustn't

We use **have to** / **must** to express strong obligation.  
*I **have to** / **must** turn off my phone during the exam.*  
*I **must** / **have to** feed the dog every day.*

We use **don't have to** to express lack of obligation (no obligation to do something).  
*I **don't have to** study when I'm on holiday.*

We use **mustn't** to express prohibition.

*You **mustn't** share private information when you play games online with other users.*

### Remember!

We can also use **don't need to** to express lack of obligation.



4 Complete the Sign Up to Grammar box with the highlighted prepositions in activity 3.

5 Andy wants Luke to help him play the video game. Read their chat and complete it with the correct prepositions.

through (x2) into (x2) up (x2) along towards

2:30pm

Andy  
Luke, are you there?

Madlukxx  
Yeah, what's up?

Andy  
I need your help. I can't get to level 3. Do I have to climb <sup>[1]</sup> \_\_\_\_\_ the second or the third tree?

Madlukxx  
The third. The second tree will kill you! You'll see a river from up there. Then, dive <sup>[2]</sup> \_\_\_\_\_ the river and swim <sup>[3]</sup> \_\_\_\_\_ a big rock. You don't need to climb <sup>[4]</sup> \_\_\_\_\_ the rock. Wait and a crocodile will appear. You have to fight it and then walk <sup>[5]</sup> \_\_\_\_\_ the tunnel.

Andy  
Thanks, man!

Madlukxx  
Wait, there's more. When you get to the other side of the tunnel, don't run <sup>[6]</sup> \_\_\_\_\_ the forest, run <sup>[7]</sup> \_\_\_\_\_ the river. You have to kill some creatures on the way and the you'll see a cave. Get <sup>[8]</sup> \_\_\_\_\_ the cave and you'll get to level 3.

Andy  
Great! See ya!

📷 📁 ❤️ | 😊

6 Now listen and check your answers in activity 5.

7 Look at the Sign Up to Grammar box. Then circle the correct options to complete the rules of the video game.

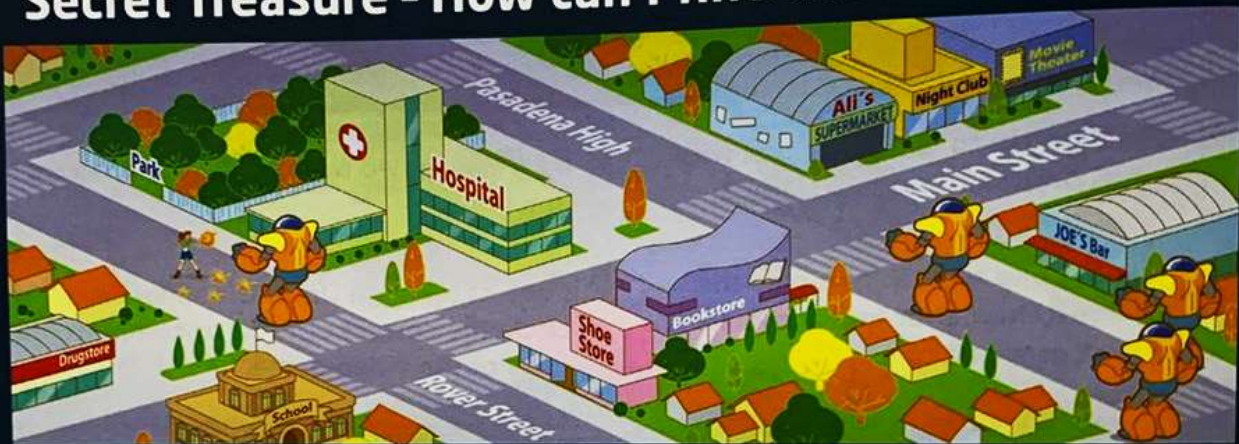
- 1 You **don't need to** / **mustn't** climb up the second tree.
- 2 You **have to** / **don't have to** climb up the third tree.
- 3 You **must** / **mustn't** dive into the river.
- 4 You **don't have to** / **mustn't** climb up the rock.
- 5 You **have to** / **mustn't** run through the forest.
- 6 You **don't have to** / **have to** get into the cave.

8 In your notebook, write the instructions to play an adventure video game, using the pictures in the Sign Up to Grammar box. Use connectors and add your own ideas.

First, climb up the trees to eat some fruits. You must get enough energy that you'll need to complete this level. Then, ...

- 1 Warm-up: When you need some information or have some queries, do you go to an online forum for help? Why / Why not?
- 2 Look at the Useful Tip box. Then read this online forum and underline all the examples of conditional sentences.

## Secret Treasure - How can I find the hidden gem?



wendy85  
(registered member)

Hi! Does anyone know how to find the hidden gem to get to the next level?



LindaUK90  
(registered member)

**Re: Secret Treasure - How can I find the hidden gem?**

That depends on where you found the last gold coin. If you're near the drugstore (we call it chemist in the UK) **opposite** the school, **go straight ahead** for two streets. If you go into the different buildings, you can find clues!



fireball00  
(registered member)

**Re: Secret Treasure - How can I find the hidden gem?**

If you are near the hospital, **go past** it and **turn right** into Pasadena High. When you find the robots there, they always attack you. Be careful! If you kill all the robots, an old box appears **next to** Joe's Bar. Find out what's inside!



Lisa\_London  
(registered member)

**Re: Secret Treasure - How can I find the hidden gem?**

Hi Wendy! You can **go along** Main St. and then walk into the night club **between** All's Supermarket and the movie theater (cinema for us here in England). When you see the stairs, go up to the rooftop and find the magic portal. If you go through it, you get closer to the little gem.



Connan\_33  
(registered member)

**Re: Secret Treasure - How can I find the hidden gem?**

If u r on Main St., turn left into Rover St. If you fight all the robots in that area, you get extra points. Then, walk through the park towards Pasadena High and do what Lisa\_London says.

### → #Useful Tip > Grammar

We use conditional sentences type zero to talk about things that are generally or always true. The structure is:

*If (When) + Simple Present + Simple Present = Simple Present + if (when) + Simple Present*

*If (When) you receive an answer on the online forum, you get an instant notification. = You get an instant notification if (when) you receive an answer on the online forum.*

We can also use the imperative in the main clause of conditional sentences type zero:

*If you need help with the game, ask questions to other players online.*

- 3 Fill in the blanks in the Sign Up to Grammar box using the highlighted words and phrases in activity 2. Imagine you are outside the shoe store in Rover St.

**4 Read the text in activity 2 and complete the phrases.**

- 1 A box appears next to Joe's Bar when \_\_\_\_\_.
- 2 If \_\_\_\_\_, you find a magic portal.
- 3 If you want to get extra points, \_\_\_\_\_.
- 4 You can find different clues when \_\_\_\_\_.

**5 Wendy moved house and Jill is going there for the first time. Look at the map and complete the chat with some of the words in the box.**

between left opposite past right straight ahead

2:30pm

Hi! My parents can't take me to your home today. I have to go by bus.

Hey! Don't worry! It's easy to get to my house from the bus stop.

OK, and where do I get off the bus?

When you see a bank on your right. Go <sup>[1]</sup> \_\_\_\_\_ the bank and then turn <sup>[2]</sup> \_\_\_\_\_ into Castle Street. Go <sup>[3]</sup> \_\_\_\_\_ for two streets. Then turn <sup>[4]</sup> \_\_\_\_\_ into Heinemann Road.

Is there a cinema in that street?

No, there's a hospital and it's opposite my block of flats. I live <sup>[5]</sup> \_\_\_\_\_ a big green house and a school.

OK, it's not a long walk!

You'll get home quickly! I'll wait for you outside the building.

**#Sign Up to Grammar**

**Asking for & giving directions**

How do I get to the movie theater (cinema)?  
<sup>[1]</sup> Turn right and <sup>[2]</sup> \_\_\_\_\_ Main Street.  
 The cinema is at the end of this street.  
 How can I get to the park? <sup>[3]</sup> \_\_\_\_\_ and  
<sup>[4]</sup> \_\_\_\_\_ the hospital. The park is  
<sup>[5]</sup> \_\_\_\_\_ it.  
 Where is the bookstore (bookshop)? It's  
<sup>[6]</sup> \_\_\_\_\_ Joe's bar.  
 Where is the night club? It's <sup>[7]</sup> \_\_\_\_\_ the  
 supermarket and the cinema (movie theater).



**6 Work in pairs. Add three shops, street names and two public places to the map in activity 5. Then take turns to ask for and give directions to get to a specific destination from the bus stop.**




A: How do I get to the hospital?  
 B: Go past the bank and turn right into Castle Street. When you get to Heinemann Road, turn left. The hospital is at the end of the street.

**7 Wendy went to Jill's house but she got lost. Look at the map in activity 5 and listen to their phone conversation. Then answer this question:**

Where is Wendy?  
 She is \_\_\_\_\_.

**8 In your notebook, write a chat in an instant message app explaining to your friend how to get to your house from school.**



- 1  Warm-up: Do you usually perform many tasks at the same time or do you do one thing at a time? Why? How do you feel when you multitask?
- 2  In pairs, discuss these ideas and write true (T) or false (F).
- 1 Media multitasking involves the use of multiple media. [ ]
  - 2 Multitasking is less time-consuming than doing only one task. [ ]
  - 3 Teens who multitask have a short concentration span. [ ]
  - 4 The best way to concentrate on a task is to pay full attention for at least one hour. [ ]
- 3  Read the text and check your ideas in activity 2.



## Is multitasking beneficial?

Multitasking involves doing more than one task at the same time and media multitasking refers to using different media simultaneously, but is this possible to achieve? Even when you may be convinced that you are performing various tasks at once, you are, in fact, switching from one task to another.

Experts are **worried** about the negative consequences that multitasking has on the learning process. When teens direct their attention from one task to another, it takes them time and energy to focus again on what they have to do. This process is really **tiring** and it affects both their understanding and performance. Teens also find it difficult to remember information because they aren't concentrated enough to process the information they get.

Another aspect that is **worrying** is that teens who do more than one task can only pay attention for short periods of time and they become **bored** very quickly. As there is easy access to the media, focusing on only one thing is really **challenging**. And when teens have to avoid these distractions, they may feel **stressed**.

One possible solution is to practise mindful meditation and try to be more connected with the present moment without feeling **disturbed** by silence. Another recommendation is to be exclusively focused on a task for twenty minutes and then turn the attention to another task. Before you think this is all **boring**, try putting these ideas into practice and check their effects on your concentration span. And if you have any other suggestions, leave them on the comment box below to help others stay focused.



## → #Sign Up to Grammar

### Adjectives ending in **-ed** or **-ing**

Experts are <sup>(1)</sup> \_\_\_\_\_ about multitasking.

Teens become **tired** of switching from one task to another.

Teens become **bored** very quickly.

Teens feel <sup>(4)</sup> \_\_\_\_\_ when they have to avoid constant distractions.

Some teens feel <sup>(5)</sup> \_\_\_\_\_ if there's complete silence.

#### Remember!

Many adjectives ending in **-ed** are used to describe people's feelings. = *We were very surprised at the result.*

Adjectives ending in **-ing** describe what or who causes the feeling. = *The result was really surprising.*

They find multitasking **worrying**.

Switching from one task to another is <sup>(2)</sup> \_\_\_\_\_.

Studying without music can be <sup>(3)</sup> \_\_\_\_\_.

Trying to avoid constant distractions is **stressing**.

Silence can be **disturbing** to some teens.



#### 4 Read the article again and answer these questions.

1 Why is it hard for teens to remember information?

\_\_\_\_\_

2 Why is it challenging for teens to focus on one task?

\_\_\_\_\_

3 Why can meditation be useful?

\_\_\_\_\_

#### 5 Complete the Sign Up to Grammar box using some of the adjectives in bold in activity 3.

#### 6 Read the sentences and complete the adjectives with **-ed** or **-ing**.

1 Teens feel relax \_\_\_\_\_ when they are in silence.

2 When teens try to do different things at the same time, they end up confus \_\_\_\_\_.

3 Multitasking is a very exhaust \_\_\_\_\_ activity.

4 Concentrating for twenty minutes can be very challeng \_\_\_\_\_ for some teens.

5 Teens who multitask are hardly ever pleas \_\_\_\_\_ with their results.

#### 7 Listen to a sociologist talking about multitasking and tick (✓) the tip that she mentions.

How can parents help teens concentrate?

By asking teens to go to bed early.

By setting a time limit to play video games.

By unplugging any distracting device while they study.

#### 8 Complete the sentences with the adjectives in the box. Then listen again to the sociologist to check.

stressed relaxed disturbing worried irritated

1 Parents are \_\_\_\_\_ because their children can't concentrate.

2 One sign that is \_\_\_\_\_ is sleep disorder as an effect of multitasking.

3 Teens may also feel \_\_\_\_\_ because of multitasking.

4 Parents can help teens become less \_\_\_\_\_.

5 Teens become more \_\_\_\_\_ when they do tasks without distractions.

#### 9 Do you think that multitasking is beneficial? What do you do to focus on a specific task? Are you distracted by technological devices? How do you avoid distractions?

#### 10 In your notebook, write your comment for the article in activity 3 suggesting ways to stay focused. Include some adjectives ending in **-ed** or **-ing**.

1 Look at the photos and complete the sentences using *too* or *not... enough* and an adjective in the box.

safe fast stable old entertaining

- 1 These joysticks are \_\_\_\_\_ to work with my video game console.
- 2 She can't win the race. She's \_\_\_\_\_ to overtake her opponent.
- 3 The game is \_\_\_\_\_ to stop playing.
- 4 The internet connection is \_\_\_\_\_ to live stream her game.
- 5 Augmented reality is \_\_\_\_\_ to use in real life.



2 Read the dialogue between two friends playing an adventure game and write the correct preposition in the box.

into (x3) up through (x2) along towards

Amy: This part is very difficult, Madison. Don't run! We must walk <sup>[1]</sup> \_\_\_\_\_ the forest together.

Madison: Are you sure? There's a tunnel over there. I think we have to go <sup>[2]</sup> \_\_\_\_\_ it.

Amy: No, that tunnel is dangerous! When we get to the end of this path, we have to walk <sup>[3]</sup> \_\_\_\_\_ the castle and climb <sup>[4]</sup> \_\_\_\_\_ to the tower.

Madison: OK, and what do we do now? Do we dive <sup>[5]</sup> \_\_\_\_\_ this river?

Amy: No, we don't need to swim. We have to walk <sup>[6]</sup> \_\_\_\_\_ the river.

Madison: Look! Is that a secret passage near the trees?

Amy: Yes! Let's run <sup>[7]</sup> \_\_\_\_\_ this passage, I think that it is connected with the castle.

Madison: OK! We must hurry up! If we get directly <sup>[8]</sup> \_\_\_\_\_ the queen's room, we don't have to fight against the dragon!

3 Listen to the dialogue and check your answers in activity 2.

4 Now complete the rules of the adventure game with the correct forms of *have to*, *don't have (need) to*, *must* or *mustn't*.

- 1 Amy and Madison \_\_\_\_\_ walk together.
- 2 They \_\_\_\_\_ go into the tunnel.
- 3 They \_\_\_\_\_ reach the end of the path to go to the castle.
- 4 They \_\_\_\_\_ jump over some rocks in the river.
- 5 They \_\_\_\_\_ take the secret passage to get to the queen's room.
- 6 They \_\_\_\_\_ attack the dragon if they go through the passage.

5 Finish these sentences about the adventure game with your own ideas.

- 1 If you go into the dangerous tunnel, \_\_\_\_\_
- 2 If you don't see the secret passage near the trees, \_\_\_\_\_
- 3 When you get into the queen's room, \_\_\_\_\_

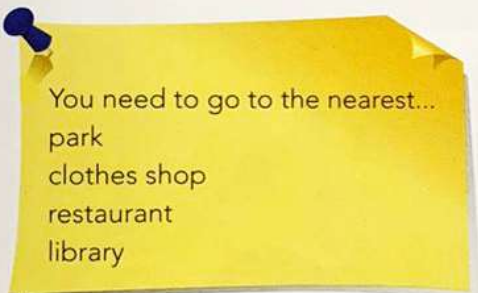


6 Look at the map below and answer the questions.



- 1 Where is the hospital?  
\_\_\_\_\_
- 2 Where is the drugstore?  
\_\_\_\_\_
- 3 Is the park opposite the parking lot?  
\_\_\_\_\_
- 4 Are there any shopping centres in Winter St.?  
\_\_\_\_\_

7 Work in pairs. Take turns to ask for and give directions to get to these places from your school.



- A: How do I get...?  
 B: Go past the... and turn... Then, walk along...  
 A: Do I have to turn right?  
 B: No, turn left and...

8 Circle the correct form of the adjectives.

- 1 I have to study for the test but I can't concentrate. It's very **disappointing** / **disappointed**.
- 2 You're about to complete one of the most difficult levels of the game. This is very **excited** / **exciting**!
- 3 Jason was **shocked** / **shocking** when he learnt that he had to hand in a project at school that day.
- 4 I become easily **bored** / **boring** when I have to do my Maths homework. I don't think this subject is **interested** / **interesting** at all!
- 5 My parents are **worried** / **worrying** because I can't sleep at night. They think that yoga can be **relaxed** / **relaxing** but I get **distracted** / **distracting** whenever I try to do this activity.

9 In your notebook, write your comment on an online discussion forum to help the teen. Use imperatives and modal verbs to express obligation or lack of obligation.

Dan\_10

Hi! I have to study for an important test but I get distracted all the time. I receive notifications from my social network accounts and I can't just ignore them. When I finally focus on my studies, my brother starts playing video games with his friends online. Even when he uses headphones, I get distracted because he screams orders to his team all the time. This is very upsetting! How do you concentrate? Any tips to share? Thanks!

Leave comment



**#BRIDGING THE GAP**



**→ #UNIT GOALS**

- ▶ Discuss how people greet each other around the world.
- ▶ Describe an action that was in progress at a certain time in the past.
- ▶ Discuss fundraising campaigns and events.
- ▶ Describe two parallel actions in the past.
- ▶ Describe actions in progress in the past that were interrupted by other actions.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



**#PIC OF THE UNIT**

**>> Think and share your ideas with the class.**

*How are the people connected in each photo?  
 What are they doing to bridge the gap? Do you think their actions have an impact on others?  
 How do you think they feel? Which photo do you think best represents the idea of cooperation?  
 Why? Would you like to take action to help others?  
 How would you feel?*

hello

hola

salut

1 Look at the photos on this page and discuss.

Which photos show people greeting each other in formal and informal ways? Why? What do you think that they are saying? Is there any photo showing how you greet people in your country? Do you use different greetings in formal and informal situations? Why?

2 Read the post and comments. Match the usernames with their photos. Use the highlighted words as hints.



aroundtheworld



**aroundtheworld** After travelling for four months, I met my sister Juana in Spain. I was so happy to see her! We Mexicans **kiss on the cheek** and we also **hug** when we know each other well. In more formal contexts, we shake hands. As I visit new places in my world trip, I like learning how locals greet... and there are very different ways across cultures! Do you agree? Comment below and share where you are from and how people greet in your country.

← Comments

**mark\_jones** We don't usually **kiss** or **hug** in the USA. I **wave** at my friends or **give a high five** and say Hi.

**akemi08** We **bow** in Japan. But, depending on the person we greet, the degree of the angle in which we bow varies.

**nomadlander** I'm from England and we **shake hands** in formal situations. When we greet friends we say Hi and **smile**.

**camille-z** In France, we **kiss on the cheek** with friends and family. And we shake hands with strangers.

1



2



3



4



3 Write your comment on the way people greet each other in your country.

← Comments

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## → #Sign Up to Grammar

### When + Simple Past

When I <sup>[1]</sup> \_\_\_\_\_ my friend at the train station, we <sup>[2]</sup> \_\_\_\_\_.

When I <sup>[3]</sup> \_\_\_\_\_ my new colleague to our boss they <sup>[4]</sup> \_\_\_\_\_ hands.

### Remember!

Use **when** with the Simple Past to link two actions when narrating something.



## → #Useful Tip > Vocabulary

### Greeting people

#### Informally

Hi!  
Hey!  
Hi, how are you?  
Morning!  
How's it going?  
How (are) you doing?  
How are things (with you)?

#### Formally

Hello!  
Hello, how are you?  
Nice / Pleased to meet you.  
How do you do?  
Good morning, Sir / Madam.

- 4 Work in pairs. Read the situations and decide if you would greet someone formally or informally. Act out these situations.

meeting friends at the park    having a job interview  
giving a presentation at a conference  
visiting your grandparents

- 5 Complete the Sign Up to Grammar box with these verbs in the Simple Past.

shake    hug    introduce    meet

- 6 Listen to Helen talking about her first experience as an exchange student and circle the correct option.

- When Helen arrived at the airport, her host family was / wasn't there.
- She was a bit sad / nervous.
- When she tried to shake hands, they thought it was funny / disrespectful.
- It's common / uncommon for Helen to kiss people when meeting for the first time.
- She felt / didn't feel comfortable in Brazil.

- 7 Look at Helen's photos and complete the sentences with the correct form of the verbs in brackets.



- 1 When she \_\_\_\_\_ (be) at the beach, she \_\_\_\_\_ (watch) the sunset.





- 2 When she first \_\_\_\_\_ (go) to a restaurant, she \_\_\_\_\_ (try) local food.



- 3 When she \_\_\_\_\_ (start) school, she \_\_\_\_\_ (become) friends with other exchange students.

- 8 In your notebook, write about more experiences Helen had in Brazil as an exchange student. Use the cues below.

she take / surfing lesson / stand up on the board  
she go / stadium / see the national team training  
she be / school / help her classmates study English  
she meet / other teens / not shake hands  
she visit / Christ the Redeemer statue / she not take a train / but go hiking to get there

- 1  Warm-up: What do you understand by charity? Can you mention some charities in your country?
- 2  Read this online magazine article and answer the questions.

### #Useful Tip > Vocabulary

Collocations are words or groups of words that naturally or frequently go together.

These are some verbs that collocate with the noun **money**: *make money, donate money, collect / raise money, lend money, borrow money, get money, earn money, win money, have money*; etc.

www.runforcharity.com

# Run for charity



In 1981, two British athletes were inspired by the New York City Marathon and decided to organise a race in London with a charitable status. The first marathon was such a success that The Virgin Money London Marathon still takes place every year. Nowadays, it is the largest annual fundraising event in the world, raising more than £1 billion so far.

Every year, thousands of professional and amateur runners and wheelchair racers cover 42.2 km, going past famous English landmarks. Athletes can take part in the competition to raise money for charities by setting up their Virgin Money Giving page where people can make donations. In return, charities offer the competitors guidance and support for the race. While participants help collect money for the charity they choose, they can also try to hold a Guinness World Record by wearing costumes. And if they are successful, they receive their certificates when they cross the finishing line.

One of the runners who achieved a record-breaking time while wearing a panda costume shares her experience, 'One of the best moments was when I was running past some children and they were all shouting *Go panda!* The look on their faces was magical!' Another participant decided to dress as a nut because everyone says she is nuts for running marathons and she wanted to raise consciousness on mental health. While she was crossing Tower Bridge, she was surprised by some reporters who were trying to reach her. She apologised for not stopping but she had to break a record. And she actually did!

If you are not a runner but want to be part of the event, you can join the team of volunteers to help with the organisation. You can also attend as a spectator and support participants from the streets. If this is not possible, follow the marathon on its official website or through social media. Whatever you do, make sure you do not miss this attractive event and be part of a good cause.

- 1 How did the athletes get the idea of organising a marathon?
- 2 How can participants help charities?
- 3 Why do some racers wear costumes?
- 4 Do volunteers help during the event?
- 5 Can people from other parts of the world watch the marathon?

**→ #Sign Up to Grammar**

**3 Write the missing verbs to make collocations. Read the article again to check.**

raise take break join make collect

- 1 \_\_\_\_\_ a team
- 2 \_\_\_\_\_ a donation
- 3 \_\_\_\_\_ part in a competition
- 4 \_\_\_\_\_ / \_\_\_\_\_ money
- 5 \_\_\_\_\_ a record

**4 Look at the Sign Up to Grammar box. Then find the sentences with the Past Continuous in the text and complete these versions.**

- 1 'While the panda \_\_\_\_\_, we \_\_\_\_\_ Go panda to give support', said one of the children.
- 2 'While I \_\_\_\_\_ Tower Bridge, some reporters \_\_\_\_\_ to reach me. But I didn't stop.', explained the woman wearing the nut costume.

**5 What was happening yesterday during the marathon? Look at the photos and correct the sentences.**



1 Volunteers were handing out snacks.  
They weren't \_\_\_\_\_.  
They \_\_\_\_\_.



2 One of the athletes was wearing a wollen hat.  
She \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



3 I was running with the crowd.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Past Continuous (affirmative & negative)**

I		running the marathon.
He	was	training hard.
She	was not (wasn't)	wearing a costume.
It		drinking water.
We	were	donating money.
You	were not (weren't)	following the event online.
They		helping a charity.

**Remember!**

We use the *Past Continuous* to describe an action that was in progress at a certain time in the past.



**6** Jack and Brenda were volunteers during the marathon. Listen and write true (T) or false (F).

- 1 Jack was giving instructions to the participants. [ ]
- 2 Brenda was volunteering at the start. [ ]
- 3 Brenda and Jack were handing out medals at the finishing line. [ ]
- 4 Jack was wearing a costume. [ ]
- 5 Jack was having problems at the end of the event. [ ]

**7** Imagine you were a volunteer during a charity event. In your notebook, write three affirmative and three negative sentences using the prompts to describe what you were doing or weren't doing during the event.

\* receive donations  
\* check the charity website  
\* pick up donations from neighbours  
\* sell cakes  
\* organise a garage sale  
\* take part in a race

**8** Work in pairs. Take turns to share your ideas in activity 7 to find out if you were helping in the same way at the event.

- A: I was receiving donations yesterday.  
B: Me too! But I wasn't...  
A: Me neither! I was...  
B: I wasn't doing that. I was...

1 Warm-up: Would you like to participate in some campaigns to raise money to help people in need? Why / Why not? How would you help to raise money? How would you feel during and after the campaign? Why? Is your school involved in any kind of campaign? Which one? If not, would you like to start a campaign? Why?

2 Read the text and put the sentences in the correct order.

## ACTION AGAINST HUNGER

### Why hunger?

We are the world's hunger specialist. We have the knowledge and tools to save the lives of malnourished children. We help millions of people with our lifesaving programmes, but we need more funds to expand our reach and create a future in which no child dies of hunger.

### How can you help?

Your first step is to talk to your school administrators about forming a club or hosting an activity. When you have permission from your school, set a date for your fundraising event and unite the power of your classmates to raise money for global hunger. With your school involved, you have the power to make a lasting, positive impact on the world.

Sign up to create your personal Action Against Hunger fundraising page. It just takes a few minutes to complete, and you can share it via email, text message and social media to collect donations. When you get a donation, you receive a notification so that you can thank for the contribution. The funds you raise will help us to save lives and end hunger for good.

(Adapted from: <https://www.actionagainsthunger.org/fundraise/school-fundraisers-charity>)



- 1 Share the link of your page to receive donations.
- 2 Decide on a date for your event.
- 3 Thank for the help when you get a notification.
- 4 Ask your school authorities for permission to start a campaign.
- 5 Create your fundraising page.

3 Read and complete the Sign Up to Grammar box using the Past Continuous.

4 Complete the dialogue using the prompts.

Emma: Hey! <sup>[1]</sup> \_\_\_\_\_ at the headteacher's office during break time?  
(What / do)

Laura: I was asking her for permission to start the fundraising campaign.

Emma: Great! <sup>[2]</sup> \_\_\_\_\_ too?  
(our teacher / talk to / the headteacher)

Laura: No, she was having a meeting with other teachers so she couldn't be with me.

Emma: Why didn't you ask me to go with you?

Laura: Because I thought <sup>[3]</sup> \_\_\_\_\_  
(you / study / History test)

Emma: No, I wasn't! I was trying to find you.

Laura: <sup>[4]</sup> \_\_\_\_\_?  
(Why / look for me)

Emma: Because all our classmates <sup>[5]</sup> \_\_\_\_\_  
\_\_\_\_\_ (share ideas / for campaign)

Laura: That's awesome!

## → #Sign Up to Grammar

### Past Continuous (interrogative)

#### Yes / No questions

Were you *receiving* donations?  
 Was he *sharing* the event with his friends?  
<sup>[1]</sup> \_\_\_\_\_ she \_\_\_\_\_  
 (use) a fundraising page?  
 Were you *doing* voluntary work?  
 Were they *organising* a marathon?

#### Short Answers

Yes, I *was*. / No, I *wasn't*.  
 Yes, he *was*. / No, he *wasn't*.  
 Yes, she <sup>[2]</sup> \_\_\_\_\_ /  
 No, she *wasn't*.  
 Yes, we *were*. / No, we *weren't*.  
 Yes, they *were*. / No, they *weren't*.

#### While + Past Continuous

Use *while* to link two actions in progress happening at the same time in the past (parallel actions).  
 While you <sup>[4]</sup> \_\_\_\_\_  
 (sing) in the charity event, people  
<sup>[5]</sup> \_\_\_\_\_ (donate) money.  
 People <sup>[6]</sup> \_\_\_\_\_ (donate)  
 money while you <sup>[7]</sup> \_\_\_\_\_  
 (sing) in the charity event.



#### Wh- questions

Where <sup>[3]</sup> \_\_\_\_\_ you \_\_\_\_\_  
 (go) on Saturday morning?  
 Why were you *selling* food?

I was walking to school.  
 I was raising money to help  
 children in need.

### 6 Read the dialogue in activity 4 again and answer the questions.

- Was Laura talking to her teacher about the campaign?  
\_\_\_\_\_
- Was Emma studying for a test?  
\_\_\_\_\_
- Was Emma trying to find Laura?  
\_\_\_\_\_
- Were their classmates giving ideas for the campaign?  
\_\_\_\_\_

### 7 Complete the phrases with your ideas.

- While I was searching for some fundraising ideas on the web, my friend \_\_\_\_\_  
\_\_\_\_\_
- I was making a donation while I \_\_\_\_\_  
\_\_\_\_\_
- My classmates were selling cakes while the teachers \_\_\_\_\_  
\_\_\_\_\_
- While I was raising money for a good cause, I \_\_\_\_\_  
\_\_\_\_\_

### 8 What were you doing? Tick (✓) the phrases that are true for you in the YOU column. Then ask your classmate about the activities and tick (✓) the ones that are true in the YOUR CLASSMATE column.

	YOU	YOUR CLASSMATE
have lunch at 1 pm yesterday		
study at 6 pm last Sunday		
do sports at 10 am two days ago		
sleep at 11 pm last night		
buy clothes yesterday morning		

A: Were you having lunch at 1 pm yesterday?

B: No, I wasn't. I was... Were you...?

### 9 In your notebook, write about what you were doing to correct the false sentences in activity 8.

I wasn't having lunch at 1 pm yesterday. I was going back home by bus.  
 I wasn't...



- 1 Warm-up: Do students in your country organise fundraising events? What types of fundraising events can you mention? Which ones would you like to attend? Why?
- 2 Read the poster in activity 3 and label the photos with the words in red.



- 3 Read the texts and write true (T) or false (F).



- 1 The school organised a fundraising event to fix up the gym. [ ]
- 2 The fair started in the morning. [ ]
- 3 The school raised more money than expected. [ ]
- 4 Sarah donated money online. [ ]
- 5 Jill helped Matt during the race. [ ]
- 6 John bought some chocolate cookies. [ ]

www.lakeschool.com/community

Thank you all for coming to our fair last Saturday afternoon! It was a complete success! While we were tidying up after the event, we learnt that we raised enough money for the renovation. And to our surprise, we also received lots of donations online! So now we can buy more new devices. Hope you all had a good time! And please share your stories of the event and tell us what you liked the most.

**Sarah Miller** June, 20 10:30 am

Congratulations! It was an incredible and well-organised event! While I was going home after the fair, I called some relatives and told them to donate money online. I'm happy you collected all the money!

**Matt Adams** June, 20 11:02 am

Well done! All my family and friends were there and we had a great day. I loved the fancy dress race. While I was running with my bear costume, I tripped and fell down. I just laughed and laughed and I couldn't stand up. Fortunately, someone with a robot costume helped me to get back on my feet. Thanks, Robot!

**Jill Richardson** June, 20 11:15 am

Ha ha ha! I was the robot who stopped to help Matt. It was a funny race indeed! I played lots of games and won some prizes! My little brother lost his cap while he was looking for the treasure. Is there a *Lost and Found* box to check if it's there?

**John Scott** June, 20 11:20 am

Best fair ever! The food was delicious! I was waiting to have my face painted when I saw that there were freshly baked cakes and cookies. I tried the chocolate cake and just loved it!



## #Sign Up to Grammar

### Past Continuous vs. Simple Past

We use the *Past Continuous* to express a long action. And we use the *Simple Past* to express a short action that interrupts the long one. We can join the two ideas with *when* or *while*.

*While we were buying some cookies, the treasure hunt started.*

*She was cleaning the gym when she found a cap.*



4 Look at the Sign Up to Grammar Box. Then underline similar sentences in the texts on page 28.

5 Read this interview and write the verbs in brackets in the correct form of the Simple Past or Past Continuous.

www.lakeschool.com/ourmagazine

**NEWS**

*Hi, readers! As every week, I'm taking over our digital magazine to keep you updated with some relevant information. Two days after the successful fundraising event, I interviewed Paul, one of the organisers, to learn more details about the fair. Remember to leave your comments and thank you again for participating in the fair!*

**Alice**

Alice: Hi, Paul! First of all, congratulations for raising the money to fix up the IT room.

Paul: Thanks, Alice! While we <sup>[1]</sup> \_\_\_\_\_ (plan) the event, we never <sup>[2]</sup> \_\_\_\_\_ (think) that we'd collect all the money. So it <sup>[3]</sup> \_\_\_\_\_ (be) a surprise!

Alice: <sup>[4]</sup> \_\_\_\_\_ you \_\_\_\_\_ (have) any problems while you <sup>[5]</sup> \_\_\_\_\_ (organise) the fair?

Paul: Well, we <sup>[6]</sup> \_\_\_\_\_ (not know) what activities to include at first. But when our teacher <sup>[7]</sup> \_\_\_\_\_ (tell) us to get into groups and divide the tasks, we <sup>[8]</sup> \_\_\_\_\_ (work) very well together.

Alice: What <sup>[9]</sup> \_\_\_\_\_ you \_\_\_\_\_ (do)?

Paul: I <sup>[10]</sup> \_\_\_\_\_ (be) in charge of some of the games. When we finally <sup>[11]</sup> \_\_\_\_\_ (decide) on the activities, some of the members of the group <sup>[12]</sup> \_\_\_\_\_ (collect) some bottles for the Ring Toss and other materials to design the games.

Alice: And who <sup>[13]</sup> \_\_\_\_\_ (cook) all the cakes and cookies? They <sup>[14]</sup> \_\_\_\_\_ (be) really tasty!

Paul: Yes, they <sup>[15]</sup> \_\_\_\_\_ (be)! But I honestly don't know who <sup>[16]</sup> \_\_\_\_\_ (make) them. While I <sup>[17]</sup> \_\_\_\_\_ (help) the little children to play the games, some teachers <sup>[18]</sup> \_\_\_\_\_ (run) the bake sale stall so they must have an idea.

Alice: And apart from the food, what <sup>[19]</sup> \_\_\_\_\_ you \_\_\_\_\_ (like) the most?

Paul: I really <sup>[20]</sup> \_\_\_\_\_ (enjoy) watching the fancy dress race.

Alice: Yes, me too! Loved the costumes! Thank you, Paul! Nice talking to you!

Paul: Thank you, Alice!

6 Listen to Steve, another organiser, talking about the fair and circle the correct option.

- 1 When people wanted to vote for the best costume, they wrote the name / number of the participant.
- 2 While they were writing / counting the votes, a child slipped orange juice over the pieces of paper.
- 3 After cleaning up, they could / couldn't count the votes.
- 4 The runners were / weren't annoyed.

7 Imagine you were at the school fair. Write your comment for the school blog about something funny that happened during the event. Use the comments on page 28 as models.

*While I was waiting for my turn to spin the wheel, something funny happened to me...*

1 Use the prompts to write captions for the photos of these exchange students.



When / arrive at the airport / send message to family

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



buy souvenirs / when / have free time

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



When / meet teacher / shake hands

\_\_\_\_\_

\_\_\_\_\_, they

\_\_\_\_\_



join football team / when / have first PE lesson at school

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2 Match the columns to make collocations. Then use the phrases to complete the sentences with the verbs in the correct form of the Past Continuous.

- 1 join [ ] money
- 2 make [ ] part in
- 3 raise [ ] a record
- 4 take [ ] a team
- 5 break [ ] donations

- 1 During the race, I didn't know that I \_\_\_\_\_. I was the fastest in the 10K run.
- 2 Some influencers \_\_\_\_\_ online yesterday to help a charity organisation. They got the money they needed thanks to their followers.
- 3 People from different parts of the country \_\_\_\_\_ last week when they learnt about the fires in California.
- 4 I \_\_\_\_\_ the competition yesterday. I was recovering from a knee injury.
- 5 My brother \_\_\_\_\_ of volunteers to help in the marathon early in the morning.

3 14 Jen is sharing a story on her social media account about her school campaign. Listen to her and put a tick (✓) or a cross (X) next to the sentences.

