

Ministerul Educației și Cercetării

**Limba modernă 1 – Engleză, trunchi comun (TC),  
2h/săptămână și curriculum de specialitate (CS) 1h/  
săptămână, pentru filiera teoretică, profilul umanist,  
specializarea științe sociale și specializarea filologie**

## Clasa a IX-a

Jenny Dooley



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Manualul este distribuit elevilor în mod gratuit, atât în format tipărit, cât și în format digital și este transmisibil timp de patru ani școlari, începând cu anul școlar 2026 – 2027.

Inspectoratul școlar .....

Școala / Colegiul / Liceul .....

ACEST MANUAL A FOST FOLOSIT DE:

| Anul | Numele elevului | Clasa | Anul școlar | Aspectul manualului* |            |                |            |
|------|-----------------|-------|-------------|----------------------|------------|----------------|------------|
|      |                 |       |             | format tipărit       |            | format digital |            |
|      |                 |       |             | la primire           | la predare | la primire     | la predare |
| 1    |                 |       |             |                      |            |                |            |
| 2    |                 |       |             |                      |            |                |            |
| 3    |                 |       |             |                      |            |                |            |
| 4    |                 |       |             |                      |            |                |            |

\* Pentru precizarea aspectului manualului se va folosi unul dintre următorii termeni: **nou, bun, îngrijit, neîngrijit, deteriorat.**

- Cadrele didactice vor verifica dacă informațiile înscrise în tabelul de mai sus sunt corecte.
- Elevii nu vor face niciun fel de însemnări pe manual.

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# Competences Competențe

## General competences (GC)

- GC1 Understanding oral messages in various communication situations
- GC2 Speaking and interacting in various communication situations
- GC3 Understanding written messages in various communication situations
- GC4 Writing messages and written interaction in various communication situations
- GC5 Linguistic and cultural mediation in multilingual and multicultural contexts

## Specific competences (SC)

- SC 1.1. Understanding the message in a conversation/presentation to achieve specific goals when the message is expressed clearly, articulately, and at an accessible pace
- SC 1.2. Identifying the subject of an audio-video material on familiar or predictable topics
- SC 1.3. Extracting specific information from a recorded interview about leisure activities/preferences, if it is spoken slowly and clearly
- SC 1.4. Processing specific information from recorded announcements (movie schedule, sports event, etc.), if these are presented slowly and clearly articulated
- SC 2.1. Describing people, characters, places, everyday aspects (habits, routines, plans or arrangements), educational/professional experiences
- SC 2.2. Delivering a short presentation on a relevant topic of everyday life
- SC 2.3. Interaction in structured situations and short conversations where the interlocutor provides support if necessary
- SC 2.4. Conveying relevant information and opinions to solve everyday problem situations, involving the reformulation/repetition of key ideas
- SC 3.1. Understanding functional messages such as letters, emails, requests for information, announcements about topics of interest
- SC 3.2. Identifying specific information from informative/explanatory texts written in simple language (travel guides, recipes, user manuals for devices, brochures, etc.)
- SC 3.3. Extracting essential factual information from short news stories or simple articles
- SC 3.4. Processing factual information from informative/explanatory texts (instructions for using devices or guides for using digital applications)
- SC 4.1. Simple recounting of an event, using clear and chronologically/sequentially organized sentences
- SC 4.2. Exchanging information in writing, via text message or email, to answer the interlocutor's questions
- SC 4.3. Participating in exchanges of short and simple written messages, with the possibility of requesting repetition or rephrasing of information to correctly understand the message
- SC 4.4. Participating in exchanges of written messages (text message, email, notes, letter, blog, vlog, article, report) by selecting relevant information to respond coherently and appropriately to the communication situation
- SC 5.1. Conveying specific and relevant information in the modern language on familiar topics, taken from short and simple texts written in the mother tongue
- SC 5.2. Producing, in the modern language, specific information based on short informative/explanatory texts on familiar topics, formulated in simple everyday language, taken from the mother tongue
- SC 5.3. Integrating into short texts written in the modern language, idioms/collocations and key information extracted and translated from materials in the native language
- SC 5.4. Identifying similarities/differences between the daily life of teenagers in Romania and those in the linguistic area of the modern language

## Competențe generale (CG)

- CG1 Receptarea de mesaje orale în situații diverse de comunicare
- CG2 Exprimarea și interacțiunea orală în situații diverse de comunicare
- CG3 Receptarea de mesaje scrise în situații diverse de comunicare
- CG4 Redactarea de mesaje și interacțiunea scrisă în situații diverse de comunicare
- CG5 Mediarea lingvistică și culturală, în contexte plurilingve și pluriculturale

## Competențe specifice (CS)

- CS 1.1. Înțelegerea mesajului dintr-o conversație/prezentare pentru atingerea unor scopuri concrete atunci când mesajul este exprimat clar, articulat și într-un ritm accesibil
- CS 1.2. Identificarea subiectului unui material audio-video, pe teme familiare sau previzibile
- CS 1.3. Extragerea de informații specifice dintr-un interviu audiat despre activități de timp liber/preferințe, cu condiția să se vorbească lent și clar
- CS 1.4. Prelucrarea de informații specifice din anunțuri directe audiate (program de cinema, eveniment sportiv etc.), cu condiția ca acestea să fie prezentate lent și clar articulat
- CS 2.1. Descrierea de persoane, personaje, locuri, aspecte cotidiene (obiceiuri, rutine, planuri sau aranjamente), experiențe educaționale/profesionale
- CS 2.2. Susținerea unei prezentări scurte pe un subiect relevant din viața cotidiană
- CS 2.3. Interacțiunea în situații structurate și conversații scurte în care interlocutorul oferă sprijin, dacă este necesar
- CS 2.4. Transmiterea de informații relevante și opinii pentru rezolvarea unor situații problemă cotidiene, implicând reformularea/repetarea ideilor-cheie
- CS 3.1. Înțelegerea de mesaje funcționale de tipul scrisori, e-mailuri, cereri de informații, anunțuri pe teme de interes
- CS 3.2. Identificarea de informații specifice din texte informative/explicative redactate într-un limbaj simplu (ghiduri de călătorie, rețete, manuale de utilizare a unor aparate, broșuri etc.)
- CS 3.3. Extragerea informațiilor factuale esențiale din știri scurte sau articole simple
- CS 3.4. Prelucrarea informațiilor factuale din texte informative/explicative (instrucțiuni de utilizare a unor aparate sau ghiduri de utilizare a unor aplicații digitale)
- CS 4.1. Relatarea simplă a unei întâmplări/unui eveniment, utilizând propoziții clare și organizate cronologic/secvențial
- CS 4.2. Schimbul de informații în scris, prin mesaj text sau e-mail, pentru a răspunde la întrebările interlocutorului
- CS 4.3. Participarea la schimburi de mesaje scrise scurte și simple, cu posibilitatea solicitării repetării sau reformulării informațiilor pentru înțelegerea corectă a mesajului
- CS 4.4. Participarea la schimburi de mesaje scrise (mesaj text, e-mail, note, scrisoare, blog, vlog, articol, reportaj/raport) selectând informații relevante pentru a răspunde în mod coerent și adecvat situației de comunicare
- CS 5.1. Transmiterea în limba modernă, de informații specifice și relevante, pe teme familiare, preluate din texte scurte și simple, redactate în limba maternă
- CS 5.2. Producerea, în limba modernă, a unor informații specifice pe baza unor texte informative/explicative scurte, pe teme familiare, formulate într-un limbaj cotidian simplu, preluate din limba maternă
- CS 5.3. Integrarea, în texte scurte, redactate în limba modernă, a unor idiomuri/colocații și informații – cheie extrase și traduse din materiale în limba maternă
- CS 5.4. Identificarea de asemănări/deosebiri între viața cotidiană a adolescenților din România și a celor din spațiul lingvistic al limbii moderne

# Guide - How to use the course

## Instrucțiuni de utilizare a manualului



Printed book  
Varianta tipărită



Digital app  
Varianta digitală

The course consists of the printed book and the digital application that contains all the lessons in the printed book and a variety of interactive, static & animation/video activities.

Manualul este compus din varianta tipărită și varianta digitală. Manualul digital conține toate lecțiile din manualul tipărit având în plus activități interactive, statice și animate.



My answers  
Rezultate exerciții

contents  
Cuprins

User's information  
Informații utilizator

Full screen  
Mod ecran complet

Change display mode  
Afișaj digital/  
Afișaj tip carte

List of activities  
Listă activități

Add note  
Adaugă notiță

Underline  
Subliniază

Help  
Ajutor

Zoom in  
Mărește

Zoom out  
Micșorează

Go to the previous page  
Mergi la pagina precedentă

Return to the beginning  
Mergi la prima pagină

Go to the next page  
Mergi la pagina următoare

Go to the end  
Mergi la ultima pagină

Symbols:  
Simboluri:



listening activities  
audio



animation/video activities  
activități animate/video



static activities  
activități statice



interactive activities  
activități interactive

# Structure of a unit Structura unei unități

variety of  
reading tasks  
activități de  
citire

Culture sections  
to promote  
cultural  
individuality  
Secțiuni cu  
informații  
culturale

speaking activities  
activități de vorbire

listening activities  
activități de ascultare

writing tasks  
activități de scriere  
group work  
lucru în grup

### 2d Across Cultures

#### Reading Skills Work

- Look at the title and the pictures of these people. Who is famous for dancing, beauty tips, singing and acting, being an inventor?
- Listen and read to find out.

- Read the text. Which person (A, B, C or D) ...
- Has parents that are very famous in their own country?
- Believes taking care of your feelings is very important?
- Is a popular because of the way that they talk during videos?
- Works with famous companies in the clothing industry?
- Received a special award for something that they made?
- Makes their fans feel like they are their friends?