- 1 People were making donations at school. [ ]
- 2 Volunteers were handing out leaflets. [ ]
- 3 Jen was collecting donations at people's homes. [ ]
- 4 The website they used for donations wasn't working. [ ]
- 5 Jen's friends were having dinner while she was going back home. [ ]

4 Answer the questions using the information in activity 3.

- 1 Were people donating items at school?  
\_\_\_\_\_
- 2 Were the volunteers handing out leaflets?  
\_\_\_\_\_
- 3 Was Jen collecting donations at people's homes?  
\_\_\_\_\_
- 4 Was the website they used for donations working?  
\_\_\_\_\_
- 5 Were Jen's friends having dinner while she was going back home?  
\_\_\_\_\_



**5** Complete the blog post with the Simple Past or the Past Continuous forms of the verbs in brackets.

www.ourhockeyteam.com

**jameswright\_hockey.com**

Last week, we <sup>[1]</sup> \_\_\_\_\_ (hold) a fundraising event to buy new uniforms for our hockey team. At first, we <sup>[2]</sup> \_\_\_\_\_ (want) to organise a raffle, but while we <sup>[3]</sup> \_\_\_\_\_ (talk) about the possible prizes, we only <sup>[4]</sup> \_\_\_\_\_ (mention) food that we cook well. So we <sup>[5]</sup> \_\_\_\_\_ (change) our minds and we <sup>[6]</sup> \_\_\_\_\_ (decide) to sell home-made food. While some of us <sup>[7]</sup> \_\_\_\_\_ (discuss) options for desserts, others <sup>[8]</sup> \_\_\_\_\_ (give) ideas for meals at lunch. When the coach <sup>[9]</sup> \_\_\_\_\_ (hear) that we <sup>[10]</sup> \_\_\_\_\_ (not have) the same ideas, she <sup>[11]</sup> \_\_\_\_\_ (suggest) offering a meal deal with a hamburger, a drink and a sweet dish for dessert. The day of the event, I <sup>[12]</sup> \_\_\_\_\_ (be) really nervous. But when I <sup>[13]</sup> \_\_\_\_\_ (see) that more and more people <sup>[14]</sup> \_\_\_\_\_ (come) to the sports field where we <sup>[15]</sup> \_\_\_\_\_ (have) our stall, I <sup>[16]</sup> \_\_\_\_\_ (feel) a bit relaxed. Everything <sup>[17]</sup> \_\_\_\_\_ (be) perfect until a dog <sup>[18]</sup> \_\_\_\_\_ (get) near one of the tables with the hamburgers. I <sup>[19]</sup> \_\_\_\_\_ (think) that it <sup>[20]</sup> \_\_\_\_\_ (be) the end of our event. And while the dog <sup>[21]</sup> \_\_\_\_\_ (jump) to eat the food, a woman suddenly <sup>[22]</sup> \_\_\_\_\_ (appear) and it <sup>[23]</sup> \_\_\_\_\_ (run) way! I <sup>[24]</sup> \_\_\_\_\_ (cannot) believe it! I think I <sup>[25]</sup> \_\_\_\_\_ (shake) for an hour or so. Fortunately, the dog <sup>[26]</sup> \_\_\_\_\_ (not come) back and we <sup>[27]</sup> \_\_\_\_\_ (sell) all of our meal deals. Yesterday, we finally <sup>[28]</sup> \_\_\_\_\_ (buy) our uniforms! They're amazing!

**6** Read the post again and answer.

- |  |  |
|--|--|
| <p>1 Why did James and his team organise a fundraising event?<br/>_____</p> <p>2 How did they raise money?<br/>_____</p> <p>3 How did James feel the day of the event?<br/>_____</p> | <p>4 Did the dog eat the hamburgers? Why?<br/>_____</p> <p>5 Did James and his team raise enough money?<br/>_____</p> <p>6 When did they buy the uniforms?<br/>_____</p> |
|--|--|

**7** Complete the sentences with your ideas to write about a funny event that happened in the past.

When I was \_\_\_\_\_, I went to \_\_\_\_\_. While I \_\_\_\_\_, my friends \_\_\_\_\_.

When I \_\_\_\_\_, they \_\_\_\_\_. I felt \_\_\_\_\_.

I wasn't \_\_\_\_\_ so I \_\_\_\_\_. Later, I \_\_\_\_\_.

\_\_\_\_\_ I still laugh with my friends when we remember that day!

**Work in pairs. Take turns to tell your funny event in activity 7 to your classmate and ask questions to learn more details.**

- A: Why were you... ?  
 B: Because I...  
 A: Did you... ?  
 B: No, I didn't. I...



# 1

## #WORLD ISSUES

# Digital fundraising

AMNESTY INTERNATIONAL



**F**ounded in 1961 in London, Amnesty International is a non-governmental organisation that defends human rights. Today, it is a global movement with regional offices in different countries with more than ten million people who investigate and report abuses, raise awareness of conflicts and educate generations to make a better world.

As it is financially independent, the organisation obtains funding from people's donations and fundraising events. In 2020, Amnesty International received the generous support of the charity video game marathon called *Z event*, held annually to help foundations since 2016. In October, about forty French streamers played games and took on challenges to collect donations from the viewers. They also sold 120000 T-shirts designed for the event. After streaming for fifty hours, they raised 5.7 million euros for Amnesty International, breaking their previous world record of the most money raised by a live stream fundraiser.

This outstanding achievement reflects the powerful effect that the use of social media platforms can have for good causes. And with all the digital tools available nowadays, you don't have to be an expert or a famous streamer with thousands of followers to make your contribution. If you want to take action, you can find ideas and tips for fundraising activities on the Amnesty International website – there is even a guideline about how to run a gaming marathon. Visit the site to make the most of your virtual event and bring about real change!

32



**1** Read the title and look at the pictures. Discuss the questions and then read the text to check your ideas.

- 1 What is digital fundraising?
- 2 What do you know about Amnesty International? How are these words associated with the organisation?

human rights benefit events  
non-governmental organisation (NGO)  
freedom of expression donations

- 3 How do you think the gamers in the photo are related to Amnesty International? Why?

32-33 / 120

SHARE

SAVE

LIKE 92

DOWNLOAD

2 Read the text again and correct the sentences.

- 1 Amnesty International receives part of its funds from governments.  
\_\_\_\_\_
- 2 Amnesty International offices are in London.  
\_\_\_\_\_
- 3 Z event started to raise money in 2020.  
\_\_\_\_\_
- 4 The streamers collected all the money by just playing games.  
\_\_\_\_\_
- 5 They got less money than the previous year.  
\_\_\_\_\_



3 Complete the tips for fundraising for Amnesty International with the words in the box.

must many take need play have make long

A screenshot of a web browser window showing a webpage from www.amnesty.org.uk. The page title is 'How to run a gaming marathon'. The page content includes a list of five tips for fundraising. The browser's address bar shows 'www.amnesty.org.uk'. The page has a dark background with colorful geometric shapes and a circuit-like pattern at the bottom. The page number '33' is visible on the right side.

**How to run a gaming marathon**

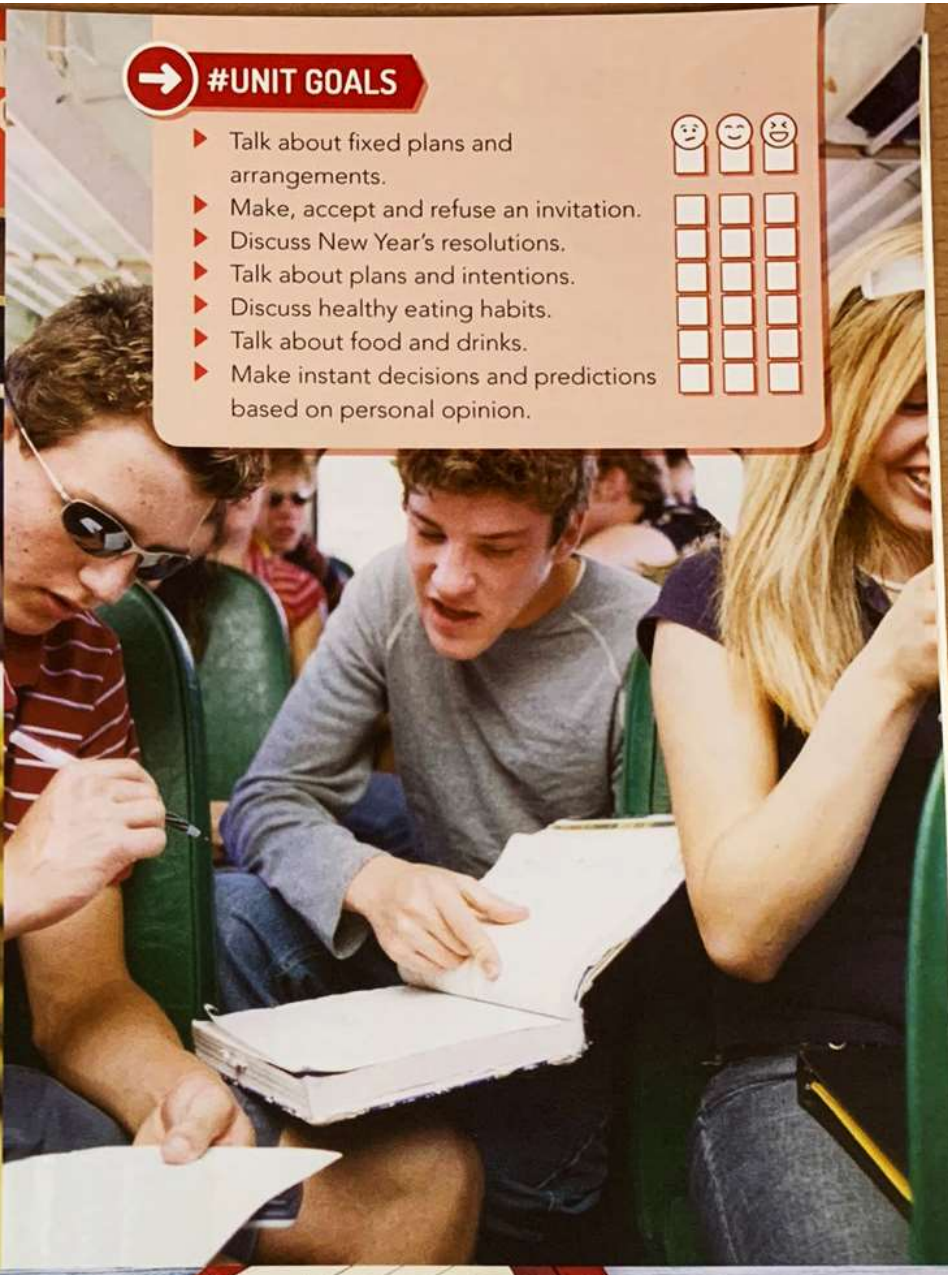
- 1 How \_\_\_\_\_ will the marathon be? Decide on the length and fundraising target.
- 2 How \_\_\_\_\_ players will take part in the marathon? Choose your team. If you plan a long event, you must \_\_\_\_\_ breaks and your friends or family can keep on playing during this time.
- 3 Which games will you \_\_\_\_\_? You \_\_\_\_\_ know this so as to have an idea of the duration of the event.
- 4 Will you live stream your event? You don't \_\_\_\_\_ to broadcast your event if you don't want to. But it can help generate more donations and make your marathon more interactive and entertaining.
- 5 You \_\_\_\_\_ to include your plans on your fundraising page where your sponsors will \_\_\_\_\_ their donations.

Adapted from: [www.amnesty.org.uk/gaming/computer-games-gaming-marathon-charity-support-fundraise](http://www.amnesty.org.uk/gaming/computer-games-gaming-marathon-charity-support-fundraise)

4 Discuss with your classmates.

- >> Would you like to take part in a gaming marathon fundraiser? Why?
- >> What other methods of digital fundraising can you mention?
- >> Do you think social media platforms are useful tools for fundraising events? Why?





### → #UNIT GOALS

- ▶ Talk about fixed plans and arrangements.
- ▶ Make, accept and refuse an invitation.
- ▶ Discuss New Year's resolutions.
- ▶ Talk about plans and intentions.
- ▶ Discuss healthy eating habits.
- ▶ Talk about food and drinks.
- ▶ Make instant decisions and predictions based on personal opinion.

☹	😊	😊
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>





### DATE \_\_\_\_\_ This Year I Will..

### #PIC OF THE UNIT

>> Think and share your ideas with the class.

*What are the teens doing in the photos? How do you think they organise their activities? Do you think that those are useful ways to be organised? Do you use a similar method to organise your daily activities and make future plans? How do you remember what you have to do in the future? How do you feel when you keep a record of your plans?*

-  Warm-up: Do you keep a diary to organise your daily / weekly / monthly activities? If so, do you use a paper diary or a diary app? Why?
-  Look at the Sign Up to Grammar box. Then read Tom's and Kate's diaries and circle the correct options.

**TOM**

---

Monday 12:15 pm - meet with Kate for the presentation for History class

---

Tuesday 9:45 am - give presentation - History

---

Wednesday 4 pm - have guitar lesson

---

Thursday

---

Friday 5 pm - take part in skateboard competition

**KATE**

---

**FRIDAY**

5 pm - meet Dave at the skatepark

---

**THURSDAY**

3:30 pm - see the dentist

---

**WEDNESDAY**

6 pm - go shopping with Emma to buy a present

---

**TUESDAY**

9:45 am - give presentation - History

---

**MONDAY**

12:15 pm - prepare presentation for History class with Tom

---

**SUNDAY**

---

**SATURDAY**



- Tom and Kate are working on / are giving their presentation for the History class on Monday.
- Kate is buying / isn't buying a present on Wednesday morning.
- Tom is taking / isn't taking a guitar lesson on Wednesday afternoon.
- Kate is seeing / is calling the dentist on Thursday.
- Tom is having / isn't having a busy day on Thursday.
- Tom and Kate are going / aren't going to the skatepark on Friday afternoon.

- Complete the sentences with the correct form of the verbs in brackets so that they are true for you.
  - I \_\_\_\_\_ (practise) sports tomorrow afternoon.
  - I \_\_\_\_\_ (go) shopping next Saturday.
  - I \_\_\_\_\_ (have) my best friend's birthday party next Friday.
  - I \_\_\_\_\_ (visit) my cousins in two weeks' time.
  - I \_\_\_\_\_ (ride) to school with my friends tomorrow morning.



4 Complete the chat messages with the correct form of the verbs in brackets.



5 Listen and write true (T) or false (F).

- 1 Anna bought tickets for the cinema yesterday. [ ]
- 2 Anna and her sister are going to see *Cruella*. [ ]
- 3 Lisa isn't joining them because she's tired. [ ]
- 4 Anna and Lisa are going to the cinema next week. [ ]

## → #Sign Up to Grammar

### Present Continuous (for arrangements)

We use the *Present Continuous* to talk about arrangements and fixed plans made before the time of speaking.

We often mention the time, date and / or place.

*We're having a party tomorrow night.* (affirmative)

*Are you visiting the museum with Grandma today?* (interrogative)

*I'm not playing tennis this afternoon. The sports centre is closed.* (negative)

### Remember!

We often use these expressions to indicate future time: *tomorrow morning, next Sunday, tonight, in two days' time*; etc.



## → #Useful Tip > Language

### Making an invitation

*Would you like to go to the amusement park next Saturday?*

*How about going to the amusement park?*

*What about going to the amusement park next Saturday?*

*Let's go to the amusement park next Saturday.*

### Accepting an invitation

*Great idea! / Sure! / Thanks, I'd love to. /*

*OK! / That would be great.*

### Refusing an invitation

*I'd like to but... / Sorry, I can't make it.*

*Thanks for asking me to join you but...*

*Sorry, I'm afraid I'm very busy.*

6 Work in pairs. Take turns to invite your classmate to do the activities in the box and agree on a day.

have a picnic    study for a test  
go shopping    play a sport

A: What are you doing next...? Would you like to...?



B: Sorry, I can't make it. I'm...

A: How about...?

B: I'm free on...

A: That's perfect!






7 In your notebook, write about your arrangements for next weekend.

-  Warm-up: Do you make any New Year's resolutions? Why / Why not? Can you keep your promises throughout the year?
-  Look at the Sign Up to Grammar box. Then read the blog post and comments and complete the sentences with: *eco-club members, Carol, Jeff, Claire or Lucas.*

www.greenerlives.com

### Let's make our green New Year's resolutions!

As we are adopting more sustainable practices inside and outside our school, we would like to share some of our plans to keep on contributing to our planet.

-  We're going to sell reusable bottles at school to reduce the amount of plastic and raise money for our eco club.
-  We're going to start composting our vegetable garden. We're going to put compost bins next to those for recycling plastic, paper and metal.
-  We aren't going to keep electronic devices and lights on when not using them.
-  We're going to organise eco-friendly activities for the community.
-  We aren't going to use disposable batteries any more. We're going to replace them with rechargeable batteries.

What about you? We want to read your eco-friendly New Year's resolutions!

**Carol** 3:45 pm

Great ideas! I'm going to cycle to school more often instead of asking my parents to take me there by car. I think it's important to reduce gas emissions.

**Jeff** 3:58 pm


I had no ideal But after reading your post, I'm going to buy a reusable bottle water to help the planet and the eco club!


**Claire** 4:06 pm

I'm going to start buying second-hand clothes to reduce waste. Maybe the club can organise a clothing exchange event at school.


**Lucas** 4:22 pm

I'm going to grow a garden at home with the help of my grandparents. And I'm going to collect rainwater for the plants.

- Read and complete the Sign Up to Grammar box.
-  In your notebook, write about three things you are going to do and three things you aren't going to do next year to help the environment. Use some of the ideas below.


 ride bike / turn off lights / use recycled paper /  
 print on only one side of a sheet of paper /  
 donate clothes / use plastic bags when shopping /  
 use aerosols / walk more / grow a vegetable  
 garden / throw away broken gadgets

- \_\_\_\_\_ and \_\_\_\_\_ are going to grow their own vegetables.
- \_\_\_\_\_ is going to use a reusable water bottle.
- \_\_\_\_\_ isn't going to buy new clothes.
- \_\_\_\_\_ are going to sell eco-friendly objects to collect money.
- \_\_\_\_\_ isn't going to go to school by car so often.
- \_\_\_\_\_ are going to add a new recycling bin.

-  Work in pairs. Take turns to ask and answer about your eco-friendly plans for the future.

A: What are you going to do to save energy next year?

B: I think I'm going to... Are you going to...?

## → #Sign Up to Grammar

### Going to (for future plans)

We use **going to + verb** to talk about future plans and firm intentions. We also use **going to** to talk about predictions based on strong evidence.

We're **going to run in the park this afternoon.** (plan)  
I'm **going to sell my house.** I want to move to the countryside. (firm intention)

There's a weather alert. It's **going to rain heavily.** (prediction)

#### Affirmative

I <sup>(1)</sup> \_\_\_\_\_ **separate** rubbish.  
My sister **is going to take** shorter showers.  
We <sup>(2)</sup> \_\_\_\_\_ **buy** reusable water bottles.

#### Negative

I'm **not going to produce** high levels of waste. I'm going to separate and recycle rubbish too.  
My sister **isn't going to waste** too much water.  
We <sup>(3)</sup> \_\_\_\_\_ **use** plastic bottles.

#### Interrogative - Yes / No questions

<sup>(4)</sup> \_\_\_\_\_ you \_\_\_\_\_ **start** an eco club?  
<sup>(5)</sup> \_\_\_\_\_ you sister **going to separate** rubbish?  
Is Matt <sup>(6)</sup> \_\_\_\_\_ **join** the club?

#### Short answers

Yes, I am. / No, I'm not.  
Yes, she is. / No, she isn't.  
Yes, he is. / No, he isn't.

#### Wh-questions

<sup>(7)</sup> \_\_\_\_\_ are you **going to do**?  
<sup>(8)</sup> \_\_\_\_\_ are you **going to reduce** waste?



### 6 Going to or Present Continuous? Read the sentences and circle the correct options.

- I want to become a scientist. I **am going to study** / **am studying** Marine Biology after I graduate from school.
- We **are going to fly** / **are flying** on Friday at six from Buenos Aires to Mendoza.
- Close the front door! The dog **is going to run** / **is running** away!
- It's Nick's birthday today but he **is going to have** / **is having** a party next Saturday night.
- My parents **aren't going to move** / **aren't moving** to another city when they retire.

### 7 Listen to Alicia's voice message to Sylvia and answer.

- Where is Alicia going to spend her holiday?  
\_\_\_\_\_
- How long is she going to be on holiday?  
\_\_\_\_\_
- Is Alicia's sister going to cycle in the natural reserve?  
\_\_\_\_\_
- Are Alicia and her family going to stay in a hotel?  
\_\_\_\_\_
- Are they going to visit the Mayan ruins?  
\_\_\_\_\_

### 8 What are your plans for next holiday? Use the prompts to write the questions. Then answer.

- Who / travel with  
Who are you going to travel with?  
\_\_\_\_\_
- Where / go  
\_\_\_\_\_
- Where / stay  
\_\_\_\_\_
- What / do  
\_\_\_\_\_

### 9 In your notebook, write a chat message to invite a friend to spend the holiday with you. Use the information in activity 8.



1 Warm-up: What kind of food do you usually eat? Do you consider your eating habits healthy? Why? Would you like to make any changes in your diet? How would these changes make you feel better?

2 Read this online article and write true (T) or false (F).

www.bodyandmind.com

Healthy eating habits vary from one country to another since they are related to the cultures, traditions and locally available foods. Learn about some examples of healthy food ingredients and meals around the globe. Which healthy eating habits can you mention from your country?

While France is associated with bread, cheese and wine, people also eat fish, chicken and vegetable-filled stew. The French often cook using fresh foods so their meals have little added salt and sugar. Apart from having high quality food, people in France eat smaller portions of food than in other parts of the world.

In Sweden, people don't consume a lot of veggies and fruits but they have fish and lots of dairy products. They are famous for their cheese, milk and butter. Their menus are low in carbs and high in the right kinds of fats.

In Brazil, people consume lots of fresh fruit and vegetables. They eat a lot of papayas, mangoes, corn, carrots and unprocessed food. Rice and beans are Brazilian staple foods that they consume daily. Brazilians also spend time socialising while they have their meals. So these sometimes may last a few hours, which is good for digestion.

In China, people have lots of vegetables, fish and soup. Green tea and rice are staples included in their meals. There are few raw ingredients in the dishes as most Chinese food is cooked, reducing the risk of bacteria.

In India, just few dishes don't have spices. Indian cuisine is characterised by the use of lots of spices that not only add flavour but also provide a lot of digestive and anti-inflammatory benefits. Some of their favourites are ginger, curry and cinnamon.

- 1 People eat lots of fruit and vegetables in all the countries mentioned in the article. [ ]
- 2 Taking time to eat slowly aids digestion. [ ]
- 3 Spices have got a lot of beneficial effects. [ ]
- 4 French cuisine contains lots of added salt and sugar. [ ]
- 5 Green tea is a basic drink in China. [ ]

3 Read the Sign Up to Grammar box. Then copy the table in your notebook and complete it with examples from the article.

	Countable nouns	Uncountable nouns
big quantities		
small quantities		

4 Complete the comment with *a lot of*, *a few* or *a little*.



In Japan, we have a balanced diet. As we are surrounded by sea, we eat <sup>(1)</sup> \_\_\_\_\_ fresh fish. We also consume carbohydrates, vegetables and fruit. We drink <sup>(2)</sup> \_\_\_\_\_ water and tea but we drink <sup>(3)</sup> \_\_\_\_\_ fizzy drinks. And we limit the consumption of other types of food too. For example, we eat <sup>(4)</sup> \_\_\_\_\_ meat and dairy. And we have <sup>(5)</sup> \_\_\_\_\_ added sugar as well.

## → #Sign Up to Grammar

Quantifiers: *A lot of, lots of, (a) few & (a) little*

### Countable nouns

There are *few* healthy cookies.



There are *a lot of / lots of* vegetables.



### Remember!

We use *a few / a little* for small quantities. But: (*few* = not many) and (*little* = not much).



### Uncountable nouns

There is *a little* pasta.



There is *a lot of* rice.



## → #Useful Tip > Grammar

We use *how many* with countable nouns:

*How many* cookies do you have for breakfast?

*A few. / A lot. / Few. / Very few.*

*I don't know how many* T-shirts I should pack for my trip.

We use *how much* with uncountable nouns:

*How much* water do you drink a day? *A little. / A lot.*

*How much* (money) does it cost? *Very little.*

5 Listen to Michael and Steve, two American teens, talking about eating habits and tick (✓) the correct sentences.

- 1 American teens eat more fresh food than packaged food. [ ]
- 2 Michael eats a lot of pizza. [ ]
- 3 Steve drinks little water. [ ]
- 4 Steve eats few doughnuts every week. [ ]
- 5 The teens should eat lots of fruit so as to consume little added sugar. [ ]

6 Look at the Useful Tip box and complete the questions with *how much* or *how many*.

Michael is doing the shopping online...

- 1 \_\_\_\_\_ cheese is he ordering?
- 2 \_\_\_\_\_ meat is he buying?
- 3 \_\_\_\_\_ boxes of cereal does he want?
- 4 \_\_\_\_\_ jars of peanut butter is he ordering?
- 5 \_\_\_\_\_ cartons of milk does he need?
- 6 \_\_\_\_\_ packets of bread is he adding to the cart?
- 7 \_\_\_\_\_ vegetables is he buying?

7 Look at the order and write the answers for activity 6 in your notebook. Use *a lot, a few* or *a little*.

8 Conduct a survey to learn about your classmates' eating habits. Copy the table and complete it in your notebook. Then report your findings to the rest of the class.

Habit / Name			
fizzy drinks / a week			
fruit / a day			
fast food / a week			
milk / a day			
meat / a week			



A: How many... do you drink a week?

B: Very few. About one or two.

A: How much... do you eat...?

- 1 Warm-up: How often do you go shopping for clothes? Do you usually buy a lot of clothes that you don't need? Discuss.
- 2 Read this dialogue. Then read the sentences below and answer true (T) or false (F).



Kate: Excuse me, how much is that red sweater?  
 Shop assistant: It's £70.  
 Kate: Oh! It's too expensive.  
 Emma: We want to buy a birthday present but we haven't got enough money to buy that sweater.  
 Shop assistant: And what about that shirt?  
 Kate: Thanks but we are looking for a sweater. Our friend will wear it on her winter holidays. And how about that pink one over there? How much does it cost?  
 Shop assistant: It's £45. It's on sale.  
 Kate: OK. What do you think, Emma?  
 Emma: I think it's a good price. Can I try it on?  
 Shop assistant: Sure. What size are you? Small, medium or large?  
 Emma: Medium.  
 Shop assistant: Here you are. The changing room is over there.  
 (Some minutes later...)  
 Emma: Look, Kate! It's perfect!  
 Kate: Great! We'll take it! I think Julia will love it!



- 1 Kate and Emma will buy the shirt for Julia. [ ]
- 2 They don't know if Julia will wear it on her holidays. [ ]
- 3 They will pay more money than they really want. [ ]
- 4 They think that Julia will love the present. [ ]

3 Read and complete the Sign Up to Grammar box with the sentences in bold in activity 2.

4 18 Complete the dialogue with the words in the box. Then listen and check.

pair take on here help much size

Shop assistant: Can I <sup>(1)</sup> \_\_\_\_\_ you?  
 Customer: Yes, please. I'm looking for a <sup>(2)</sup> \_\_\_\_\_ of trainers.  
 How <sup>(3)</sup> \_\_\_\_\_ are these black ones?  
 Shop assistant: Eighty dollars.  
 Customer: Can I try them <sup>(4)</sup> \_\_\_\_\_?  
 Shop assistant: Sure. What <sup>(5)</sup> \_\_\_\_\_ are you?  
 Customer: 6 and a half.  
 Shop assistant: <sup>(6)</sup> \_\_\_\_\_ you are.  
 Customer: Thanks. Oh, they fit me perfectly! I'll <sup>(7)</sup> \_\_\_\_\_ them.





## → #Sign Up to Grammar

### Simple Future (will)

We use **will** to talk about the future and when we make **instant decisions** or **predictions** based on personal opinion.

- 1 \_\_\_\_\_ (talking about the future)
- 2 \_\_\_\_\_ (instant decision)
- 3 \_\_\_\_\_ (prediction based on personal opinion)

We often use these time expressions with the Simple Future: *next week / month / year, tomorrow, the day after tomorrow, in two days' time, in the future*; etc.

Kate and Emma **will give** the present to Julia next Friday. (affirmative)

**Will** Kate buy a sweater? (interrogative)

Julia **won't (will not)** throw a big birthday party. (negative)



5 Work in pairs. Act out similar dialogues to the ones on page 42. Swap roles.

6 Use the prompts and **will** or **going to** to make sentences.

- 1 A: I don't understand this Maths problem.  
B: Don't worry! \_\_\_\_\_  
(I / help / you)
- 2 A: It's freezing cold today!  
B: Yes! \_\_\_\_\_ (it / snow)
- 3 A: What are your plans for your birthday?  
B: \_\_\_\_\_ (I / organise / a costume party)
- 4 A: I'm training hard for the marathon.  
B: I think \_\_\_\_\_ (you / win / the race)

7 Listen and complete the sentences with **will** or **won't**.

In the future, ...

- 1 Customers \_\_\_\_\_ shop online.
- 2 Companies \_\_\_\_\_ collect data from customers.
- 3 The use of AI \_\_\_\_\_ help reduce the production of unnecessary goods.
- 4 The manufacture of products \_\_\_\_\_ damage the environment.
- 5 People \_\_\_\_\_ create their own gadgets with 3D printers.
- 6 People \_\_\_\_\_ use paper money to buy products.


8 Work in pairs. Make predictions about the topics in the box for the year 2050. Use **will** and **won't**.

education houses means of transport  
sports food the environment

9 In your notebook, write a tweet about the future. Use the information you provided in activity 8.

“ I personally think that education in the future will be... and there won't be... ”



1  Look at Mia's diary and underline the wrong information on her post. Then write the correct sentences.

Hi Sue! Thanks for asking me to go to the beach this weekend. It sounds great! But I'm going camping next Saturday morning. I'm staying at the campsite with my classmates until late on Sunday afternoon. I'd love to see you but I'm a bit busy during the week. On Monday morning, I'm having regular classes at school. In the afternoon, I'm attending my Art lesson from 4 pm to 6 pm. On Tuesday, it's Pam's birthday and we are spending the afternoon at her house. The next day, I'm doing a Biology project with some classmates in the afternoon. I think that I'm free on Thursday or Friday afternoon. I'm going to check my diary and I'll send you a message. Hope we can meet soon!



	Saturday	8 am go camping!
	Sunday	2 pm return home 7 pm meet aunt at the airport
	Monday	8 am school again! 4 pm Art lesson see exhibition (Art gallery)
	Tuesday	5 pm Pam's birthday at the park!
	Wednesday	study for Biology test!
	Thursday	7 pm watch film premiere with mum (Stars cinema)
	Friday	Free ☺

Blank lined area for writing answers.

2 Logan and Paige are talking about their trip to Mexico next week. Choose the correct option to complete their dialogue.

Logan: Hi, Paige. What's up?

Paige: I'm checking our to do list for our trip. Do you know <sup>(1)</sup> \_\_\_\_\_ days we have to prepare everything we need for our trip?

Logan: Yes, three days...

Paige: I don't think we <sup>(2)</sup> \_\_\_\_\_ !

Logan: Relax, it will be OK! Everything is planned: tomorrow I <sup>(3)</sup> \_\_\_\_\_ book the room in the hostel...

Paige: OK, and the day after tomorrow we are going to buy the food we need.

Logan: <sup>(4)</sup> \_\_\_\_\_ money do you think I'll have to take?

Paige: Don't worry about that! I <sup>(5)</sup> \_\_\_\_\_ everything online and then we split the grocery bill.

Logan: Great idea! And remember we need <sup>(6)</sup> \_\_\_\_\_ bottles of water for the trip.

Paige: OK. I'll put that on the list.



- |   |             |              |                   |
|---|-------------|--------------|-------------------|
| 1 | how much    | how          | how many          |
| 2 | make it     | will make it | are making it     |
| 3 | am going to | going to     | will              |
| 4 | how much    | how many     | how about         |
| 5 | am ordering | will order   | am going to order |
| 6 | any         | a little     | a few             |

**3 Unscramble the sentences to complete the dialogue.**

A: I have got two tickets for the concert tomorrow.

<sup>[1]</sup> \_\_\_\_\_?  
(you / with / to / Would / go / me / like / ?)

B: Sorry, I can't. It's my sister's birthday tomorrow.

<sup>[2]</sup> \_\_\_\_\_ instead?  
(date / about / next / How / the / going to / ?)

A: I'd like to but I'm not going to be in town. Oh... And

<sup>[3]</sup> \_\_\_\_\_ to join  
us tomorrow?

(asking / about / your / what / sister / ?)

B: That would be great! I think she'll love the idea.



**4 Complete the sentences about your eating habits. Use a few, a little and a lot of.**

- 1 I drink \_\_\_\_\_ glasses of orange juice every week.
- 2 I eat \_\_\_\_\_ fish every week.
- 3 I have \_\_\_\_\_ fruit for breakfast.
- 4 I add \_\_\_\_\_ salt to my food.
- 5 I eat \_\_\_\_\_ snack foods every week.

**7 Complete these sentences. Use going to, will or the Present Continuous.**

- 1 Jill \_\_\_\_\_ (take) her driving test at 9 am tomorrow.
- 2 I don't think I \_\_\_\_\_ (find) a cheap flight. There aren't many days left before the trip.
- 3 When I visit the mountains next spring, I \_\_\_\_\_ (hike).
- 4 The local authorities are asking people to evacuate the town. A hurricane \_\_\_\_\_ (hit) the place in a few hours.
- 5 A: How long \_\_\_\_\_ you \_\_\_\_\_ (stay) at the hostel? B: Three days. On Monday morning, I \_\_\_\_\_ (move) to my friend's flat.

**5 Work in pairs. Take turns to ask and answer about your eating habits in activity 4.**

A: How much... do you...?  
B: A little. How many... do you...?

**6 Put the dialogue in order. Then listen and check.**

Daniel: Can I try them on? [ ]  
Shop assistant: Can I help you? [ ]  
Shop assistant: Sure. What size are you? [ ]  
Daniel: Yes, please. How much are those black jeans? [ ]  
Shop assistant: Just a minute, please. [ ]  
(a few minutes later...)  
Daniel: 34. [ ]  
Shop assistant: They're £50. [ ]  
Shop assistant: Of course. Here you are. [ ]  
Daniel: How much is it? [ ]  
Shop assistant: Good. Would you like anything else? [ ]  
Daniel: That's expensive! I'll just take the jeans. [ ]  
Daniel: They're perfect. I'll take them. [ 8 ]  
Daniel: Can I have a look at that belt? [ ]  
Shop assistant: £30. [ ]

**8 Use the prompts to write your predictions about the future.**

robots / do the housework	_____
tourists / travel to space	_____
food / be plant-based	_____
children / have online tutors	_____
cars / self-drive	_____
people / live 120 years	_____

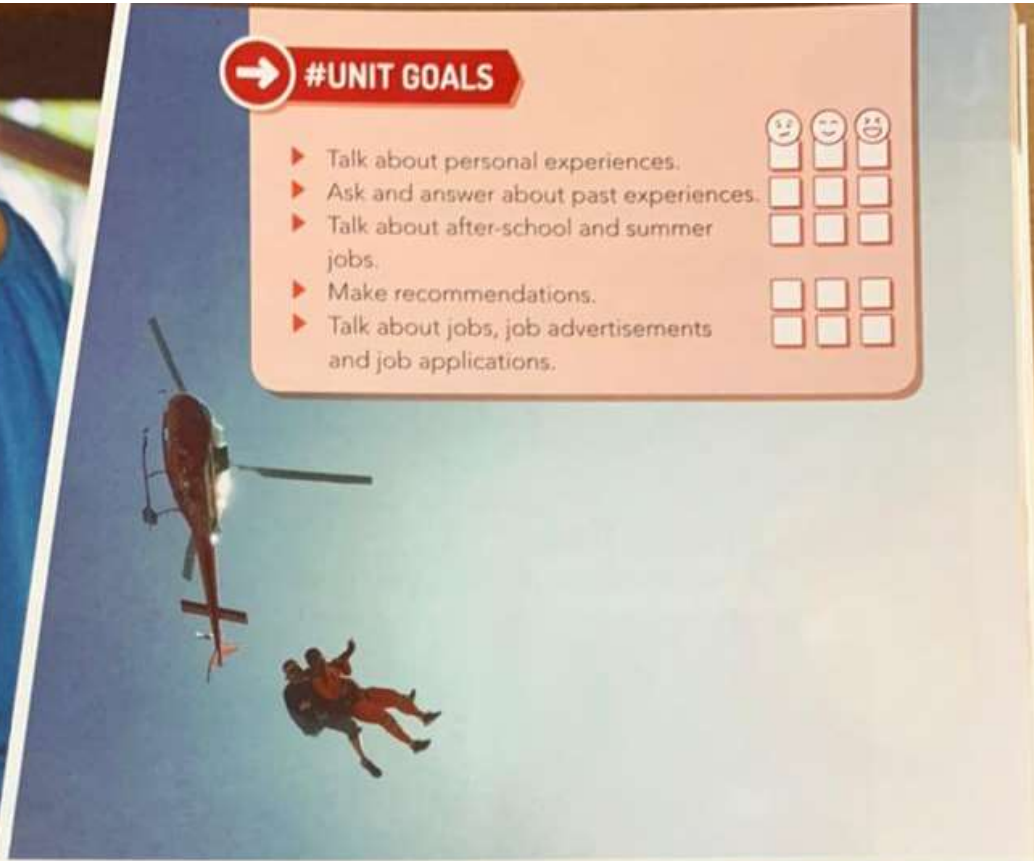




### → #UNIT GOALS

- ▶ Talk about personal experiences.
- ▶ Ask and answer about past experiences.
- ▶ Talk about after-school and summer jobs.
- ▶ Make recommendations.
- ▶ Talk about jobs, job advertisements and job applications.


<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>




### #PIC OF THE UNIT

>> Think and share your ideas with the class.

What experiences are the people in the photos having? How would you describe the situations? Are they funny, embarrassing, serious, dangerous, incredible; etc.? How would you feel in the different situations? Have you ever had a similar experience? What was it like?

- 1  Match the phrases with the photos. Which activities would you like to do? Why?

visit historic sites see sloths eat fried insects ride a hot-air balloon sleep in a tent swim with turtles 

- 2  Look at the Sign Up to Grammar box. Then read Chloe's blog post and tick the activities in the photos that she has done.

[www.teentraveller.com](http://www.teentraveller.com)

## Time flies!

### My reflections on ten years of travelling

**a**



**b**



**c**



**d**



**e**



**f**



I started travelling with my family when I was 5 and since then I have been to more than 40 countries. So it's difficult to sum up all the adventures I have lived during these ten years but I'll share some of the highlights of my experience.

One of the things I like most is that you can learn about different cultures by being in contact with them. I have met lots of local people and other travellers and I have made friends from around the world. While you travel, there are always opportunities to play with other kids, talk or share a meal.

And when it comes to food, this is definitely another great way to know more about the places and discover new tastes. For instance, I have eaten delicious dishes such as dumplings in China and Chicken Tikka Masala in India. My parents always emphasise that my sister and I are not picky eaters. But to be honest, even when I have enjoyed unique flavours, I have never tried insects. My sister loved eating fried grasshoppers in Mexico but I didn't dare to eat them at that time.

During the trips, I have learnt about historical facts by visiting places like the Great Wall of China and the Parthenon in Greece. This was one of my favourite sites! And my sister was fascinated by the Great Pyramid of Giza. I have visited amazing natural locations too. I have stayed at the Grand Canyon and I have slept in a tent surrounded by the canyon walls. It's an incredible landscape! I have also seen animals in their natural habitats. One of the most exciting experiences for me was seeing sloths in Panama. And my sister has swum near sea turtles while snorkelling in Brazil.

Of course there are still lots of adventures my family and I want to have in our next trips. For example, I have never gone paragliding or scuba diving and I'd love to do them! We have never seen the Northern Lights and we have never ridden a hot-air balloon. These activities are definitely on our bucket list! If you are wondering whether I would try fried crickets, I must confess that I don't think I'm ready for this experience!

## #Sign Up to Grammar

### Present Perfect (affirmative) & Present Perfect + never

We can use the **Present Perfect** to talk about some experiences we have had in our lives without mentioning when they happened.

We form the **Present Perfect** with **have / has + past participle**

*I have ('ve) travelled to many countries.*

*He has ('s) climbed the Aconcagua.*

*We have ('ve) eaten insects.*

*You have ('ve) never travelled abroad.*

*She has ('s) never climbed the Himalayas.*

*They have ('ve) never eaten insects.*

#### Regular past participles

travel → travelled

live → <sup>(1)</sup> \_\_\_\_\_

try → <sup>(2)</sup> \_\_\_\_\_

be → <sup>(3)</sup> \_\_\_\_\_

do → done

drive → driven

eat → <sup>(4)</sup> \_\_\_\_\_

go → <sup>(5)</sup> \_\_\_\_\_

make → <sup>(6)</sup> \_\_\_\_\_

#### Irregular past participles

meet → <sup>(7)</sup> \_\_\_\_\_

ride → ridden

see → <sup>(8)</sup> \_\_\_\_\_

sleep → <sup>(9)</sup> \_\_\_\_\_

swim → <sup>(10)</sup> \_\_\_\_\_

take → taken

#### Remember!

Past participles are the verb forms in the 3rd column in the list of irregular verbs.



3 Re-read the post on page 48 and complete the Sign Up to Grammar box.

5 Listen to Anna and circle the correct option.

- 1 Anna has / has never tried snails.
- 2 She liked / didn't like snails.
- 3 She has / has never eaten sushi.
- 4 Anna thinks most people like / dislike sushi.

## #Useful Tip > Grammar

When we talk about past experiences of visiting places, we use *been to* instead of *gone to*.

*She's been to Greece lots of times.*

*I've never been to Paris.*

*She's been to Los Angeles. (Now she's back.)*

*But: She's gone to Los Angeles. (She's in Los Angeles now.)*

6 Complete the sentences so that they are true for you. Write the verbs in brackets in the Present Perfect and use *never* when necessary.

- 1 I \_\_\_\_\_ (dye) my hair.
- 2 I \_\_\_\_\_ (ride) a horse.
- 3 My parents \_\_\_\_\_ (jump) out of an airplane.
- 4 My friend \_\_\_\_\_ (buy) a car.
- 5 I \_\_\_\_\_ (read) science fiction books.

4 Read Chloe's post again and correct the sentences.

- 1 Chloe has travelled to forty countries.  
\_\_\_\_\_
- 2 She has never become friends with other travellers.  
\_\_\_\_\_
- 3 Chloe and her sister have eaten fried insects.  
\_\_\_\_\_
- 4 Chloe has never been to China.  
\_\_\_\_\_
- 5 Chloe and her family have flown in a hot-air balloon.  
\_\_\_\_\_
- 6 Chloe has taken care of sloths in Panama.  
\_\_\_\_\_

7 Write about three things you've done and three things you've never done when travelling.

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

8 Work in pairs. Take turns to compare your experiences in activity 7.

- A: I have ridden a mountain bike through the forest but I have never gone white-water rafting.
- B: Me neither. But I have ridden a horse in the countryside.



- 1  Warm-up: Do you remember any situation in which you felt sorry or embarrassed? What happened? Discuss.
- 2  Read the texts and match them with the titles.

Follow the instructions   Audition disaster   Not you!   Blue jeans blues



← →  www.teensmag.com

## Embarrassing moments

We have all experienced an embarrassing moment, it's just part of life! Whether you've laughed until you cried, or found a place to hide... read these stories and be prepared to laugh!



millie2009

After rehearsing all week for my one shot of fame, I stepped up to the microphone during the major audition and sang my heart out. To me, it was my best performance ever and I couldn't understand why the crowd didn't react or why the judges had this weird look on their faces. Just then one of the judges asked, 'Would you mind turning on the microphone?'. I have never been so embarrassed... never.



sam\_k

My first day in my high school wasn't as bad as I expected, since most of my classmates from my other school were with me and there was one new beautiful girl who sat a few rows ahead of me. Suddenly, my day changed when the girl turned, looked at me and waved. I put on the biggest smile and waved back. But she wasn't waving to me but to her friends who were sitting behind me. The whole class started to laugh while I tried to hide my embarrassment.



colourful-head

I bought a box of hair dye because I wanted to change my hair colour from red to blue-black. The instructions said to rinse until you see no more colour in the water but I didn't want to wash out all the colour so I rinsed just a little. The next day during football practice, I noticed the sweat rolling down my face and onto my uniform. When I looked at my clothes, they were the colour of my hair! My friends still laugh about it to this very day.



funny-frannie

I went shopping with my mum and I found one pair of jeans that I fell in love with. I couldn't wait to wear them to school the next day. When I arrived home, Dad was doing the laundry, so I asked him to wash my jeans to get the new look off of them. During school lunch the next day, I realised that my jeans were starting to fall lower and lower on my hips. I felt very uncomfortable and kept pulling up my jeans. Later that day, when Mum picked me up at school, I told her about my problem. Just then she burst into laughter, 'No wonder they're falling off you, you've worn MY jeans to school.'

Adapted from: <https://teensnowtalk.com/fun-stuff/embarrassing-moments/>

- 3 Read the texts again and put a tick (✓) or a cross (x) next to the sentences.

- 1 Millie2009 has had an embarrassing experience while performing. [   ]
- 2 Colourful-head has dyed her hair with a horrible colour. [   ]
- 3 Sam\_k has confused a strange girl with a friend and waved to her. [   ]
- 4 Funny-frannie has worn her mum's jeans to school. [   ]

**#Sign Up to Grammar**

**Have you ever...? & Short answers**

**Have you ever...?**

Have you ever had an embarrassing experience?

Have you ever dyed your hair?

Has Greta ever been to a wrong class?

Have your parents ever taken you to an audition?

Has your friend ever lied to his parents more than once?

**Short answers**

No, I <sup>[1]</sup> \_\_\_\_\_.

Yes, lots of times! / loads of times!

Yes, of course I <sup>[2]</sup> \_\_\_\_\_.

Yes, once / twice / a few times.

No, she <sup>[3]</sup> \_\_\_\_\_.

Yes, they <sup>[4]</sup> \_\_\_\_\_.

Yes, I think he <sup>[5]</sup> \_\_\_\_\_.



**4** Complete the Sign Up to Grammar box with *have / has* or *haven't / hasn't*. Then tick (✓) the correct option.

1 With *he, she* and *it*, we use...

Have... ever...?

Has... ever...?

2 We ask *Have you ever...?* / *Has he / she ever...?*

to check people's past experiences.

to ask about people's past events.

**5** Complete the questions. Then match them with the answers.

1 \_\_\_\_\_ millie2009 ever \_\_\_\_\_ (feel) ashamed in an audition?

2 \_\_\_\_\_ colourful-head ever \_\_\_\_\_ (dye) her hair red?

3 \_\_\_\_\_ funny-frannie's parents \_\_\_\_\_ (buy) her big jeans?

4 \_\_\_\_\_ sam-k \_\_\_\_\_ (attend) the same school?

5 \_\_\_\_\_ colourful-head's friends ever \_\_\_\_\_ (laugh) about the incident of her hair?

I have no idea. But I know she has worn her mum's jeans by mistake.

No, he has been to different schools.

Yes, when she forgot to turn on the microphone and nobody could hear her sing.

Yes, they have. They always laugh about it.

Yes, she has. She has also had her hair blue and black.

**6** Unscramble the questions and answer them.

1 you / have / to / wrong / ever / a / been / class / ?

2 stranger / waved / you / to / have / a / ever / ?

3 liked / accidentally / have / you / your / crush's photo / ?

**7** Listen to Ruth and Mark talking about embarrassing moments and tick (✓) the correct answer.

Ruth	Yes	No
fall in front of a lot of people		
hit herself against a wall		
come back to a shop		
Mark		
send a message to the wrong person		
lie to his parents		
be grounded for a month		



**8** Work in pairs. Take turns to ask and answer about Ruth and Mark's experiences.

A: Has Ruth ever fallen in front of a lot of people?

B: Yes, she has. / No, she hasn't. Has she...?

**9** In your notebook, write about an embarrassing situation. Use the texts in activity 2 as models.



- 1  Warm-up: Is it common for adolescents in your country to have after-school or summer jobs? Why? What types of jobs can teens do? What may be the positive and negative aspects of having a part-time job? Have you ever done any of the jobs in the photos to earn money? Discuss.
- 2  Read the text and compare the information with your ideas in activity 1.

## Teens' jobs

In the USA, nearly 30% of teenagers work part-time or have summer jobs. While some want to earn money and spend it on their social life, others work to help their families or save for college. The types of jobs teens do have changed over the years. In recent times, most teens have worked in food services. Some of the jobs involve making coffee and fast food, serving and cleaning up, stocking shelves at groceries and delivering goods. While teens do not need specific skills to start working, they can learn how to use the cash register and have an idea of what customer service is like. There are other jobs with more flexible schedules such as babysitting, tutoring and helping with homework. Teens who do these types of jobs can gain experience working with children if they are interested in going into education later. Other teens prefer to be in contact with nature and walk dogs or mow the lawn. Whatever the reasons and choices, getting a part-time job can have both positive and negative impacts on teens' lives that are worth considering.

### Pros

An after-school job...

- \* can teach the value of money and the importance of planning a budget.
- \* can help develop time-management skills, such as planning schedules and establishing priorities.
- \* can make teens broaden their life skills. For example, they learn to solve problems and improve their communication skills while interacting with clients, workmates and bosses.
- \* gives teens an idea of their abilities and interests and of the working environment. And they get experience that they can mention in future applications.

### Cons

An after-school job...

- \* leaves teens with less time for their homework and studies. Teens who work more than 20 hours a week have lower results at school.
- \* can create a negative impression of work in general if teens have a bad working experience.
- \* can take teens' time from doing other after-school activities or sports.
- \* may cause stress. Teens who work and study have little time to rest and become very tired.

Have you ever done an after-school or a summer job? Has it been a positive experience? What positive and negative aspects would you add to the lists above? Leave your comments and pieces of advice to help other teens with their future after-school jobs.



- 3 Read the text again and write true (T) or false (F).
- 1 Teens in the USA have done the same types of after-school jobs over the years. [ ]
  - 2 Teens must have specific skills to work in food services. [ ]
  - 3 Some teens do jobs with flexible hours. [ ]
  - 4 Doing an after-school job may have a negative impact on academic performance. [ ]

## #Sign Up to Grammar

### Making recommendations

Read the *dos* and *don'ts* for a job interview.

#### Dos

You **must** know about the company and its services.

You **should** show interest during the interview.

It's a **good idea** to ask a few questions.

#### Don'ts

You **mustn't** arrive late.

You **must never** chew gum.

You **shouldn't** share irrelevant personal details.

It's **not a good idea** to appear uninterested.



- 4 23 Luke is 16 and he is looking for his first job. Listen to his job interview with Mrs Jones. What job is Luke applying for?
- \_\_\_\_\_
- \_\_\_\_\_

- 5 23 Tick (✓) the correct sentences. Then listen to the interview again to check your answers.

- 1 Luke is on time for the interview. [ ]
- 2 He is wearing sports clothes. [ ]
- 3 He has done this job before. [ ]
- 4 He has never made food for a dog. [ ]
- 5 He asks how much he will earn. [ ]

- 6 Read the recommendations for job interviews in the Sign Up to Grammar box. Then complete Mrs Jones's recommendations with **should**, **shouldn't**, **must** or **mustn't**.

- 1 You \_\_\_\_\_ learn about Samantha's routine.
- 2 You \_\_\_\_\_ be here at 8 am every day.
- 3 You \_\_\_\_\_ make her some lunch.
- 4 You \_\_\_\_\_ play with her in the afternoon but you \_\_\_\_\_ interrupt her during her after lunch nap.
- 5 You \_\_\_\_\_ stay after 5 pm. I always come back home on time from work.

- 7 Read these tips and circle the correct option.

< > www.jobopportunities.com

### Tips for landing any job

Here are some recommendations to position yourself in the best possible way in the job market.

- 1 Make a resume**  
Even high school students can have a resume. You <sup>(1)</sup> **must** / **mustn't** highlight past job experience. Resumes <sup>(2)</sup> **should** / **shouldn't** include things like academic accomplishments, hobbies, volunteer experiences, tech skills, and personality traits, like being a good listener.
- 2 Line up references**  
You <sup>(3)</sup> **should** / **mustn't** provide a list of people who can prove you are a responsible employee.
- 3 Practise for an interview**  
Even for jobs that might not have much of a formal interview, you <sup>(4)</sup> **should** / **shouldn't** practise for one just in case. Teens <sup>(5)</sup> **should** / **must** think of possible questions an employer is likely to ask.

Adapted from: <https://www.cashay.com/top-jobs-for-teens-this-summer-182446245.html>

- 8 In your notebook, write more tips for job interviews. Use some ideas in the box.

listen actively to the interviewer    mention your strengths  
speak negatively of previous employers  
give false information    answer your phone  
pay attention to your body posture



1 Warm-up: Have you ever applied for a job? If not, which job would you like to do? Why? What are your skills and strengths for the job?

2 Read these job ads on the school website and match the workplaces with the interview questions.

www.sandiegoschool.com

## JOB SEARCH

### Veggie Fast Food Restaurant opportunity!

No experience necessary as you'll get paid training. Previous customer service and / or food service experience is a plus! Part-time hours availability is required.

As a team member, your responsibilities will involve:

- taking food and drink orders
- preparing food and drinks
- keeping the workspace clean
- answering questions about menu options

**Requirements:**

- min. age: 16 years old
- have flexible work availability
- focus on customer service
- previous work experience is not mandatory but helpful

**Benefits include:**

- competitive hourly rate
- medical plan available
- free meals
- training programme

Fill in the application form on our website: [www.beans&peas.com](http://www.beans&peas.com)

### PET SHOP IS LOOKING FOR STAFF!

**Responsibilities:**

- help customers buy the perfect food, accessories and toys for their pets
- stock shelves with products (can be physically demanding)
- take clients' orders by phone
- work as a cashier
- answer clients' questions about animal care and products

**Requirements:**

- have interest in animals
- be flexible to work at different time schedules
- be supportive and cooperative with staff
- be 16 years old or older

**No previous experience required!**

Send an email at [petshop@jobs.com](mailto:petshop@jobs.com)

### Grocery shop needs employee!

**RESPONSIBILITIES:**

- offer excellent customer service
- clean daily
- be in charge of the cash register duties
- stock products on shelves
- assist customers in their purchases

**BASIC QUALIFICATIONS:**

- be at least 14 years old or older
- work on Saturdays and some evenings
- have good interpersonal skills
- be outgoing and hard-working
- basic Maths skills are required
- previous experience is an advantage but not required!

Leave your resume at the grocery shop: Oxford St. 134

Veggie Fast Food Restaurant

PET SHOP

Grocery shop

- Have you ever worked in customer service?
- Are you available on Saturdays?
- Have you ever processed payments?
- Have you ever taken orders?
- Can you lift and carry heavy objects?
- Have you ever cooked for many people?
- Are you a team player?
- Are you sixteen years old?

WE ARE HIRING

Join Our Team!

54 3 Which of the jobs in activity 2 would you apply for? Why?

## #Sign Up to Grammar

### Present Perfect vs. Simple Past

We use the <sup>(1)</sup> \_\_\_\_\_ when we don't know when exactly the action took place.

#### Present Perfect

I've **worked** with animals.

Have you ever **sold** any clothes?

He **has applied** for this position many times.

The recruiters **have interviewed** more than thirty applicants.

I've always **wanted** to work abroad.

We use the <sup>(2)</sup> \_\_\_\_\_ when there is reference to when the action took place.

#### Simple Past

I **worked** at a natural reserve last year.

When **did** you **sell** clothes?

He **got** the job yesterday.

They **called** the successful candidates some minutes ago.

Did you **apply** for the job at the international company after you **saw** the ad yesterday?



4 Look at the Sign Up to Grammar box and complete with *Simple Past* or *Present Perfect*.

5 Complete these sentences from an application form with the verbs in brackets in the *Present Perfect* or *Simple Past*.

- I'm very interested in animals and I \_\_\_\_\_ (take) a dog training course last month.
- I \_\_\_\_\_ (never / work) in customer service, but I'm very sociable and people oriented.
- I am sixteen years old and I \_\_\_\_\_ (have) a previous working experience stocking shelves with products.
- I \_\_\_\_\_ (never / use) a cash register but I'm a fast learner.
- I enjoy working with others and last year I \_\_\_\_\_ (join) a group of volunteers to repair furniture at school. I \_\_\_\_\_ (build) strong relationships with my mates and we make a great team.

6 Listen to a job interview and write true (T) or false (F).

- George has never worked before. [ ]
- He knows how to make coffee designs. [ ]
- He has used a commercial coffee machine. [ ]
- He has run a cash register. [ ]
- He has worked at his grandma's shop. [ ]



7 Fill in the application form to get the job you would like to do in activity 3.

www.jobsearch/application.com

Full name: \_\_\_\_\_

Address: \_\_\_\_\_

Mobile: \_\_\_\_\_

Email address: \_\_\_\_\_

Date of birth: \_\_\_\_\_

What are your hobbies and interests?  
 \_\_\_\_\_  
 \_\_\_\_\_

Why are you interested in this job?  
 \_\_\_\_\_  
 \_\_\_\_\_

Tell us about any relevant experience you have had.  
 \_\_\_\_\_  
 \_\_\_\_\_

8 Work in pairs. Take turns to ask and answer questions about these jobs so as to be prepared for an interview.

- \* dog walking      \* baby sitting      \* pizza delivery

A: Have you ever walked a dog?

B: Yes, I have. For example, last week I...

A: And did you...?

1 Look at the photos and use the prompts to write sentences using the Present Perfect.

1



She / practise / snowboarding / many times

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3



He / never / eat / sushi

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2



They / live / in a motor home

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4



He / travel / by train / only once

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2 Complete these questions about embarrassing moments and tick (✓) the answers according to your own experience.

	Yes	No
1 Have you ever _____ (forget) the name of a person you are talking to?	[ ]	[ ]
2 Have you ever _____ (be) to an event on the wrong day and there was nobody there?	[ ]	[ ]
3 Have you ever _____ (slip) and _____ (fall) in front of a group of people?	[ ]	[ ]
4 Have you ever _____ (wear) your clothes inside out because you were sleepy?	[ ]	[ ]
5 Have you ever _____ (send) a meme to the wrong person?	[ ]	[ ]

3 Work in pairs. Take turns to ask and answer the questions in activity 2. Ask follow-up questions to learn more about the embarrassing moments.

A: Have you ever...?

B: Yes, I have.

A: What was the person's reaction?

B: At first, I tried to avoid saying her name but then...

4 Listen to Sarah talking about an embarrassing experience. Why has she had the most embarrassing moment?


\_\_\_\_\_

\_\_\_\_\_

5 Listen again and tick (✓) the correct option.

- She was at the cinema...  
[ ] with her mum [ ] waiting for her mum
- Sarah's mother ... she was at the entrance.  
[ ] knew [ ] didn't know
- The woman was ...  
[ ] ashamed  
[ ] scared
- Sarah's mum ... the situation.  
[ ] saw  
[ ] didn't see
- Sarah ... so ashamed before.  
[ ] has felt  
[ ] has never felt



6  Read this online article and complete the tips with the headlines.

Listen carefully   Dress appropriately   Speak clearly   Don't Interrupt, unless it is urgent

www.workinglives.com

If you feel anxious about your first day at work, follow these tips to have a more enjoyable experience.

[1] \_\_\_\_\_  
Make sure you do not speak too fast and that you articulate when you talk. Also, try to avoid speaking too low, even if you are shy or do not feel so comfortable. If people cannot hear you, they will ask you to repeat yourself and you will be more uncomfortable. If you are in customer service, it is essential that clients can understand you. Apart from good communication skills, pay attention to your non-verbal cues, such as gestures and posture, and make eye contact with the people you are interacting with.

[2] \_\_\_\_\_  
In every job, excellent listening skills are essential. They allow you to follow your boss's instructions, respond to customers' questions, and interact with coworkers. Listening is a skill that requires being able to pay attention to the information another person is giving. It's important to ask appropriate questions to check you have understood what the person has said. You may also paraphrase the idea to show understanding.


[3] \_\_\_\_\_  
When a coworker or boss is talking to a customer, don't interrupt them unless what you have to share absolutely can't wait. Of course, always use good judgment to determine the urgency of the situation. When it is necessary to interrupt a conversation, be polite. Say 'excuse me,' and then wait for the person to acknowledge you can speak. Do not talk in front of a customer. Instead, ask your boss or coworker, 'May I speak to you in private?'

[4] \_\_\_\_\_  
Follow the dress code if there is one at the workplace. If not, casual clothing is usually okay for most teens' jobs. That generally means jeans and T-shirts, or shorts and T-shirts. Make sure your clothes are clean and your jeans are not ripped (even though this may be in style). Do not wear T-shirts imprinted with things that may offend others—even if they are not offensive to you and your friends.

Adapted from: <https://www.thebalancecareers.com/tips-for-teens-who-toil-524900>

7 Re-read the text and complete the recommendations with *should*, *shouldn't*, *must* or *mustn't*.

- 1 You \_\_\_\_\_ speak too low.
- 2 You \_\_\_\_\_ have excellent listening skills.
- 3 You \_\_\_\_\_ talk with your boss about a working situation in front of a customer.
- 4 You \_\_\_\_\_ pay attention to non-verbal communication.
- 5 You \_\_\_\_\_ wear T-shirts with offensive designs.

8  Read the job ad and complete the online application.

www.jobsearch.com

**Part-time housekeeping helper**

**Responsibilities:**

- must be available during weekends
- will assist housekeepers and clean rooms
- must lift heavy objects regularly

**Candidates:**

- are people oriented and hard-working
- are problem solvers
- suggest ways to add value to the place

**Benefits:**

- free access to the pool and gym
- flexible working hours

**No experience required!**  
Contact us on 3489953 for more details.  
Apply on our website: [www.thesunhotel.com](http://www.thesunhotel.com)

www.thesunhotel.com/job-application

Dear Sir or Madam,  
I am writing to apply for the job you have recently published on [www.jobsearch.com](http://www.jobsearch.com).  
My name is \_\_\_\_\_ and I am \_\_\_\_\_ years old. I am very \_\_\_\_\_.  
I have some experience. For example, I have \_\_\_\_\_.

I regret to say that I have never \_\_\_\_\_.

Finally, I must mention that last year I \_\_\_\_\_.

I look forward to hearing from you.  
Yours faithfully,

**>PROJECT p.113**

## 2 #WORLD ISSUES

# First jobs' experiences

Over the years, many teens' first jobs have been related to the food service industry. We have asked some adults about their experiences and the impact they have had on their working lives.



Jeff Moore

“ My first job was as a doughnut decorator at a local shop. My workday started early in the morning because I had to fill the doughnuts, cover them with icing and decorate them before the shop opened. In this job, I learnt cooking skills that I never thought I would acquire. Besides, I worked really hard because as soon as the customers arrived in the morning, the doughnuts just disappeared from the shelves. Fortunately,

my workmates were very organised and we worked well together making sure there were always doughnuts on stock. My favourite part of the job was tasting new flavours or sampling different combinations of fillings and icing. I think that taking a part-time job when I was seventeen had a huge impact on my personal development. It not only helped me to be responsible and hard-working but also to take on new challenges and learn from them. Today, I am an engineer and I have never decorated a doughnut again, but I certainly have fond memories of that first job.

“ When I was 16, I applied for the position of crew member at a fast-food restaurant. It was a great opportunity to earn my own money and help my family too. I didn't have any experience in food service, but I received basic training. However, my first day was a disaster! I didn't remember the meal options and I was slow at preparing the orders. When I saw that the supervisor was looking at me, I became so nervous that I spilled a glass of fizzy drink over a hamburger and the French fries that were on the tray, ready to go. I tried to calm myself down and started all over again. I definitely learnt about determination and perseverance at this work. Fortunately, I didn't get fired and I worked for the whole summer. My piece of advice is: try to learn as much as you can so that you are prepared for any job in the future. Personally, this first encounter with the food service industry was the beginning of my career as a professional chef.



Thomas Clark

58



Serena Stewart

“ As a teen, I loved wearing trendy clothes and having the latest gadgets. So, my parents told me to get a job to afford the expensive stuff I liked. Since then, I have worked in different positions in food service. At first, I washed and chopped vegetables, then I cleaned and waited tables, and in later years, I ran the cash register. All these jobs are demanding, and you must be fast and efficient. But, for me, being a waitress has been one of the most stressful jobs. I had to remember the menu and the food ingredients, walk from one place to another and deal with difficult customers and their complaints. These situations have helped me build my character and develop many life skills such as problem-solving and communication skills. Even when it wasn't my plan, I became a manager in a restaurant, and today, I can't imagine myself in another workplace. The hands-on experience I gained in the previous positions have been essential for my current job.

1 Look at the photos and discuss. Then read the text to check your ideas.

- 1 What were the people's first jobs?
- 2 What skills and qualities do you think they needed for their jobs?
- 3 How do you think their first experiences influenced them in their future jobs? Why?

58-59 / 120

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**2** Read the text again and complete the sentences. Write: *Jeff, Thomas and / or Serena.*

- |   |   |
|---|---|
| 1 _____ and _____ still work in a restaurant.         | 5 _____ loved tasting the food products.                      |
| 2 _____ started work early in the morning.            | 6 _____ occupied different roles at work.                     |
| 3 _____ had a terrible first day at work.             | 7 _____ wanted to earn money and help others too.             |
| 4 _____ wanted to earn money to buy expensive things. | 8 _____ valued team effort as a way to keep up the good work. |

**3** Complete Thomas's recommendations with *should, shouldn't, must or mustn't.*

- You \_\_\_\_\_ be organised to save time while cooking. It is the number one rule so that you don't run from one place to another looking for ingredients or kitchen tools.
- You \_\_\_\_\_ clean as you cook. I think it's a good idea as it will be easier than cleaning up after preparing a big meal.
- You \_\_\_\_\_ forget to preheat the oven so that you don't have to wait when you have the preparation ready.
- You \_\_\_\_\_ chop your vegetables once a week. It's not a bad idea to have them ready in the fridge to save preparation time. But you \_\_\_\_\_ chop and freeze veggies that may go bad; for instance, potatoes.
- You \_\_\_\_\_ worry about peeling vegetables since it isn't always necessary. And the peels contain nutrients.

**4** Complete Thomas's list with the words in the box.

bottle lots slices packet tin some (x2) lot

These are some of the basic ingredients that you should have in your kitchen:

**Ingredients**

- |                                  |                        |
|----------------------------------|------------------------|
| 1 a _____ of butter              | 5 _____ of lemon       |
| 2 _____ olives                   | 6 a _____ of beans     |
| 3 _____ of pasta (I love pasta!) | 7 a _____ of olive oil |
| 4 a _____ of dry spices          | 8 _____ honey          |

**5** Discuss with your classmates.

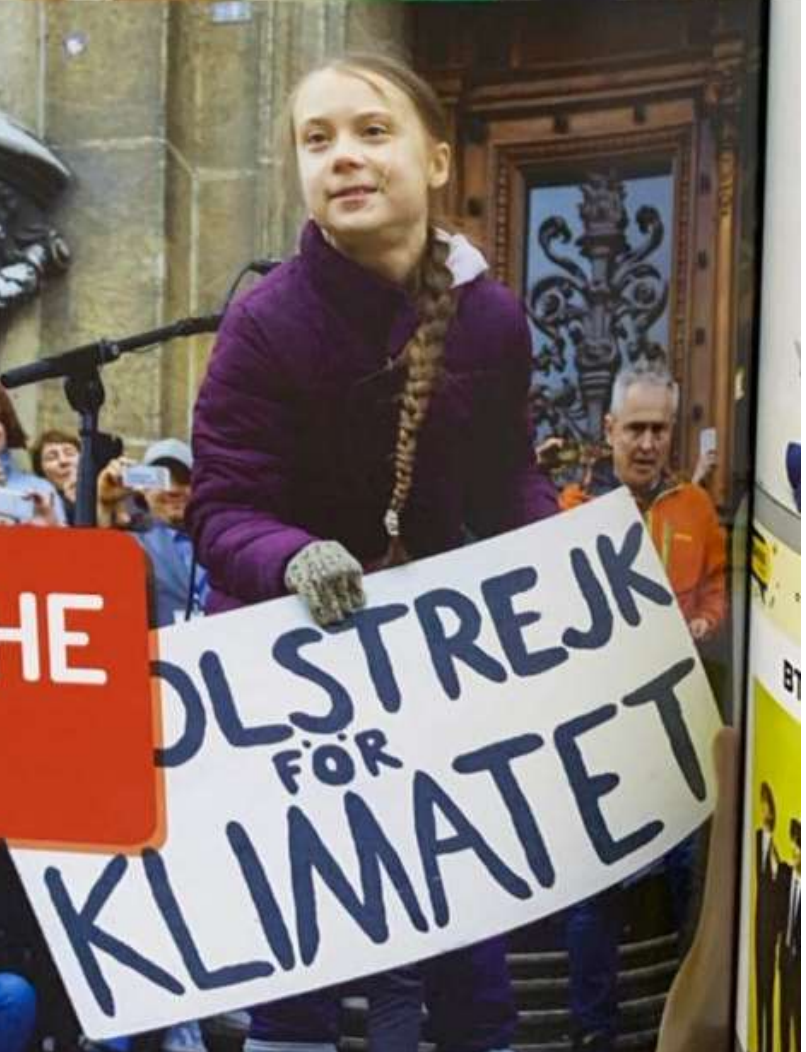
- >> Have you ever worked in the food service industry? What was your experience like? If not, would you like to do any of the jobs mentioned in the text? Why (not)?
- >> Do you agree with the adults' opinions that a first job can help you work on your personality? What life skills would you develop working in a restaurant?
- >> What are you going to do in the future? Do you think that having an after-school job can help you have an idea?





5

#TEENS IN THE SPOTLIGHT



➔ #UNIT GOALS

- ▶ Discuss typical parent-teen arguments.
- ▶ Talk about the present results of finished actions.
- ▶ Discuss typical teens' reactions to conflict.
- ▶ Talk about things one has already done or hasn't done yet.
- ▶ Discuss news headlines.
- ▶ Talk about very recent events.
- ▶ Discuss breaking news.
- ▶ Talk about online newspaper sections.


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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



#PIC OF THE UNIT

>> Think and share your ideas with the class.

*What is in focus in the photos? Can you recognise some of the teens? Why are they famous? How are the teens portrayed in each image? How do you think they feel? Do you feel identified with any of the situations? Why?*

- 1  Warm-up: Complete the list with the words in the box. Which are the most common arguments between teens and parents? Why? Can you add more possible causes to the list?

chores rules devices friend habits music appearance marks

### Causes of conflicts between teens and parents

personal <sup>[1]</sup> \_\_\_\_\_

use of digital <sup>[2]</sup> \_\_\_\_\_

coming home too late

eating <sup>[3]</sup> \_\_\_\_\_

school <sup>[4]</sup> \_\_\_\_\_


smoking / alcohol drinking

household <sup>[5]</sup> \_\_\_\_\_ / cleaning room

loud <sup>[6]</sup> \_\_\_\_\_ and noises

<sup>[7]</sup> \_\_\_\_\_ set for going out

<sup>[8]</sup> \_\_\_\_\_ choices

- 2  Read these dialogues and identify the causes for the arguments listed in activity 1. What reasons do the teens give?



Mum: What are you doing there? Have you cleaned the floor?

Tom: No, I haven't finished. I'm taking a break.

Mum: Tom, I asked you to do that an hour ago! And you haven't tidied up your room!

Tom: But, Mum, my room is OK!

Mum: I have been there and it's a complete mess. Hurry up!



Mum: Have you studied for the test, Molly?

Molly: No, I'll do it later. I'm chatting with my friends now.

Dad: When are you going to study?

Molly: After dinner.

Mum: It's half past seven and you haven't done anything for school. No more phone for today.

Molly: But I haven't said goodbye to Laura.



Olivia: Hi, Dad! I'm sorry I'm a bit late.

Dad: A bit late? You are two hours late.

Olivia: Sorry, but when I was at the shopping centre with Helen, we decided to watch a film.

Dad: Why didn't you send a message? I have called you many times.

Olivia: I haven't received any calls. Look at my phone... Oh no! It has run out of battery. It's off.

## → #Sign Up to Grammar

### Present Perfect (for present result of a finished action)

We can use the **Present Perfect** to talk about finished actions with a result in the present (focus on result). We can also use the **Present Perfect** (interrogative) to check if an action has occurred or not.

#### Affirmative

*I have cycled 50 km. I'm exhausted!*  
*You have dyed your hair purple. I love it!*  
*She has lost her purse. She has no money.*  
*The wind has closed the door. Open, please!*  
*You have washed the car! Thanks!*  
*The teachers have uploaded the results.*  
*We have passed the exam!*

#### Interrogative

*Have I given you my new address?*  
*Have you seen the latest animated film?*  
*Has he arrived from school?*  
*Has the water in the kettle boiled?*  
*Have we watered all the plants?*  
*Have the kids drawn on the wall?*

#### Negative

*I have not been to school today.*  
*He has not washed the dishes.*  
*She has not trained with the team.*  
*It has not rained heavily this morning.*  
*We have not cooked much food this evening.*  
*They have not done the chores this week.*



- 3 Look at the Sign Up to Grammar box and the Useful Tip box. Then underline the examples of the Present Perfect in the dialogues on page 62.

## → #Useful Tip > Grammar

We can also use contracted forms with the Present Perfect:

*I've worked hard this morning. (short form of have worked)*

*She's uploaded a photo on her account. (short form of has uploaded)*

*We haven't seen Frank at school today. (short form of have not seen)*

*He hasn't chatted with me this week. (short form of has not chatted)*

- 4 Complete the teens' chats with the Present Perfect form of the verbs in brackets.

Tom, r u coming to watch the match?

I can't. My mum doesn't let me go out because I (1) \_\_\_\_\_ (not clean) my room.

Do that quickly! Tina and Rob (2) \_\_\_\_\_ (bring) some snacks. And you still have some minutes left. The match (3) \_\_\_\_\_ (not start).

r u ok, Molly?