**Check these words**

• brand • mental health • skincare • fan  
• put on • hold a concert • musical about  
• night shift • earn • musician • presence  
• build a magazine • subsidiary

### The Beauty Guru

If you love skincare and makeup, you probably know Kim Fung. She is a **makeup** influencer known for her 'Get Ready With Me' (GRWM) videos. In these videos, she chats with her fans while putting on makeup and getting ready for her day. What makes Kim special for people to follow is her **easy** way of speaking. She explains which products work and which ones are a waste of money. She is one of the **best** beauty creators in the world, collaborating with famous cosmetics brands like Dior. Kim has her own beauty channel on YouTube where she gives **honest** advice about how to look and feel your best.

### The Plastic Fighter

Fernando is a famous, young inventor and eco-influencer from Ireland. At age 16, he invented a special liquid that uses magnets to pull microplastics out of the water. This incredible invention won the Grand Prize at the Google Science Fair in 2020. Today, Fern uses his social media and public speeches to encourage other young people to **create**. He tells the truth about climate change and believes that science and technology are the best tools we have to save the planet. Fern proves that you don't need a big lab to change the world. With just some simple tools, a good idea and hard work, he has become a **leader** in the fight for cleaner oceans.

### 2d

#### Vocabulary

Complete the sentences. Use: find, prove, encourage, launch, collaborate.

- The influencer's posts ... that anyone can be a star if they work hard.
- Bill decided to ... his own podcast online talking about his hobbies.
- The girls took an extra job they could ... their music career.
- Martin agreed to ... with the sports company to promote their shoes.
- Luca's Instagram profile helps ... people to be artists.

**Match the words in bold in the text to their synonyms.**

• important • truthful • lively • difficult • expressive • original

### 2d

#### Speaking

**3** Match the highlighted words in the text to their opposites.

• poor • local • confusing  
• bad • boring • bottom

**4** In pairs, ask and answer comprehension questions based on the text.

A: In which year did Charli D'Amelio start posting on TikTok?  
B: Charli D'Amelio started posting on TikTok in 2019 ...

#### Listening

**5** Listen to Sam explaining how to make a good influencer post and decide if the sentences are True (T) or False (F).

- Using lighting is better than using strong lamps.
- Always place the subject in the middle of any photo.
- Avoid using questions in your captions and only use facts.
- Posting what's useful for fans is more important than posting what you like.
- Give your followers instructions and ask them to do things.
- Use the same size for all posts on your social media.

#### Writing

**6** **Group** In groups, design a 'best' influencer post. It's a poster, slide or short video script, including a slogan, hashtags, and visuals. Present your post to the class as if addressing your followers. Use persuasive and engaging language.

Everyday situational dialogues  
Dialoguri uzuale

Presentation skills sections  
Abilități de prezentare

Mediation tasks  
Activități de mediere

### 2e Listening skills

#### Multiple choice

**STUDY SKILLS**

Read the questions and possible options before you listen to the dialogues. They will help you understand what the recordings will be about.

- Read the task and underline the key words. What do you think the recordings are about?

You are going to hear two recordings twice. Questions 1-3 refer to Recording 1, while questions 4-6 refer to Recording 2. Answer the questions according to what you hear (A, B or C).

#### Recording 1

- Julia thinks that the campaign is ...  
A probably difficult. B quite simple. C unlikely to help.
- Frank is mostly impressed by ...  
A how many influencers support the campaign. B how large the participant group is. C how engaging the tasks are.
- Frank and Julia ...  
A do medical jobs together. B go to the same school. C work at the same office.

#### Recording 2

- Julia found the project while ...  
A listening to a podcast. B using social media. C chatting to friends.
- People print photos of their ...  
A holidays. B parties. C daily life.
- Julia is speaking to her father to ...  
A make them aware of something. B ask them their opinion. C show that she cares about them.

**3** Do the listening task in Ex. 1a.

### 2f Speaking skills

#### Everyday English

**Expressing regret - reprimanding**

Read the first exchange. What is the dialogue about? Read through and check.

Julia: China, I'm so stressed. I saw the photo I posted during the Maths test, and I feel terrible about it.

China: I saw it too, Julia. Honestly, it wasn't that bad. Why did you take a picture of it?

Julia: I don't know. I was just bored and thought it would look cool. I ... my story to show myself studying.

China: ... Our teacher would be upset.

Julia: I know. I should have ...

China: Well, ... I just got it deleted. I ... what your mistake. You should go and ... it tomorrow.

**4** In pairs, take roles and read the dialogue out loud.

### 2f Mediation

#### Speaking

You have a 17-year-old American penfriend called Frank who is going to visit you in Romania this summer. You think it would be a good idea for him to learn some Romanian before he comes, but there are no Romanian classes near where he lives. You have found this article about online learning (below). Call him and explain to him the benefits of online learning. Speak for approximately two minutes.

#### Remote learning – close to perfect!

Everyone's used to the classroom and homework model, but here are five reasons why an online class might be just what you're looking for!

- It suits your wallet!**  
Most courses are often 20% of the cost of attending a course in person – and some of them are even free!
- It suits your schedule!**  
Most courses are not tied to one teaching through some language courses can include extra lessons when you can choose when and where to watch them.
- It suits your pace!**  
At the same time, you can go as slowly – or as fast – as you like. If you want to learn at your own pace, you can choose the pace you want to learn at.
- It improves your tech skills!**  
You're going to use a computer and there will no doubt be some software to download and learn to use, and that's all good. The faster it is, the more you know, the better.

project work  
proiect

pairwork  
lucru în perechi

CLIL Cross Curricular links  
Interdisciplinaritate

Revision, evaluation and systematic observation  
Recapitulare, evaluare și observare sistematică

### 2e PSHE

#### Being a Responsible Digital Citizen

Have you ever had any negative experiences on social media? If so, what did you do about them? Did you see a harmful post?

Listen and read to find out.

**1** Read the text. Which person (A, B, C or D) ...

**2** Has parents that are very famous in their own country?

**3** Believes taking care of your feelings is very important?

**4** Is a popular because of the way that they talk during videos?

**5** Works with famous companies in the clothing industry?

**6** Received a special award for something that they made?

**7** Makes their fans feel like they are their friends?

**Check these words**

• brand • mental health • skincare • fan  
• put on • hold a concert • musical about  
• night shift • earn • musician • presence  
• build a magazine • subsidiary

### Revision & Evaluation

#### Vocabulary

Choose the correct option.

- Julia is a very **algorithmic** person. She always knows what to do next.
- China is a very **algorithmic** person. She always knows what to do next.
- China is a very **algorithmic** person. She always knows what to do next.
- China is a very **algorithmic** person. She always knows what to do next.

#### Everyday English

Choose the correct option.

- I ... a ... of ... in ...
- I ... a ... of ... in ...
- I ... a ... of ... in ...
- I ... a ... of ... in ...

### 1 Evaluation

#### Modules 1 & 2

**1** Look at the list of five activities giving people in ...

**2** Complete the gaps. Use the words in the box.

**3** Write a short story about ...

**4** Write a short story about ...

Symbols:  
Simboluri:



listening  
audio



ICT – research  
căutare pe internet



animation/video  
animații/video

# Contents

|                                                                                                                                                | Vocabulary                                                                                                                                                                          | Grammar                                                                                                                                                                                                                                                                                        | Reading                                                                                                                                                              |
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| <b>Starter</b><br>(pp. 10-13)                                                                                                                  | <ul style="list-style-type: none"> <li>• family</li> <li>• house &amp; rooms</li> <li>• countries/ nationalities</li> <li>• ordinal/cardinal numbers</li> <li>• the time</li> </ul> | <ul style="list-style-type: none"> <li>• <i>be/have got</i></li> <li>• <i>there is/there are</i></li> <li>• prepositions of place</li> <li>• plurals</li> <li>• subject/object pronouns</li> <li>• question words</li> <li>• possessive adjectives – possessive pronouns – genitive</li> </ul> |                                                                                                                                                                      |
| <b>Unit 1</b><br><b>Teens' culture</b><br>(pp. 14-26)<br><br><b>Revision &amp; Evaluation 1 (p. 27)</b><br><b>Mediation 1 (pp. 28-29)</b>      | <ul style="list-style-type: none"> <li>• Free-time activities</li> <li>• Daily routine</li> <li>• Clothes &amp; fashion</li> <li>• Teen culture</li> </ul>                          | <ul style="list-style-type: none"> <li>• <i>Used to/would</i></li> <li>• Past perfect</li> <li>• Past perfect continuous</li> </ul>                                                                                                                                                            | <i>Growing up then &amp; now</i> (article: T/F statements; answer questions)                                                                                         |
| <b>Unit 2</b><br><b>Social Media</b><br>(pp. 30-42)<br><br><b>Revision &amp; Evaluation 2 (p. 43)</b><br><b>Mediation 2 (pp. 44-45)</b>        | <ul style="list-style-type: none"> <li>• Social media platforms</li> <li>• Online safety</li> <li>• Social media campaigns</li> </ul>                                               | Past perfect continuous vs Past continuous                                                                                                                                                                                                                                                     | <i>Social media profiles</i> (T/F statements; answer questions)                 |
| <b>Unit 3</b><br><b>AI in everyday life</b><br>(pp. 46-58)<br><br><b>Revision &amp; Evaluation 3 (p. 59)</b><br><b>Mediation 3 (pp. 60-61)</b> | <ul style="list-style-type: none"> <li>• AI apps</li> <li>• AI-powered robots</li> <li>• AI gadgets</li> </ul>                                                                      | <i>will-be going to – Future Perfect</i>                                                                                                                                                                                                                                                       | <i>AI all around us</i> (article: multiple choice; answer questions)            |
| <b>Unit 4</b><br><b>Books &amp; Movies</b> (pp. 62-74)<br><br><b>Revision &amp; Evaluation 4 (p. 75)</b><br><b>Mediation 4 (pp. 76-77)</b>     | <ul style="list-style-type: none"> <li>• Types of films</li> <li>• TV</li> <li>• Music</li> </ul>                                                                                   | Reported speech                                                                                                                                                                                                                                                                                | <i>Life of Pi</i> (article; matching paragraphs to headings; answer questions)  |
| <b>Unit 5</b><br><b>Community Life</b><br>(pp. 78-90)<br><br><b>Revision &amp; Evaluation 5 (p. 91)</b><br><b>Mediation 5 (pp. 92-93)</b>      | <ul style="list-style-type: none"> <li>• Shops &amp; services</li> <li>• Directions</li> <li>• Facilities</li> </ul>                                                                | <ul style="list-style-type: none"> <li>• Active voice</li> <li>• The causative</li> </ul>                                                                                                                                                                                                      | <i>The Nomads of Mongolia</i> (article: multiple choice; answer questions)      |