Yes, on my way to school. I \_\_\_\_\_ (take) the bus. Sorry I didn't answer yesterday but my parents took my phone away. (4) \_\_\_\_\_ you \_\_\_\_\_ (practise) for the test?

Which test???

- 5 Listen to Sarah and her parents and tick (✓) the correct option.

- Sarah's parents ... home.  
 have been at       have arrived
- Sarah ... her singing lessons.  
 has had       hasn't had
- She ... video games all day.  
 has played       hasn't played
- She ... the dog at the park.  
 has forgotten       has exercised
- Sarah and Greg ... the next game level.  
 have passed to       haven't reached
- Sarah's parents ... a relaxing day.  
 have enjoyed       haven't had

- 6 What do you think that your classmate has done today? In your notebook, write three affirmative and three negative sentences. You may use some of the ideas in the box.

make the bed    do homework    play video games  
 chat with friends    have a shower    feed their pet

- 7 Work in pairs. Take turns to report your ideas to your classmate and check their ideas about you.



A: I think that you have done your homework today.

B: Yes, you're right! And I believe that you...

A: That's wrong. I've...



- 8 In your notebook, write some sentences about what your family members have done or haven't done today.

My brother has woken up very early today but he hasn't made his bed.

- 
**Warm-up:** How do you usually react when your parents set limits or don't give you permission to do something? How does your reaction affect your parents' opinions? Have you had a worse or better result with your reactions? Why? Do you try to resolve conflicts with your parents?
- 
**Take the quiz and compare your answers with your classmate. Are your reactions similar?**

www.teenlife.com

How do you react when your parents set boundaries? Do you feel frustrated and argue with them? Do you try to talk to them and negotiate some rules? Take the quiz and check your ideas.

**1**

Your parents think you spend too much time using your phone and playing video games. They have limited your screen time and only let you use your devices after doing homework or household chores.

- a You take this as a punishment and decide to use your devices whenever you want without them knowing.
- b You become furious and stop talking to them until they change their minds.
- c You explain to them that you use your phone and video games to relax and connect with your friends. You try to convince them not to worry as you can control screen time.

**2**

You want to have a tattoo but your parents haven't given you permission.

- a You think your parents have outdated ideas and you get a tattoo in a location where they can't see it.
- b You don't make a fuss. You decide to get temporary tattoos to have some ideas of designs for the future.
- c You're annoyed but you must have their permission because you're only 16. So, you remain silent and wait for some time to ask them again.

**3**

Your friend is giving a party when their parents aren't at home. Your parents have decided to let you go until 12 am but you want to stay there longer because all your friends will.

- a You shout at them that they are unfair and that they treat you like a child. You feel so upset that you slam the door after going into your room.
- b You beg them all day to let you stay longer, expecting to get a different answer.
- c You try to negotiate the curfew by suggesting a reasonable hour.

**Results:**  
 Option C in the three questions shows a healthy way to communicate with parents.  
 Going behind your parents' back may lead to worse consequences. If your parents find out that you are lying to them, they may take your devices away even longer. And you won't solve the conflict by not talking to them either. Discussing screen time rules with your parents can be an opportunity to show your maturity and responsibility.  
 It is illegal to get a tattoo without your parents' permission and you may be at risk if you don't know the sanitary conditions of the tattoo parlour. If you don't talk with your parents, you will never know their reasons for not letting you have a tattoo. And they may get mad if they see you with a tattoo, even if it's temporary. While you wait to get their permission or to be of legal age, you may take the time to share information with them so that they consider your idea. Maybe, they think the issue over.  
 Try to remain calm when you don't get the answer that you expect. Slamming doors won't make your parents reconsider their decision. If you just insist on asking them to extend the curfew, you may get the same answer. You may suggest a later curfew and show them that you want to reach mutual agreement.

**3** Now read the results to find out which answers show good communication between teens and parents. Do you agree with these ideas?

## #Sign Up to Grammar

### Present Perfect with *already* & *yet*

#### Already

I've **already** told you that you're grounded.  
She's **already** asked for permission to go to the party three times.

Use <sup>[1]</sup> **already** / **yet** in affirmative sentences and <sup>[2]</sup> **already** / **yet** in interrogative and negative sentences.

#### Yet

Have you **talked** to your parents **yet**?  
He **hasn't** come back from the party **yet**.

Use <sup>[3]</sup> **already** / **yet** at the end of a sentence.  
Use <sup>[4]</sup> **already** / **yet** between have or has and the main verb.



4 Read the example sentences in the Sign Up to Grammar box and circle the correct options to complete the rules.

5 Listen to Isabel and her mum and tick (✓) the correct answer.

Why does Isabel argue with her mum?

- Because she hasn't asked for permission to go to the cinema.
- Because her mother doesn't want her to see Rod.
- Because she hasn't cleaned her room and she can't go to the cinema.

6 Complete the dialogue with the words in the box. Listen again and check your answers.

many yet asked fair can  
haven't going already had

Mum: Isabel! Have you cleaned your room

<sup>[1]</sup> \_\_\_\_\_?

Isabel: No, Mum. I started this morning but I

<sup>[2]</sup> \_\_\_\_\_ finished yet.

Mum: Oh, Isabel! How <sup>[3]</sup> \_\_\_\_\_ times do I have to tell you to do things?

Isabel: Sorry, Mum. I can do it later, OK? Right now, I'm going to the cinema with Rod.

Mum: No, you are not going! You are <sup>[4]</sup> \_\_\_\_\_ to clean your room right now! When you finish, you <sup>[5]</sup> \_\_\_\_\_ go to the cinema.

Isabel: But Mum! Rod's waiting for me. He's <sup>[6]</sup> \_\_\_\_\_ bought the tickets! It's not fair!

Mum: Listen, Isabel! I've already <sup>[7]</sup> \_\_\_\_\_ you to clean your room three times! You've <sup>[8]</sup> \_\_\_\_\_ the whole day to do that. Now, go to your bedroom and stay there.

Isabel: It's not <sup>[9]</sup> \_\_\_\_\_. You always ruin everything!

7 Complete the dialogues using the prompts.

1 Will: Can I play video games?

Dad: <sup>[1]</sup> Have you \_\_\_\_\_?  
(do / all the chores / yet)

Will: I <sup>[2]</sup> \_\_\_\_\_ (already / wash dishes) but I <sup>[3]</sup> \_\_\_\_\_ (not walk dog / yet)

Dad: <sup>[4]</sup> \_\_\_\_\_ (already / say) that you can play after finishing all the chores.

2 Jess: I <sup>[1]</sup> \_\_\_\_\_ (already / set table), Grandma. Do you need any help?

Grandma: Thanks, Jess. I <sup>[2]</sup> \_\_\_\_\_ (not prepare / salad / yet). Can you do that?

Jess: Sure! Where are the vegetables?

Grandma: Aren't they in the fridge?

Jess: No, I <sup>[3]</sup> \_\_\_\_\_ (already / check)

Grandma: So your brother <sup>[4]</sup> \_\_\_\_\_ (not buy / them / yet)

8 In your notebook, write a similar dialogue to the one in activity 6 between a parent and a teenage child. Use the Present Perfect with *yet* and *already*. You can include some ideas from the box.

do homework go to a sleepover pass a test  
mow the lawn buy clothes wash the car  
have a new phone have a nose piercing

9 In pairs, role play the dialogues you wrote in activity 8. First, read the situations with your partner and then act them out.

- 1 Warm-up: How do you learn about local, national and international events? Do you read the news online? Do you read the news articles or just the headlines? Why?
- 2 Look at the Sign Up to Grammar box. Then complete the headlines with the verbs in the box using the Present Perfect.

win complete release become break give

**DAILY NEWS**

10 October 2014  
Malala Yousafzai  
[1] \_\_\_\_\_ just \_\_\_\_\_ the youngest recipient of the Nobel Peace Prize at age 17.

23 September 2019  
Greta Thunberg, 16-year-old climate activist,  
[2] \_\_\_\_\_ just \_\_\_\_\_ a speech at UN climate conference.

27 January 2020  
Billie Eilish [3] \_\_\_\_\_ just \_\_\_\_\_ five Grammy Awards.

**NEWS**

15 October 2020  
Paleontologists [4] \_\_\_\_\_ just \_\_\_\_\_ the excavation of a dinosaur skeleton discovered by a twelve-year-old Canadian boy.

3 June 2021  
Erriyon Knighton, an American teenager, [5] \_\_\_\_\_ just \_\_\_\_\_ Usain Bolt's junior record in 200 m.

6 July 2021  
NCT Dream [6] \_\_\_\_\_ just \_\_\_\_\_ their new K-pop album.

- 3 Match the verbs with the phrases to make some possible collocations.

- |           |  |
|-----------|--|
| 1 break   | [ 4 ] a new film, a new music album            |
| 2 hit     | [ ] an award, a medal, a competition           |
| 3 reach   | [ ] married, divorced, better                  |
| 4 release | [ ] a place, the top of a mountain, a decision |
| 5 catch   | [ ] a hero, a leader, popular                  |
| 6 drop    | [ ] a record, a leg, something into pieces     |
| 7 get     | [ ] a criminal, a wild animal, a cold          |
| 8 win     | [ ] one's head on something, the music charts  |
| 9 become  | [ ] a hint, a line to someone                  |

- 4 Complete these headlines with some of the collocations in activity 3. Use the Present Perfect with *just*.

- 1 After five months of her engagement, Ariana Grande \_\_\_\_\_
- 2 Australian teenager \_\_\_\_\_ of Mount Everest.
- 3 Justin Bieber's latest song \_\_\_\_\_ It has become very popular in days.
- 4 Famous teen actor \_\_\_\_\_ about his role in the next film. He's revealed that he's going to have superpowers.

## → #Sign Up to Grammar

### Present Perfect with *just*

We use the Present Perfect with *just* to talk about events that have happened very recently.

*Two Argentinian teens have just discovered some fossils in Patagonia.*

*The national football team has just won the cup.*

*An American teen has just developed a software tool to help doctors improve treatment.*



5 Look at the photos and write sentences using the Present Perfect with *just* and the prompts given.



(graduate from school)  
They have just \_\_\_\_\_



(win a prize)



(fall off the skate)



(fail an exam)



(make a video for social account)



(paint a mural)

6 Listen to two dialogues and write true (T) or false (F).

- Ana and Liz have just watched the tennis match together. [ ]
- Coco Gauff has just won the match against Venus Williams. [ ]
- Coco has become the youngest player to get a singles title. [ ]
- Tom has just read on a blog that teenage activists are taking part in a demonstration. [ ]
- The teenage activists have posted information on their social media account. [ ]
- Tom has just shared the teens' post. [ ]

7 Work in pairs. Look at these photos and discuss possible headlines about what you think has just happened.



Youth Olympic Games



Design of robotic arm



Clean beach campaign



Music talent show

A: I think that the Youth Olympic Games have just started.  
B: I agree. / I don't agree. I think the girl has just lit the flame to pass the torch to another athlete.


8 In your notebook, write three news headlines. Follow the model.

CONFERENCE

21 June 2021


Lorde has just announced the release of her new album




- 1  Warm-up: What do you think the news will be like in forty years' time? How will people get the news? Will there still be printed newspapers? Which of the following headlines do you think will be in the news?

Aliens visit Earth   Space travel shortens distances between countries  
 City is destroyed after natural disaster   Artificial Intelligence controls education  
 Exploitation of non-renewable energy sources has been banned




- 2  Read these breaking news from the year 2060 and tick (✓) the correct sentences.

www.latestnews.com



**Teenage students are back on Earth**  
 The first group of teenagers to go on a school trip to space has just returned to Earth. They have orbited our planet for three days together with some teachers and professional astronauts. While they were travelling, they visited the International Space Station and shared their images with the world. Now, the teens' parents are waiting for them at the Kennedy Space Center. After a medical check-up, the young passengers will meet their relatives. Then they are going to stay in a hotel near the Kennedy Space Center so that the doctors can check on them. It takes some time to adapt to gravity again and this usually makes people dizzy. It has been announced that they are giving a press conference next Friday at 9 am.

READ MORE >



**Smart T-shirt will be available on the market soon**  
 Fashion designers and scientists have just presented the first smart T-shirt. They have worked on a prototype that can change colours and adapt to the temperature of the body. Two years ago, the team started working on technology that could be adapted to different types of fabric. They used nanotechnology and 3D printers to create the first smart T-shirt. When they were working on the design, they wanted to make it adaptable to the users. For this reason, there aren't any specific sizes or colours. When people buy the clothing item, they can customise it. In this way, the production will reduce unnecessary waste and will contribute to protect the environment. The T-shirt will be available next month but people are now pre-ordering it on the official online site.

READ MORE >

1 The teens have been to the International Space Station. [ ]

2 They have travelled to space with their parents. [ ]

3 They will have a medical exam. [ ]

4 Designers and scientists have created a T-shirt for teens. [ ]

5 Customers can choose any colour and size they want. [ ]

6 People must wait until next month to buy the T-shirt. [ ]

3 Read the Sign Up to Grammar box and write one example for each verb tense. Find your examples in the news in activity 2.

## #Sign Up to Grammar

### Tense revision

We can use the Present Perfect to introduce recent news and events.

*Fashion designers and scientists have just presented the first smart T-shirt.*

<sup>(1)</sup> We can use the Simple Present to talk about routine, facts and general truths.

<sup>(2)</sup> We can use the Present Continuous to describe what is happening now.

We can use the Simple Past to refer to finished actions in the past.

<sup>(4)</sup> We can use the Past Continuous to describe an action that was in progress at a certain time in the past.

<sup>(5)</sup> We can use the Simple Future to talk about things that will happen at a time later than now.




### 4 Complete these sentences from different newspaper articles using the correct form of the verbs in brackets.

**1** *She-Hulk* \_\_\_\_\_ (be) available to watch on an on-demand video streaming next year. The character \_\_\_\_\_ (work) as a lawyer and \_\_\_\_\_ (have) the same superpowers as Hulk after she \_\_\_\_\_ (receive) blood transfusion from him.

**2** Clothing production \_\_\_\_\_ (represent) 10% of carbon emissions and 85% of the pieces of cloth \_\_\_\_\_ (end) in landfills. Moreover, many types of clothes \_\_\_\_\_ (contain) microplastics that pollute the oceans.

**3** Skateboarding \_\_\_\_\_ (become) an official sport in the Olympic Games. Park and street competitions \_\_\_\_\_ (be) now part of the Olympic programme.

**4** Yesterday, technology used by a social media platform \_\_\_\_\_ (fail) to identify and remove racists comments. National governments \_\_\_\_\_ (start) to impose financial penalties on the companies soon.

**5**  **29** Now listen and check your answers in activity 4.


**6** Look at the online newspaper sections and answer the question in your notebook.

www.teensupdated.com

**The Reporter**


News International Business Technology **Science**

Entertainment Sports Travel Culture Opinion




In which sections can you find the news articles in activity 4?  
What other sections can you add?

**Find Out More**

**7**  Work in pairs. Read the news items and discuss. Which are the most and least likely to occur before 2060? Give reasons for your answers.

### Trending news

- 1 The hole in the ozone layer has completely disappeared.
- 2 Advances in technology have made it possible to design one's own clothes.
- 3 Gender pay gap is still wide open.
- 4 A big area of New York City is under water after sea level rises.
- 5 The teenage band from Argentina is a great success. Tickets have sold out all over the world.

**8**  Imagine you work for the school digital newspaper. Write a short newspaper article in your notebook. Use the articles in activity 2 as models.

1 Look at Jenna's to do list. Write sentences about the things she has already done and the ones she hasn't done yet. Follow the example.

TO DO LIST

- 1 take the dog for a walk (✓)
- 2 buy dog food (X)
- 3 wash the dishes (✓)
- 4 finish History project (X)
- 5 do the shopping with Grandma (✓)
- 6 send video link to Grace (X)

1 Jenna has already taken the dog for a walk.

2 Listen to Jenna talking with her mum and circle the correct option.

- 1 Jenna has tried / forgotten to buy the dog food.
- 2 Her parents have / haven't talked about the pool party.
- 3 Amelia has invited her friends to a pool party at night / in the afternoon.
- 4 Jenna has / hasn't found all the information she needs for the project.
- 5 Grace has / hasn't downloaded the photos for the project.
- 6 Jenna has / hasn't asked her mum for help.



3 Look at the photos and write about what has just happened using a verb and the words in the boxes.

catch hit win reach get break

married the top into pieces a cold his head a race



1 She has just \_\_\_\_\_



5 They \_\_\_\_\_



2 \_\_\_\_\_



6 He \_\_\_\_\_

of the mountain.



3 The cup \_\_\_\_\_



4 He \_\_\_\_\_

on the floor.


4 Work in pairs. Take turns to ask and answer about the activities below.

- tidy your room / this morning
- check social media accounts / yet
- just study for a test
- meet your friends / yet
- watch your favourite series online / today
- play video games

A: Have you... this morning?  
B: No, I haven't. Have you...?

5 Circle the correct option.

- 1 A: Let's go and see the new *Avengers* film tonight.  
B: No, not that film. I've **already** / **yet** seen it.
- 2 A: What do you think of the new VR game?  
B: I haven't played it **already** / **yet**.
- 3 Can you believe it? Jake's only thirteen and he's **already** / **yet** lived in five different countries.
- 4 A: How's Sandra?  
B: She's really well. Have you heard the news?  
She's **just** / **already** got a new job abroad.
- 5 What a shame you didn't come five minutes earlier!  
We've **just** / **already** seen your favourite singer at the shop.
- 6 A: Can I have the tablet now?  
B: Sorry, I haven't finished reading the news **already** / **yet**. Can you wait a bit, please?

6  Read this magazine article and underline the correct option.

## Teens News

Sports

16 July 2021


### New sports at Tokyo Olympics

The Tokyo Olympics <sup>(1)</sup> **is beginning** / **will begin** next week. This year, the Olympic programme <sup>(2)</sup> **includes** / **included** new disciplines, making the event much bigger than before. Some years ago, the International Olympic Committee <sup>(3)</sup> **introduced** / **has introduced** some changes, making it possible for host cities to add sports. These sports <sup>(4)</sup> **are** / **will be** popular among young people in the host country. As a result, six sports <sup>(5)</sup> **join** / **have joined** the programme and two of them <sup>(6)</sup> **have already been** / **already were** a medal event: baseball and softball. The new sports that <sup>(7)</sup> **have made** / **will make** their debut in a few days are skateboarding, surfing, sport climbing and karate. Both skateboarding and surfing competitions <sup>(8)</sup> **are taking** / **will take** place in the 2024 Paris Games as well. And because of the popularity and history of karate in Japan, it <sup>(9)</sup> **is** / **was** part of the Tokyo Games, but it <sup>(10)</sup> **hasn't been** / **won't be** on the Olympic programme in 2024. Karate <sup>(11)</sup> **has been** / **was** born in Okinawa, Japan, in 1868. In the early 1900s, it <sup>(12)</sup> **has become** / **became** popular across the rest of the country and then spread globally after World War II. With gender equality as a big focus for the Tokyo Olympics, several sports <sup>(13)</sup> **are debuting** / **will debut** new mixed team events.

Adapted from: <https://teenkidsnews.com/tokyo-olympics-101-what-are-the-new-sports/>

7 Read the text in activity 6 again and answer the questions.

- 1 How many sports has the Tokyo Olympics introduced in its programme?  
\_\_\_\_\_
- 2 Have baseball and softball been part of previous Olympic Games?  
\_\_\_\_\_
- 3 Will the Paris Games include the same new sports?  
\_\_\_\_\_
- 4 Why has karate been included in the Tokyo Olympics?  
\_\_\_\_\_
- 5 Will new mixed team events take place in the Tokyo Olympics?  
\_\_\_\_\_

8  Write a short news article about an important sports event. Use the information below to help you.

Place and date of the event  
Sport(s) in the event  
Results  
Reasons for being an important event



6

#CHANGES IN LIFESTYLES



➔ #UNIT GOALS

- ▶ Discuss different facts about teenage life around the world. 😊😊😊
- ▶ Talk and write about how people do different things. ☐☐☐
- ▶ Talk about different book genres and best-sellers. ☐☐☐
- ▶ Compare how people do things, act or react. ☐☐☐
- ▶ Discuss urban tribes. ☐☐☐
- ▶ Talk about past habits and states which are no longer true. ☐☐☐
- ▶ Talk and write about childhood memories. ☐☐☐
- ▶ Discuss what teenage life used to be like in the past. ☐☐☐
- ▶ Write about past habits. ☐☐☐



#PIC OF THE UNIT

>> Think and share your ideas with the class.

*How are the teens different in the photos? How are they similar? What interests do they have in common? What fashion style do you like? Why? Are these teens similar to you and your friends? Why?*

- 1 Warm-up: Do you think teenagers growing up in different parts of the world behave in the same way or differently? What social and cultural aspects may influence different behaviour?
- 2 Look at the Sign Up to Grammar box. Then read the texts and write true (T) or false (F) next to the sentences below.



### #Useful Tip > Grammar

#### Adjectives vs. Adverbs of manner

Adjectives are used to describe or modify a noun or pronoun.

*The teens are **good** students.*

(A: *What are they like?* / B: *They're good.*)

Adverbs of manner can be used to describe or modify a verb.

*The students behave **very well**.*

(A: *How did they behave in their first class?* / B: *Very well.*)

#### Some Facts about Teens in Argentina

- Teens in Argentina have busy social lives. They engage actively in after-school activities and go out with their friends in their free time.
- Teens value friendship strongly and spend considerable time together.
- Argentinian teens do household chores and take on responsibilities at home. They may be grounded if they do them badly or forget to do them.
- As a celebration for finishing secondary school, teenagers go on a trip. The group may work hard and organise activities to raise money to cover part of the cost.
- If teens are 17 and want to get their driving license, they need their parents' permission to drive legally.

#### Some Facts about Teens in the UK

- British teens are busy with school. They study hard to meet the requirements to graduate from school.
- UK teens act more freely than teens from other countries by taking buses to different places or riding around on their bikes.
- In most schools in the UK, teens must wear uniforms.
- In the UK, teens in their final year at secondary school celebrate Muck Up Day. In some schools, teens dress up and, in others, they plan carefully some pranks to play on teachers and mess up the school.

[www.worldmagazine.com](http://www.worldmagazine.com)

- 1 Teens move independently from their parents in the UK. [ ]
- 2 In Argentina, teens end quickly their relationships with friends. [ ]
- 3 Teachers in the UK come up with tricks that may work well for Muck Up Day. [ ]
- 4 Teens in Argentina celebrate the end of their studies by travelling. [ ]
- 5 Teens in the UK can choose freely the clothes they want to wear to school. [ ]

## #Sign Up to Grammar

### Adverbs of manner

Adverbs of manner describe **how** people do things or how things happen. They come  before  after the main verb in a sentence.

### Regular adverbs

Adj. + ly

abrupt → abruptly

active → <sup>(1)</sup> \_\_\_\_\_

bad → <sup>(2)</sup> \_\_\_\_\_

careful → <sup>(3)</sup> \_\_\_\_\_

quick → <sup>(4)</sup> \_\_\_\_\_

Adj. (-y to -ily)

easy → easily

happy → happily

angry → angrily

Adj. (-le to -ly)

terrible → terribly

possible → possibly

responsible → responsibly

Adj. (-ic to -ically)

artistic → artistically

romantic → romantically

### Irregular adverbs

fast → fast

good → <sup>(5)</sup> \_\_\_\_\_

hard → <sup>(6)</sup> \_\_\_\_\_



3 Underline the adverbs on page 74. Then complete the Sign Up to Grammar box with some of the adverbs and tick (✓) the correct option.

4 Listen to some facts about teens in different English-speaking countries and write next to each sentence: AU (for Australia), CA (for Canada) and / or US (for the United States).

- Teens do part-time jobs. \_\_\_\_\_
- They have swimming lessons at school. \_\_\_\_\_
- They have proms when they finish school. \_\_\_\_\_
- They like playing lacrosse. \_\_\_\_\_
- They don't eat much fruit. \_\_\_\_\_

5 Complete these sentences with the correct adverbs derived from the adjectives in brackets.

### Parents' views on their teenage kids

- Teens spend long hours in front of screens and don't manage their time \_\_\_\_\_ (proper)
- They tend to procrastinate and don't act \_\_\_\_\_ (responsible)
- Because of adults' expectations and pressure, teens become frustrated \_\_\_\_\_ (easy)
- They feel the need to do things \_\_\_\_\_ (fast) and because of their hurry, they sometimes do things \_\_\_\_\_ (incorrect)

6 Do you agree with the parents' opinions in activity 5? Discuss.

7 Look at the pictures and complete the sentences with the appropriate adverbs. Use the words in the box in the correct form.

successful careful hard happy



- They practised the choreography \_\_\_\_\_ before sharing the video.
- He studied \_\_\_\_\_ for the test.
- At the end of the ceremony, they threw their graduation caps \_\_\_\_\_.
- She passed her driving test \_\_\_\_\_.

8 In your notebook, write four sentences with facts about you using adverbs of manner.

I hate having breakfast quickly to go to school.

1 Warm-up: What is a best-seller? Which of the books listed below have you read? Have you ever read a best-seller? If so, which one(s)? If not, would you like to read one? Which one? Why?

The Hobbit Harry Potter and the Deathly Hallows The Hunger Games Twilight

2 Read Julia's review of a best-seller on her blog and answer.

The screenshot shows a browser window with the URL www.bestsellers.com. The page has a navigation menu with 'Home', 'Stories', 'Library', and 'REVIEWS' (highlighted). The main content area features a book review for 'The Curious Incident of the Dog in the Night-Time' by Mark Haddon. On the left, there is a photo of Mark Haddon holding the book, a 'READ MORE' button, a 'GET STARTED' button, and a 4.5-star rating. Below the photo is an illustration of an open book. The review text on the right describes the book as a mystery novel narrated by Christopher Boone, a fifteen-year-old boy with behavioural problems who loves Maths, dogs, and Sherlock Holmes. It details his investigation into a murder and the family secrets he uncovers.

- 1 Who tells the story? Why? \_\_\_\_\_
- 2 What type of story is it? \_\_\_\_\_
- 3 Are there other representations of the story? \_\_\_\_\_
- 4 Does Julia like the book? \_\_\_\_\_

3 Listen to Julia sharing a message on her social media account about the book she has reviewed and tick (✓) the correct option.

- 1 Julia finished reading the book ... than she expected.  
 earlier                       a bit later
- 2 Julia thinks that the maps, diagrams and illustrations explain the story ...  
 than just with words.  
 better                       more awkwardly
- 3 As the story unfolded, Julia read ... than at the beginning of the book.  
 more carefully               faster
- 4 She didn't expect the story to end so...  
 well.                       badly.

4 Read the Sign Up to Grammar box. Then fill in the box with the comparative form of the adverbs in activity 3.

## #Sign Up to Grammar

### Comparative and superlative form of adverbs

#### Regular adverbs

Adjective	Adverb	Comparative form of adverbs	Superlative form of adverbs
clear	clearly	The main character speaks <b>more clearly</b> than the other characters.	(1) The main character speaks <b>the most clearly</b> of all the characters in the story.
careful	carefully	The writer of the book thought (1) _____ the director of the film about the ending.	(2) _____

#### Irregular adverbs

Adjective	Adverb	Comparative form of adverbs	Superlative form of adverbs
early	early	I arrived at the party (2) _____ my sister.	(3) _____
fast	fast	Christopher solves the crime (3) _____ the police.	(4) _____
good	well	Christopher solves Maths problems (4) _____ his father.	(5) _____
bad	badly	The prequel of the story did <b>worse than</b> the first book on sales.	The prequel of the story did <b>the worst</b> on sales of all the books in the series.

### 5 Write sentences using the comparative form of the adverbs in the prompts

- Harry Potter and the Deathly Hallows / sell copies / quickly / Harry Potter and the Prisoner of Azkaban  
Harry Potter and the Deathly Hallows sold copies \_\_\_\_\_ Harry Potter and the Prisoner of Azkaban in the first day.
- The film *It* / work / well / Stephen King's book  
\_\_\_\_\_ The book is too long!
- Some e-book versions / appear / late / printed books  
\_\_\_\_\_
- Fans of *Alice in Wonderland* / try / hard / to get limited editions / other readers  
\_\_\_\_\_
- Teens / read / books / online / easily / adults  
\_\_\_\_\_

### 6 Work in pairs and compare the ideas below using the comparative forms of adverbs.

- I / read fast / comic books / short stories
- Books / films / describe characters adequately
- I / write well / in Spanish / in English
- My parents / I / read frequently

A: I think I read comic books faster than short stories.  
B: Me too. And I read comic books more frequently than short stories...

### 7 Use these cues and write sentences to complete the gaps (2 to 5) in the Sign Up to Grammar box. Follow the example given.

- The main character / speak / clearly / of all the characters in the story
- Of all the people responsible for the story, / the writer of the book / thought / carefully / about the ending
- I / arrive / early / at the party / of all guests
- Of all the people in town, / Christopher / solve / the crime / fast
- Of all the subjects, / Christopher / like / Maths / well

### 8 In your notebook, write six sentences comparing two books or films. You can use some of the ideas below or choose some others.

writer describe the scenes beautifully /  
plot develop interestingly / conflicts occur frequently / characters try hard to succeed / story end happily

I personally think that... than the author of...  
Also, I believe that the plot... but I don't think...

- 1 Warm-up: What are urban tribes? Which urban tribes can you mention? How do you recognise the members of each tribe? Why do you think some people identify with certain tribes? How do they feel? Do you feel represented by an urban tribe? Why?
- 2 Read the online article and label the photos with the names of the urban tribes that are mentioned.

teens4teen  
www.teens4teen.com

**LIFESTYLE**

Urban tribes are groups of people who have some common interests based on their lifestyles, music preferences or other leisure activities. They reflect their identities by using similar clothes styles, sharing language codes and symbols. There are many urban tribes such as geeks, heavies and punks. But in this first article, the focus is on the following three:

**SKATERS**  
They value creativity and freedom. They can express themselves freely through skating and by doing difficult tricks as there are no rules in skateboarding. Skaters also assert their idea of independence by skating in any place like streets and parks. They have a casual look and they usually wear skinny jeans, oversized T-shirts and hoodies.

**RAPPERS**  
This urban tribe originated in the late 1970s in New York and rappers were mostly from the Black community. They like rap music, hip-hop and other subgenres. Male rappers usually wear baggy jeans and sweatshirts, big T-shirts and trainers, whereas female rappers wear crop tops, tight jeans or harem trousers and trainers. Accessories such as big watches, gold chains and rings are also important for their styles.

**GAMERS**  
Gamers consider themselves creative and enjoy socialising virtually from home while playing. There are different types of gamers. For example, hardcore gamers are professional gamers that train hard every day to beat other players and get the highest scores. Casual gamers play games as a hobby and during their free time. There are also observers who watch games play while streaming online and get an idea of the game they may want to play. Streetwear is a popular style for gamers. They wear comfortable casual clothes like hoodies, jeans and trainers as they are sitting down for long hours on their PC chairs. Gamers also include their gaming accessories as part of their style by using popular brands of headsets and keyboards.



- 3 Read the article again and tick (✓) the correct sentences.
  - 1 All urban tribes are related to music styles. [ ]
  - 2 Skaters value being independent. [ ]
  - 3 Rappers don't think accessories are relevant to their style. [ ]
  - 4 Gamers always stream their games. [ ]
  - 5 The three urban tribes wear casual clothes. [ ]

## → #Sign Up to Grammar

### Used to + verb (affirmative & negative)

We use *used to* and *didn't use to* to talk about past habits and states which are no longer true.

#### Affirmative

My mum		wear black T-shirts of her favourite bands.
My dad	<i>used to</i>	listen to heavy metal.
My parents		be members of a band.

#### Negative

She		be a hippie.
He	<i>didn't use to</i>	play in concerts or events.
They		write their own songs.



4 Look at the Sign Up to Grammar box. Then listen to two friends and circle the correct option.

- 1 Harriet's parents *used to* / *didn't use to* have a heavy metal band.
- 2 Her mum *used to* / *didn't use to* play the guitar.
- 3 Her father *used to* / *didn't use to* have long hair.
- 4 The band *used to* / *didn't use to* practise in Harriet's garage.
- 5 They *used to* / *didn't use to* record their songs in a studio.
- 6 They *used to* / *didn't use to* play cover versions.

5 Look at the pictures of Harriet's grandma and write sentences about what she *used to do* and *didn't use to do* when she was in her twenties.

- 1 be a hippie  
\_\_\_\_\_
- 2 wear dresses with floral patterns  
\_\_\_\_\_
- 3 have short hair  
\_\_\_\_\_
- 4 dye her hair black  
\_\_\_\_\_
- 5 wear accessories  
\_\_\_\_\_



6 Work in pairs. Take turns telling your classmate what your parents *used to do* or *didn't use to do* when they were teens. You can talk about the topics below.

What they used to do in their free time.

What type of music they used to listen to.

What sports they used to play.

What kind of clothes they used to wear.

A: My mum *used to* play the piano in her free time.  
B: My parents *didn't use to* play any instruments. I think that they...

7 In your notebook, write sentences about what you *used to do* or *didn't use to do* when you were a child. You may write about some of the ideas below.

games food hair clothes toys school



- 1 Warm-up: Are teenagers today any different from teenagers in the past? How do you think teenage life was like fifty years ago? Consider clothes, music, technology, entertainment; etc.
- 2 Look at the Sign Up to Grammar box. Then read the text and match the questions with the paragraphs.

Did they use to do household chores? What types of clothes did they use to wear?  
 How did they use to manage with school without access to the internet?  
 What did they use to do in their free time?

### Teenage life in decades: the 70s!

What was teenage life like fifty years ago? We invited our readers to leave their questions on our social accounts and we have compiled the answers of people who lived their teenage years in the 1970s.

<sup>(1)</sup> Teens used to listen to rock music. They used to play their favourite vinyl records on the player and their portable device at that time was the radio. Teens didn't use to watch series on demand but they used to watch TV shows at the time they were broadcast... in black and white. Teenagers also used to watch films at the cinema or at the drive-in. And when they wanted to share their memory trips with their friends, they used to see their photographic slides in a slide projector.

<sup>(2)</sup> During the early 1970s, the hippie style was the trend. Teens used to wear colourful clothes, bell-bottom trousers and platform shoes. Some mothers used to make their teens clothes using the sewing machine. Girls used to have accessories like headbands, scarves and jewellery made of different materials such as feathers and wood. And some girls used to iron their hair on the ironing board to make it straight.

<sup>(3)</sup> They didn't use to have computers so when they had to write their project works, they used to do them in a typewriter or in a very neat handwriting. And when they needed to search for information, they used to go to the library. In the 70s, teens used to solve Maths problems with big calculators, which were one of the latest technological devices.

<sup>(4)</sup> Teens had to take on responsibilities at home. They used to make their beds and clean their rooms with the vacuum cleaner. Some tasks were different for boys and girls. Teenage boys used to wash the cars and mow the lawn while teenage girls used to help with cooking and, in some houses, they used to heat their food with microwaves. After meals, they used to wash the dishes as well.

- 3 Label the photos and tick (✓) the items that teens in the 70s used.

dishwasher   sewing machine   vacuum cleaner   computer   microwave   record player





## #Sign Up to Grammar

### 4 Read the text again and answer.

- Did teens use to watch films from their cars?  
\_\_\_\_\_
- Did teens use to wear plain clothes?  
\_\_\_\_\_
- Did teens use to search for information online?  
\_\_\_\_\_
- Did teens use to have small technological devices?  
\_\_\_\_\_
- Did teenage boys and girls use to do different chores at home?  
\_\_\_\_\_
- Did all families use to have microwaves?  
\_\_\_\_\_

### 5 Unscramble the questions about teens in the 1990s.

- use / go / did / the / to / teens / cinema / to / ?  
\_\_\_\_\_ [ ]
- clothes / teens / to / use / loose / did / wear / ?  
\_\_\_\_\_ [ ]
- did / have / to / teens / use / computers / ?  
\_\_\_\_\_ [ ]
- on record players / use / teens / play / did / to / music / ?  
\_\_\_\_\_ [ ]
- to / did / listen / rock and roll / to / use / teens / ?  
\_\_\_\_\_ [ ]

### 6 Listen to Sam talking to his aunt and tick (✓) the questions he asks in activity 5.



### Used to + verb (interrogative)

#### Interrogative

Did you  
they  
your  
mum  
teens

use to

study hard at school?  
do the housework?  
make you clothes?  
have their own  
computers?

#### Short answers

Yes, we did.  
Yes, they did.  
No, she didn't.  
No, they didn't.

What did you use to

do in your free time?  
wear at parties?

We used to

go to the cinema.  
wear long dresses.



### 7 Listen to the conversation again and put a tick (✓) or a cross (X) next to the sentences.

- Teens used to play video games online. [ ]
- Sam's aunt used to listen to pop music. [ ]
- Teens used to listen to music on record players. [ ]
- Teens didn't use to go to the cinema. [ ]
- Teens used to watch films at home. [ ]

### 8 Work in pairs. Imagine you are both senior citizens now. Take turns asking and answering questions about what the two of you used to do when you were teenagers.

### 9 Ask an older relative about their teenage years and write a short paragraph about their life as teens. You may include some of the topics below.