| Listening                                                        | Speaking                                                                                                                      | Writing                                                | Across Cultures                          | CLIL                                                                   |
|------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|------------------------------------------|------------------------------------------------------------------------|
|                                                                  |                                                                                                                               |                                                        |                                          |                                                                        |
| monologues/<br>dialogues<br>(multiple choice)                    | <ul style="list-style-type: none"> <li>Discussing past habits</li> <li>Expressing likes/dislikes &amp; preferences</li> </ul> | A letter to your future self                           | <i>A day in the life of a Jillaroo</i> ▶ | (PSHE): <i>How to make a good first impression</i> ▶                   |
| monologues/<br>dialogues<br>(multiple choice; multiple matching) | Expressing regret – reprimanding                                                                                              | A pie chart report                                     | <i>Influencers</i> ▶                     | (PSHE): <i>Being a responsible digital citizen</i> ▶                   |
| dialogue/<br>monologue<br>(matching; summary completion)         | Giving instructions                                                                                                           | A product review                                       | <i>AI in daily life</i> ▶                | (ICT): <i>BCI technology</i> ▶                                         |
| monologues/<br>dialogue<br>(multiple matching; multiple choice)  | Inviting someone to watch a film                                                                                              | A text message reviewing a film                        | <i>The Hobbit</i> ▶                      | (ICT): <i>How to import pictures from a mobile phone to a computer</i> |
| dialogues<br>(multiple choice)                                   | Discussing problems & solutions                                                                                               | An article about your neighbourhood making suggestions | Community notices ▶                      | (Art & Design): <i>The Gherkin</i> ▶                                   |

|                                                                                                                                                              | Vocabulary                                                                                                                                                                | Grammar                                                                                                                                               | Reading                                                                               |
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| <b>Unit 6</b><br><b>Hidden Tourist Gems</b><br>(pp. 94-106)<br><br><b>Revision &amp; Evaluation 6 (p. 107)</b><br><b>Mediation 6 (pp. 108-109)</b>           | <ul style="list-style-type: none"> <li>• Types of holidays</li> <li>• Activities</li> <li>• Means of transport</li> <li>• Geographical features &amp; Location</li> </ul> | Modals                                                                                                                                                | <i>Cook Islands</i><br>(article: matching paragraphs to headings; answer questions) ▶ |
| <b>Unit 7</b><br><b>Greening Life</b><br>(pp. 110-122)<br><br><b>Revision &amp; Evaluation 7 (p. 123)</b><br><b>Mediation 7 (pp. 124-125)</b>                | <ul style="list-style-type: none"> <li>• Features of a green city</li> <li>• Eco-friendly transport</li> <li>• Renewable energy</li> </ul>                                | Conditionals                                                                                                                                          | <i>Green cities</i><br>(article: multiple choice; answer questions) ▶                 |
| <b>Unit 8</b><br><b>Exploring passions</b><br>(pp. 126-138)<br><br><b>Revision &amp; Evaluation 8 (p. 139)</b><br><b>Mediation 8 (pp. 140-141)</b>           | <ul style="list-style-type: none"> <li>• Passions</li> <li>• Feelings</li> </ul>                                                                                          | <ul style="list-style-type: none"> <li>• Phrasal verbs</li> <li>• Prepositional verbs</li> <li>• Articles in phrases</li> </ul>                       | Blog entries about teens' passions (matching headings to blogs; multiple matching)    |
| <b>Unit 9</b><br><b>Personal growth</b><br>(pp. 142-154)<br><br><b>Revision &amp; Evaluation 9 (p. 155)</b><br><b>Mediation 9 (pp. 156-157)</b>              | <ul style="list-style-type: none"> <li>• Life experiences</li> <li>• Feelings &amp; Character</li> <li>• Skills &amp; values</li> </ul>                                   | <ul style="list-style-type: none"> <li>• Compound nouns</li> <li>• Prefixes/Suffixes</li> <li>• Comparisons (<i>so, such, too, enough</i>)</li> </ul> | <i>The Bridge of Silence</i><br>(article: multiple choice; answer questions)          |
| <b>Unit 10</b><br><b>Social &amp; World Issues</b><br>(pp. 158-170)<br><br><b>Revision &amp; Evaluation 10 (p. 171)</b><br><b>Mediation 10 (pp. 172-173)</b> | <ul style="list-style-type: none"> <li>• Environmental problems &amp; Action</li> <li>• Social issues</li> </ul>                                                          | Direct/reported speech (revision)                                                                                                                     | <i>The Real-life superheroes</i> (article: T/F statements; answer questions) ▶        |
| <b>Festivities (pp. 174-183)</b><br><b>Reader (pp. 184-197)</b>                                                                                              | <b>Evaluation (pp. 198-203)</b><br><b>Irregular Verbs (p. 204)</b>                                                                                                        |                                                                                                                                                       |                                                                                       |

| Listening                                                  | Speaking                                                                                                                 | Writing                                  | Across Cultures                                                                                              | CLIL                                                                                                                               |
|------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|------------------------------------------|--------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
| dialogue (multiple choice)                                 | <ul style="list-style-type: none"> <li>Describing a holiday</li> <li>Giving directions</li> </ul>                        | A story                                  | <i>Holiday experiences</i>  | (Science): <i>Waves</i>                         |
| dialogue/ monologues (multiple choice)                     | Expressing opinion – Making suggestions                                                                                  | A report                                 | <i>El Grando</i>          | (Environmental Science): <i>Precious water</i>  |
| monologues (gap fill; multiple matching)                   | <ul style="list-style-type: none"> <li>Expressing preferences</li> <li>Comparing options &amp; giving reasons</li> </ul> | A blog entry                             | <i>Finding your roots</i>   | (Science): <i>Caring for your brain</i>         |
| monologues (multiple matching; T/F statements)             | Talking about life achievements                                                                                          | A description of a person's achievements | <i>Gary Hall Jr</i>     | (Literature): <i>314</i> by Emily Dickinson                                                                                        |
| dialogues/ monologues (multiple choice; multiple matching) | Asking for-Giving information                                                                                            | A letter to the Editor                   | <i>Barnardo's</i>       | (PSHE): <i>UNESCO</i>                         |

# Starter

## Countries & Nationalities

1 Write the nationalities.

| Countries                                                                                | Nationalities | Countries                                                                                   | Nationalities |
|------------------------------------------------------------------------------------------|---------------|---------------------------------------------------------------------------------------------|---------------|
|  the UK  | British       |  Greece    | 5) ...        |
|  the USA | American      |  Brazil    | 6) ...        |
|  Ireland | Irish         |  Argentina | 7) ...        |
|  China   | Chinese       |  Egypt     | 8) ...        |
|  Poland  | 1) ...        |  Canada    | 9) ...        |
|  Japan   | 2) ...        |  Bahrain   | Bahraini      |
|  Spain   | 3) ...        |  Portugal  | 10) ...       |
|  Turkey  | Turkish       |  Mexico    | 11) ...       |
|  Italy   | 4) ...        |                                                                                             |               |

## Numbers

2 Write the numbers.

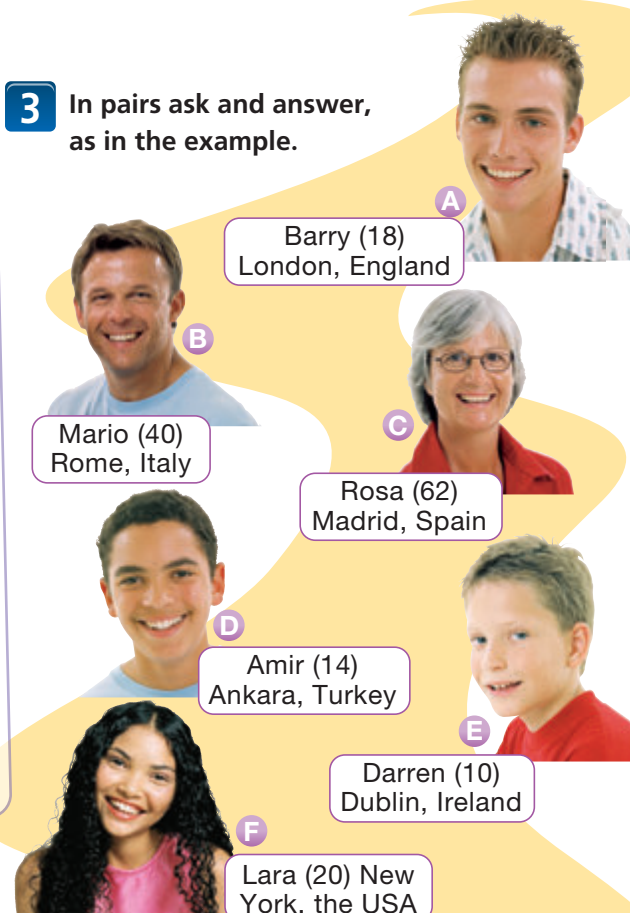
### CARDINAL

|           |                                         |
|-----------|-----------------------------------------|
| 1         | one                                     |
| 10        | 1) ...                                  |
| 12        | twelve                                  |
| 23        | twenty-three                            |
| 36        | thirty-six                              |
| 49        | forty-nine                              |
| 54        | fifty-four                              |
| 65        | 2) ...                                  |
| 77        | seventy-seven                           |
| 82        | eighty-two                              |
| 98        | 3) ...                                  |
| 100       | a/one hundred                           |
| 121       | a/one hundred and twenty-one            |
| 1000      | a/one thousand                          |
| 2265      | two thousand two hundred and sixty-five |
| 1,000,000 | a/one million                           |

### ORDINAL

|        |               |
|--------|---------------|
| 1st    | first         |
| 10th   | 4) ...        |
| 12th   | 5) ...        |
| 23rd   | 6) ...        |
| 36th   | 7) ...        |
| 49th   | 8) ...        |
| 54th   | 9) ...        |
| 65th   | sixty-fifth   |
| 77th   | 10) ...       |
| 82nd   | 11) ...       |
| 98th   | ninety-eighth |
| 100th  | 12) ...       |
| 121st  | 13) ...       |
| 1000th | 14) ...       |
| 2265th | 15) ...       |

3 In pairs ask and answer, as in the example.



A: Barry (18) London, England

B: Mario (40) Rome, Italy

C: Rosa (62) Madrid, Spain

D: Amir (14) Ankara, Turkey

E: Darren (10) Dublin, Ireland

F: Lara (20) New York, the USA

A: Where's Barry from?