Family and friends / Free-time activities / School / Interests (sports, music, etc.) / Clothes

When my uncle was a teenager, he used to live in... His best friends at that time were... They used to... but they didn't use to...

1 Complete the sentences with the adverbs derived from the adjectives in brackets. Then match the sentences with the photos.

- 1 Teens love to sing their favourite music \_\_\_\_\_ (loud).
- 2 Some teens try \_\_\_\_\_ (hard) to help adults use computers.
- 3 Some teens like to dress \_\_\_\_\_ (identical).
- 4 My teenage cousins ask \_\_\_\_\_ (desperate) for the wi-fi password when they first arrive at a place.
- 5 Teens usually answer chat messages \_\_\_\_\_ (fast) because they always have the phones with them.
- 6 Teen influencers edit their videos \_\_\_\_\_ (careful) before sharing them on their social media accounts.



2 Use the prompts to compare teens and adults.

- 1 write / messages / slowly Adults write messages more slowly than teens.
- 2 speak / clearly \_\_\_\_\_
- 3 get tired / easily \_\_\_\_\_
- 4 adapt to technology / fast \_\_\_\_\_
- 5 drive / carefully \_\_\_\_\_



3 Write sentences comparing yourself as a child and as a teen using adverbs. Then work in pairs and share your ideas.

A: I run faster than when I was a child.

B: Me too. And now I solve Maths problems more easily. But as a child I read books more frequently than today.

4 Think about three people you admire. Write three sentences using adverbs in the superlative form. Follow the example.

Lionel Messi plays football the best.

---



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5 Complete the dialogue with the words in the box.

wear used was casual do didn't were use

Greg: Who's this girl in the photo?

Mum: This is me when I <sup>[1]</sup> \_\_\_\_\_ a teen.

Greg: Really? I didn't know you <sup>[2]</sup> \_\_\_\_\_ to have curly hair.

Mum: No, I <sup>[3]</sup> \_\_\_\_\_ have curly hair but I used to get the perm.

Greg: And did you <sup>[4]</sup> \_\_\_\_\_ to wear bright clothes?

Mum: Yes! It was the trend! The style at that time was <sup>[5]</sup> \_\_\_\_\_. And I remember that I used to <sup>[6]</sup> \_\_\_\_\_ a jean jacket all the time.

Greg: So you didn't use to wear heels and skirts like you always <sup>[7]</sup> \_\_\_\_\_.

Mum: Exactly! I used to love ripped jeans and trainers so much!

Greg: Wow! Mum, you <sup>[8]</sup> \_\_\_\_\_ a totally different person.

6 Listen to the dialogue and check your answers.

7 Read the text and answer the questions.

## TEENS' LEISURE ACTIVITIES IN THE 80s

In the 80s, teens used to have different pastimes that they enjoyed together. Video games were very popular and groups of friends used to go to the video-game arcades to play and have fun. They also used to rent video tapes and watch the films at home.

There were various music styles such as rock, pop, heavy metal and rap at that time.

When teens wanted to listen to their favourite song and they didn't have the cassette of their favourite band, they used to keep the radio on until they could listen to the hit. Their personal stereos used to be one of their most important possessions but teens had to make sure they had batteries to make them work.

Teens didn't use to have their own phones and phones were connected to a wall in a room in the house. So they didn't use to have much privacy when they had phone conversations with their friends.



1 Did teens use to play video games?

\_\_\_\_\_

2 Did they use to listen to trap music?

\_\_\_\_\_

3 Did they use to have portable devices?

\_\_\_\_\_

4 Did teens use to listen to the radio?

\_\_\_\_\_

5 Did teens use to speak by phone with friends?

\_\_\_\_\_

8 Read the information about Zoey, a young artist. In your notebook, write about her in the past and today.

	ZOEY - 8 YEARS OLD	ZOEY - 25 YEARS OLD
COUNTRY OF RESIDENCE	SPAIN	FRANCE
LANGUAGE(S)	SPANISH	SPANISH, FRENCH AND ENGLISH
FAVOURITE ACTIVITY	DRAWING	PAINTING
OCCUPATION	STUDENT	ARTIST AND BLOGGER
PERSONALITY	SHY AND QUIET	SOCIABLE AND FUNNY



>PROJECT

p.114

# 3 #WORLD ISSUES



## REBEL WITH A CAUSE

**A**s a teenager, you probably have lots on your mind and feel stressed due to all the expectations and demands you have to meet. There are also drastic changes occurring in your body and brain. But at least, your parents understand you and support your decisions, no matter what. Or maybe not... In fact, in your teens, you usually argue with your parents more than ever. Much of this is caused by the differences between your developing brain and your parents'. But there are things you can do to get on better. Here are some arguments you might typically have – and how best to deal with them.

Do you struggle to get out of bed in the morning? Do you also stay up late at night? Most teens do and parents usually accuse them of being lazy. But the good news is that you're not. The biological changes you're undergoing can affect your sleep.

Studies suggest that teens feel tired later at night than adults. Also, you need more sleep because your brain is developing more and working harder. So, you need to wake up later the next morning as well. You may explain these biological facts to your parents and emphasise that lack of sleep can affect your performance at school. Probably, they will let you stay in bed late at the weekend. You can also help yourself. Regular exercise makes it easier to get to sleep. And after the early evening, you should try to avoid stimulating activities such as video games and social media.

Have your parents ever looked confused or even laughed after you have told them how important going to a party or having a clothing item was for you? If they have said that you are too dramatic while you have felt frustrated and hurt, it is because they can't feel the same as you. Your teenage brain is constantly maturing, but the parts that produce emotional responses mature more quickly than the more logical parts of your brain that keep your emotions under control. That's why you experience rapid changes in your emotions and get so passionate about stuff that confuses your parents. Since your brain learns how to deal with powerful emotions by experiencing them, suppressing them can have a negative impact emotionally later in life. If something upsets you, try to be calm before reacting. But also, don't feel you should constantly hide your emotions.

A lot of arguments revolve around who does what at home. The parts of your brain that process rewards and pleasure have been updated, so what used to make you happy – such as toys and cartoons – no longer does. Simultaneously, you want independence and control, as well as new experiences. So, your parents, who used to be a source of safety and comfort, are now like wardens. For this reason, teens often stick close to their friends and spend less time with their parents.





Some research suggests that these differences can be positive as they may help everyone develop a new level of understanding much faster. Take every opportunity to show your parents how independent you are, and you might even praise them for letting you have some space.

Parents often complain that their teenagers refuse to talk to them about school. Can anyone blame you? School is a huge part of your life. You're there all the time. Besides, there are all the social pressures. During teenage years, the human brain is more sensitive to approval and respect. Being at school and surrounded by hundreds of your friends and peers can be exhausting and stressful so you may want to relax for a while. One solution is to just share something about your day. But do it when you're ready, on your terms, not the moment your parents demand.

Finally, remember that underneath the quarrels and friction, the bond you have with your parents is still there.

Adapted from: <https://www.theguardian.com/society/2019/aug/10/tidy-your-room-teenagers-guide-arguing-with-parents>

### 1 Look at the photos and answer.

- 1 What conflict may the teens have with their parents in each photo? Why?
- 2 Which of the phrases may parents say to the teens in each photo?

'Stop being so dramatic about everything'  
 'I've only asked you how school was'  
 'Get up! You're missing the best part of the day'  
 'My house, my rules!'

- 3 Do you think that the teens are rebels? Why (not)?

### 2 Read the article and complete the subheadings with the phrases in activity 1.



### 3 Complete the sentences with the comparative form of the adverbs in brackets.

- 1 Teens need to go to bed \_\_\_\_\_ (early) when they were children. [ ]
- 2 Teens tend to react \_\_\_\_\_ (emotionally) logically. [ ]
- 3 Teens get on with their peers \_\_\_\_\_ (well) with their parents. [ ]
- 4 Teens talk to their parents \_\_\_\_\_ (freely) about school than their parents expect. [ ]
- 5 As teens grow up, their brains work \_\_\_\_\_ (hard) before. [ ]

### 4 Read the article again and decide if the sentences in activity 3 are true (T) or false (F). Correct the false sentences.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### 5 Complete the ideas with *used to* or *didn't use to* and the verbs in the box.

not be not do get up be not argue

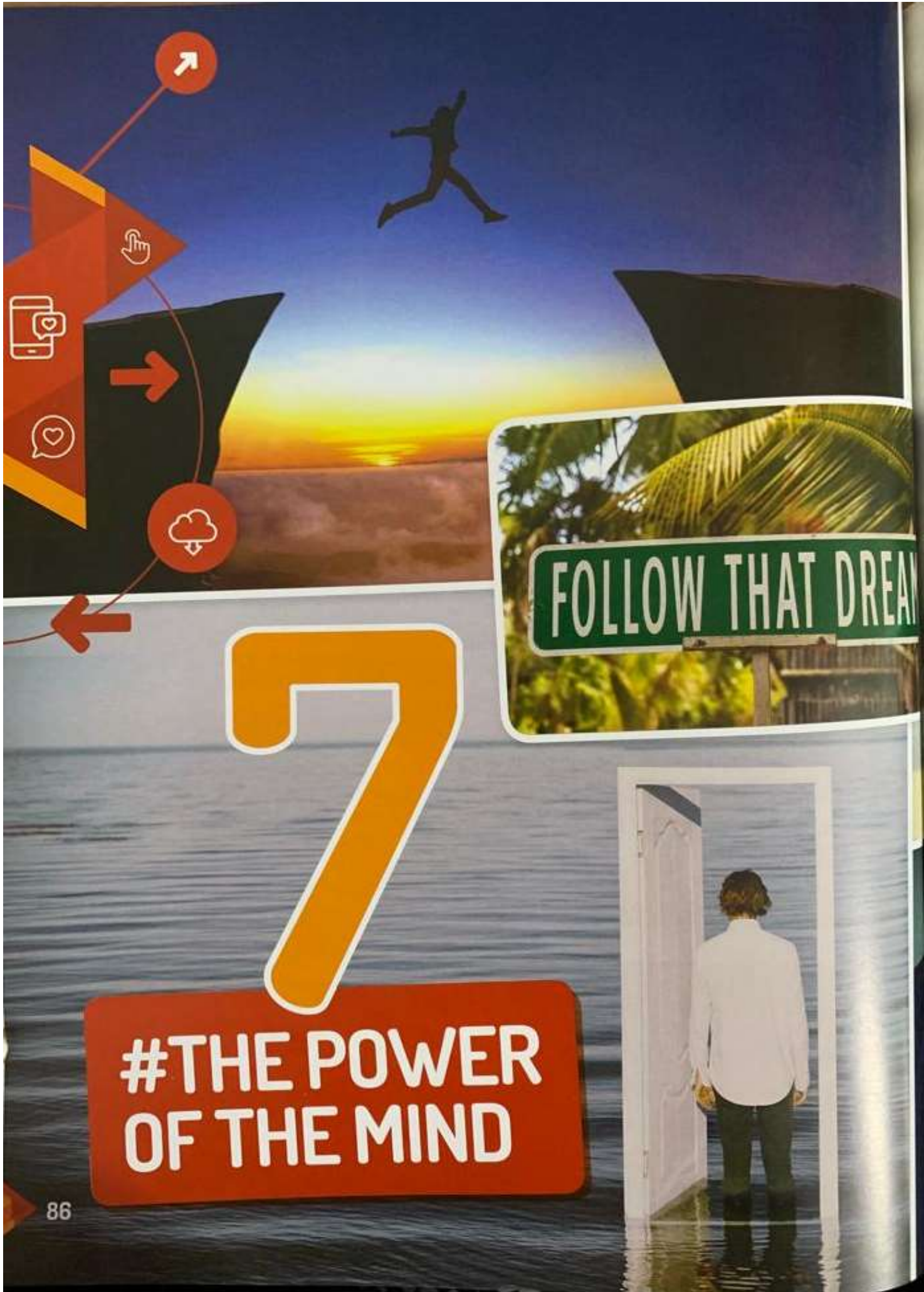
- 1 I \_\_\_\_\_ early when I was a child.
- 2 My parents \_\_\_\_\_ so strict about school some years ago.
- 3 As a kid, I \_\_\_\_\_ with my parents.
- 4 My parents \_\_\_\_\_ more supportive. Now, they don't understand my problems.
- 5 I \_\_\_\_\_ so many household chores. But now I'm grounded if I forget to clean my room.

### 6 Discuss.

- >> Have you ever been in similar situations as those described in the article? How did you react?
- >> Do you think the suggestions in the article are good ways to deal with conflicts? Why (not)?
- >> How do the changes you are undergoing make you feel? What other ways can you suggest to avoid or resolve conflict with your parents?



**SIGN UP ...**  
#New Edition



**#THE POWER  
OF THE MIND**



## #UNIT GOALS

- ▶ Discuss the benefits of optimism.
- ▶ Talk and write about probable consequences or results.
- ▶ Read and talk about dreams and their meanings.
- ▶ Talk about places, things and people.
- ▶ Describe some strange, funny or frightening dreams.
- ▶ Write an interview.

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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>






## #PIC OF THE UNIT

>> Think and share your ideas with the class.

*How are the images related to the title of the unit? What types of dreams do they show? What are the situations like? Are they challenging, funny, strange; etc? How do you think that the people feel in each situation? Do you think that your thoughts and dreams influence your actions? Why? Do you pay attention to your dreams? How do you feel about them?*



- 1   **Warm-up:** How would you describe an optimistic and a pessimistic person? Do you consider yourself an optimist or a pessimist? Why? What would you do to face a challenging situation with a positive attitude? How would your positive focus help to deal with the situation?
- 2  Look at the Sign Up to Grammar box. Then read this online magazine article and complete the sentences.

### What is optimism?

Optimism is a mental attitude characterised by hope and confidence in success and a positive future. Optimists expect good things to happen and their attitudes are linked to a number of benefits, including better coping skills, lower stress levels, better physical health and higher persistence.

Optimists tend to view hardships as learning experiences or temporary setbacks. If you always see the brighter side of things, even in your worst day, you will think that 'tomorrow will probably be better.' Optimists explain positive events as the results of their own actions or characteristics and consider that more positive things will happen to them in the future. For example, if an optimist gets a promotion, they will probably believe it's because they are good at their job and will receive more benefits and promotions in the future. If they don't get the promotion, they will explain that it's possibly because they had a bad month, but will do better in the future.

Research suggests that genetics determine about 25% of your optimism levels, and environmental variables out of your control, such as your socioeconomic status, also play an important role. But this doesn't mean that you can't actively improve your attitude. If you become more mindful, focusing on being present in the here and now, you won't worry much about upcoming events. And if you keep a gratitude journal or write down positive emotions, you will develop a more optimistic attitude as well.

Studies have shown that an optimistic view brings certain advantages. First, optimists are more likely to maintain better physical health than pessimists, including a 50% lower risk of cardiovascular disease. Moreover, since optimists don't give up easily, they are more likely to achieve their goals. And optimists also tend to experience less stress because they believe in themselves and their abilities and they expect good things to happen.

However, if optimists only focus on the positive, they will probably face some problems. For example, they may not think about all of the potential risks and end up having negative results. Or, they may overvalue positive feelings and ignore or even repress negative emotions. Due to this, they may also invalidate the emotional experiences of people who are going through difficult times. If optimists want to avoid this, they need to maintain a healthy, realistic approach to positivity. The goal should be to try to look on the bright side while still acknowledging the difficulties of the situation.

Adapted from: <https://www.verywellmind.com/the-benefits-of-optimism-3144811>

- 1 If you have an optimistic view, you \_\_\_\_\_ enjoy some benefits such as low stress levels and good health.
- 2 You \_\_\_\_\_ improve your positive attitude if you appreciate what you have at present.
- 3 If optimists repress negative emotions, they \_\_\_\_\_ have a healthy approach to positivity.

**#Sign Up to Grammar**

**Conditional Sentences Type 1**

We use **conditional sentences type 1** to talk about possible consequences or results. The structure is: **Simple Future + if + Simple Present** or **If + Simple Present + Simple Future**

(I'll **get** the promotion) (if I **work** hard.) (affirmative)  
 (Will you **be** less stressed) (if you always **look** on the bright side of things?) (interrogative)  
 (If he **doesn't** accept his negative feelings,) (he **won't** have a healthy life.) (negative)

**Remember!**

We use **conditional sentences type 0** to talk about facts or general truths. The structure is: **If + Simple Present + Simple Present** or **Simple Present + if + Simple Present**

(If you **keep** a positive mind,) (you **don't** give up easily.)  
 (Optimism **becomes** a habit) (if you **practise** positive thoughts.)



3 Read the article on page 88 again and underline the conditional sentences type 1.

4 Look at the Useful Tip box and complete the table.

noun	adjective	adverb
optimist / optimism		optimistically
	pessimistic	
realist / realism		

5 Listen to two friends talking about positive thinking and circle the correct option.

If you think positively, ...

- 1 you will / won't attract many of those things you really want.
- 2 you will probably / probably won't get absolutely everything.
- 3 you will / won't have the energy to study hard and get a degree.
- 4 you will probably / probably won't start working harder.

6 Write conditional sentences type 1 using the prompts.

- 1 (if I start sport / meet new friends)  
If I start a sport, \_\_\_\_\_
- 2 (see the glass half full / if you be optimistic)  
\_\_\_\_\_
- 3 (if people not have confidence / probably not achieve goals)  
\_\_\_\_\_
- 4 (she try to make things better / if she be a realistic optimist)  
\_\_\_\_\_

**#Useful Tip > Grammar**

Look at the different word categories in this sentence: Optimists focus on positive aspects and they can handle a problem efficiently.

- |                           |                                    |
|---------------------------|------------------------------------|
| Pronoun: they             | Nouns: optimists, aspects, problem |
| Verbs: focus, can, handle | Conjunction: and                   |
| Article: a                | Adjective: positive                |
| Adverb: efficiently       |                                    |

7 Work in pairs. Student A starts a statement using conditional sentences type 1 and Student B finishes it. Swap roles. Use some of the ideas below.

- not pass the exam    train for the competition
- have free time today    forget my phone
- not agree with my friend    not finish the project work
- go to the shopping centre    get the driving license



A: If I don't pass the exam, ...  
 B: ... I'll study harder for the make up test. / ... my parents won't let me go out on Friday.

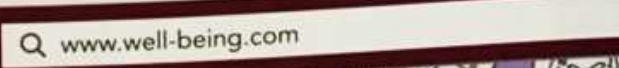
8 What will you do if you get a well-paid after-school job? In your notebook, write about how you think your life will change.

I imagine my life will be completely different if I get a...  
 For example, I...  
 Also, I think I...



WB p.140

- 1  Warm-up: Do you usually remember your dreams? Do you have any recurring dreams? Discuss.
- 2  Read the online magazine article and write true (T) or false (F).



We've all had that weird dream that makes us wonder when we wake up, why did my brain decide to do *that*? When we keep having a common dream, like accidentally going out in public without trousers, it's tempting to try to find out what it means. After all, if other people have this dream too, experts must know why, right? Spoiler alert: Nope. Scientists have long discussed the meanings of dreams. Some believe that dreams don't mean anything and are just 'our brain's response to biochemical changes that happened while we were sleeping,' psychologist Maria Espinola explains. If that took away some of the *magic*, don't worry. Others think that dreams can help us manage our feelings, erase unnecessary information, and/or make us feel more prepared for the future. But most agree that we should look within to understand the meanings of dreams on an individual level, instead of making general interpretations. Here are some common dreams –and how to think about them to understand what they could mean to you.

**Falling**  
Falling from the sky while trying to grab onto something can often be analysed in the context of intense emotions. 'We're living in unprecedented times, and it's normal to experience anxiety during the day, which may lead to scary dreams at night,' Espinola said. 'It's also normal for teens to experience intense emotions and feel fearful about the future as they prepare to transition into adulthood.'

**Being chased**  
One of the most alarming recurring dreams is when someone –or even worse, a spooky figure– is chasing you and you're desperately running somewhere to escape. This is, once again, highly subjective, but it suggests that there's a lot going on in your head. 'Learning how to manage emotions can help teens think more clearly during the day and help them have happier lives and more peaceful dreams,' says Espinola.

**Missing or failing an exam**  
If you usually dream about missing or failing an exam, you actually have a chance to study harder so that the bad dream doesn't come true. Think about what your 'second chance' would be, whether it's about school or not.

**Being late**  
This terrible nightmare is a common example of the brain trying to prepare via dreaming: 'If we have distressing dreams about being late, we have to make sure we take steps to avoid being late in the future.'

Adapted from: <https://www.teenvogue.com/story/dream-meanings>

- 1 All scientists think that dreams mean something. [ ]
- 2 Most experts agree that the meanings of dreams are subjective. [ ]
- 3 If you are anxious during the day, you may have bad dreams at night. [ ]
- 4 You can't do anything to have good dreams. [ ]
- 5 Your dreams can help you to prepare for situations that worry you. [ ]

- 3 Read the article again and complete the diagram with words connected to dreams.

## Dreams





## #Sign Up to Grammar

### Compounds with **some**: **somebody** / **someone**, **something** & **somewhere**

The compounds in bold in the sentences below refer to:

- (1) \_\_\_\_\_: **Something** strange appeared in my dream but I couldn't see it clearly.
- (2) \_\_\_\_\_: I dreamed that **somebody** / **someone** was screaming for help.
- (3) \_\_\_\_\_: In my dream, we were **somewhere** old and dark.

#### Remember!

Use **somebody** / **someone**, **something** & **somewhere** in affirmative sentences.



4 Look at the Sign Up to Grammar box and complete it using the phrases in the box.

a place a thing / an event a person

5 Complete the sentences with **something**, **somebody** / **someone** and **somewhere**. Then match the common dreams with their associations.

- 1 If you are \_\_\_\_\_ with muddy water, ...
  - 2 If you dream with wind, ...
  - 3 When \_\_\_\_\_ dreams that they lose their teeth, ...
  - 4 If you dream with a celebrity, ...
  - 5 If in your dream you're flying \_\_\_\_\_, ...
  - 6 If you dream you're \_\_\_\_\_ in a house, ...
- [ ] it may represent a feeling of freedom or escaping from reality.
- [ ] it may be associated with \_\_\_\_\_ that is going to change.
- [ ] it may represent sadness.
- [ ] you may be exploring your inner self.
- [ ] there's \_\_\_\_\_ about that person that is relevant to you.
- [ ] they may be worried about \_\_\_\_\_ that they said.

6 370 Now listen and check your answers in activity 5.



7 Circle the correct option.

- 1 Children usually dream that there is **somewhere** / **something** horrible under their beds.
- 2 Dreaming that you are **somewhere** / **something** in the dark may represent uncertainty.
- 3 I dreamt that I was a close friend of **somebody** / **something** I don't know in real life.
- 4 In my dream, I had to get **something** / **somewhere** fast, but there weren't any means of transport.
- 5 In my nightmare, **something** / **someone** was talking to me but I couldn't hear the person's voice.
- 6 I was dreaming that I couldn't walk because I had **something** / **somewhere** heavy on my feet and when I suddenly woke up, I saw my cat sleeping on my legs.

8 Work in pairs. Think of a place, a person (someone you and your partner know) or an object and write it down. Give your partner three clues and three chances to guess what or who you are talking about. Swap roles.

A: It's somewhere where you can sleep.

B: I know. A bedroom!

A: No, it's somewhere where you can have a shower too.

B: Um... somewhere where you can sleep and have a shower too. Your home!

A: No. Last chance. It's somewhere where you stay when you travel.

B: I know now. A hotel room.

A: That's right! Look at what I've written down!

- 1 Warm-up: Have you ever had a nightmare? If so, how did you feel when you woke up? What happened in your nightmare? If not, why do you think people have nightmares? Discuss.
- 2 Read these dream narratives. Then match the texts with the pictures.



**Ben**

1 Last night, I dreamt that I was walking to the sports centre as I usually do in real life. But suddenly, I got lost. So I wanted to look at the map on my phone but the screen was totally blank. And when I tried to get **somewhere** familiar, the places that I knew changed into **something** different. It was a horrible dream and I was so desperate! The last thing I remember is that I asked people for help but **nobody** paid attention to me.



**Ariana**

2 The worst nightmare I've ever had was when I dreamt with bugs. They weren't **anything** nice like ladybirds or butterflies. They were similar to cockroaches instead. At first, I saw them in the kitchen and, when I called my family, there wasn't **anybody** at home. As the bugs started to grow in number and appear in other parts of the house, I ran quickly to the front door. But when I tried to open it, there was something blocking my way out.



**Mateo**

3 I've had a recurring nightmare for the past months. I'm at home and I hear noises coming from somewhere outside the house. When I open the door to go out, there's a new room, instead of the garden. As there is **nothing** inside the room, I decide to open another door and I find another room! As I can still hear the noise, I keep on opening doors that lead to more rooms. As I can't find anything, I want to go back but I realise that I'm in a labyrinth.




- 3 Read the dream narratives in activity 2 again and tick (✓) the correct sentences.

- 1 Ben has a recurring nightmare about getting lost. [ ]
- 2 The three teens have had nightmares related to their houses. [ ]
- 3 Ariana has dreamt with ugly bugs. [ ]
- 4 In his dream, Mateo discovers new places at home. [ ]
- 5 Mateo and Ben try to get help in their dreams. [ ]
- 6 Ariana tries to get out of her home in her nightmare. [ ]

- 4 Look at the words in bold colours in activity 2 and use them to complete the sentences in the Sign Up to Grammar box.

## #Sign Up to Grammar

Compounds with **some, any & no**: **some, any, no + body / one, thing & where**

	Affirmative sentences	Interrogative & negative sentences	Affirmative sentences (with negative meaning)
People	There's <b>somebody</b> / <b>someone</b> chasing me.	She didn't tell <b>anyone</b> / <sup>(1)</sup> _____ about her promotion.	I knocked on the door but <b>no one</b> / <sup>(2)</sup> _____ opened.
Things	The dog was barking at <sup>(1)</sup> _____ in the garden.	He didn't eat <sup>(4)</sup> _____ at the party.	They did <sup>(6)</sup> _____ to help me.
Places	The headphones are <sup>(2)</sup> _____ in my bedroom.	They didn't go <b>anywhere</b> on holiday.	There was <b>nowhere</b> I could hide. 

## #Useful Tip > Language

We do not use two negatives in a sentence.  
 We don't say: *He didn't buy **nothing**.*  
 We say: *He didn't buy **anything**.*  
 We often use compounds with **any** in interrogative and negative sentences.

### 5 Complete the dialogue between two friends using suitable compounds with **some, any** or **no**.

Olivia: Last night, I had a terrible nightmare. When I woke up, my heart was beating fast.  
 Ruth: What was your dream about? It must have been <sup>(1)</sup> \_\_\_\_\_ horrible!  
 Olivia: Well, at first I was <sup>(2)</sup> \_\_\_\_\_ near my house. I remember my family was there. The place was decorated but we weren't celebrating <sup>(3)</sup> \_\_\_\_\_. Suddenly, my family disappeared and I was all alone.  
 Ruth: Was there <sup>(4)</sup> \_\_\_\_\_ who wasn't a family member or were you completely alone?  
 Olivia: I don't remember. Maybe there was <sup>(5)</sup> \_\_\_\_\_ else but I'm certain that my relatives weren't <sup>(6)</sup> \_\_\_\_\_ near.  
 Ruth: What happened then?  
 Olivia: It became really cold and dark and I started walking home. But I didn't have <sup>(7)</sup> \_\_\_\_\_ on my feet and they hurt badly.  
 Ruth: And was your family at home?  
 Olivia: I don't know. I kept walking but I didn't get <sup>(8)</sup> \_\_\_\_\_. And I wanted <sup>(9)</sup> \_\_\_\_\_ to feel warm but I only had my dress.  
 Ruth: And you didn't meet <sup>(10)</sup> \_\_\_\_\_ in the streets, did you?  
 Olivia: No, and the worst part was when I looked at my feet and there was <sup>(11)</sup> \_\_\_\_\_ to continue walking, and I was on the edge of an abyss.

### 6 Listen to Janet talking about a nightmare she had last night and tick (✓) the correct option.

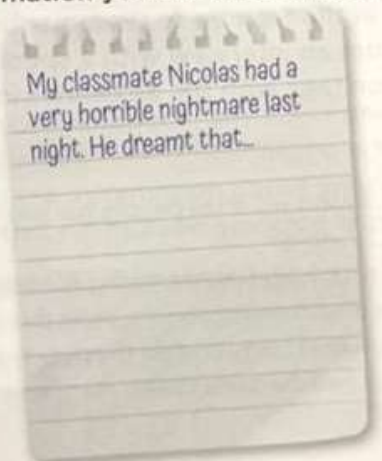
- Janet was on a stage with ... looking at her.  
 a lot of people   nobody
- She was wearing...  
 a costume.   nothing.
- It was something...  
 funny.  embarrassing.

### 7 Work in pairs. Describe a strange, funny or frightening dream you once had. Use the questions below to help you. Try to use some compounds with **some, any** or **no**. Swap roles.

Where were you?  
 Who were you with?  
 What happened?  
 How did you feel? Anxious? Scared? Sad? Happy?

- A: Where were you?  
 B: Somewhere dark and with lots of trees, maybe a big park or a forest.

### 8 In your notebook, write a short text about a dream your classmate once had. Use the information you collected in activity 7.



1 Warm-up: Read these sentences and decide if they are true (T) or false (F). Compare your ideas with your classmate and give reasons to support your answers.

- 1 We can have five dreams in one night. [ ]
- 2 Dreams can last for an hour. [ ]
- 3 We can't remember most of the dreams. [ ]
- 4 The most predominant sense in dreams is our sight. [ ]

2 Read the infographic and check your ideas in activity 1. Then answer the questions below.

### Facts About Dreams

Dreams can be completely absurd, but they can also be a warning about things that will soon happen in your life. Dreams can also be a way for our subconscious to process things that we haven't had time to sort out in waking life.

1 Most studies indicate that the average person will have between four and six dreams every single night. But we typically can't remember around 95% of the dreams we have.

2 The dreams that you remember, which are also known as 'vivid dreams', will occur during REM sleep, a phase of sleep characterised by rapid eye movement.

3 Most studies show that dreams range from between five and twenty minutes in length.

4 Most dreams are predominantly visual, meaning that they appear like a film in your mind. It is rare for dreams to be based around our other senses, such as smell or touch.

Source: <https://www.thesymbolism.com/dreams/types-of-dreams/>

- 1 If you have four dreams at night, will you remember all of them the next day?  
\_\_\_\_\_
- 2 How long can a dream last?  
\_\_\_\_\_
- 3 What are dreams like?  
\_\_\_\_\_
- 4 When do 'vivid dreams' occur?  
\_\_\_\_\_

3 Look at the Sign Up to Grammar box. Then listen to some extracts from an interview with a specialist in dreams and complete the question tags with the auxiliaries in the box.

don't haven't won't does aren't

- 1 Standard dreams will show people you know and places you recognise, \_\_\_\_\_ they?
- 2 Nightmares typically happen during REM sleep, \_\_\_\_\_ they?
- 3 If you have a lucid dream, you are aware that you are dreaming, \_\_\_\_\_ you?
- 4 A daydream never occurs when the person is sleeping, \_\_\_\_\_ it?
- 5 Adults have had the same dream many times, \_\_\_\_\_ they?

### #Useful Tip > Vocabulary

A homonym is a word with the same spelling and pronunciation as another word but it has a different meaning.

**rare** (adj.) = not common; very unusual

**rare** (adj.) = (of meat) cooked for a short time and still red

What other homonyms in English can you think of?

## #Sign Up to Grammar

### Question tags (in the past, present and future)

Question tags are formed with **auxiliary verbs**: *do, does, did, will*; etc.

We use question tags to seek or confirm information.

The question tag for 'I am' is 'aren't I?'. Example: *I'm a bit early for the appointment, aren't I?*

#### Affirmative Sentences

Flying is a common theme in dreams, **isn't it**?  
 You usually **remember** your dreams, <sup>(1)</sup> \_\_\_\_\_ you?  
 You **had** a nightmare last night, **didn't** you?  
 The doctor **specialises** in dreams, **doesn't** she?  
 Your nightmares **have been** recurring, <sup>(2)</sup> \_\_\_\_\_ they?  
 They **are going to have** bad dreams after watching the horror film, **aren't** they?  
 He **will write** down his dreams to analyse them, <sup>(3)</sup> \_\_\_\_\_ he?

#### Negative Sentences

She **isn't sleeping** well, **is** she?  
 You **don't go** to bed late, **do** you?  
 You **didn't dream** with a celebrity last night, **did** you?  
 He **doesn't have** nightmares, <sup>(4)</sup> \_\_\_\_\_ he?  
 You **have never dreamt** about being chased, **have** you?  
 They **aren't going to watch** the horror film at night, **are** they?  
 He **won't write** a book about common dreams, **will** he?



4 Complete the question tags in the Sign Up to Grammar box with four auxiliaries in activity 3.

5 Complete these rules with *affirmative* or *negative*.

If the sentence is in the affirmative form, the question tag is <sup>(1)</sup> \_\_\_\_\_  
 If the sentence is in the negative form - or contains words like *never, nothing*; etc. - the question tag is <sup>(2)</sup> \_\_\_\_\_

6 Match the phrases to make sentences. Pay attention to the question tags.

- 1 You meditate before going to bed...
- 2 Experts have frequently discussed...
- 3 The brain is very active...
- 4 In false awakening dreams, people think...
- 5 Last night, I talked...

- [ ] the meanings of dreams, haven't they?
- [ ] during the REM stage, isn't it?
- [ ] in my sleep, didn't I?
- [ ] to reduce stress, don't you?
- [ ] they are awake, don't they?




7 Complete the table with *Yes* or *No* in the *Your ideas* column to make guesses about your partner's sleeping habits and dreams. Then take turns to check your guesses using question tags and complete *Your classmate's answers* column.

Sleeping and dreaming	Your ideas	Your classmate's answers
sleep 8 hours		
have had recurring dreams		
have never flown in dreams		
didn't have a nightmare yesterday		
will stop using the phone before going to bed		

A: You don't sleep 8 hours, do you?  
 B: Well, it depends. I sometimes...

8 In your notebook, write an interview about sleeping and dreaming for the school blog using the information about your classmate in activity 7. Include question tags.

You: So, you don't sleep 8 hours, do you?  
 Me: Well, it depends. I sometimes...  
 You: And you...

- 1  Read this extract from an online article and complete the conditional sentences type 1 with the verbs in brackets in the correct tense.

○○○

**Optimistic attitude**

An optimist expects good things to happen in their life. Research has shown that if you <sup>[1]</sup> \_\_\_\_\_ (have) a positive mind, you <sup>[2]</sup> \_\_\_\_\_ (enjoy) health benefits and get more chances to achieve your goals as well.

**How can you look on the bright side of things?**

You <sup>[3]</sup> \_\_\_\_\_ (become) a more optimistic person, if you <sup>[4]</sup> \_\_\_\_\_ (appreciate) your present and <sup>[5]</sup> \_\_\_\_\_ (consider) challenges as opportunities to learn. And if you <sup>[6]</sup> \_\_\_\_\_ (be) worried about present events, you <sup>[7]</sup> \_\_\_\_\_ (feel) less stressed by practising mindfulness. Also, if you <sup>[8]</sup> \_\_\_\_\_ (write) down your positive emotions, you <sup>[9]</sup> \_\_\_\_\_ (improve) your mental well-being. And remember that having a positive attitude doesn't imply ignoring your negative feelings. If you <sup>[10]</sup> \_\_\_\_\_ (repress) them, you <sup>[11]</sup> \_\_\_\_\_ (not have) a healthy approach to positivity.

- 2 Read the text again and find the words to complete the categories in the table.

noun	adjective	adverb
[1] _____	[2] _____	healthily
[3] _____	[4] _____	optimistically
[5] _____	[6] _____	positively

- 3 Now, complete the sentences with your ideas.

- When I feel stressed, I \_\_\_\_\_
- If you only think about negative things, \_\_\_\_\_
- When I face an obstacle in life, \_\_\_\_\_
- At present, I appreciate that \_\_\_\_\_

- 4 Look at the photos and complete the sentences using *some, any, no + thing, where, body / one*.



1 \_\_\_\_\_ is living in the house because it's undergoing renovations.



2 My suitcase is almost ready. I hope I don't forget \_\_\_\_\_ at the hotel.



3 They all want to go \_\_\_\_\_ to relax.



4 It's waiting for \_\_\_\_\_ to open the door.



5 They have looked for the phone for hours but it isn't \_\_\_\_\_ in the house.



6 She's ordering \_\_\_\_\_ for lunch.

5 Complete this dialogue with question tags and the words in the box.

somewhere anybody anything (x2) nothing something

Mike: Hi, Lucy! Our final exams start on Monday, [1] \_\_\_\_\_?

Lucy: Yeah, but I'm not really happy about it.

Mike: Well, is [2] \_\_\_\_\_ ever happy about exams? I don't think so.

Lucy: I know! But I've had nightmares. Yesterday, I dreamt that I didn't have [3] \_\_\_\_\_ to do the test, not even a pencil. And when I tried to tell the teacher, [4] \_\_\_\_\_ came out of my mouth.

Mike: That's horrible! You should relax. There's still time and you have started studying, [5] \_\_\_\_\_?

Lucy: Well, I've borrowed Lisa's notes and they're really helpful. But I feel I haven't done [6] \_\_\_\_\_ yet.

Mike: OK, I'll tell you what. Come and study with me this afternoon after school. We can study for Science today because that will be our first test,

[7] \_\_\_\_\_?  
Lucy: Yes, and I really need help to understand at least [8] \_\_\_\_\_ about this subject. I think I'll go [9] \_\_\_\_\_ after school and buy some snacks for this afternoon.

Mike: That sounds great. So, we'll meet after school then, [10] \_\_\_\_\_?

Lucy: Sure! See you!



6 Now listen to the dialogue and check your answers in activity 5.

7 Complete the sentences with question tags.

- 1 You have never had nightmares before an exam, \_\_\_\_\_?
- 2 Your dreams are usually funny, \_\_\_\_\_?
- 3 You don't remember the details of your dream, \_\_\_\_\_?
- 4 You sometimes realise you're in a dream and control the events, \_\_\_\_\_?
- 5 You will change your sleeping habits to rest better, \_\_\_\_\_?
- 6 You didn't have bad dreams when you were a child, \_\_\_\_\_?

8 Now, work in pairs and take turns to check the ideas in activity 7.

A: You have never had nightmares...

B: Well, actually I have. Last week, I...

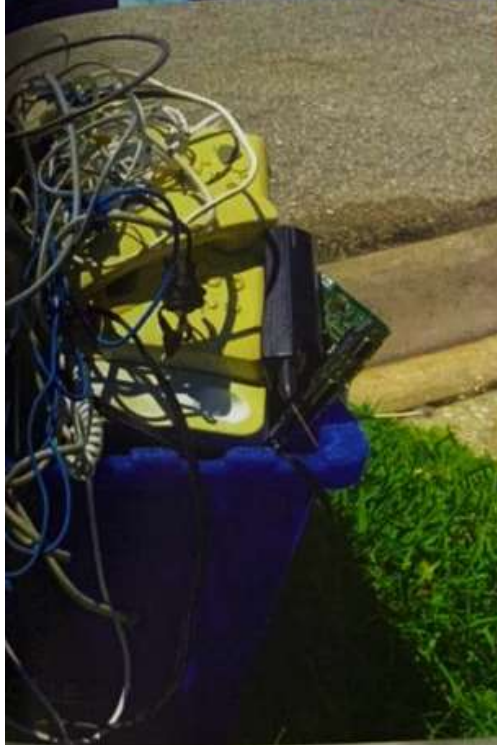
9 Write sentences about what you will do if the following things happen.

- You wake up crying after having a nightmare.
- You post a photo by mistake when you only wanted to share it with a friend.
- You find money in the street.
- Your crush invites you out.
- You get locked inside your house.



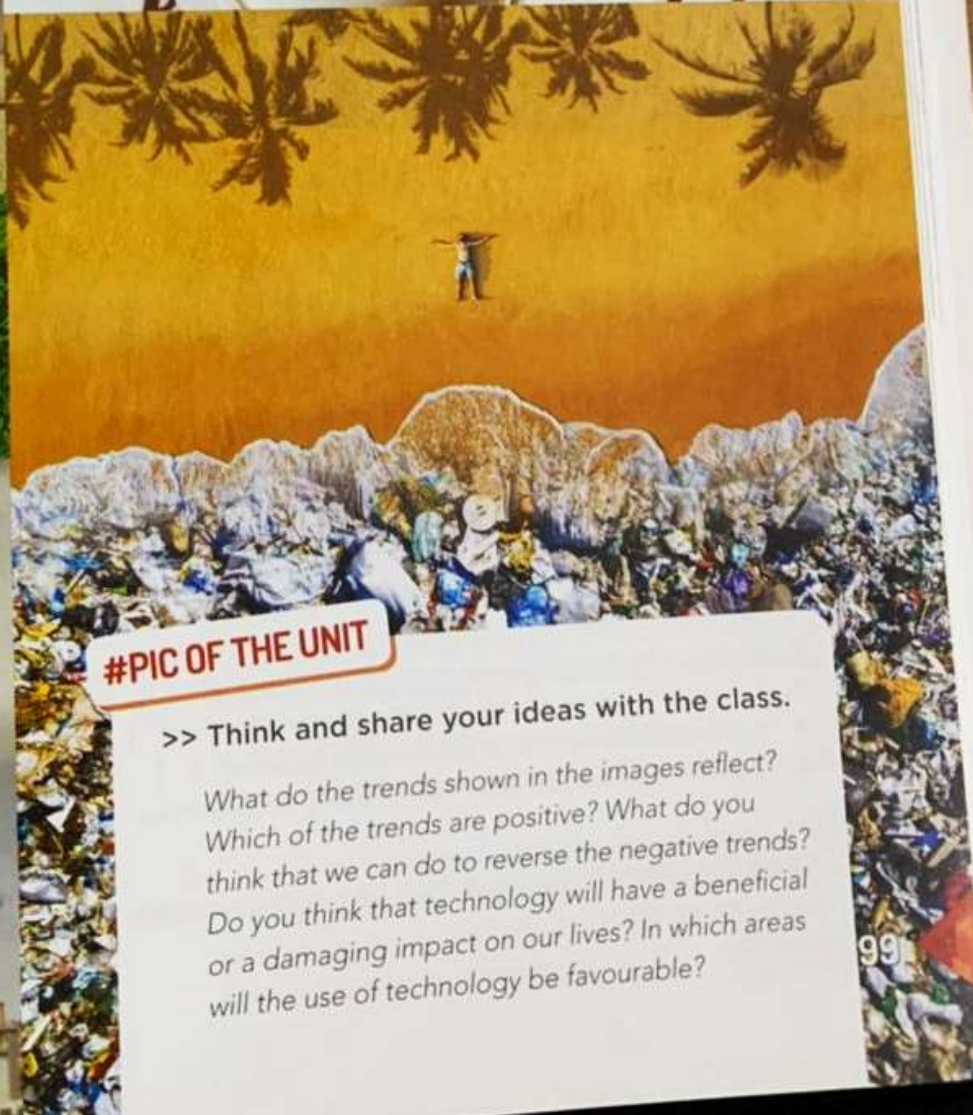
8

#GROWING TRENDS



## #UNIT GOALS



- ▶ Discuss sources of pollution and e-waste disposal issues.
- ▶ Talk about how long something has lasted.
- ▶ Discuss some popular teen career choices.
- ▶ Compare two people or things.
- ▶ Read and talk about jobs of the future.
- ▶ Write an online forum post.



## #PIC OF THE UNIT

>> Think and share your ideas with the class.

What do the trends shown in the images reflect? Which of the trends are positive? What do you think that we can do to reverse the negative trends? Do you think that technology will have a beneficial or a damaging impact on our lives? In which areas will the use of technology be favourable?

- 1  Warm-up: What sources of pollution can you mention? How do our consumption habits affect the environment? What actions can we take to reduce our impact on the environment?
- 2  Read the online magazine article. Then write true (T) or false (F).

www.eco-geek.com

### ECO-GEEK

Electronic waste or e-waste refers to discarded electrical or electronic devices such as a vacuum cleaner, a toy or a mobile phone. For the past five years, e-waste has grown to 53 million tonnes. And the United Nations has warned that this number will be doubled by 2050. If this happens, e-waste will become the fastest-growing source of waste in the world.

Even though e-waste has been around for a long time, the need for e-waste management arose in the mid-70s. Soon afterwards, the United States passed a law making it illegal to dump electronic waste in the country and many other countries did the same. Today, there are national e-waste regulations to protect 71% of the world's population. However, 117 countries haven't implemented any policy yet.

Nowadays, only 10 million tonnes of e-waste are recycled annually. But the devices themselves are not the only problem if they end up in landfills. The precious metals that they contain are not recovered if the items are just dumped or burnt. And burning e-waste generates over 100 million tonnes of CO<sub>2</sub> emissions, affecting the environment. Besides, as they have toxic substances like lithium, lead and mercury, they can cause health problems.

Since 2018, the International E-waste Day has promoted the importance of appropriate ways of recycling e-waste. Everyone can do something to reduce their e-waste footprint. For example, they can take their items to local recyclers or manufacturers with recycling programmes. If the item is not broken, users can donate it. And the best action is to always think if getting a new item is really necessary.

- 1 E-waste has been reduced lately. [ ]
- 2 It's illegal to dump e-waste in every country. [ ]
- 3 If e-waste is burnt, it badly pollutes the environment. [ ]
- 4 It isn't possible to reduce our e-waste footprint. [ ]
- 5 There are companies that have recycling programmes. [ ]

- 3 Read the Sign Up to Grammar box and complete the rules with *for* or *since*.

## → #Sign Up to Grammar

### Present Perfect with *for* & *since*

#### For + period of time

For the past five years, e-waste has grown to 53 million tonnes.

E-waste has been around for a long time.

#### Since + starting point

Many countries have passed a law to regulate e-waste since the mid-70s.

Since 2018, the International E-waste Day has promoted the importance of appropriate ways of recycling e-waste.

We use <sup>(1)</sup> \_\_\_\_\_ with the Present Perfect to measure the duration of an action or an event up to the present.

We use <sup>(2)</sup> \_\_\_\_\_ with the Present Perfect to indicate the starting point of an action or an event that has continued up to the present.

#### Remember!

To measure duration of actions or events up to the present, we use the Present Perfect, not the Simple Present: *They've separated rubbish for two years.* (NOT: *They separate rubbish for two years.*)



### 4 Complete the sentences with the Present Perfect and circle the correct options.

- 1 Large retailers in England \_\_\_\_\_ (charge) 5p for single use plastic bags **for / since** October 2015.
- 2 There \_\_\_\_\_ (be) a recycling company in my city **for / since** six years.
- 3 I \_\_\_\_\_ (not change) my phone **for / since** three years.
- 4 **For / Since** she learnt about the effect of the fashion industry on the environment, she \_\_\_\_\_ (teach) teens to mend their own clothes so as to reduce waste.
- 5 They \_\_\_\_\_ (adopt) more eco-friendly practices **for / since** they saw the documentary about pollution.

### 5 Listen to Jake and Luna talking about their sustainable actions and tick (✓) the correct sentences.

- 1 Jake has separated waste since he started secondary school. [ ]
- 2 Since the beginning of the school year, he has brought his own containers to the cafeteria. [ ]
- 3 His friends haven't used reusable bottles for more than two years. [ ]
- 4 Luna has lived in London for five months. [ ]
- 5 She has separated rubbish since she moved to London. [ ]
- 6 Since she started a recycling workshop at school, she has had a blog with eco tips. [ ]

### 6 In your notebook, correct the wrong sentences in activity 5. Then listen again and check.

### 7 Complete the comments on Luna's blog with the correct form of the verbs in the box and *for* or *since*.

become decide use recommend keep separate

URL: \_\_\_\_\_

  
 Matilda

1 Hi Luna! Thanks for sharing your tips. I <sup>(1)</sup> \_\_\_\_\_ rubbish <sup>(2)</sup> \_\_\_\_\_ last month and I <sup>(3)</sup> \_\_\_\_\_ the organic waste to make compost <sup>(4)</sup> \_\_\_\_\_ two weeks now. <sup>(5)</sup> \_\_\_\_\_ I read your blog, I <sup>(6)</sup> \_\_\_\_\_ it to all of my friends.

  
 Lucas

2 Luna, your blog is so inspiring! I <sup>(7)</sup> \_\_\_\_\_ more aware of the use of energy <sup>(8)</sup> \_\_\_\_\_ I read the facts you posted. My family and I <sup>(9)</sup> \_\_\_\_\_ old electronic devices <sup>(10)</sup> \_\_\_\_\_ a long time because we didn't know about the e-waste recycling companies. <sup>(11)</sup> \_\_\_\_\_ we read your article with all the information, we <sup>(12)</sup> \_\_\_\_\_ to take them to these places instead of dumping them.

### 8 Work in small groups. Talk about the actions that you have taken to protect the environment.

- A: I've had a reusable bottle for a year now.  
 B: Me too! And I've taken my bag to do the shopping since last year.

### 9 In your notebook, write some sentences about your classmates' eco-friendly habits using *for* and *since*. Use the information you collected in activity 8.

- 1 Warm-up: Do you know of any unusual job? Why is it unusual? Tick (✓) the characteristics that you associate with an unusual job.

dangerous [ ]

temporary [ ]

unskilled [ ]

well-paid [ ]


skilled [ ]

manual [ ]

challenging [ ]

flexible schedules [ ]

boring [ ]

- 2  Read the article and answer the questions.

[www.lifestyle.com](http://www.lifestyle.com)

## Lifestyle

Dr Joren Whitley has worked as a chiropractor for humans and animals in Oklahoma for about five years. But, in 2020, he became famous for the videos he uploaded on his social media accounts that showed him giving chiropractic care to very different animals. Since then, his videos have received millions of views.

Chiropractors treat problems that affect the nervous system and musculoskeletal system. Dr Whitley explains that, like people, animals need care in their spines too. Some pets suffer from arthritis or injuries that can have lasting effects on their bodies. Dr Whitley says that in animals, some signs of pain can be observed when they start to move in an unusual way, stop jumping or their temperament changes. In an interview, Dr Whitley said, 'If I can help Mum, Dad, Grandma, Grandpa and the baby, I should be able to help their family pet.' So, he has worked on pet animals such as dogs, cats and guinea pigs, and he has also treated more exotic animals like hedgehogs, llamas and a kangaroo. One of the most surprising videos shows him cracking a snake's back and he explains that 'snakes are one giant spine'. Another popular video shows him standing on a platform to make adjustments on a horse's back.

With this treatment, the animal chiropractor has helped a lot of animals to recover their full mobility. His videos have proved that chiropractic treatment in animals is a real thing. And since then, Dr Whitley has received requests and daily e-mails from all over the world.



- 1 Where has Dr Whitley worked as a chiropractor?  
\_\_\_\_\_
- 2 When did Dr Whitley become famous?  
\_\_\_\_\_
- 3 Why do animals need chiropractic care?  
\_\_\_\_\_
- 4 Has Dr Whitley ever treated a small animal?  
\_\_\_\_\_
- 5 Have people from different parts of the world contacted Dr Whitley?  
\_\_\_\_\_

## → #Sign Up to Grammar

### How long + Present Perfect

We use *How long...* + *Present Perfect* to ask about the duration of an activity or situation up to the present time.

How long <sup>[1]</sup> \_\_\_\_\_ you <sup>[2]</sup> \_\_\_\_\_ as a video game tester? For seven years.  
<sup>[3]</sup> \_\_\_\_\_ have you been a video game tester? For seven years.  
 How long has Zoey played video games? Since she was a child.



- 3 Listen to an interview with Zoey, a video game tester, and tick (✓) the tasks that are part of her job.



- 4 Now read the Sign Up to Grammar box and complete the questions.

- 5 Listen to the interview again and circle the correct option.

- Zoey has / hasn't become tired of playing video games.
- She has to / doesn't have to communicate with other members of the team.
- She often / hardly ever tests the same parts of the game many times.
- She has played the same game for weeks / months.
- Since she became a video game tester, she has stopped / has continued playing games for recreation.

- 6 Unscramble other questions the interviewer asks Zoey.

- been / of / you / how / front / the screen / long / have / today / in / ?  
Q: \_\_\_\_\_  
A: For eight hours.
- studied / long / your workmate / how / to become / video game animator / has / a / ?  
Q: \_\_\_\_\_  
A: For four years.
- how / played / your friends / long / video games / your / have / ?  
Q: \_\_\_\_\_  
A: Since I started working as a video game tester.

- 7 Work in pairs. Student A interviews Student B who has an unusual job. Choose some of the jobs below and use *How long...* + *Present Perfect*. Swap roles.

bed tester    mystery shopper    cat sitter  
 voice over artist    dog surfing instructor  
 panda nanny    fortune cookie writer

A: What do you do? / What's your job?  
 B: I'm a (n)... / I work as a (n)...  
 A: How long have you been a(n)...?  
 B: For... / Since...  
 A: Where do you work? / What does your job involve? / Why did you decide to do this job? / What do you think of your job?

- 8 In your notebook, write the script of an interview with somebody who has a very unusual job.

1 Warm-up: Read the survey results on teens' career expectations around the world and discuss.

Do you think the career choices would be similar in your country?  
 What do you think are the TOP THREE career choices for teens in your country?

**The 15 most common occupational expectations among 15-year-olds**

Doctors	Lawyers	Designers	Actors
Teachers	Police officers	Psychologists	Motor vehicle mechanics
Business managers	ICT professionals	Architects	Musical performers
Engineers	Nursing and midwives	Veterinarians	

Source: <https://www.slideshare.net/OECD/EDU/dream-jobs-teenagers-career-aspirations-and-the-future-of-work>

2 Read these incomplete comments teens left on a blog. Then complete the texts using the sentences below.

www.teenvoices.com

1 I haven't decided exactly what I want to do in the future yet, but it's definitely something related to technology. I may study computer science or do a similar course of study at university. [ ] Besides, ICT skills will become more essential in every industry. I've learnt coding for more than a year now and I think that it's really **interesting**. I believe that as technology develops fast, there will always be **exciting** job opportunities and they will be **well-paid**. So, getting a job won't be as difficult as in other sectors. Although it's a bit **stressful** to decide what to do, I think I'll have a better idea as I progress in my career in the future.

2 I've always been passionate about nature and I'm worried about the damage we are doing to our environment. I want to become an environmental lawyer to change policies and solve environmental problems. [ ] My parents are both lawyers so I'm familiar with the tasks the job involves. And I'm also aware that it can be **tiring** at times because the schedule varies depending on the amount of work. [ ] But I don't mind working long hours if I can help to protect our planet. I think it'll be worth it and the job will be **rewarding**.

3 A year ago, I didn't know what to do but, after some thought, I've realised that I want to become an actor. I'm a bit introverted and acting has helped me to express myself. [ ] So, for me, it'd be really **boring** to do a job with a nine-to-five routine. And I think that working in an office isn't as challenging as acting. I know that some acting jobs are **badly-paid** and they aren't as steady as other jobs. But this is what I love doing, so I'll study Drama and Theatre at university.

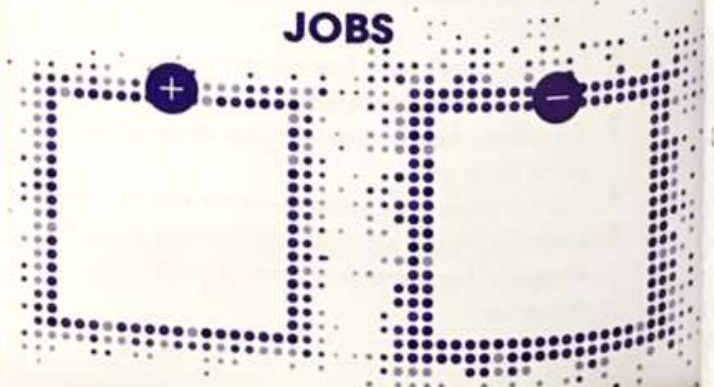
- 1 I guess that this job can make a significant contribution to change the situation.
- 2 I enjoy being active and doing different things every day.
- 3 I've read that there is a wide range of job options related to the field.
- 4 Sometimes, work may extend beyond office hours or continue at the weekend.

3 Classify the adjectives in bold that describe the jobs in activity 2. Use a dictionary to check.

#Useful Tip > Vocabulary

- career**: the job or series of jobs that you do during your working life
- course of study**: an integrated course of academic studies
- grade (US) / mark (UK)**: a number or letter indicating quality (especially of a student's performance)
- college**: a school, sometimes, but not always, a university, offering special instruction in professional or technical subjects. For Americans, college is the same as university.

### JOBS



## → #Sign Up to Grammar

### Comparisons: *not as... as*

We use *not as... as* to express a difference between two people or things.

Getting a job in Computer Science will **not be as** difficult as in other sectors.

→ Getting a job in Computer Science is <sup>(1)</sup> *easier / more difficult* than in other sectors.

Working in an office is **not as** challenging as acting.

→ Working in an office is <sup>(2)</sup> *more / less* challenging than acting.



4 **430** Listen to David talking about the occupation he would like to have in the future and tick (✓) the correct option.

- David's parents work in the... industry.  
 finance                       music
- David thinks his parent's jobs are stressful and...  
 challenging.                       boring.
- David wants to be a music...  
 professor.                       producer.
- David produces music at...  
 home.                       school.
- He thinks that his dream job can be...  
 badly-paid.                       well-paid.

5 Read the Sign Up to Grammar box and circle the correct option to explain the meaning.

6 Use the prompts to write sentences using *not as... as*. Follow the model.

- Being a salesperson / demanding / being an astronaut  
Being a salesperson isn't as demanding as being an astronaut.
- Working as a PE teacher / not exciting / working as a mountain guide  
 \_\_\_\_\_  
 \_\_\_\_\_
- Developing video games / entertaining / playing them  
 \_\_\_\_\_  
 \_\_\_\_\_
- A secretary's working hours / flexible / a social media influencer's  
 \_\_\_\_\_  
 \_\_\_\_\_
- Producing music / stressful / working in finance  
 \_\_\_\_\_  
 \_\_\_\_\_

7 Look at the photos and compare the activities. Choose the adjectives you want to use and give your opinion.



amateur football player



professional football player

1 Being an amateur football player isn't \_\_\_\_\_



giving virtual classes



giving classes at school

2 \_\_\_\_\_



working outdoors



working in an office

3 \_\_\_\_\_

8 **Work in pairs.** Think of an occupation and write it down. Take turns to ask and answer *Yes / No* questions and try to guess your classmate's occupation.

A: Is it a well-paid occupation?

B: Yes, it is.

A: Do you have to work in an office?

B: No, you don't.


9 **In your notebook,** write a short text comparing two jobs you would like to do in the future. Use *not as... as* and some adjectives from this lesson.

1 Warm-up: Tick (✓) the jobs you think will still exist (or will appear) in 20 years' time. Put a cross (X) next to the ones that probably won't exist any more. Discuss your choices.

- a travel agent [ ]
- a drone pilot [ ]
- a hairdresser [ ]

- a flight attendant [ ]
- a robot mechanic [ ]
- a video game developer [ ]

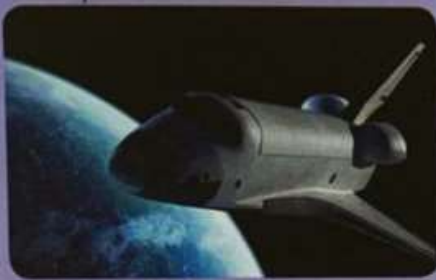
- a veterinarian [ ]
- a librarian [ ]

2  Read this online article and answer the questions.

[www.jobprospects.com](http://www.jobprospects.com)

### Jobs of the future

A recent report suggests that the USA will see one million jobs vanish completely by 2026, with technology turning most of them obsolete. With this in mind, candidates for jobs of the future will have to acquire new skills if they want to be competitive in the new labour market.



#### Space Pilot

The commercial space industry is getting 'ready to launch', so to speak. This means that pilots who can fly a spacecraft will have excellent job prospects. One of the most important qualifications of a pilot is logging in a specific number of hours in flight, but since we're talking about outer space, a background in astrophysics, astronomy and engineering will also be necessary. If you want to be **responsible for** taking people to space, you will do one of the highest paying jobs of the future.



#### Extinct Species Revivalist

Scientists estimate that between 200 and 2,000 species die off each year, with the dramatic effects of climate change expected to double the losses by 2040. If you're **worried about** this scenario, you should know that extinct species revivalists will soon be able to recreate organisms and reintroduce them to their natural habitats. Extinct species revivalist jobs of the future 2040 require a strong understanding of biology, chemistry, and medicine, as well as a full understanding of geographical, ethical, and legal concerns that affect each revived species.



#### 3D Printing Engineer

3D printing is a relatively new way of manufacturing that uses computer-aided design (CAD). It requires high specialisation, and the best candidates for this job are those who are seriously **interested in** the process, organisation, and manufacturing, and who ensure perfection in their work. An associate degree in a technical field as well as proficiency in measuring tools are essential requirements for this particular job of the future.

Adapted from: <https://www.resumeable.com/career-advice/jobs-of-the-future-2025-2060>

Which job(s)...

1 will be the best-paid of all?

2 require(s) legal knowledge?

3 requires candidates to have a degree in a technical field?

4 involve(s) knowledge of various different fields?

5 requires candidates to produce goods?

6 may reverse an alarming situation?

**#Sign Up to Grammar**

**Adjective + preposition + noun / -ing**

She's really **good at** coding and she won a competition at school last year.  
 I'm **fascinated by** tech innovations.  
 He's <sup>(1)</sup> \_\_\_\_\_ **about** climate change so he wants to become an environmental lawyer.  
 I'm really **bat at** Maths. I'd never work in finance.  
 My friend is a hotel manager and he's <sup>(2)</sup> \_\_\_\_\_ **for** supervising daily operations and activities.  
 Many workers are **afraid of** losing their jobs because of AI technology.  
 She's <sup>(3)</sup> \_\_\_\_\_ **in** Paleontology and she'll do the course of study at university next year.



**3** Look at the highlighted phrases in activity 2 and complete the sentences in the Sign Up to Grammar box.

**4** Listen to Angela Smith, a job specialist, talking about jobs that may be popular in the year 2040. Then tick (✓) the jobs that she mentions.

- |  |                          |                            |
|--|--------------------------|----------------------------|
| robot receptionist [ ]                     | space pilot [ ]          | robotics engineer [ ]      |
| genetic counsellor [ ]                     | data scientist [ ]       | cryptocurrency analyst [ ] |
| 3D virtual interactive desk technician [ ] | 3D printing engineer [ ] |                            |

**5** Read the introduction to an online forum discussion. Then complete the posts with prepositions.

www.currentissues.com

**WHAT JOB WOULD YOU LIKE TO HAVE IN THE FUTURE?**

Many teens do not consider traditional jobs, such as being a lawyer or an accountant, for their future. They are now interested in careers with tech roles that did not even exist just a few years ago. But what is your dream job? Is a computer-related job your ideal occupation? Are you looking for a big salary, or do you want a job you can enjoy? Or both?

---

posted: Sat 4:10 p.m. Post subject: What job would you like to have in the future?

**CHRIS-21**

When I graduate from secondary school, I'd like to work as a software developer. I've been interested <sup>(1)</sup> \_\_\_\_\_ computers since I was about twelve. Besides, I've always been really good <sup>(2)</sup> \_\_\_\_\_ working with computers, so my parents weren't surprised <sup>(3)</sup> \_\_\_\_\_ my career choice. I know that if you work for manufacturing companies, the job is well-paid so I'm not worried <sup>(4)</sup> \_\_\_\_\_ money. At least not for the time being! And I've never been afraid <sup>(5)</sup> \_\_\_\_\_ doing what I really like in life.

---

posted: Sun 12:20 pm Post subject: What job would you like to have in the future?

**SARAH**

Since I was a little child, I've been fascinated <sup>(6)</sup> \_\_\_\_\_ technology. I always follow technology trends and I'm really interested <sup>(7)</sup> \_\_\_\_\_ virtual reality and robotics. I think that they are useful <sup>(8)</sup> \_\_\_\_\_ many fields but I'm curious <sup>(9)</sup> \_\_\_\_\_ their application in healthcare. I'd feel very proud <sup>(10)</sup> \_\_\_\_\_ contributing to improve people's lives.

**6** In your notebook, write a paragraph with your answer to the forum question above. Use the texts in activity 5 as models. Include at least three examples of an adjective + preposition + noun / -ing.

### 1 Fill in the gaps with *for* or *since*.



She's separated rubbish at home \_\_\_\_\_ two years now.



She's worked as a mobile phone technician \_\_\_\_\_ last month.



They've had an electric car \_\_\_\_\_ six months.



They've grown their own vegetables \_\_\_\_\_ a long time.



He has cycled to work \_\_\_\_\_ the beginning of the year.

### 2 Complete the text about an unusual job with the verbs in brackets in the Present Perfect tense.

Robert Jackson <sup>(1)</sup> \_\_\_\_\_ (work) as a golf ball diver for seven years now. If you wonder what the job involves, he explains that since he became a golf ball diver, he <sup>(2)</sup> \_\_\_\_\_ (take) the balls out of the ponds in the golf courses. As the balls are waterproof, they don't get damaged. So, they can be cleaned, repackaged and resold. This job is physically demanding and tiring. Robert says that 'golf courses can have from four to twelve ponds, so my working hours <sup>(3)</sup> \_\_\_\_\_ (not be) the same since the very first day and I <sup>(4)</sup> \_\_\_\_\_ (spend) many days to finish a job on some occasions. I <sup>(5)</sup> \_\_\_\_\_ (face) difficult conditions too. For example, I <sup>(6)</sup> \_\_\_\_\_ (dive) in muddy ponds and <sup>(7)</sup> \_\_\_\_\_ (not see) anything underwater.' Golf ball divers usually earn money for each ball they recover so they can earn a high income. But sometimes the job isn't as steady as they would like to. 'My job schedule depends on the golf course events and I <sup>(8)</sup> \_\_\_\_\_ (not have) a diving job for some months. I usually get part-time jobs when this happens, but my priority is diving. I <sup>(9)</sup> \_\_\_\_\_ (enjoy) working outdoors for all these years and I feel that I'm helping the environment. And that is very rewarding.'



### 3 Read the text again and answer the questions.

- How long has Robert worked as a golf ball diver?  
\_\_\_\_\_
- Does he have a nine-to-five routine?  
\_\_\_\_\_
- Why are the balls recovered?  
\_\_\_\_\_
- Has Robert worked in unfavourable conditions?  
\_\_\_\_\_
- Has he ever stopped working as a golf ball diver?  
\_\_\_\_\_
- What does he like about his job?  
\_\_\_\_\_

### 4 Complete these sentences with a suitable adjective from the box.

rewarding exciting stressful interesting boring

- Teens feel that thinking about what to do in the future can be really \_\_\_\_\_
- I think that being an astronaut is an \_\_\_\_\_ job. It must be great to travel to space!
- I can't do a repetitive job. It becomes \_\_\_\_\_ very fast and I stop paying attention.
- Jobs that involve AI technology are considered very \_\_\_\_\_ by young people as they are fascinated by AI innovations.
- My previous job wasn't as well-paid as my current job. This new position is financially \_\_\_\_\_



# 4 #WORLD ISSUES

# THE FUTURE OF WORK



AI scientist

Over the next decade, some jobs will disappear entirely whereas new jobs, which do not even exist today, will be popular. This is happening already with fields such as retail, entertainment, health care, manufacturing and education, which are profoundly affected as technology advances. Some of the causes of this change are automation, robotics, the internet of things, climate change, globalisation and an ageing and increasing population.



Flood control engineer

Due to these determining factors, experts predict changes in the way we work, in the shape of our working lives and in the skills that we will need. While some foresee that there will be a significant loss of jobs, economic disruption and increasing social inequality, others more optimistically think that changes in work patterns will make our lives more interesting and fulfilling. Whatever the scenario, the question that arises is how youth might prepare for productive work in the future.

110

Wind turbine technician



Even when it is not possible to predict with certainty which jobs will remain, it is clear that we will need to retrain and to build on skills throughout our working lives. This capacity for flexibility and retraining is likely to become a key skill that employers will look for in their employees. For instance, entrepreneurial skills, involving adaptability and autonomy, will be valued in the new workplace. Increasingly, people in all jobs will need digital skills and STEM skills. And interpersonal skills will become more important as many routine jobs, or routine aspects of jobs, are replaced by machines, which will create more room for personal and community values, creativity and imagination. The general view is that people in future jobs need to be working with machines, rather than competing with them.



Virtual surgeon

The fusion of skills and perspectives from different domains will create new multi-disciplinary fields in which jobs will be much more dynamic, interesting and rewarding. And today, for those who engage with this project of lifelong learning, that future is within reach.

Source: <https://100jobsofthefuture.com/report/>

110-111 / 120

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LIKE 35

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1 Look at the photos of popular jobs of the future and answer.

- 1 What do the jobs involve?
- 2 Why will the jobs be important in the future?
- 3 Which of these skills will be more important in the future? Why?

digital management problem-solving flexibility / adaptability organisational  
interpersonal negotiating STEM fine motor citizenship creativity research

2 Read the article and tick (✓) the correct sentences.

- 1 Technological advances are the only factors that influence jobs. [ ]
- 2 Experts have contrary opinions about the future. [ ]
- 3 It won't be necessary to learn new skills as we work. [ ]
- 4 Workers will have more opportunities to be creative as machines will do routine jobs. [ ]
- 5 Employees will need to have knowledge of many areas, not just of their disciplines. [ ]

3 Complete the teens' opinions about their career choices with the words in the box.

worried isn't fascinated afraid since interesting  
something nothing passionate for nobody good



Denise

I want to do <sup>[1]</sup> \_\_\_\_\_ related to AI. Maybe I become an AI scientist to help improve people's lives. Even though <sup>[2]</sup> \_\_\_\_\_ in my family works in IT, I've been <sup>[3]</sup> \_\_\_\_\_ by technological advances <sup>[4]</sup> \_\_\_\_\_ I was a child. I think that there are endless possibilities for applying AI and I want to focus my studies on the healthcare area. I'm aware that I'll have to study hard and always be updated. But I know there will be lots of job opportunities so I'm not <sup>[5]</sup> \_\_\_\_\_ of the future of this job. And it's well-paid, <sup>[6]</sup> \_\_\_\_\_ it?



Simon

I'm <sup>[7]</sup> \_\_\_\_\_ about playing sports as well as video games. And I'd like to combine my two interests by being a professional e-sports player. <sup>[8]</sup> \_\_\_\_\_ the past years, e-sports have become very popular and I've competed with my team in some tournaments. But my parents are a bit <sup>[9]</sup> \_\_\_\_\_ about the career path I want to pursue because they know <sup>[10]</sup> \_\_\_\_\_ about this growing industry. I'm <sup>[11]</sup> \_\_\_\_\_ at playing e-sports but I know that if you aren't a famous player, it can be a badly-paid activity. So you need to stream games or share tutorials to earn money. Perhaps, I first become a content creator. It's an <sup>[12]</sup> \_\_\_\_\_ job and I'll learn more skills in relation to social media platforms and games.

4 Discuss.

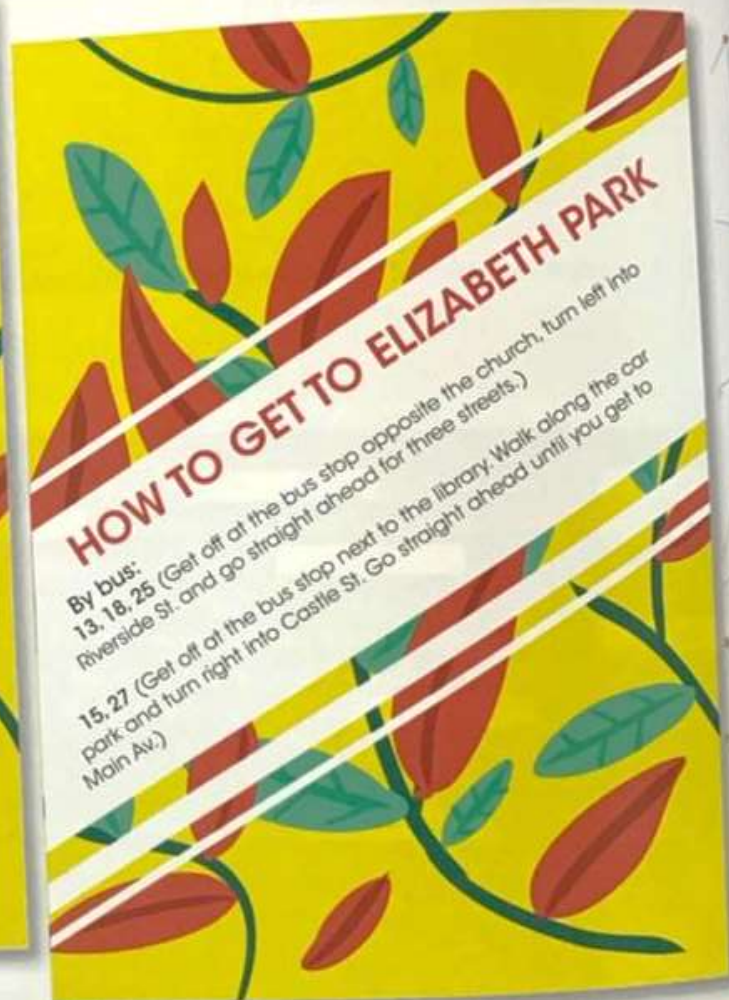
- >> Do you have a more optimistic or pessimistic view of the future of work? Why?
- >> Would you like to do any of the jobs in the photos? Why (not)?
- >> How can you be prepared for changes in future jobs you'd like to do? Which skills will you need to combine to do the job(s)?

## >PROJECT 1

# Our fundraising event

1 Look at the leaflet and tick (✓) the correct information.

- 1 The fundraising event is in the morning. [ ]
- 2 It takes place at the main square. [ ]
- 3 The school organised the event to help the hospital. [ ]
- 4 The entry is free. [ ]
- 5 Attendants can participate in a running race. [ ]
- 6 People can learn to cook healthily. [ ]



2 Work in groups. Design a leaflet to promote a fundraising event to help a local or international organisation. Include the venue, the date and time, and the activities for the event. Write a set of instructions on how to get to the place.



You can use construction paper, magazine cutouts, coloured markers, etc.

Or:



You can use an online web tool to design the leaflet.