B: He's from London, England.

A: How old is he?

B: He's 18.

## Greetings & Introductions

4 a) Choose the correct word.

Mary: Hi! I'm Mary. What's your 1) name/age?  
 Monica: I'm Monica.  
 Mary: Nice to meet you, Monica. 2) Where/What are you from?  
 Monica: I'm from 3) Poland/Polish. Where are you from?  
 Mary: I'm from England. This is my friend, Anna.  
 Monica: Hi, Anna. 4) How/What are you?  
 Anna: Hi. I'm fine, 5) thanks/goodbye.



b) Listen and check.

5 In groups of three act out dialogues similar to the one in Ex. 4a.



## The verb to be

- 6** Complete the sentences with: *is, isn't, are, aren't*.
- Peter ... twelve. He is eleven.
  - How old ... Bob?
  - Janusz and Anna ... French. They're Polish.
  - ... John and Tony brothers?
- 7** Complete the questions, then answer them.
- Are* you from Spain?  
*No, I'm not. I'm from Bahrain.*
  - ... your best friend a boy?
  - ... your parents teachers?
  - ... your mum thirty?
  - ... you twelve?
  - ... your favourite colour red?

### Subject/Object pronouns – Possessive adjectives – Possessive pronouns

|      |       |     |      |     |      |       |        |
|------|-------|-----|------|-----|------|-------|--------|
| I    | you   | he  | she  | it  | we   | you   | they   |
| me   | you   | him | her  | it  | us   | you   | them   |
| my   | your  | his | her  | its | our  | your  | their  |
| mine | yours | his | hers | –   | ours | yours | theirs |

- 8** Choose the correct item.
- A: Is this **your/yours** jacket?  
B: No, it isn't **my/mine**. This is **her/hers** jacket. **My/Mine** is the blue one. Do **you/your** want **it/its**?
  - A: Are these **their/theirs** gloves?  
B: Yes, **they/them** are. Where are **my/mine** gloves? I can't find **their/them**.
  - A: **I/My** think this is **us/our** classroom.  
B: No, **it/its** isn't. This is **their/theirs** classroom. **Our/Ours** is room A2.

## A/An – The

- 9** Fill in: *a, an or the*.
- This is ... book. ... book is blue.
  - This is ... rubber. ... rubber is yellow.
  - ... book on the desk is John's.
  - This is ... apple. ... apple is red.
  - ... pencil on the desk is mine.

## Plurals

- 10** Write the plurals. Compare with your partner.
- |         |          |          |
|---------|----------|----------|
| 1 book  | 7 potato | 13 mouse |
| 2 woman | 8 lady   | 14 leaf  |
| 3 glass | 9 man    | 15 child |
| 4 foot  | 10 tooth | 16 radio |
| 5 watch | 11 fox   |          |
| 6 brush | 12 boy   |          |

## The verb have got

- 11** a) Fill in: *have got, has got, haven't got, hasn't got*.



- Laura ... a TV.
  - Steve ... a guitar.
  - Steve ... an MP3 player.
  - They ... laptops.
  - Laura ... a bike.
  - They ... cars.
- b) Which of these things have/haven't you got? Write sentences.

*I have got a guitar, but I haven't got an MP3 player.*

- 12** Put the words in order to form complete questions. Then answer them.

- you/got/bedroom/big/a/have?  
*Have you got a big bedroom? Yes, I have.*
- got/parents/have/car/a/your?
- brother/you/have/a/got?
- house/garden/a/got/has/your?
- best/got/friend/bike/has/your/a?
- a/you/got/have/dog?



# Starter

## This/These – That/Those

**13** Fill in: *this, these, that, those*.



1 ... is a chair and ... is a desk.



2 ... is a camera and ... are photos.



3 ... is a scarf and ... are boots.



4 ... are sunglasses and ... are hats.



5 ... are gloves and ... are shoes.

## There is/There are

**14** Complete the gaps with: *There is, There isn't, There are, There aren't*.

- 1 ... some CDs on the table. (✓)
- 2 ... a book on the table. (✓)
- 3 ... any boxes on the floor. (X)
- 4 ... some books in the bookcase. (✓)
- 5 ... a bag on the table. (✓)
- 6 ... a book on the chair. (X)
- 7 ... some flowers in the vase. (✓)

## Prepositions of place

**15** What is there in each room? Tell your partner. Use prepositions of place (*in, on, behind, near, opposite, at, etc*).

sink, cushions, rug, armchairs, sofa, chairs, washbasin, bed, mirror, window, wardrobe, table, cooker, cupboards, bath, pillow, curtains, fridge, desk, toilet

1



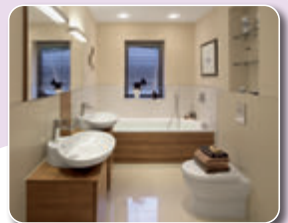
2



3



4



*There is a sofa in the living room.*

## Family

**16** a) Fill in: *daughter, niece, mum, wife, uncle, grandma, brother*.

### MALE

father/dad  
grandpa  
3) ...  
cousin  
husband  
5) ...  
nephew  
son

### FEMALE

mother/1) ...  
2) ...  
aunt  
cousin  
4) ...  
sister  
6) ...  
7) ...

b) Present your family to the class.

### Possession

- noun singular + 's – *Who's John? He's Sue's brother.*
- plural noun ending in -s + (') – *Whose uncle is Mark? He's the girls' uncle.*
- irregular plural noun + 's – *This is the men's house.*





## 17 a) Put apostrophes where necessary.

- Whos Tony? Hes John and Marys uncle.
- Sam is Lauras husband.
- Mark is Anns brother.
- Peter is the girls uncle.
- This is the mens house.

b) Write down the names of six of your family members. In pairs ask and answer, as in the example. Don't talk about yourself.

A: Who's Tony?

B: He's Rachael's husband.

## some/any/no/(a) few/(a) little

Countable nouns are nouns we can count.

an/one orange – two oranges

I eat **a lot of** apples.  
How many apples do you eat?

- too many (more than I need)



- a lot of/ lots of



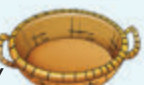
- some/ a few



- not many/ (very) few



- none/ not any



Uncountable nouns are nouns we cannot count.

(some) milk (NOT: ~~one milk~~ – ~~two milks~~)

I drink **a lot of** milk.  
How much milk do you drink?

- too much (more than I need)



- a lot of/lots of



- some/ a little



- not much/ (very) little



- none/ not any



## 18 Choose the correct item.

- How much/How many tea is there?
- There is **a few/a little** milk left.
- Is there **many/any** cake? **Not many/Not much**.
- How **much/many** butter do you want?
- How **much/many** sugar do you need?
- There isn't **many/much** cake. How about **a little/a few** biscuits?
- Can I have **a few/a little** oranges, please?

## Telling the time

19

a) Listen and tick (✓) the right clock.



A



B



A



B



A



B



A



B

b) Now, ask and answer, as in the example.

- half past • a quarter – ten past
- o'clock • a quarter – ten to

A: What time is it? / Have you got the time?

B: It's twenty-five past three/three twenty-five.

## Question words

20

a) Read the table. Match each question word with the correct sentence.

|   |            |   |                   |
|---|------------|---|-------------------|
| 1 | Who?       | A | It's 222 2222.    |
| 2 | What?      | B | He's my dad.      |
| 3 | When?      | C | I'm 12 years old. |
| 4 | Where?     | D | Because I'm sick. |
| 5 | Why?       | E | I'm from Poland.  |
| 6 | How (old)? | F | 2nd January.      |
| 7 | Whose?     | G | Mary's.           |

b) Complete the gaps with the correct question word. Then, answer the questions.

- ... 's your name?
- ... old are you?
- ... are you from?
- ... 's your telephone number?
- ... is your birthday?
- ... is your best friend?
- In your family ... character is most like yours?

## What's in this unit?

- **Topics:** Teens' life and culture
- **Vocabulary:** free-time activities, daily routines, clothes
- **Grammar:** *used to/would*, past perfect, past perfect continuous
- **Reading:** magazine article
- **Listening:** conversations, a monologue
- **Speaking:** past habits, likes & dislikes, preferences
- **Writing:** a letter to your future self
- **Culture:** Australian Jillaroos
- **CLIL:** (PSHE) *How to make a good first impression*

## Reading

- 1** Read the title, the subtitles and the first sentence in each paragraph. What is the text about?



Listen and read to find out.

## STUDY SKILLS

### T/F statements

Read the text quickly to see what it is about. Read the sentences and underline the key words. Read the text again and find the part that contains the answer. Make sure all the elements in the statement are true. Be careful with statements that contain words such as **always**, **only**, **never**, **not**. Remember the information can be paraphrased.

- 2** Read the text again and mark the sentences **T (true)** or **F (false)**. Use the underlined words to help you do the task.

- 1 In his new town, the writer takes the bus to high school. **F**
- 2 When she was younger, the writer spent many hours outdoors.
- 3 The writer's parents prefer his new style choices.
- 4 The writer's interests in music changed a lot as she got older.
- 5 Being in large groups at music events always made the writer feel uncomfortable.