3 Make a group oral presentation of your fundraising event. Talk about the institution you want to help and explain why.

We want to help... because... This institution is too... (not)... enough... and... We thought of organising... because... The event will be on... from... to... The venue for our fundraising event is... To get there, take the bus... or walk... It is opposite... and next to...

The people who would like to help don't have to... but they must... If you want to take part, you... The entrance tickets cost...

## >PROJECT 2

# Our package holiday

1 Read the poster and complete it with the words in the box.

visit go discover book practise

**Windermere is England's largest lake.**  
**Visit the small town with the same name and enjoy everything the Lake District has to offer.**

**ACTIVITIES**

(1) \_\_\_\_\_ water sports or go on a boat cruise  
(2) \_\_\_\_\_ kayaking, canoeing, paddleboarding, sailing, swimming or fishing. There are lots of ways to explore and enjoy the lake. Experience the views from the hills and the forest trails  
Walk, hike and cycle to (3) \_\_\_\_\_ the natural surroundings.

**PLACES OF INTEREST**

(4) \_\_\_\_\_ castles and historic houses  
Learn about the artists, intellectuals and even kings that lived or were guests there.

**ACCOMMODATION**

(5) \_\_\_\_\_ your perfect place  
From boutique hotels and cottages to hostels and campsites...  
There are places for all preferences and budgets!

**CHOOSE THE BEST OPTIONS FOR YOU AND PLAN YOUR PACKAGE HOLIDAYS (3, 5 or 7 days) WITH US!**  
Contact our travel agents for more information.

2 Work in pairs. Design a poster to promote a holiday destination in an English-speaking country. Include the location of the destination, the activities tourists can do, types of accommodation and duration of the package holiday.



You can use construction paper, magazine cutouts, coloured markers, etc.

Or:



You can use an online web tool to design the poster.

3 Present your holiday package to the class. Then work with another pair and imagine you are travel agents offering them the package holiday. Answer your classmates' questions as tourists to help them choose their best options.

## >PROJECT 3

# Our fashion report

- 1 Look at the poster and read the infographic. Then complete the report with the words in pink.



**PUNKS - MID-70S**

- ★ spiky hair with bright colours
- ★ black ripped clothes
- ★ leather jacket and boots
- ★ metal chains and accessories
- ★ leather bracelets
- ★ piercings
- ★ tattoos

Punks emerged in the mid-70s in the UK, closely connected with punk music. They were rebellious and they reflected their attitudes and beliefs in their clothing style.

Men and women used to have similar styles. They used to have large crests or spikes in the centre of their heads and they used to dye their hair with <sup>[1]</sup> \_\_\_\_\_ colours like purple, orange, green or fuchsia. They used to wear <sup>[2]</sup> \_\_\_\_\_ clothes with <sup>[3]</sup> \_\_\_\_\_ jackets and boots. Women also used to wear skirts and fishnet stockings. Punks used to wear torn clothes to show they were against the established conventions.

Punks also had <sup>[4]</sup> \_\_\_\_\_ and tattoos. Their accessories used to be <sup>[5]</sup> \_\_\_\_\_ and necklaces with sharp metals, and they used to have <sup>[6]</sup> \_\_\_\_\_ in their trousers too.

- 2 Work in groups. Write a report about an urban tribe. Include a brief explanation of the urban tribe and describe their clothing style in detail.

- 3 Design a fashion infographic of the urban tribe style. Include the period in which the urban tribe originated at the top and add pictures with key words and phrases about the clothes and the fashion style.



You can use construction paper, magazine cutouts, coloured markers, etc.

Or:



You can design the infographic using an online web tool.

- 4 Present your urban tribe to your classmates. Then make a timeline with all the infographics in chronological order and compare two urban tribes.

## >PROJECT 4

# Our podcast interview

### 1 Complete the interview with the questions in the box.

what skills do you need? what's the most challenging job you have done?  
how long have you worked as an animator? why do you like your job?  
what piece of advice would you give to anyone who wants to do this job? when did you start working?

**Interviewer:** In this series of podcasts, we talk to different professionals to learn about jobs we can do when we finish school. Today we're talking with Sue Hubley. She's an animator and she'll tell us a bit about her job. Sue, <sup>(1)</sup> \_\_\_\_\_?

**Sue:** I started working immediately after I graduated from university. I got my bachelor's degree in Animation and Digital Arts and, in the last year of the course of my studies, I worked as an intern in the company that later hired me.

**Interviewer:** Well, that's fantastic! And <sup>(2)</sup> \_\_\_\_\_?

**Sue:** For five years now. And a year ago, I started working as a freelancer for international clients too.

**Interviewer:** And <sup>(3)</sup> \_\_\_\_\_?

**Sue:** Apart from the artistic skills and being good at drawing, there are more specific IT skills that you must develop. And you should always upgrade your skills by attending media courses. Also, it's important to be flexible because you may work in different projects at the same time.

**Interviewer:** I imagine you have worked in various projects since you started.

**Sue:** <sup>(4)</sup> \_\_\_\_\_? I think that the first time I had to animate a short film because I used to work with computer games and had no experience in films. So, the company gave me a formal training package before starting work. And it was one of my favourite projects!

**Interviewer:** You sound very enthusiastic! <sup>(5)</sup> \_\_\_\_\_?

**Sue:** Because I can express my ideas freely and use my imagination. It's very interesting and rewarding. And I never do the same work, so it isn't boring at all!

**Interviewer:** That's great! And <sup>(6)</sup> \_\_\_\_\_?

**Sue:** Try to apply for a residency while you're studying at university. In this way, you gain experience with professionals and build your portfolio. This will give you a general view of your future job.

### 2 Work in groups. Write the script of an interview with someone who has an interesting job. Consider the questions in activity 1 and think of other specific questions related to the job you choose.



You can write the script for your school digital magazine and add photos, pictures, etc.

Or:



You can use an online web tool to record your interview and share the podcast. Add music to introduce your podcast.

### 3 Present your interview to your classmates. Take a vote for the most interesting job.

1 Complete the opinions about exergames with *not... enough* or *too* and the adjectives in brackets.

www.tech4all.com

## What do you think of exergames?

- 1 Exergame training is <sup>[1]</sup> \_\_\_\_\_ (good) to replace real physical exercise. It can help people move but it isn't sufficient.
- 2 Playing video games with joysticks is <sup>[2]</sup> \_\_\_\_\_ (fun). Using a VR headset is more entertaining but it is <sup>[3]</sup> \_\_\_\_\_ (expensive).
- 3 Nobody is <sup>[4]</sup> \_\_\_\_\_ (old) to play exergames. There are options for all ages and abilities.
- 4 Some dance moves are <sup>[5]</sup> \_\_\_\_\_ (difficult) to make and if you are <sup>[6]</sup> \_\_\_\_\_ (fast) to move, you lose the game.
- 5 Some exergames are <sup>[7]</sup> \_\_\_\_\_ (attractive) to older generations because they are <sup>[8]</sup> \_\_\_\_\_ (noisy).

2 Tick (✓) the opinions in activity 1 you agree with.

3 Complete using *too* and *not... enough* and an adjective in the box.

strong old big slow young

- 1 This wi-fi connection is too slow to play multiplayer online games.
- 2 Nancy is 14. She is too young to get a tattoo without her parents' permission.
- 3 Peter is 15. He's not old to get a driving license.
- 4 This room is not strong to play exergames. We need more space.
- 5 I'm too big to defeat my opponent in the boxing game. Can you help me?

4 Write a tweet giving your opinion about a video game. Write sentences using *too* and *not... enough*.

“

1 Complete these instructions using the prepositions in the box.

up into towards through along



Run <sup>[1]</sup> \_\_\_\_\_ the spaceship.



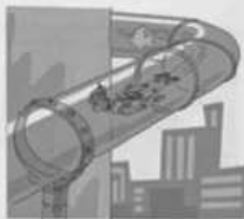
Jump <sup>[2]</sup> \_\_\_\_\_ a black hole.



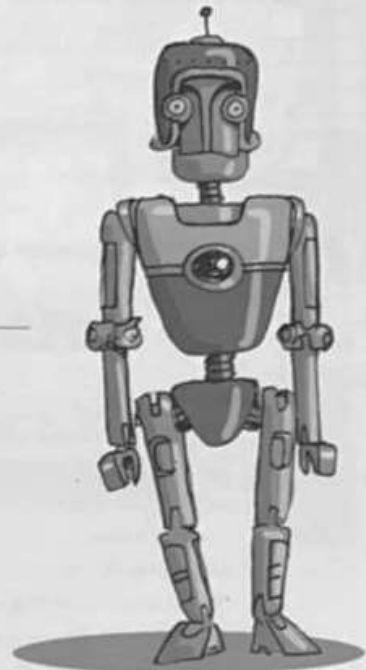
Climb <sup>[3]</sup> \_\_\_\_\_ a mountain of iron.



Walk <sup>[4]</sup> \_\_\_\_\_ the streets.



Fly <sup>[5]</sup> \_\_\_\_\_ a crystal tunnel.



2 Read the instructions to play a video game and fill in the blanks with the phrases in activity 1.

It's the year 3020 and Tinline the Robot must escape from the City of Bugs. You have to help him to find his spaceship before all of his system crashes and he stops working. First, <sup>[1]</sup> \_\_\_\_\_ the streets full of buildings until you see a big office block. <sup>[2]</sup> \_\_\_\_\_ a black hole next to the entrance door to get into the building. Go to the fifth floor and find the crystal tunnel. This is the fastest way to reach the other side of the city. <sup>[3]</sup> \_\_\_\_\_ the tunnel but be careful when you land! There are viruses that attack you and you have to fight back. Finally, you have to <sup>[4]</sup> \_\_\_\_\_ a mountain of iron. When you get to the top, you must <sup>[5]</sup> \_\_\_\_\_ the spaceship. Be fast!!!

3 Complete these sentences so that they are true for you. Use *have to*, *don't have to*, *must* or *mustn't*.

- 1 I \_\_\_\_\_ do my homework before playing video games.
- 2 I \_\_\_\_\_ walk the dog every afternoon.
- 3 I \_\_\_\_\_ ask for permission to play video games.
- 4 I \_\_\_\_\_ get up late at weekends.
- 5 I \_\_\_\_\_ cook lunch at weekends.

4 Write instructions to help Tinline fight the viruses. Use the phrases in the box.

go into climb up run through  
walk along jump over

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### 1 Where do you go when you...

- 1 need to buy food and goods for the house  
To the supermarket.
- 2 need to buy medicine? \_\_\_\_\_
- 3 want to watch a film? \_\_\_\_\_

- 4 need to see a doctor? \_\_\_\_\_
- 5 need to order food? \_\_\_\_\_
- 6 want to find different shops in one place? \_\_\_\_\_

### 2 Complete the dialogue using the words and phrases in the box.

go straight ahead   next to   go past   go along   opposite   turn left

**Sophie:** Hi, Tim! Can you tell me how to get to the bookshop? My phone just turned off and I can't use the navigation app.

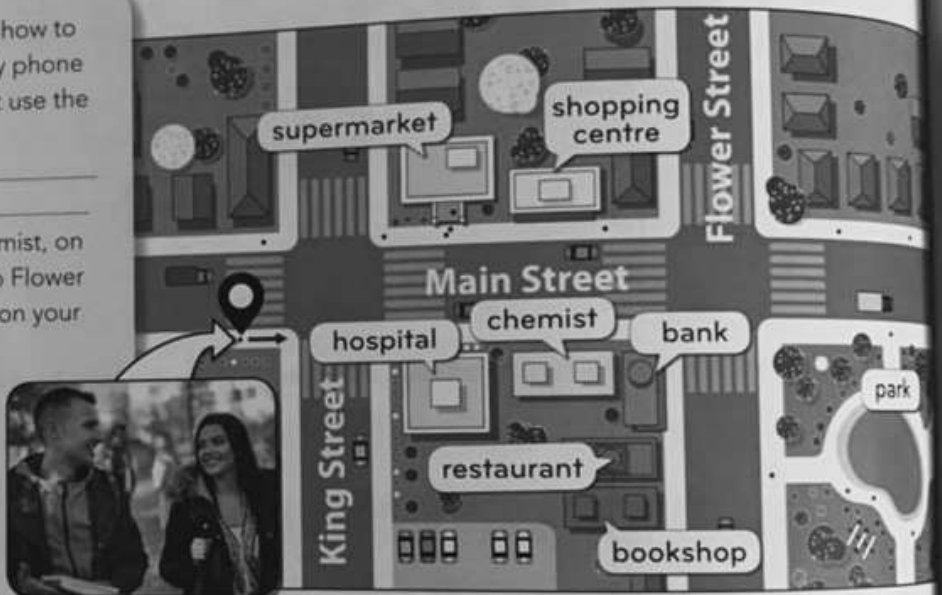
**Tim:** Sure! It's easy. <sup>[1]</sup> \_\_\_\_\_ Main Street, <sup>[2]</sup> \_\_\_\_\_ the hospital and the chemist, on your right. Turn right into Flower Street. The bookshop is on your right <sup>[3]</sup> \_\_\_\_\_ the park.

**Sophie:** OK, thanks. Then I have to meet my dad at the shopping centre. Is it too far?

**Tim:** No, it's very near. When you get out of the bookshop, <sup>[4]</sup> \_\_\_\_\_ until you get to Main Street and <sup>[5]</sup> \_\_\_\_\_ It's opposite the chemist, <sup>[6]</sup> \_\_\_\_\_ the supermarket.

**Sophie:** Great! Thank you! And where are you going?

**Tim:** I'm going to a friend's house in King's Street.



### 4 Write some instructions to help Sophie get to the car park from the park.

### 3 Look at the map again and complete the sentences.

- 1 If Sophie and Tim go straight ahead for two blocks, they get \_\_\_\_\_
- 2 If Tim goes to his friend's house in King Street, he \_\_\_\_\_
- 3 If Sophie and Tim want to go to the restaurant, \_\_\_\_\_

1 Match the activities with the icons in the picture.

- |                     |                           |
|---------------------|---------------------------|
| 1 send e-mails      | 7 find locations          |
| 2 draw              | 8 play games              |
| 3 chat with friends | 9 surf the web            |
| 4 listen to music   | 10 shop                   |
| 5 read e-books      | 11 watch series and films |
| 6 share photos      |                           |



Which of the activities do you media multitask?

2 Complete the sentences with the pair of adjectives in the box. Use them in the correct order.

bored - boring interested - interesting relaxed - relaxing surprised - surprising



1 She's really \_\_\_\_\_.  
She thought her colleagues didn't know about her birthday so this was very \_\_\_\_\_.



3 This class is \_\_\_\_\_.  
The students are too \_\_\_\_\_ to pay attention.



2 This thriller film is so \_\_\_\_\_ that the girls can't stop looking at the screen. They're very \_\_\_\_\_ in the plot.



4 She feels \_\_\_\_\_ when she listens to music. And if she lays on the grass, the activity is even more \_\_\_\_\_.

3 Complete the sentences with the correct adjective in the box.

amusing terrified worried  
annoying frustrated exciting

- I hate making the bed before going to school early in the morning. It's so \_\_\_\_\_!
- My grandma thinks that playing sudoku is \_\_\_\_\_, but I feel very \_\_\_\_\_ when I play.
- I can't concentrate with that loud music. I'm \_\_\_\_\_ about the short time I have before the test.
- I'm going to study abroad for a year. It's an \_\_\_\_\_ opportunity!
- My little cousin is \_\_\_\_\_ of the dark. She doesn't go into a room if the lights are switched off.

4 What about you? Answer the questions using adjectives ending in *-ed* or *-ing*.

- How do you feel on Friday afternoon?  
\_\_\_\_\_
- What's your favourite series like?  
\_\_\_\_\_
- How do you feel when you can't find your phone?  
\_\_\_\_\_
- What do you think of doing meditation to relax?  
\_\_\_\_\_

### 1 How do people greet each other? Match the sentences with the photos.

- 1 In India, a common greeting is *Namaste*. People hold their palms together to greet others and show respect.
- 2 In many countries, people shake hands in business situations.
- 3 In many countries in Latin America, people kiss on the cheek.
- 4 People in some countries in East Asia bow to greet each other.
- 5 In many countries, people wave to say 'hello' or 'goodbye' in informal situations.
- 6 Close friends and family members usually hug each other.
- 7 In the USA, teens and young adults give a high five as a greeting.



### 2 Complete the sentences using the Simple Past of the verbs in brackets.

- 1 When I \_\_\_\_\_ (arrive) at the cinema, I \_\_\_\_\_ (meet) my friends.
- 2 She \_\_\_\_\_ (learn) to speak Portuguese when she \_\_\_\_\_ (be) in Brazil.
- 3 My mum \_\_\_\_\_ (not see) me when I \_\_\_\_\_ (wave) at her.
- 4 When my brother \_\_\_\_\_ (travel) abroad, he \_\_\_\_\_ (send) me postcards.
- 5 When I \_\_\_\_\_ (try) to videocall my friends, I \_\_\_\_\_ (not have) internet connection.
- 6 My friend \_\_\_\_\_ (bring) some souvenirs when she \_\_\_\_\_ (come) back from her holiday.

### 3 Complete the sentences with your ideas.

- 1 When I went on holiday, \_\_\_\_\_
- 2 I \_\_\_\_\_ when I met my friend for the first time.
- 3 I wasn't \_\_\_\_\_ when I \_\_\_\_\_

1 Find the verbs and fill in the blanks to get common collocations.

- 1 \_\_\_\_\_ part in
- 2 \_\_\_\_\_ a record
- 3 \_\_\_\_\_ a team
- 4 \_\_\_\_\_ money
- 5 \_\_\_\_\_ donations



2 What were they doing yesterday in the charity event?  
Write sentences using the prompts.

- 1 Steve / not run / interview participants  
Steve wasn't \_\_\_\_\_, he was \_\_\_\_\_.
- 2 Some volunteers / give directions to runners / not cheer  
\_\_\_\_\_
- 3 A runner / drink water / not eat a fruit  
\_\_\_\_\_
- 4 Some children / stand near the street / not run  
\_\_\_\_\_
- 5 Some organisers / not take photos / put the medals on a table  
\_\_\_\_\_



3 What were they doing yesterday morning? Look at the picture and write sentences using the verbs in the box.

play drink take ~~listen~~ water

- 1 She was listening to the bird.
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_



4 What were you and weren't you doing yesterday? Complete the sentences using some of the phrases in the box.

do sports study English go shopping play video games ride a bike  
walk the dog read a book watch a series cook make the bed

- 1 Yesterday morning, I was \_\_\_\_\_ but I wasn't \_\_\_\_\_.
- 2 Yesterday afternoon, \_\_\_\_\_ but \_\_\_\_\_.
- 3 At 8:30 pm \_\_\_\_\_ but \_\_\_\_\_.

1 What were they doing? Look at the pictures and complete the sentences.



- 1 Yesterday at 10 am, the boys \_\_\_\_\_ while the girl \_\_\_\_\_
- 2 Yesterday afternoon, the children \_\_\_\_\_ with the cats while the man \_\_\_\_\_
- 3 Yesterday night, the man \_\_\_\_\_ to the boy while the man \_\_\_\_\_ with his friends.

2 Look at the photos and answer the questions.



1 Was he collecting donations during the charity event?  
\_\_\_\_\_



4 Were the teens washing cars to collect money?  
\_\_\_\_\_



2 Was she cycling to raise money?  
\_\_\_\_\_



5 Was she painting faces during the school fair?  
\_\_\_\_\_



3 Was he selling cakes for the school campaign?  
\_\_\_\_\_



6 Was she having a book sale?  
\_\_\_\_\_

3 Unscramble the questions. Then match them with the answers.

- 1 doing / were / yesterday afternoon / you / What?  
\_\_\_\_\_?
- 2 during / were / Why / a costume / you / the race / at /wearing?  
\_\_\_\_\_?
- 3 you / donations / collecting / Where / were?  
\_\_\_\_\_?
- 4 How / helping / during / were / the charity event / you?  
\_\_\_\_\_?
- 5 the donations / Who / fundraising page / checking / on the / was?  
\_\_\_\_\_?

- [ ] The IT teacher was getting notifications from the website.
- [ ] Because I wanted to break a record.
- [ ] I was putting the donations in boxes.
- [ ] I was organising a charity event with my classmates.
- [ ] We were receiving donations at school.

- 1 Read the blog post. Fill in the gaps using the verbs in brackets in the Simple Past or Past Continuous.

www.teenstories.com

Last week, my class <sup>[1]</sup> \_\_\_\_\_ (organise) a fundraising tea party. We <sup>[2]</sup> \_\_\_\_\_ (bake) cakes and cookies and <sup>[3]</sup> \_\_\_\_\_ (offer) different varieties of teas. We <sup>[4]</sup> \_\_\_\_\_ (decorate) the big hall at school with balloons and ribbons. While we <sup>[5]</sup> \_\_\_\_\_ (set) one of the tables, I accidentally <sup>[6]</sup> \_\_\_\_\_ (step) on the tablecloth and I almost <sup>[7]</sup> \_\_\_\_\_ (break) some plates. I <sup>[8]</sup> \_\_\_\_\_ (get) really nervous because I <sup>[9]</sup> \_\_\_\_\_ (not want) anything to go wrong. So when I <sup>[10]</sup> \_\_\_\_\_ (see) my friend Kim with the balloons, I <sup>[11]</sup> \_\_\_\_\_ (ask) her to change places. While we <sup>[12]</sup> \_\_\_\_\_ (finish) with all the preparations, the lights suddenly <sup>[13]</sup> \_\_\_\_\_ (go) out. But before we <sup>[14]</sup> \_\_\_\_\_ (become) worried, our teacher <sup>[15]</sup> \_\_\_\_\_ (tell) us that some technicians <sup>[16]</sup> \_\_\_\_\_ (make) connections for the audio system. So after only ten minutes, the electricity <sup>[17]</sup> \_\_\_\_\_ (be) back on and we <sup>[18]</sup> \_\_\_\_\_ (have) music playing for the event. Fortunately, lots of people <sup>[19]</sup> \_\_\_\_\_ (attend) the event and we <sup>[20]</sup> \_\_\_\_\_ (raise) the money we need for our day trip next week.

👍 ❤️ Add a comment...



- 2 Complete the sentences with *while* or *when* to learn more details about the tea party.

- \_\_\_\_\_ I arrived at school, my classmates were preparing games.
- I was heating water to make tea \_\_\_\_\_ Kim was cutting some cakes.
- Music was playing on the background \_\_\_\_\_ the guests were having tea.
- \_\_\_\_\_ people left, we gave them souvenirs.
- \_\_\_\_\_ we were cleaning the hall, our teacher was counting the money we raised.
- I was eating a piece of cake \_\_\_\_\_ my mum picked me up at school.

- 3 Finish the sentences below with your own ideas.

- While I was chatting with my friend yesterday evening, \_\_\_\_\_
- I was studying for the test in the morning when \_\_\_\_\_
- While I was watching a film last night, \_\_\_\_\_

1 Look at Henry's diary for next week and write true (T) or false (F). Correct the false sentences.



Monday	5 pm have English lessons
Tuesday	2 pm do project for Science with Ben
Wednesday	4 pm study for English test with Olivia 6 pm go shopping (buy trainers!)
Thursday	5 pm have English test
Friday	3:30 pm run in the park with football team
Saturday	watch series online
Sunday	

- Henry is having an English test on Wednesday. [ ]
- He isn't doing a project for History on Tuesday. [ ]
- He's training with the football team on Friday morning. [ ]
- He's buying trainers on Wednesday. [ ]
- He's playing video games on Saturday. [ ]

2 Look at Henry's diary again and answer.

- Is he studying with Ben for the English test?  
\_\_\_\_\_
- Is he having a busy day on Sunday?  
\_\_\_\_\_
- Are Ben and Olivia meeting on Wednesday morning?  
\_\_\_\_\_
- Is he training in the park on Friday?  
\_\_\_\_\_

3 Unscramble the questions and write your answers for the invitations.

- on / theatre / What / the / about / Saturday / to / going / ?  
\_\_\_\_\_

Refuse the invitation: \_\_\_\_\_

- a / have / the / Let's / near / picnic / lake  
\_\_\_\_\_

Accept the invitation: \_\_\_\_\_

4 Complete the diary for next week. Then write a paragraph describing your arrangements.

Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	

A sheet of lined paper with a spiral binding on the left side, intended for writing a paragraph.

**1 Complete the dialogue using *going to* and the verbs in the box.**

give reduce make do use separate

Grandma: What are you doing with your phone? Are you chatting with your friends?

Oliver: I'm reading some green New Year's resolutions on the eco-club blog. I think we should make our own resolutions.

Grandma: That's a great idea! What <sup>[1]</sup> \_\_\_\_\_ you \_\_\_\_\_ to protect the environment?

Oliver: I <sup>[2]</sup> \_\_\_\_\_ rubbish. We don't do that at home.

Grandma: It's true. And <sup>[3]</sup> \_\_\_\_\_ you \_\_\_\_\_ waste?

Oliver: Yes, I <sup>[4]</sup> \_\_\_\_\_ reusable bags for shopping to avoid plastic.

Grandma: You know what? I <sup>[5]</sup> \_\_\_\_\_ the same resolutions.

And I <sup>[6]</sup> \_\_\_\_\_ you a reusable water bottle as a present to contribute to your plan to reduce waste.

Oliver: Thank you, Grandma!



**2 Use the prompts to write Oliver's plans for his holiday.**

1 invite / friends / to the mountains  
\_\_\_\_\_

2 stay / at a campsite  
\_\_\_\_\_

3 ride / mountain bikes / in the forest trails  
\_\_\_\_\_

4 go / kayaking / on the lake  
\_\_\_\_\_

5 sleep / in a transparent bubble dome  
\_\_\_\_\_



**3 What are your New Year's resolutions? Write the sentences on the note.**



**4 Now answer the questions.**

1 Are you going to take up a new hobby?  
\_\_\_\_\_

2 Are you going to do more exercise?  
\_\_\_\_\_

3 Are you going to visit new places?  
\_\_\_\_\_


4 Are you going to reduce waste?  
\_\_\_\_\_

5 Are you going to go on holiday with your friends?  
\_\_\_\_\_


1 Look at the photos and complete the sentences with *a lot of*, *a few* or *a little*.

www.worldfoodies.com


### Eating habits around the world




1 In India, dishes are prepared with \_\_\_\_\_ spices.




4 In many countries in South Asia, people eat \_\_\_\_\_ vegetables.




2 People in Japan eat \_\_\_\_\_ fish but \_\_\_\_\_ meat.



5 In the USA, people eat \_\_\_\_\_ fast food but \_\_\_\_\_ vegetables.



3 Italians eat \_\_\_\_\_ pizza.



6 South Africans eat dishes high in fibres and consume \_\_\_\_\_ fat. They have a low-fat diet.

2 Complete the questions with *How much* or *How many*.

- 1 \_\_\_\_\_ milk do you drink a day?
- 2 \_\_\_\_\_ bars of chocolate do you eat every week?
- 3 \_\_\_\_\_ glasses of water do you drink every day?
- 4 \_\_\_\_\_ vegetables do you eat with your meals?
- 5 \_\_\_\_\_ rice do you eat every week?
- 6 \_\_\_\_\_ cereal do you have for breakfast?

3 Answer the questions in activity 2 using *a lot of*, *(a) few* or *(a) little*.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_

4 Write about your eating habits. Include how much food you eat and explain which of the items are healthy and why.

What do you usually have for breakfast?

\_\_\_\_\_

What do you have for lunch?

\_\_\_\_\_

What do you eat for dinner?

\_\_\_\_\_

\_\_\_\_\_



**1 Unscramble the questions. Then use them to complete the dialogue.**

1 much / blue / is / that / How / skirt / ?

\_\_\_\_\_ ?

2 try / I / Can / on / it / ?

\_\_\_\_\_ ?

3 I / Can / you / help / ?

\_\_\_\_\_ ?

4 that / skirt / How / black / about / ?

\_\_\_\_\_ ?

Shop assistant: <sup>[1]</sup> \_\_\_\_\_ ?

Mel: Yes, please. <sup>[2]</sup> \_\_\_\_\_ ?

Shop assistant: It's £50.

Mel: That's expensive... <sup>[3]</sup> \_\_\_\_\_ ?

Shop assistant: It's £23.

Mel: That's a reasonable price. <sup>[4]</sup> \_\_\_\_\_ ?

Shop assistant: Sure, here you are...

(A few minutes later...)

Mel: It's perfect. I'll take it.



**2 Match the examples to the different uses of will.**

1 Your bag looks heavy. I'll take it!

[ ] (to talk about the future)

2 I think I'll pass the exam.

[ ] (instant decision)

3 We'll organise a surprise birthday party for Kim.

[ ] (prediction based on personal opinion)

**3 Complete these ideas about the future with the verbs in brackets in the correct form.**

- 1 I think that people \_\_\_\_\_ (eat) less meat.
- 2 There \_\_\_\_\_ (not be) self-driving cars.
- 3 There \_\_\_\_\_ (be) stricter laws to protect the environment.
- 4 People \_\_\_\_\_ (not use) paper money in five years' time.
- 5 Natural disasters \_\_\_\_\_ (affect) more population in the world.
- 6 People \_\_\_\_\_ (live) longer.
- 7 Robots \_\_\_\_\_ (not replace) people's jobs.
- 8 Scientists \_\_\_\_\_ (discover) more planets in the Solar System.



**4 Answer the questions with your opinions.**

- 1 Will people live on Mars in the near future?  
\_\_\_\_\_
- 2 Will some endangered species become extinct in ten years' time?  
\_\_\_\_\_
- 3 Will people teleport in the near future?  
\_\_\_\_\_
- 4 Will you live abroad in five years' time?  
\_\_\_\_\_

1 Faith is talking about her family. Complete the sentences using the prompts below.

www.faith's-life.com

- go to Machu Picchu  
My sister ... has been to Machu Picchu, twice!
- dive with manta rays /  see turtles  
My cousin \_\_\_\_\_ but he \_\_\_\_\_
- travel abroad /  visit most of our country  
My grandparents \_\_\_\_\_ They \_\_\_\_\_
- ride horses  
I \_\_\_\_\_ many times. It's one of my favourite activities!
- fly in a helicopter  
My mum and I \_\_\_\_\_ but we really want to!
- go to Atacama desert / take lots of photos  
My dad \_\_\_\_\_ and he \_\_\_\_\_

2 Match the photos with the experiences in activity 1.



3 Fill in the blanks using the verbs in the box in the Present Perfect.

eat buy drive not sleep be not make

- I \_\_\_\_\_ to the planetarium many times. I love learning about space.
  - My friend \_\_\_\_\_ spicy candies in Mexico. I don't think I could ever do that!
  - My little brother \_\_\_\_\_ in a friend's house. He's only three years old.
  - Sally and Jim \_\_\_\_\_ a motor home to start travelling across the country.
  - My sister \_\_\_\_\_ more than 700 km to see her favourite band play.
  - My grandma \_\_\_\_\_ a birthday cake. She doesn't like cooking.
- 4 Put a tick (✓) or a cross (X) next to the activities that you, your friends and relatives have done or have never done. Then write sentences in your notebook.

### You

eat seafood [ ]  
drive a bus [ ]  
swim in the sea [ ]

### Your friends

buy second-hand clothes [ ]  
win a competition [ ]  
visit an ancient ruin [ ]

### Your relatives

spend holidays all together [ ]  
move to another country [ ]  
meet a famous person [ ]

1 Find the verbs in the irregular past participle forms and complete the questions.

W	R	I	T	T	E	N	S
O	I	F	A	W	S	N	T
L	R	I	D	D	E	N	W
R	D	N	E	L	A	S	O
S	D	E	L	O	T	W	R
E	A	A	N	D	E	L	N
N	F	F	O	E	N	S	I
T	W	A	L	L	T	E	N

- 1 Have you ever \_\_\_\_\_ a speech for school?
- 2 Has your parent ever \_\_\_\_\_ a motorcycle?
- 3 Has any of your friends \_\_\_\_\_ your clothes?
- 4 Have you \_\_\_\_\_ a disgusting food?
- 5 Has your friend ever \_\_\_\_\_ you an email?
- 6 Have you ever \_\_\_\_\_ off your bike?


2 Write your answers to the questions in activity 1 and give more information to support your answers.


1 Yes, I have. I've... / No, I haven't. But I've... 4 \_\_\_\_\_

2 \_\_\_\_\_ 5 \_\_\_\_\_

3 \_\_\_\_\_ 6 \_\_\_\_\_

3 Read the posts about embarrassing situations and complete the sentences with the verbs in the box using the Present Perfect.

 Lisa  
I went to a big party and left my jacket in a room full of coats and bags that belonged to the other guests. When I was about to leave, I couldn't find my jacket in the huge pile of clothes. Suddenly, I heard my friend calling me because the taxi was there. I saw the sleeve of my jacket and pulled it quickly from all the mess. When I arrived home, I took the keys out of the pocket but I couldn't open the door. I looked at the jacket and I realised it wasn't mine. I had to knock on my neighbour's door to ask her for my spare key, at 5 am! I've felt so embarrassed that I have never given the key back to her. Now, one of my friends keeps it at her house.

 Tom  
On my first day at work, I felt very nervous. Fortunately, my boss wasn't at the office and I met my workmates who were very friendly and made me feel comfortable. At lunchtime, I got together with a friend who was near the office and we ate pizza. Then, I went back to the office and my boss was waiting for the lift. We talked a bit about my first day and when we got to our floor, I went to the toilet. As I looked at myself in the mirror, I found that I had oregano in my teeth. I didn't want to go back to the office.

give share take have ask feel wake up tell hide

- 1 Lisa \_\_\_\_\_ another person's jacket.
- 2 She \_\_\_\_\_ her neighbour at 5 am to get her key.
- 3 She \_\_\_\_\_ never \_\_\_\_\_ her neighbour the key back again.
- 4 She \_\_\_\_\_ never \_\_\_\_\_ an extra key in her garden. She \_\_\_\_\_ a friend to keep a spare key instead.
- 5 Tom \_\_\_\_\_ an embarrassing experience at work.
- 6 His friend \_\_\_\_\_ never \_\_\_\_\_ him that he had oregano in his teeth.
- 7 He \_\_\_\_\_ so embarrassed that he is still ashamed when he remembers the incident.
- 8 He \_\_\_\_\_ never \_\_\_\_\_ the incident with anyone at work.



1 Read this online application and complete it with the verbs in brackets in the Present Perfect or Simple Past.

Dear Sir or Madam,  
 I am interested in the position you have recently posted on your website.  
 My name is Emma Gilmore and I am seventeen years old. I am very sociable and I enjoy doing sports. For example, I <sup>(1)</sup> \_\_\_\_\_ (work) as a mountain bike guide for school children on many occasions and I <sup>(2)</sup> \_\_\_\_\_ (be) the captain of my basketball team twice. Last year, I <sup>(3)</sup> \_\_\_\_\_ (organise) a training event to ride bikes in the forest trails. And two months ago, I <sup>(4)</sup> \_\_\_\_\_ (lead) nine-year-old children in an excursion by bike to the river.  
 I love skating and I <sup>(5)</sup> \_\_\_\_\_ (do) this activity for leisure for many years, but I regret to say that I <sup>(6)</sup> \_\_\_\_\_ (never / give) classes. I think that this would be a great opportunity to combine my interpersonal and communication skills with such a fascinating activity.  
 Finally, I must mention that last year I <sup>(7)</sup> \_\_\_\_\_ (win) a skating competition and I <sup>(8)</sup> \_\_\_\_\_ (get) free training sessions for a year, which <sup>(9)</sup> \_\_\_\_\_ (help) me improve my technique during this time.  
 I look forward to hearing from you.  
 Yours faithfully,  
 Emma Gilmore

2 Read the ads and tick (✓) the one Emma has seen on the website.

We have new job openings! If you are interested in a position, send your application at: [entertainment@jobads.com](mailto:entertainment@jobads.com)

<p><b>Ice-skating instructor needed!</b></p> <p><b>Responsibilities:</b></p> <ul style="list-style-type: none"> <li>- teach children aged 9-11 to skate</li> <li>- have knowledge of equipment and techniques to teach ice-skating</li> <li>- organise groups according to skill</li> </ul> <p><b>Candidates:</b></p> <ul style="list-style-type: none"> <li>- must be 18 years old or older</li> <li>- be outgoing and organised</li> <li>- have 1 year experience of ice-skate instruction</li> <li>- flexible schedules</li> </ul> <p style="text-align: right;"><input type="checkbox"/></p>	<p><b>Skating instructor needed!</b></p> <p><b>Responsibilities:</b></p> <ul style="list-style-type: none"> <li>- teach children aged 9-11 to skate</li> <li>- be patient and creative while instructing</li> <li>- organise groups according to skill</li> </ul> <p><b>Candidates:</b></p> <ul style="list-style-type: none"> <li>- must be 16 years old or older</li> <li>- be outgoing and organised</li> <li>- have skating experience</li> <li>- available at weekends</li> </ul> <p style="text-align: right;"><input type="checkbox"/></p>	<p><b>Service staff needed!</b></p> <p><b>Responsibilities:</b></p> <ul style="list-style-type: none"> <li>- run cash register</li> <li>- hand out skates to customers</li> <li>- do daily cleaning tasks</li> <li>- return skates to boxes</li> </ul> <p><b>Candidates:</b></p> <ul style="list-style-type: none"> <li>- must be 16 years old or older</li> <li>- have excellent customer service experience</li> <li>- available to work at weekends and holidays</li> </ul> <p style="text-align: right;"><input type="checkbox"/></p>
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3 Write your application for the service staff position in activity 2. Use Emma's application as a model.