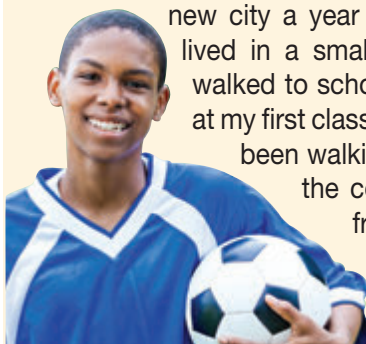
## Growing Up THEN & NOW

*Life for teenagers today is worlds apart from how it was just a few years ago. Looking back at how things have changed helps us see how much we have grown. Let's hear from a few teens about how their lives are different!*

### DAILY ROUTINES AND HABITS

In middle school, my daily schedule was very different. I used to wake up at 6:00 AM every day because I had to walk to school. I would usually eat a quick bowl of cereal while I checked my phone. However, by the time I started high school last year, I had changed my

habits **completely**. That's because I moved to a new city a year ago. Before that, I had lived in a small town where everyone walked to school. By the time I arrived at my first class back then, I had already been walking for twenty minutes in the cold and I was tired and freezing! Now, I take the subway, which is much warmer!



### LEISURE AND HOBBIES

Teens' hobbies **definitely** develop in new ways as they get older. When I was younger, I used to spend all my weekends playing football in the park. My friends and I would stay there until the sun went down. However, by the time I turned fifteen, I had discovered a passion for digital art. I had been practising drawing in old notebooks for years but my tablet made things so much easier. This change made me realise, though, how much I used to enjoy physical sports. Spending so much time in front of a screen is not healthy at all!



### Check these words

- be worlds apart • look back • grow
- middle school • habit • go down • bright
- cheerful • taste • on repeat • turn up volume
- attic • lyrics • booklet • band • crowd

# Reading

## Vocabulary

**4** Match the highlighted words in the text to their synonyms.

- surprisingly • totally • excitedly
- particularly • certainly • finally

*surprisingly = amazingly*

**5** Fill in the gaps with the words: *daily, digital, physical, oversized, hard, electric.*

- |                      |              |
|----------------------|--------------|
| 1 <i>digital</i> art | 4 ... sports |
| 2 ... hoodie         | 5 ... guitar |
| 3 ... schedule       | 6 ... rock   |

**6** Fill in the gaps with a verb from the list.

- arrive • develop • take
  - donate • enter • spend
  - collect • realise
- 1 Scott didn't *realise* how much his interests had changed.
  - 2 We usually ... the bus to school every morning.
  - 3 Amy decided to ... her old coat to charity.
  - 4 The boys love to ... albums from different bands.
  - 5 Martin was really happy to ... high school last year.
  - 6 Our hobbies ... over time and change in interesting ways.
  - 7 The girls usually ... at their school at 8 am.
  - 8 Tim likes to ... time at the park with his brother.

## Speaking & Writing

**7** **PROJECT** **MEMORY JAR:** Write one or two short memories on slips of paper and put them in a jar. Do not write your name. Each student draws one slip of paper, reads it aloud and tries to guess who the person is.

## CLOTHES AND STYLE

Fashion is perhaps the biggest change for any teenager. A few years ago, I used to wear bright colours and graphic T-shirts every single day. I would never leave the house without my favourite neon trainers. Last month, I looked at some old photos. Before I saw those pictures, I had forgotten how strange my style was! I realised that I had been wearing the same oversized hoodie for three years straight before I decided to donate it. Now, *amazingly*, I prefer a more "simple" look, though my parents think I used to look better and more cheerful in my old clothes.



## MUSIC AND BANDS

The way I listen to and play music has changed completely over the last few years. It is funny to think about how much my taste used to be so different. When I was eleven, I used to listen to the same three pop songs on repeat. Every Saturday morning, I would turn up the volume and dance *happily* in my room.



However, by the time I entered high school, I had discovered hard rock. I had been asking my parents for an electric guitar for nearly two years before they *eventually* gave in. I'm sure it helped seeing how much I had been practising on an old acoustic guitar I had found in the attic.

## COLLECTING AND EVENTS

The way I enjoy my hobbies isn't the same at all anymore. I used to buy CDs because I *especially* loved looking at the lyrics in the booklets. By the time streaming became my main way of listening, I had already collected over fifty albums. Before I went to my first live concert last summer, I had been watching videos of the band online for months. Even though I sometimes used to be shy in big crowds, the energy of the music made me feel totally at home!



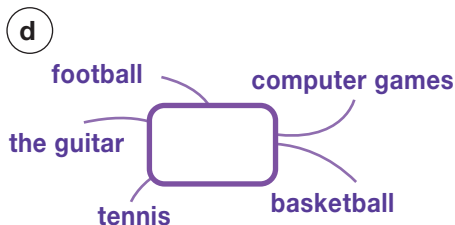
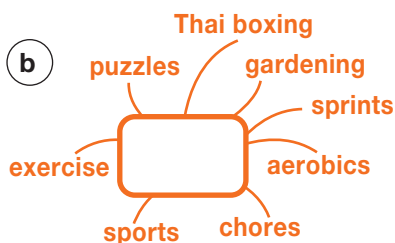
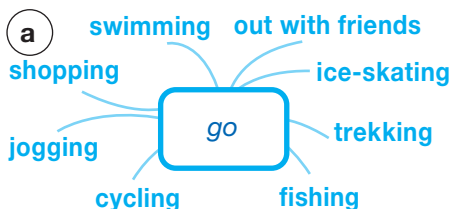
**3** Read the text again and answer the questions.

- 1 What was the first teenager's problem with walking to school in their old town?
- 2 What did the second teenager use to do during their weekends?
- 3 What had the third teenager forgotten about before he saw his old photos?
- 4 How did the fourth teenager convince her parents to get her an electric guitar?
- 5 Why did the fifth teenager like buying CDs so much?



## Free-time activities

1 a) Fill in: *do, play, go, go to.*



b) **SPEAKING** Which of these activities do you/don't you do in your free time? Tell your partner.

*I don't ... but I ...*

c) Which of these activities did you do yesterday?

2 Listen to Mark talking about his free-time activities. What does he like? – doesn't he like?



3 **SPEAKING** Compare Mark's free-time activities to yours.

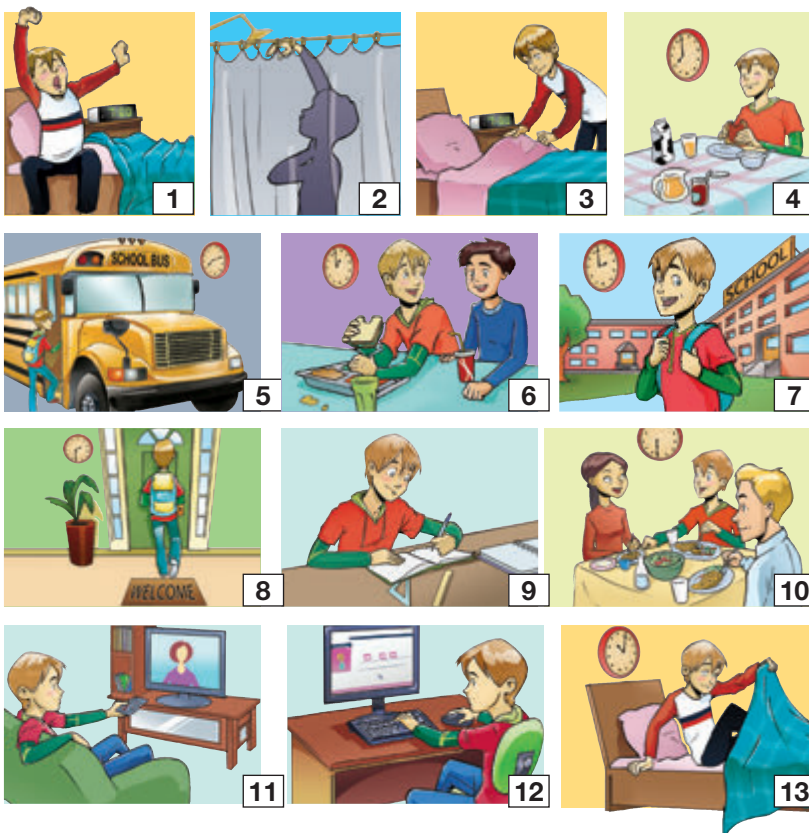
*Mark likes ... I like ... too . Mark doesn't like ... but I do. I don't like ...*

## Daily routine



4 Match phrases A-M to the pictures (1-13).

- |                  |                      |                           |
|------------------|----------------------|---------------------------|
| A have breakfast | F have a shower      | J go to bed               |
| B have lunch     | G make the bed       | K surf the Net            |
| C have dinner    | H get up             | L catch the bus to school |
| D go back home   | I watch films online | M finish school           |
| E do homework    |                      |                           |



5 **SPEAKING** What is Peter's daily routine? Tell the class.

*Peter gets up at 7 o'clock. He has ...*

6 What was your daily routine like when you were 10 years old? Tell the class.

- 7** Use these verbs in the *past simple* to complete the text:  
go (x2), surf, chat, get, have (x2), help.

## My childhood

Saturdays were great when I was 10. I **1** *got* up at about 9:00 and **2** ... breakfast. Then I **3** ... with the chores at home. We **4** ... lunch at 1 pm, then I sometimes **5** ... shopping with my mum. In the evenings I usually **6** ... the Net or I **7** ... online. My friends and I sometimes **8** ... to the cinema. My Saturdays back then were amazing!

(Sandra, 14)

- 8** **WRITING** Write a post describing your daily habits when you were 10. Post it on social media.

## Clothes

- 9** a) Label the pictures. Use the words in the list.

- belt • skirt • socks • jeans • boots • high-heeled shoes
- suit • jacket • leggings • shirt • shorts • tie • trainers
- T-shirt • gloves • dress • flat shoes • hat • coat • scarf



- b) Who's wearing: *casual clothes? formal clothes? warm clothes? a uniform? sportswear?*  
Describe each person's clothes.

- 10** Answer the questions with your partner. What clothes do you wear: *at school? when you go out with your friends? in the winter? in the summer? at your friends' parties? at weddings?*  
Tell your partner.

## Speaking

- 11** Find pictures of yourself when you were 10 years old.  
Describe the clothes you used to wear.



# Grammar in use



## Primary School Memories

Back in primary school, things were much simpler and so carefree. I just used to carry a backpack with textbooks and coloured pencils and had no worries at all. Every morning, our teacher would start the day by doing the register and I used to be very excited to see my friends and begin my lessons. In the mornings, we would do English and Maths. Then, we used to have break time which was always fun! One time, I had been playing for fifteen minutes before I realised break time was ending. I had to run back into class very quickly! In the afternoons, we used to do lessons like Science, Art or History. Then we would finish at 3:15pm. I loved primary school. By the time I left, I had spent seven years with the same children and made great friends!



1

Read the table. Then read the text and find examples of *used to* and *would*. Are there similar structures in your language?

2

a) What did/didn't Simon use to do when he was 10? Write sentences.

- 1 live in a city (X)  
*He didn't use to live in a city.*
- 2 spend his holidays by the sea (✓)
- 3 have a pet (X)
- 4 play football on the beach (✓)
- 5 like drawing (✓)
- 6 eat out in restaurants (X)
- 7 go to the cinema (✓)
- 8 ride a scooter (X)

b) Now tell your partner three things you used to do and three things you didn't use to do when you were 10.



## used to/would

Form: *used to/would* + infinitive without to

| AFFIRMATIVE                                              | NEGATIVE                                                                                                     |
|----------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|
| I/You/He/She/It/We/They <b>used to/would drive</b> .     | I/You/He/She/It/We/They <b>didn't use to/wouldn't drive</b> .                                                |
| INTERROGATIVE                                            | SHORT ANSWERS                                                                                                |
| <b>Did</b> I/you/he/she/it/we/they <b>use to drive</b> ? | <b>Yes</b> , I/you/he/she/it/we/they <b>did</b> .<br><b>No</b> , I/you/he/she/it/we/they <b>didn't</b> .     |
| <b>Would</b> I/you/he/she/it/we/they <b>drive</b> ?      | <b>Yes</b> , I/you/he/she/it/we/they <b>would</b> .<br><b>No</b> , I/you/he/she/it/we/they <b>wouldn't</b> . |

### Use

- We use *used to/would* to talk about **past habits, repeated actions** and **routines** in the past which no longer happen. *Every summer Ian used to/would drive to the coast. (He doesn't do that anymore.)*
- We use *used to* and **NOT would** to talk about **states** that were true in the past but are not true now. *I used to be shy when I was a teenager. (NOT: I would be shy.)*

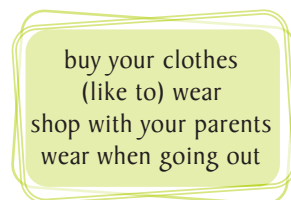
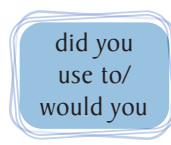
3

Choose the correct option. In some sentences both can be correct.

- 1 My dad **would/used to** love walking to school with his brother.
- 2 We **would/used to** go cycling every weekend when I was young.
- 3 Did you **use to/used to** work at the cinema?
- 4 Mark **would/use to** play football at school.
- 5 Helen **used to/would** feel happy when she did aerobics.
- 6 Susan **used to/would** visit her grandparents every summer.

4

**SPEAKING** In pairs, ask and answer questions about your clothing and fashion interests when you were younger. Use the words below.



A: *When did you use to buy your clothes?*

B: *In the summer.*

A: *What would you wear?*

B: *I ...*





### Past perfect

Form: **had** + past participle

|                  |                                                       |
|------------------|-------------------------------------------------------|
| AFFIRMATIVE      | I/You/He/She/It/We/They<br><b>had run.</b>            |
| NEGATIVE         | I/You/He/She/It/We/They<br><b>hadn't run.</b>         |
| INTERROGATIVE    | <b>Had</b> I/you/he/she/it/we/<br>they <b>run?</b>    |
| SHORT<br>ANSWERS | <b>Yes,</b> I/you/he/she/it/we/<br>they <b>had.</b>   |
|                  | <b>No,</b> I/you/he/she/it/we/<br>they <b>hadn't.</b> |

We use the past perfect to show that one action finished before another action in the past. *When I arrived at the stadium, the concert had already started.*

**Time words/phrases used with the past perfect:** before, after, already, for, since, just, until, by, by the time, etc.



### Past perfect continuous

Form: **had + been + verb + -ing**

|                  |                                                              |
|------------------|--------------------------------------------------------------|
| AFFIRMATIVE      | I/You/He/She/It/We/They<br><b>had been sleeping.</b>         |
| NEGATIVE         | I/You/He/She/It/We/They<br><b>hadn't been sleeping.</b>      |
| INTERROGATIVE    | <b>Had</b> I/you/he/she/it/we/<br>they <b>been sleeping?</b> |
| SHORT<br>ANSWERS | <b>Yes,</b> I/you/he/she/it/we/<br>they <b>had.</b>          |
|                  | <b>No,</b> I/you/he/she/it/we/<br>they <b>hadn't.</b>        |

We use the past perfect continuous to emphasize the **duration** of an action that **started** and **finished** in the **past before** another past action or a **stated time** in the **past**. *I had been waiting for two hours before the bus finally arrived.*

6

Put the verbs in brackets into the correct form of the **past perfect**.

- 1 We **had bought** (buy) the tickets online before we went to the theatre.
- 2 ... (you/cook) before you went out?
- 3 She ... (not/have) lunch when I spoke to her.
- 4 ... (you/wear) that dress before last night?

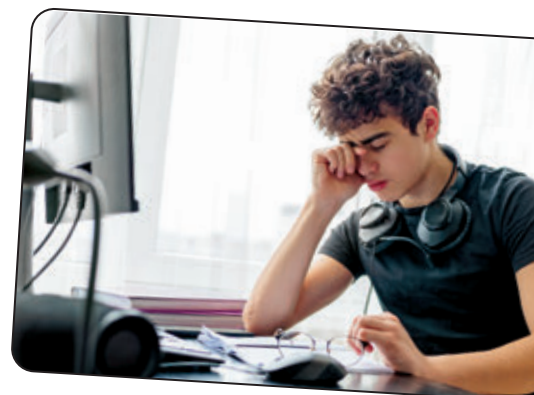
7

Put the verbs in brackets into the **past perfect** or the **past perfect continuous**.

- 1 Laura was happy because she ... a concert with her friends. (go to)
- 2 Eric was tired because he ... his mum in the kitchen all morning. (help)
- 3 Erika was surprised because she ... her cousin didn't like pop music. (not/know)
- 4 Steve had all the players because he ... football stickers for years. (collect)

8

Use the phrases in brackets to make sentences.



- 1 He was sleepy. (play video games all evening)  
*He had been playing video games all evening.*
- 2 She was angry. (miss the train)
- 3 Andrew was exhausted. (work all day)
- 4 They were hungry. (wait for their order for hours)

9

**SPEAKING** Describe a past experience/memory. Use **used to**, **would**, **past perfect** and **past perfect continuous**.

10

Continue the story. Use **used to**, **would**, **past perfect** and **past perfect continuous**.

*When I was five, I used to have a ...*

5

Read the theory. Find examples in the text.

## Reading

## Skills Work

- 1** Look at the picture. What are Jillaroos and Jackaroos? What do they do?



Listen and read to find out.

- 2** Read the text and complete the sentences.

- 1 Erin thinks the scenery was ...
- 2 Erin stayed on ...
- 3 The Jillaroos started work ...
- 4 Jillaroos and Jackaroos had to make their horses ...
- 5 The Jillaroos also learnt to ...
- 6 Erin's favourite time was when they ...

- 3** Read again and mark the sentences *T* (true) or *F* (false).

- 1 Life in the Australian outback was different from Sydney.
- 2 Jillaroos got up very early to feed the animals.
- 3 Sheila was Erin's best friend.

- 4** Read the blog again and answer the questions.

- 1 Where had the writer been for two weeks?
- 2 What do they learn on the ranch?
- 3 Why do they have to spend a lot of time with their horses?

Erin's Australian Adventure Blog

12 July



## A Day in the Life of a Jillaroo

Hi everyone! Well, I am back from my trip to the Australian outback! It was a big **change** from Sydney, but I really enjoyed the peace and **quiet** there, and the **scenery** was just amazing!

For two weeks, I was what they call a 'Jillaroo', which is a cowgirl in training. The young men who trained with me were called 'Jackaroos'. There were twenty of us staying on the ranch. Every morning we woke up at **sunrise** to feed the ranch animals before we had breakfast. After that, we spent most of the morning with the horses. For Jillaroos and Jackaroos, your horse is your **best** friend, so you learn how to **gain** its trust. My horse's name was Sheila. We weren't **close** friends at first, but we made a lot of progress by the end of my stay!

Being a Jillaroo isn't just about working with horses. In the evenings, we went trekking and learnt how to **set up** campsites. Our **instructor**, Bill, was **great**. I loved it when we **gathered** around the campfire

**late** at night drinking tea. It was such a great experience!

Well, that's all for now. Check back tomorrow to see some photos from the ranch!

Leave a comment

### Check these words

• adventure • the outback • peace • quiet  
 • scenery • sun setting • training • sunrise  
 • feed • gain trust • make progress • set up  
 • campsite • gather • campfire • luck

## Vocabulary

**5** Match the words in bold in the text to their synonyms.

- build • difference • view • win • come together
- teacher • fantastic

**6** Match the highlighted words in the text to their opposites.

- noise • worst • early • sunset • distant

**7**  Fill in: *setting, trekking, instructor, peace, close, survive*.

- 1 She likes the ... and quiet of the countryside.
- 2 Look! The sun is ... behind the mountain.
- 3 Tammy and Laura are ... friends.
- 4 It's difficult to ... in the Australian outback.
- 5 We like going ... .
- 6 Our ... is showing us how to set up a campsite.