Dear Sir or Madam,

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Yours faithfully,

\_\_\_\_\_

## 1 Fill in the gaps with the Present Perfect form of the verbs in brackets.



Dad: David, <sup>(1)</sup> \_\_\_\_\_ you \_\_\_\_\_ (take) out the rubbish?

David: No, there's still time. I

<sup>(2)</sup> \_\_\_\_\_ (leave) the rubbish bags near the kitchen door so I'll remember to do that later.

Dad: It's too late now, David! I <sup>(3)</sup> \_\_\_\_\_ (see) the rubbish collectors taking the bags in our street. You

<sup>(4)</sup> \_\_\_\_\_ (not do) the chores twice this week.

Don't get angry when you don't have permission to go out then.

David: But, Dad, I <sup>(5)</sup> \_\_\_\_\_ (be) responsible all

this time. I <sup>(6)</sup> \_\_\_\_\_ (walk) the dog and

<sup>(7)</sup> \_\_\_\_\_ (clean) my room. I promise I won't forget to take out the rubbish tomorrow.



Ellie: Can I go to the sleepover at Violet's house tomorrow?

Mum: You can go to Violet's house but you can't stay over. I

<sup>(1)</sup> \_\_\_\_\_ (talk) to her parents and they won't be at home tomorrow.

Ellie: Mum, that's not fair! I <sup>(2)</sup> \_\_\_\_\_ (pass) all the exams and I <sup>(3)</sup> \_\_\_\_\_ (arrive) home on time this month.

Mum: I know, but there won't be any adults to check that everything's OK.

Ellie: That's not true! Violet <sup>(4)</sup> \_\_\_\_\_ (tell) me that her grandma will stay with us. Please, Mum!!!

Mum: Well, Violet's parents <sup>(5)</sup> \_\_\_\_\_ (not mention) that. I'll ask them later then.

## 2 Write sentences in the Present Perfect using the prompts to complete the chat between Ellie and Violet.

<sup>(1)</sup> \_\_\_\_\_ ?  
(your mum / get a call / from my mum)

No. Why? What happened?

Mum thinks we'll be alone at your home and <sup>(2)</sup> \_\_\_\_\_ (she / not let / me stay over)

But my grandmas will be with us.

I know! But <sup>(3)</sup> \_\_\_\_\_ (your mum / not say / that to my mum)

Don't worry! I'll talk to my mum.

<sup>(4)</sup> \_\_\_\_\_ ?  
(you / invite / Iris and Clara)

Yes, <sup>(5)</sup> \_\_\_\_\_ (they / send me / messages / but / I / not read them) I'll check them.

## 3 Write the Past Participle of these verbs:

- |               |               |
|---------------|---------------|
| 1 ride: _____ | 4 hear: _____ |
| 2 wash: _____ | 5 have: _____ |
| 3 make: _____ | 6 feed: _____ |

## 4 Complete this dialogue with the verbs in activity 3.

Mum: Have you tidied your room today, Anna?

Anna: No, I haven't. I'm really sorry, Mum.

Mum: And <sup>(1)</sup> \_\_\_\_\_ your bed at least?

Anna: No, I haven't either. Sorry!

Mum: I see. And <sup>(2)</sup> \_\_\_\_\_ your clothes?

Anna: Yes! That was really easy!

Mum: Has your sister <sup>(3)</sup> \_\_\_\_\_ the dog?

Anna: Yes. And we <sup>(4)</sup> \_\_\_\_\_ our bikes for a break.

Mum: And <sup>(5)</sup> \_\_\_\_\_ an ice cream too?

Anna: Yes! How do you know that?

Mum: I <sup>(6)</sup> \_\_\_\_\_ it from your sister.

Anna: It was a prize for doing the chores!

## 5 Circle the best option. Make true sentences about you.

- I have / haven't been abroad this year.
- I've / haven't watched a film this week.
- I have / haven't done my homework today.
- I've / haven't been to the sports centre this month.
- I have / haven't checked my social media accounts today.

1 Read the conflicts on a digital teen magazine. Complete the sentences with the verbs in the box in the Present Perfect and *already* or *yet*.

try not save tell not ask not find not are lend do have

www.teenviews.com

**Ask the experts!**

My parents don't like the boy I'm dating and they <sup>(1)</sup> \_\_\_\_\_ me to stop seeing him. I don't want to do that and he's also part of my friends' group. I <sup>(2)</sup> \_\_\_\_\_ this with anyone \_\_\_\_\_.

What can I do?

Anonymous1234

I want to buy some expensive trainers but I can't afford them. I <sup>(3)</sup> \_\_\_\_\_ some after-school jobs but I <sup>(4)</sup> \_\_\_\_\_ enough money \_\_\_\_\_ I <sup>(5)</sup> \_\_\_\_\_ my parents to help me buy the trainers \_\_\_\_\_ but I don't think they'll do that. They <sup>(6)</sup> \_\_\_\_\_ me money many times but I can't pay them back soon. What should I do?

Liam-15

My parents don't let me have a nose piercing and I want it really bad! I <sup>(7)</sup> \_\_\_\_\_ to convince them that it isn't harmful but they won't listen to me. <sup>(8)</sup> \_\_\_\_\_ anyone else \_\_\_\_\_ a similar argument with their parents \_\_\_\_\_?

I <sup>(9)</sup> \_\_\_\_\_ any reasons that can make them change their opinion \_\_\_\_\_.

Cindy09

2 Read the conflicts in activity 1 again and correct the sentences.

- 1 Anonymous1234 has broken off a relationship because of their parents. *Anonymous hasn't* \_\_\_\_\_ yet.
- 2 Liam-15 has bought expensive trainers. \_\_\_\_\_
- 3 His parents have refused to lend him money. \_\_\_\_\_
- 4 Cindy09 has had a nose piercing behind her parents' back. \_\_\_\_\_
- 5 She hasn't tried to change her parents' view. \_\_\_\_\_

3 Write questions using *yet*. Write true answers about you.

- 1 do an after-school job  
Have you done an after-school job yet? \_\_\_\_\_
- 2 have a big argument with your parents  
\_\_\_\_\_
- 3 ask your parents for permission to have a tattoo  
\_\_\_\_\_
- 4 date someone your parents don't like  
\_\_\_\_\_
- 5 be grounded for failing a test  
\_\_\_\_\_
- 6 negotiate your curfew with your parents  
\_\_\_\_\_

4 Write true sentences about what you've already done today and what you haven't done yet.

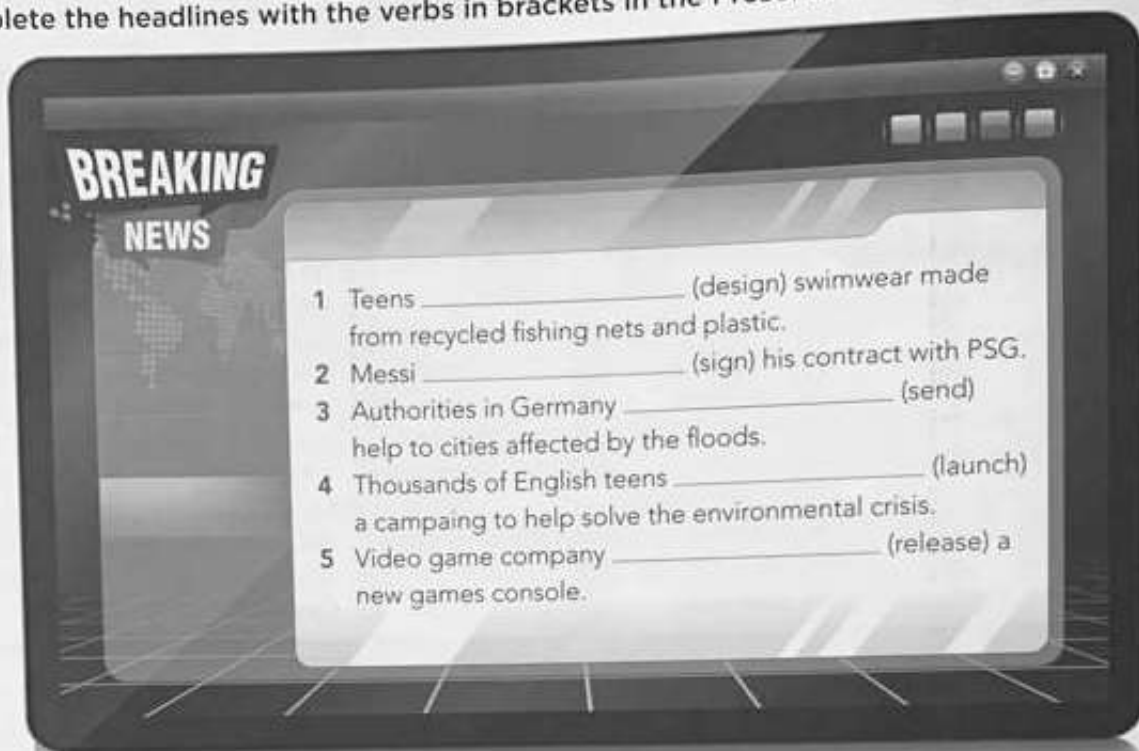
I've already had a shower. / I haven't had a shower yet.

- 1 do homework \_\_\_\_\_
- 2 have dinner \_\_\_\_\_
- 3 exercise \_\_\_\_\_
- 4 go shopping \_\_\_\_\_
- 5 tidy up your room \_\_\_\_\_

5 Write a conflict that you want the magazine expert to resolve. Use the Present Perfect and *already* or *yet*.

ooo

1 Complete the headlines with the verbs in brackets in the Present Perfect and *just*.



2 Complete the sentences with the correct verbs in the box to describe what has just happened. Then match them with the photos.

fall get (x2) do reach win

- 1 She \_\_\_\_\_ her driving license.
- 2 She \_\_\_\_\_ some bad news.
- 3 They \_\_\_\_\_ the top of the mountain.
- 4 He \_\_\_\_\_ off the bike.
- 5 He \_\_\_\_\_ the final match.
- 6 He \_\_\_\_\_ the laundry.



3 Write about four things that you've just done or have just happened. Give reasons.

I've just taken a nap because I was very tired.

1 Unscramble the words to write the sections of the newspaper.

- 1 LEHOTOGNYC: \_\_\_\_\_ y
- 2 NONERTALTIN/A: \_\_\_\_\_
- 3 ESICCNE: \_\_\_\_\_
- 4 OASFIHN: \_\_\_\_\_
- 5 TULRUCE: \_\_\_\_\_
- 6 SBUNISES: \_\_\_\_\_
- 7 TLVREA: \_\_\_\_\_
- 8 NMETRINTATEEN: \_\_\_\_\_
- 9 SOPTRS: \_\_\_\_\_
- 10 NOIPINO: \_\_\_\_\_



2 Complete the boxes with the correct forms of the verbs. Then complete the sentences with some of the verbs.

Infinitive
be
do
(1) _____
fly
go
know
(9) _____
(11) _____
(13) _____
(15) _____

Past Simple
was / were
(1) _____
ate
(5) _____
(6) _____
knew
read
(12) _____
(14) _____
took

Past Participle
been
(2) _____
(4) _____
flown
(7) _____
(8) _____
(10) _____
sung
swum
taken

- 1 I \_\_\_\_\_ this book many times. I love it!
- 2 Last year, I \_\_\_\_\_ over the city in a small plane. The views \_\_\_\_\_ fantastic and I \_\_\_\_\_ a lot of photos.
- 3 We \_\_\_\_\_ many times with the choir today to practise for the concert.
- 4 I \_\_\_\_\_ seafood yesterday and I had a stomachache.
- 5 My brother \_\_\_\_\_ all the chores so as to get permission to go out tonight.

3 Read the news article and circle the correct options.

7 July 2021

### Climate change made North American heatwave 150 times more likely

The recent deadly and record-breaking heatwave in North America <sup>(1)</sup> **has been / was** a possible consequence of climate change. Scientists <sup>(2)</sup> **say / said** they are very worried about the prospect of similar events occurring around the world.

Last week, the temperature highs <sup>(3)</sup> **have been / were** 2°C hotter due to human activity that has warmed Earth. By the 2040s, scientists <sup>(4)</sup> **warn / will warn** that such a heatwave could be another 1°C warmer.

Up to last year such heat in the region <sup>(5)</sup> **has been / was** impossible, and researchers <sup>(6)</sup> **are / will be** 'much less certain about how the climate affects heatwaves than they <sup>(7)</sup> **have been / were** two weeks ago'. They

<sup>(8)</sup> **need / are needing** to do more research to analyse the causes of the heatwave. But they can confirm that last month <sup>(9)</sup> **has been / was** the warmest June on record in North America.

Adapted from: <https://www.newscientist.com/article/2283407-climate-change-made-north-american-heatwave-150-times-more-likely/>

1 Complete the notes with the adverbs derived from the adjectives in the box.

fast comfortable good fluent hard easy bad angry careful

Regular adverbs

Irregular adverbs

2 Complete the sentences with some of the adverbs in activity 1.

- 1 Karen is American but she lived in Japan when she was a teen. She can speak Japanese \_\_\_\_\_.
- 2 The school is huge and there are a lot of rooms. Anyone can get lost \_\_\_\_\_.
- 3 On his holiday, James sat \_\_\_\_\_ on the beach and watched the sunset.
- 4 Helen opened \_\_\_\_\_ the package she received with her new drone.
- 5 Steve usually eats lunch \_\_\_\_\_ because he has extra-school activities at 1pm.
- 6 Paul slammed the door \_\_\_\_\_ after arguing with his parents.

3 Look at the pictures. Use the prompts to write sentences.



1 run / fast  
He runs very fast



2 sing / bad



3 study / hard



4 drive / happy / to school



5 read / quiet

4 What do you think you do well and badly?  
Write six true sentences about you.

☺

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_

☹

- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_

### 1 Write the comparative and superlative forms of the following adverbs.

- 1 sing well: sing better / sing the best  
 2 walk fast: walk \_\_\_\_\_ / walk \_\_\_\_\_  
 3 work hard: work \_\_\_\_\_ / work \_\_\_\_\_  
 4 do badly: do \_\_\_\_\_ / do \_\_\_\_\_  
 5 write clearly: write \_\_\_\_\_ / write \_\_\_\_\_  
 6 play noisily: play \_\_\_\_\_ / play \_\_\_\_\_

### 2 Fill in the gaps with the adverbs in brackets in the comparative form.

- 1 A: Did you know that school day in the US lasts \_\_\_\_\_ (long) in Argentina?  
 B: Yes, and I think that teens can choose the clothes they wear at school \_\_\_\_\_ (freely) teens in Argentina.
- 2 A: I've just watched the film version of the comic book I read last year. I think the cast performed \_\_\_\_\_ (badly) I expected.  
 B: I didn't like the film either. The soundtrack was too loud and I could hear it \_\_\_\_\_ (clearly) the actors' voices.
- 3 A: I think that the second book of the series reflects the relationship between the characters \_\_\_\_\_ (well) the first book.  
 B: I agree! And the story progresses \_\_\_\_\_ (rapidly) in the first part.
- 4 A: I like the illustrations included in the book. In some parts, they help the reader to understand the plot \_\_\_\_\_ (correctly) the written descriptions.  
 B: Absolutely! The author is a great artist. She paints even \_\_\_\_\_ (beautifully) she draws.



### 3 Match the columns.

- |   |  |
|---|--|
| 1 Amelia studied harder for the second test | [ ] more fluently than two months ago. |
| 2 My dad leaves home                        | [ ] You walk too slowly!               |
| 3 I speak French                            | [ ] and she got a better mark!         |
| 4 Hurry up!                                 | [ ] the earliest in our family.        |
| 5 Shh! Don't speak so loudly!               | [ ] My little brother is sleeping.     |

### 4 Complete the following sentences with your own ideas using different adverbs in the comparative or superlative form.

- 1 I think Miley Cyrus sings \_\_\_\_\_ than Camila Cabello.  
 2 I usually wake up \_\_\_\_\_ in my family.  
 3 I laugh \_\_\_\_\_ than my best friend.  
 4 When we sing karaoke with my friends, I sing \_\_\_\_\_ of all!  
 5 I play football \_\_\_\_\_ than basketball.  
 6 On the last test I took, I \_\_\_\_\_ in the class. I felt so embarrassed!



### 1 Read the text and complete it with the phrases in the box.

used to listen to    used to wear    didn't use to be    used to have    used to dress    used to complain

My dad, Julian, was a teen in the 70s and he <sup>11</sup> \_\_\_\_\_ like a punk. He <sup>12</sup> \_\_\_\_\_ boots, black leather trousers and jackets. But he didn't have spikes because that hairstyle wasn't allowed at school.

He loved punk music so much that he bought an electric guitar with his savings. He <sup>13</sup> \_\_\_\_\_ a garage band with his friends but his neighbours <sup>14</sup> \_\_\_\_\_ a lot about the noise. He <sup>15</sup> \_\_\_\_\_ punk bands and he used to have a big collection of punk records at my grandparents' house.

Despite his punk appearance and interest in music, he <sup>16</sup> \_\_\_\_\_ a rebel. He was very responsible at school and trained hard with his basketball team.

After graduating from school, he focused on university and stopped playing with the band. He changed his clothes style and since then, he has never worn punk clothes again.

### 2 Read the text again and write true (T) or false (F).

- |  |   |
|--|---|
| 1 Julian had punk hair when he was a teen. [ ] | 4 He didn't play sports. [ ]                      |
| 2 He played the electric guitar. [ ]           | 5 He used to wear punk clothes at university. [ ] |
| 3 He used to give concerts with his band. [ ]  |   |

### 3 Unscramble these sentences about different people's past habits.

- nose piercing / Celia / to / have / used / a / .  
\_\_\_\_\_
- My grandad / play / video games / use / didn't / to / .  
\_\_\_\_\_
- hippie / used / be / to / / a / .  
\_\_\_\_\_
- glasses / didn't / wear / use / to / Sheila / .  
\_\_\_\_\_
- used / the / in / The Smiths / live / to / countryside / .  
\_\_\_\_\_

### 4 Fill in the gaps with *used to* or *didn't use to*. Write true sentences about you.

When I was a child, I...

- \_\_\_\_\_ play in the street.
- \_\_\_\_\_ be afraid of the dark.
- \_\_\_\_\_ go on holidays with my grandparents.
- \_\_\_\_\_ walk to school.
- \_\_\_\_\_ love playing board games.



1 Match the questions with the answers.


- 1 Who did you use to play with?
- 2 Did you use to have a lot of toys?
- 3 Did your father use to wear glasses?
- 4 Where did you use to play?
- 5 What did you use to do after school?


- [ ] No, he didn't.
- [ ] I used to watch cartoons and play sports too.
- [ ] Yes, I did.
- [ ] My neighbours and my school friends.
- [ ] I used to go to the park.

2 Complete the text with *used to* and *didn't use to* and the verbs in brackets. Look at the pictures and write the household item.

In the 50s in the USA, teens <sup>(1)</sup> \_\_\_\_\_ (do) household chores but they <sup>(2)</sup> \_\_\_\_\_ (not have) household items to make the tasks easier.

For example, they <sup>(3)</sup> \_\_\_\_\_ (not clean) their rooms with a <sup>(4)</sup> \_\_\_\_\_ . And

the automatic <sup>(5)</sup> \_\_\_\_\_ .  <sup>(6)</sup> \_\_\_\_\_ (not be) a common item in houses because they were very expensive. They

<sup>(7)</sup> \_\_\_\_\_ (not heat) their food with a <sup>(8)</sup> \_\_\_\_\_  either.

3 Now write questions for these answers about middle-class American teens in the 50s.

- 1 Did teens use \_\_\_\_\_ ?  
No, they didn't. They used to listen to rock and roll.
- 2 \_\_\_\_\_ ?  
Yes, they used to go to drive-in cinemas.
- 3 \_\_\_\_\_ ?  
Yes, they used to have part-time or summer jobs.
- 4 \_\_\_\_\_ ?  
No, teenage boys used to wear more casual clothes and girls used to have more elegant and formal clothes.

4 Look at the pictures and answer these questions.

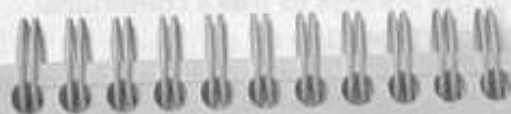


TOBY



- 1 Did Toby use to wear glasses?
- 2 How did he use to go to school?
- 3 Did he use to be tall?
- 4 Did he use to wear shirts?

5 What about your childhood? Write your ideas using the questions in activity 4.



When I was a child, I used to / didn't use to wear glasses.

1 Complete these conditional sentences type 1 with the correct form of the verbs in brackets.

- 1 If you \_\_\_\_\_ (have) positive thoughts, you \_\_\_\_\_ (reduce) the levels of stress.
- 2 You \_\_\_\_\_ (not try) again if you \_\_\_\_\_ (blame) yourself when something doesn't go well.
- 3 If you \_\_\_\_\_ (practise) positive self-talk, you \_\_\_\_\_ (change) the way you live.
- 4 You \_\_\_\_\_ (not reach) your goals if you \_\_\_\_\_ (not be) realistic and deny obstacles.
- 5 You \_\_\_\_\_ (not create) a positive future if you \_\_\_\_\_ (not accompany) your optimistic thoughts with actions.
- 6 If you \_\_\_\_\_ (keep) a gratitude journal, you \_\_\_\_\_ (focus) on the positive aspects of your day.



2 Write conditional sentences types 1 and 0 using the prompts.

- 1 If be a pessimist, / negative events affect you badly  
\_\_\_\_\_
- 2 be a pessimist / if expect only negative outcomes  
\_\_\_\_\_
- 3 If want to be more positive / change your mindset  
\_\_\_\_\_
- 4 be more prepared for the future / if be realistic  
\_\_\_\_\_
- 5 reduce the impact of negative thoughts / if practise meditation  
\_\_\_\_\_

3 Match the phrases to make conditional sentences types 1 or 0.

- 1 If I have a bad day, ...
- 2 If you aren't a bit realistic, ...
- 3 If you're a pessimist, ...
- 4 If Helen feels a bit stressed, ...
- 5 if my friend finds something hard to do, ...

- [ ] you prepare yourself for the worst scenario.
- [ ] he will give up quickly.
- [ ] you will be disappointed by bad events.
- [ ] she does yoga.
- [ ] I usually have a headache.

4 What do you think will happen in your life if your biggest dream comes true? You can write about some ideas in the box.

your family and friends    the place you live  
your feelings    your studies  
travel and know new places    your free time

If I \_\_\_\_\_, I think my life  
\_\_\_\_\_ For example,  
I \_\_\_\_\_ but I don't think  
I \_\_\_\_\_  
Also, I believe \_\_\_\_\_  
and I \_\_\_\_\_ Finally, I  
suppose \_\_\_\_\_ and I

- 1 Read the texts about dreams. Fill in the gaps with *somewhere*, *somebody* / *someone* or *something*.

## Common dreams and their meanings

### The Dream Where You Can't Run

It's a nightmare many of you have had. No matter how hard you try to get <sup>(1)</sup> \_\_\_\_\_, you can't run! Your life depends on running, but somehow you're either running in slow motion, or sometimes you're trying to run through <sup>(2)</sup> \_\_\_\_\_ invisible and fail to pass to the other side. This dream may occur when you're suffering from low self-esteem or a lack of self-confidence, or when you're going through <sup>(3)</sup> \_\_\_\_\_ in which you feel powerless!

### The Dream Where You Think You Woke Up But You Didn't

It often occurs in the morning hours when you're nearly awake but not quite. In this dream, you feel that you've woken up, and you start doing <sup>(4)</sup> \_\_\_\_\_ related to your daily routine: brush your teeth, check your phone or talk to <sup>(5)</sup> \_\_\_\_\_. These dreams usually happen when you're constantly stressed out or extremely worried about <sup>(6)</sup> \_\_\_\_\_ in the upcoming day, and you want to be fully prepared to face the challenge.

Adapted from: <https://medium.com/indian-thoughts/all-of-us-dream-while-sleeping-88a8f1331d7e>

- 2 Read the texts in activity 1 again and put a tick (✓) or a cross (X) next to the sentences.

- 1 Many people have dreamt that they can't run to save their lives. [ ]
- 2 If you feel powerless, you dream that you wake up. [ ]
- 3 Dreaming that you wake up usually occurs in the morning. [ ]
- 4 When you have a challenging situation, you dream that you start your day. [ ]
- 5 Both dreams are connected to positive feelings. [ ]



DREAMING

- 3 Circle the correct option.

### SYMBOLS THAT MAY APPEAR IN DREAMS

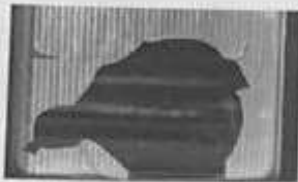
- 1 Somebody / Something who is very famous.
- 2 Something / Somewhere you'd like to visit.
- 3 Something / Somewhere that tries to attack you.
- 4 Somewhere / Someone you've been to.
- 5 Somewhere / Something that is out of control.
- 6 Something / Somebody from your group of friends.

- 4 Write about a dream you've had that includes a symbol from activity 3. Use the questions to guide you.

Where were you? Who were you with? What happened? How did you feel?



1 Complete the captions with *any / some / no + thing / body / where*.



1 \_\_\_\_\_ has broken the window.



4 She is relaxing \_\_\_\_\_ on the beach.



2 There's \_\_\_\_\_ in the street.



5 There isn't \_\_\_\_\_ healthy to eat.



3 The puppy has broken \_\_\_\_\_ from the house.



6 She can't find her car \_\_\_\_\_ in the car park.

2 Complete the dream narrative with the correct option.

Last night, I dreamt that I had to go <sup>[1]</sup> \_\_\_\_\_ very early because I had a meeting with <sup>[2]</sup> \_\_\_\_\_ important who liked my tutorials and wanted to hire me to do some videos. I remember that I started walking but I couldn't get <sup>[3]</sup> \_\_\_\_\_. So, I took a bus but there was <sup>[4]</sup> \_\_\_\_\_ inside except for the driver. I thought it was strange but I was focused on getting on time. Then the bus stopped in the middle of <sup>[5]</sup> \_\_\_\_\_ and I got off. I couldn't see <sup>[6]</sup> \_\_\_\_\_ near me, not even a house. I knew that I wasn't <sup>[7]</sup> \_\_\_\_\_ in my city, but I was <sup>[8]</sup> \_\_\_\_\_ very far instead. I became desperate and then I saw <sup>[9]</sup> \_\_\_\_\_ small on the floor. When I tried to pick it up, <sup>[10]</sup> \_\_\_\_\_ said my name and I suddenly woke up.

- 1 somewhere    nowhere    anywhere
- 2 somebody    nobody    anybody
- 3 somewhere    nowhere    anywhere
- 4 someone    no one    anyone
- 5 somewhere    nowhere    anywhere

- 6 something    nothing    anything
- 7 somewhere    nowhere    anywhere
- 8 somewhere    nowhere    anywhere
- 9 something    nothing    anything
- 10 someone    nobody    anyone

3 Complete the sentences with *any / some / no + thing / body / where* and your own ideas.

- 1 I can't find anything in my room. \_\_\_\_\_
- 2 I think that there's \_\_\_\_\_
- 3 I want to go \_\_\_\_\_
- 4 I didn't see \_\_\_\_\_
- 5 I don't like \_\_\_\_\_

### 1 Read the conversation and complete it with question tags.

Frank: We have to do the Science project for next week, <sup>111</sup> \_\_\_\_\_?  
We should get together to start doing something.

Rebecca: Yes, Tom is going to send a message to the chat group to arrange a meeting, <sup>121</sup> \_\_\_\_\_?

Frank: I don't know. I haven't seen him today. So, you have talked to him today, <sup>131</sup> \_\_\_\_\_?

Rebecca: No, but he said that to me yesterday. But if he doesn't write to us, I can share the topics we have to investigate with you.

Frank: Sure! I don't want to be in a hurry later or have any bad dreams.

Rebecca: I know! It's horrible to dream about school, <sup>141</sup> \_\_\_\_\_?

Frank: Yes! I sometimes dream that I fail exams. You have never had that type of dream, <sup>151</sup> \_\_\_\_\_?

Rebecca: Lots of times! The last nightmare was about a Maths exam.

Frank: But you didn't fail in real life, <sup>161</sup> \_\_\_\_\_?

Rebecca: No, I think it was because I studied harder after that bad dream.



### 2 Frank had a weird dream yesterday. Unscramble the sentences Rebecca asks him and complete them with suitable question tags.

1 weren't / you / school / late / at

\_\_\_\_\_

2 notes / find / for / you / didn't / the / your project

\_\_\_\_\_

3 you / something / forgot

\_\_\_\_\_

4 afraid of / you / talking / were

\_\_\_\_\_

5 before / you / that / have had / dream

\_\_\_\_\_

6 you / when / woke / anxious / were / you / up

\_\_\_\_\_

### 3 Complete the sentences with question tags and tick (✓) the ones that are true for you. Then write sentences to correct the wrong information.

1 You usually dream with your pet,  
\_\_\_\_\_? [ ]

2 You have never dreamt that you fail an exam,  
\_\_\_\_\_? [ ]

3 You are going to do meditation before sleeping,  
\_\_\_\_\_? [ ]

4 You didn't have a nightmare last night,  
\_\_\_\_\_? [ ]

5 You will try to go to bed earlier,  
\_\_\_\_\_? [ ]


### 1 Complete with *for* or *since*.

- 1 She's been a vegetarian \_\_\_\_\_ more than three years now.
- 2 I've changed my shopping habits \_\_\_\_\_ I read about overconsumption.
- 3 He's been a member of the eco club \_\_\_\_\_ last month.
- 4 They've had solar panels \_\_\_\_\_ over five years.



- 5 The species have been protected \_\_\_\_\_ the 90s.
- 6 She's studied to become an environmental scientist \_\_\_\_\_ two years.
- 7 It hasn't rained \_\_\_\_\_ last March and there are droughts in many areas.
- 8 Pollution levels have increased \_\_\_\_\_ over the past twenty years.

### 2 Complete the post using the Present Perfect of the verbs in brackets and *since* or *for*.




ooo



@greenteen

I \_\_\_\_\_ (be) concerned about climate change \_\_\_\_\_ many years. But \_\_\_\_\_ 2020, I \_\_\_\_\_ (make) more drastic changes. Particularly at home, my family and I \_\_\_\_\_ (consume) locally grown fruit and vegetables \_\_\_\_\_ almost two years now. And I \_\_\_\_\_ (repair) some clothing items instead of buying new ones. Sometimes, I feel that I \_\_\_\_\_ (not buy) any clothes \_\_\_\_\_ ages! And this makes me realise that I don't really need everything I want to have. \_\_\_\_\_ last week, I \_\_\_\_\_ (attend) a school workshop to learn more about recycling and we \_\_\_\_\_ (focus) our attention on the materials of objects \_\_\_\_\_ the whole week. It \_\_\_\_\_ (be) eye-opening and really interesting! From now on, items made of recycled materials will be my first option. \_\_\_\_\_ over a year, I \_\_\_\_\_ (try) to reduce my carbon footprint to help preserve the environment and, at the same time, my green actions \_\_\_\_\_ (have) beneficial effects on my daily life.

### 3 Read the post again and write true (T) or false (F). Correct the false sentences.

- 1 Greenteen has been worried about climate change since 2020. [ ]
- 2 Greenteen's family have changed some of their consumptions. [ ]
- 3 Greenteen has bought fewer clothing items. [ ]
- 4 Greenteen has watched a series of online tutorials on recycling for a week now. [ ]
- 5 Greenteen's actions haven't made a positive impact so far. [ ]

### 4 Use these prompts and write true sentences about you in the Present Perfect with *for* or *since*.

- 1 separate / rubbish
- 2 reduce / waste
- 3 adopt / green habits
- 4 stop using / non-rechargeable batteries
- 5 not buy / plastic bottles



I have separated rubbish for two years.

---



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---



---

## 1 Unscramble the questions.

1 your / involve / job / what / does / ?

4 have / this / done / long / job / how / you / ?

2 of / job / what / your / think / you / do / ?

5 what / do / do / you / ?

3 this / Why / you / choose / did / job / ?

## 2 Complete this interview with the questions in activity 1.

Interviewer: (1) \_\_\_\_\_ ?

Helen: I'm a bed tester.

Interviewer: (2) \_\_\_\_\_ ?

Helen: Well, for almost two years now. I started when a company was looking for candidates to use their mattresses for some nights and provide feedback on the product.

Interviewer: (3) \_\_\_\_\_ ?

Helen: Well, I earn money while I sleep so it isn't stressful at all! And I sometimes stay at luxury hotels to do the job.

Interviewer: (4) \_\_\_\_\_ ?

Helen: My job is basically testing beds and mattresses during the development of the products. But I sometimes evaluate products for some months after they've been made. Then I write reports on their quality and comfort.

Interviewer: (5) \_\_\_\_\_ ?

Helen: Because it isn't a typical 9-to-5 job and I can organise my schedule. This is an advantage as I'm still studying at university. And it's an interesting job too. I've learnt a lot about sleeping patterns.

3 Use the prompts given to write questions using *how long* in the Present Perfect.

1 How long have you studied English?

(study / English)

2 \_\_\_\_\_

(have / a pet)

3 \_\_\_\_\_

(practise / a sport)

4 \_\_\_\_\_

(know / your best friend)

5 \_\_\_\_\_

(live / in this city)

6 \_\_\_\_\_

(attend / classes at this school)

4 Answer the questions in activity 3 about you. Use *for* or *since*.

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_

1 Read the text and fill in the blanks to complete the missing adjectives.

www.howtohelptheplanet.com

As teens become more worried about the environment, they choose career paths to help the planet. Do you want to do a course of study related to this issue? Leave your comments below.

**Clara** August 1st at 2 pm

I want to become a hydrologist. I know that I'll have to study hard but I think that the job opportunities are <sup>11</sup> e \_\_\_\_\_ g. I'd love to study the quality of the water in the field instead of working in a lab because I think it would be more <sup>12</sup> i \_\_\_\_\_ g. And I enjoy being outdoors! Hydrologists are <sup>13</sup> w \_\_\_\_\_ d and, due to climate change, the job will be in demand in the future.

**Nico** August 1st at 6:20 pm

I'm interested in sustainable ways to produce food and I'd like to study agriculture and work as an urban farmer. I think that turning rooftops and backyards into fields to grow food will be very <sup>14</sup> r \_\_\_\_\_ g. As the occupation becomes more popular, I believe that the demand will grow and the work contexts will vary. So, I don't think this is a <sup>15</sup> b \_\_\_\_\_ g job as there will always be new challenges!

2 Read the comments in activity 1 again and answer.

- Who thinks that the course of study will be demanding?  
\_\_\_\_\_
- What does an urban farmer do?  
\_\_\_\_\_
- Where would Clara like to work?  
\_\_\_\_\_
- Will Nico's job be monotonous?  
\_\_\_\_\_
- Will the jobs the teens want to do be in demand?  
\_\_\_\_\_



3 Rewrite the sentences below using *not as... as*.

- English is easier than Japanese.  
Japanese isn't as easy as English.  
\_\_\_\_\_
- Entry-level workers are worse-paid than workers with years of experience.  
\_\_\_\_\_
- An administrative job is more stressful than an artistic job.  
\_\_\_\_\_
- Doing a repetitive task is more tiring than doing different ones.  
\_\_\_\_\_
- IT jobs are more popular than physical jobs.  
\_\_\_\_\_
- A well-paid job is more rewarding than a badly-paid one.  
\_\_\_\_\_

4 Think of some people you know well and compare their jobs using *not as... as* and suitable adjectives. Write six sentences.

My aunt is an illustrator and my father is a PE teacher.

My father's job isn't as interesting as my aunt's.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

1 Label the occupations with the words in the box. Then choose two and complete the sentences.

robotics engineer   environmental scientist   urban planner  
physical therapist   accountant   wildlife rehabilitator



1



2



3



4



5



6

I'd like to be \_\_\_\_\_  
because \_\_\_\_\_ I wouldn't  
like to become \_\_\_\_\_  
because \_\_\_\_\_

2 Match the columns and circle the correct option to make sentences.

- |                                  |   |
|----------------------------------|---|
| 1 Our teacher is interested      | [ ] about not get / not getting a job in the future.                  |
| 2 I'm really afraid              | [ ] of heights. / be in high places. I'd never be a mountain climber. |
| 3 A web developer is responsible | [ ] by space science. / learn space science.                          |
| 4 I'm not so bad                 | [ ] at draw / drawing but I do it as a hobby.                         |
| 5 Young people are worried       | [ ] in adopting / adopt eco-friendly actions in the classroom.        |
| 6 I'm fascinated                 | [ ] for designing / design websites.                                  |

3 Write sentences using the prompts.

- 1 I / not interested / IT jobs  
I'm not interested in IT jobs. \_\_\_\_\_
- 2 you / be / good / Science / ?  
\_\_\_\_\_
- 3 he / worried / his future  
\_\_\_\_\_
- 4 my grandparents / fascinated / new job options  
\_\_\_\_\_
- 5 she / responsible / manage the restaurant  
\_\_\_\_\_

4 Use the adjectives + prepositions in activity 2 and write true sentences about you.

I'm interested in music and literature.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_