## Prepositions

**8**  Fill in: *on, at, in*.

- 1 She makes breakfast ... the morning.
- 2 He goes to bed ... 9:30.
- 3 He doesn't work ... Mondays.
- 4 He starts work ... noon.
- 5 They often go camping ... weekends.
- 6 She goes to the cinema ... Saturday afternoons.

## STUDY SKILLS

### Collocations

Collocations are two or more words that go together. e.g. *fast train* (NOT: ~~quick train~~). Learn these words together. This will help you sound natural in English.

**9** **COLLOCATIONS** Do or make? Complete the gaps. Check in your dictionaries.

- |                   |                   |
|-------------------|-------------------|
| 1 ... progress    | 6 ... breakfast   |
| 2 ... tea         | 7 ... the washing |
| 3 ... homework    | 8 ... your best   |
| 4 ... sb a favour | 9 ... a decision  |
| 5 ... friends     | 10 ... a promise  |

**10** Fill in: *gain, big, luck, sets, feed, set up*.

- 1 ... change
- 2 the sun ...
- 3 to ... the animals
- 4 to ... trust
- 5 to ... campsites
- 6 wish me ...

## Speaking

**11** a) Tell the class three things you learnt from the text.

b) Read the text again and complete the mindmaps, then describe a typical day in the life of a Jillaroo to the class.



### A Jillaroo's typical day

In the mornings ...

- 1 *feed animals.*
- 2 ...
- 3 ...

In the evenings ...

- 4 ...
- 5 ...
- 6 ...

**12** Take roles and have a talk show narrating experiences of your own.

## Writing

**13** **PORTFOLIO** Write your own timeline of memories and activities. Add it to your portfolio.





# Listening skills



## Multiple choice

### Preparing for the task

#### STUDY SKILLS

Read the rubric, then read the questions and possible answers. If there are pictures, think of vocabulary related to them. This will help you do the task.

- 1** Read the text and the question. Find the numbers in the text. Which answer is correct?

*I got up at 7:00 because the park is quite far from my house. I got dressed and had breakfast. The bus usually leaves at 7:45. I agreed to meet my friend Tim at the park at 8:30 but I decided to arrive at 8:15 because I didn't want to be late.*

William said he would meet Tim at...



- 2** Read the rubric, then the questions and possible answers.

You are going to hear three recordings about teenagers' hobbies and everyday lives. For each question (1-4), choose the right answer (A, B or C).

- 1 What time did the Thai boxing class start?



- 2 Where did Eric go with his friends?



- 3 What club did the girl decide to join?



- 4 What is the boy describing?

- A a trophy he won  
B his favourite computer game  
C what he did at the weekend



Now do the task.

- 3** Look at the list of aspects of teen culture today. Which refer to: *digital life & social media?* *fashion? hobbies & free time?* *communication? social values?* Some of these fit in more than one category.

- use apps to make social media profiles look professional
- wear old vintage clothes
- play online with friends
- wear hoodies, baggy trousers and streetwear
- make and share memes online
- prefer reusable items to single-use plastics
- make short videos, edit photos and use filters
- make their own hats and bags by hand
- learn dances with friends from videos online
- send voice notes
- choose products that don't harm the environment
- treat everyone well
- use emojis to express feelings
- like parkour, skateboarding, roller skating or indoor rock climbing
- make video calls with friends

- 4** Record short videos showing teen culture nowadays.

- 5** **PROJECT** Work in groups. Create your own capsule with five aspects of today's teen culture to be opened by future generations.



# Speaking skills



## Everyday English

### Discussing past habits

- 1** Read the first and the last exchange. What is the dialogue about?



Listen and read to find out.



- Sarah: Hi, Anna. How's it going?  
 Anna: Hey Sarah! I found this old photo of me. I used to have a very messy room when I was ten!  
 Sarah: Oh, wow! I remember my room was always tidy. I didn't use to like playing with toys very much; I would rather read a book than play with dolls.  
 Anna: Really? I hated staying inside! I used to play football in the park every single afternoon after school.  
 Sarah: That sounds tiring. I loved drawing, but I disliked sports; I preferred sitting in the garden with my crayons.  
 Anna: I didn't like drawing because I was bad at it, but I really liked eating chocolate ice cream every day. It was my favourite!  
 Sarah: Me too! But now I like fruit. We really changed a lot, didn't we?

- 2** Find phrases in the dialogue which express likes/dislikes and preferences.

| Likes | Dislikes | Preferences |
|-------|----------|-------------|
|       |          |             |

- 3** Replace the phrases in Ex. 2 with phrases from the boxes below.

**LIKES:** • I really enjoy(ed)/love(d)/like(d) ...  
 • I am/was fond of ... • I quite like(d) ...  
 • ... is/was my favourite ...

• I don't/didn't mind

**DISLIKES:** • I don't/didn't enjoy/like ... at all.  
 • I can't/couldn't stand ...  
 • I hate(d) ... • I dislike(d) ...  
 • I don't/didn't (use to) like/enjoy ... very much.

**PREFERENCES:** • I would rather (+ bare inf)  
 • I preferred (+ -ing)  
 • I used to prefer (+ -ing)

- 4** Decide if each set of sentences are similar or not. Tick (✓) or cross (X) accordingly.

- 1 a He hated bowling. X  
 b Bowling was his favourite sport.  
 2 a She hated pop music.  
 b She couldn't stand pop music.  
 3 a She preferred tennis.  
 b She didn't like tennis.

#### Note

like, hate, love, prefer, don't mind, fond of, enjoy, can't stand take a noun, or -ing form.  
*I liked swimming.*  
*I hated playing tennis.*

- 5** Use the phrases in Ex. 3 to express likes/dislikes and preferences about your past habits. Use these phrases: *fishing, go to the cinema, go horse riding, watch DVDs, play tennis, play football, play computer games.*

A: *Did you like fishing?*

B: *I couldn't stand it.*

- 6** Work in pairs. Take roles and read the dialogue in Ex. 1 aloud.

- 7** Work in pairs. Act out a similar dialogue to Ex. 1 about your past habits. Use ideas from Ex. 5 and the useful language in Ex. 3.



### Rubric analysis

#### 1 Read the rubric and answer the questions.

Write a **letter** to your future self. Reflect on your teenage memories. (100-120 words)

- 1 What are you going to write?
- 2 Who is going to read it?
- 3 What is it going to be about?
- 4 How many words should you write?

### Model analysis

#### 2 Read Andy's letter. Match the paragraphs to the headings.

- 1 free-time activities
- 2 preferences
- 3 reason for writing
- 4 closing remarks

#### Capital letters



We use capital letters:

- To start a sentence (*I'm Tom*)
- with names (*Karl*)
- with school subjects (*History*)
- with the personal pronoun I (*I'm Andy*)
- with days of the week (*Sunday*), months (*January*)
- with names of cities (*Glasgow*), countries (*Scotland*), continents (*Europe*) and languages (*Spanish*)

#### 3 Read the theory. Find examples in Andy's letter and write them in your notebook.



Dear Future Andy,

**A** How are you? I am writing this to remind you of our life as a teenager in London, England. I'm sure you have so many great memories, just like me!

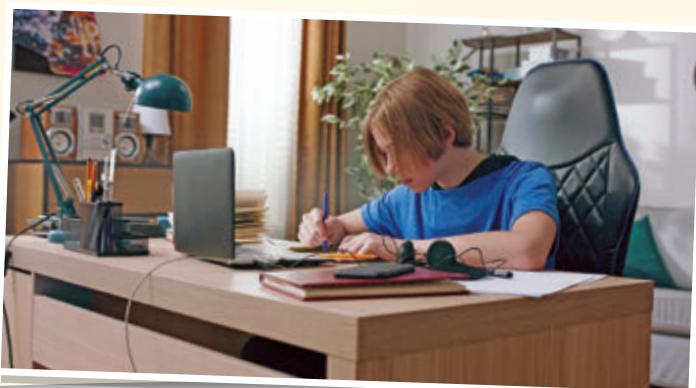
**B** We used to spend every Saturday at the park with our friends Eric and Mark. We loved listening to loud music. We loved talking for hours, too. I remember that we didn't like History but we really liked our Art classes.

**C** Back then, we would rather spend all day drawing than studying Maths because we enjoyed art! We also used to prefer going for a long walk than staying home watching TV.

**D** I hope you still have that same energy and love for art. Do you still like drawing most in the world? Please don't forget these happy times!

Best,

Your younger self



#### 4 Rewrite the sentences using capital letters.

- 1 i went to the park on saturdays.
- 2 I was in toronto, canada.
- 3 helen could speak italian and polish.
- 4 sara's birthday was in june.

#### Punctuation



We use:

- **full stop** (.) at the end of a sentence (*I am Tony.*)
- **comma** (,) to separate items in a list (*I like Maths, Chemistry and Physics.*)
- **question mark** (?) at the end of a question (*How old are you?*)
- **exclamation mark** (!) at the end of an exclamation sentence (*Maths is great!*)

**5** Read the theory. Put the correct punctuation marks in these sentences.

- 1 At school I studied Music History Art Maths and Science
- 2 I was not good at drawing
- 3 Did you like football
- 4 History was great
- 5 What were your favourite school subjects
- 6 My days started very early

**Linkers**



We use:

- **and, too** to join similar ideas. (*I liked basketball. I liked Thai boxing. I like basketball **and** Thai boxing. I liked Thai boxing. I liked basketball, **too**.)*
- **but** to join opposing ideas. (*Doing sports was exciting. Collecting coins was dull. Doing sports was exciting, **but** collecting coins was dull!*)
- **because** to give a reason. (*I never went to the pool. I never went to the pool **because** it was crowded.*)

**6** a) Read the theory. Find examples in Andy's letter.

b) Use *and, but, too* or *because* to join the sentences.

- 1 I studied History. I studied Geography.
- 2 Jim liked Maths. He didn't like French.
- 3 Stella did aerobics. She went trekking.
- 4 Sylvia used to go to the library. She loved reading and wanted to write books.
- 5 Paul decided to go to the cinema. I decided to go to the cinema.

**Writing**

**7** What would you write to your future self? Complete the Spidergram.



**8** Use your notes in Ex. 7 to write a letter to your future self.

**Useful Language**

**Likes/Dislikes**

- I liked ... a lot. / I was good at ... / I really enjoyed ... / I preferred ... / ... was my favourite ...
- I didn't really like ... / I was not fond of ... / I couldn't stand ...

**Free Time**

I usually/sometimes (hung out with my friends, went to the park, went cycling, etc)

**Preferences**

- I used to prefer ... than ...
- I would rather ... than

**Plan**

Dear + future + your name

(Para 1) opening remarks, reason for writing

(Para 2) favourite free-time activities

(Para 3) preferences

(Para 4) closing remarks

(Your younger self)

Dear Future ... ,  
How are you? I am writing this to ...  
in ... . I'm sure you have ... !  
We used to ... We loved ... and ...  
I remember ... , but we really liked ...  
Back then, ... . We also ... than ...  
I hope you still have ... . Do you still like ... ? Please don't forget these happy times.



**Checklist**

When you finish writing your email, check for:

- grammar mistakes • punctuation
- use of capital letters • use of linkers
- paragraphs

Make sure you answer all the questions in the rubric.

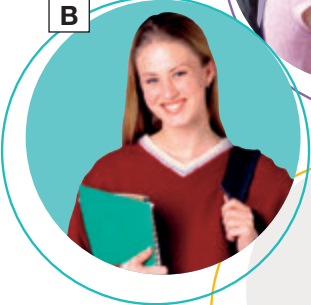


- 1 Look at the pictures. Which shows someone: *biting her nails? smiling? making eye contact?*

A



B



C



- 2 How can you make a good impression when you meet someone for the first time? Read through to find out.

- 3 Read the text and complete the gaps (1-3) with the correct word (A-C).

- 4 Choose the correct word.

- 1 Don't **eat/bite** your nails.
- 2 Smiling **shows/points** you are friendly.
- 3 **Showing/Playing** with your hands suggests you are nervous.
- 4 I don't know Bill well enough to **form/make** an opinion.
- 5 When you are talking to someone, make eye **impression/contact** with them.

- 5 Listen and read the text. What did you learn from it? Tell the class.



It only takes three seconds for someone to form an opinion about you when you 1) ... them for the first time. That's why it's so important to make a good first impression. Whether you're starting at a new school or an after-school club, here are some tips to make sure your first impression is a great one.

### Do ...

- Smile a lot. This helps to show that you are a friendly person.
- Make eye contact. You want to show that you're listening to the other person.
- Be polite. Listen 2) ... the other person and don't look around.

### Don't ...

- Show you're nervous. Don't bite your nails or 3) ... with your hands too much. This makes the other person nervous, too.
- Talk about yourself all the time.

|   |           |         |           |
|---|-----------|---------|-----------|
| 1 | A meeting | B meet  | C meets   |
| 2 | A with    | B at    | C to      |
| 3 | A play    | B plays | C playing |

### Check these words

- *form an opinion* • *first impression* • *tip*  
• *eye contact* • *nervous* • *bite nails*



## Vocabulary

**1** Fill in: *do, go, play, make*.

- |                   |                   |
|-------------------|-------------------|
| 1 ... progress    | 6 ... board games |
| 2 ... shopping    | 7 ... basketball  |
| 3 ... friends     | 8 ... my best     |
| 4 ... a decision  | 9 ... a favour    |
| 5 ... ice-skating | 10 ... my nails   |

(10x2=20)

**2** Complete the table. Use: *boots, coat, belt, dress, skirt, hat, trainers, tie, jeans, scarf*.

| Clothes | Accessories | Shoes |
|---------|-------------|-------|
|         |             |       |

(10x1=10)

**3** Fill in: *does, goes, hangs, chats, surfs*.

- Steve often ... out with his friends.
- Laura ... the Net in the evenings.
- He ... puzzles.
- He ... online.
- She sometimes ... trekking.

(5x4=20)

## Everyday English

**4** Choose the correct.

- A: I found this old photo of me!  
B: **a** Oh, wow!  
**b** I hated that.
- A: I preferred reading a book.  
B: **a** No, it was my favourite!  
**b** Really?
- A: **a** I didn't like cycling at all.  
**b** I quite liked cycling.  
B: Me too! I really enjoyed it!
- A: I couldn't stand eating fruit when I was ten!  
B: **a** We really changed a lot, didn't we?  
**b** I would rather eat fruit.
- A: Playing tennis was my favourite thing.  
B: **a** But now I like tennis.  
**b** I was fond of tennis, too.

(5x4=20)

## Grammar

**5** Choose the correct option.

- Terry didn't **use to/used to** play the guitar.
- Amy **would/used to** love sleepovers.
- We **use to/would** go swimming every Sunday.
- Did he **use to/used to** do puzzles when he was young?
- We **would/use to** do sprints in PE class.

5x3=15

**6** Put the verbs in brackets into the correct tense.

- When we got to the hall the concert ... **(end)**.
- Tom ... **(not/wait)** for long when the train arrived.
- ... **(they/do)** the chores by the time mum got home?
- The boys ... **(play)** tennis for an hour when Steve called.
- We ... **(not/try)** gardening until Mrs Smith showed us.

5x3=15

Total: 100

Write in your notebook.



### Self-evaluation

Now I can ...

- talk about teens' life & culture ★★★
- talk about daily routine, free time & clothes
- discuss past habits & express likes/dislikes & preferences
- write a letter to my future self

GOOD ★ VERY GOOD ★★ EXCELLENT ★★★



### Observation grid

- I work well with my group. ★★★
- I follow classroom rules.
- I participate in all pairwork activities.
- I interact with others.
- I come in time for class.
- I ask for help when I need.
- I am willing to participate in activities.
- I work well on my own.
- I follow my teacher's instructions.
- I have useful ideas.

GOOD ★ VERY GOOD ★★ EXCELLENT ★★★





# Mediation

## Speaking

Max, an English-speaking friend of yours who lives in your city/town/village, wants to go for a walk in the countryside this weekend. He has called you to invite you to come along. You have looked up the weather forecast for Saturday and Sunday (below). Tell him what the weather will be like on both days, and give him your opinion on which day will be best for a walk. Speak for approximately two minutes.

Estul României se va bucura de o zi frumoasă sâmbătă, cu soare și temperaturi de aproximativ 30°C. În restul țării, temperaturile vor fi similare sau puțin mai ridicate, dar cerul va fi mai mult noros, cu doar câteva intervale de soare. Vreme mai rea vine dinspre vest și nord-vest, iar spre sfârșitul zilei ar putea apărea chiar și furtuni în vestul țării. Duminică, vremea nefavorabilă se va deplasa spre est, aducând ploi și furtuni în partea centrală a țării, împreună cu temperaturi de aproape 28°C. În est, se așteaptă o zi predominant noroasă, cu temperaturi de aproximativ 22°C. Totuși, vremea mai bună va reveni în vest, iar temperaturile de 25°C vor face ca aceasta să fie o zi excelentă pentru ieșit în aer liber.

**WEATHER FORECAST**

**WORLD NEWS**

## Writing

You are a 16-year-old who writes a blog about your daily life for your readers. You have just returned from a camping trip with your family, which was cut short by extreme weather. The incident made it into the local newspaper and you have kept a copy of the article (below). You decide to write about the experience from your point of view for your blog. Write your blog entry (120-150 words).

News

Monday

# River floods campsite



**S**ummer campers awoke last night to find their campsite had been turned into a lake when the River Flue burst its banks and flooded wide areas of Wickstone after heavy rains. Two nights of downpours had swelled the level of the river, and when a thunderstorm struck at midnight, its waters were soon pouring into Flue River Campsite at the level of Sound Bridge. Campsite staff quickly

alerted campers and moved them to higher ground, so nobody was hurt, but a lot of camping equipment and clothing still lies underwater. Three fire engines are at the site, working to pump the water back into the river.

Meteorologists promise fine weather for the next three days at least, which should give the river a chance to get back down to its normal levels.



## What's in this unit?

- **Topics:** social media
- **Vocabulary:** social media
- **Grammar:** Past Perfect Continuous, Past Continuous
- **Reading:** social media profiles
- **Listening:** multiple choice (monologues) – multiple matching
- **Speaking:** expressing regret-reprimanding
- **Writing:** a pie chart report
- **Culture:** famous influencers
- **CLIL:** (PSHE) *Being a responsible digital citizen*

## Reading

**1** Look at the texts. What are they? Where can you see them?

**2** Listen to and read the texts. Match the texts to the headings. Give reasons.

- A The Creative Soul
- B The Sports Star
- C The Eco-Warrior
- D The Bookworm

**3** Read the texts. Decide if the sentences are **T** (true) or **F** (false).

- 1 Lucas felt bad after his football training.
- 2 Music is important to Lucas when he exercises.
- 3 The cats at the café weren't active when Hana visited.
- 4 Amira has never beaten her brother at chess.
- 5 Finn didn't just surf when he went to the beach.

## Check these words

- reach • recommendation • beat
- workout • animation • kitten
- stay focused • after all
- protector • collect • rubbish

**1** Lucas\_Football ▾

@ + ≡



**Lucas\_Souza**

500 Posts 400 Followers 500 Following

### Biography

14 | Rio BR 🇧🇷 | Football is life. Training hard to reach the top. I love music, my friends, and my team.

Edit Profile

Promotion

Contact

Just finished a 6 am session at my training camp! My legs are tired, but I feel **great**. It's OK, though. No pain, no gain! 🏆⚽ Super excited about next week's match. I'm sure my team can win the local league! Does anyone have good hip-hop recommendations? I need some new beats for the workout tonight. 🎧🏆

#FootballLife #RioDeJaneiro #MorningVibes #StudentAthlete



**2**

Seoul\_Style ▾

@ + ≡



**Hana\_Park**

350 Posts 800 Followers 250 Following

### Biography

15 | Seoul KR 🇰🇷 | Digital artist and cat lover. I'm always drawing or dreaming. Check out my **latest** animations below! ✨

Edit Profile

Promotion

Contact



I've been working on this anime character for three days. It's finally done and I'm very happy with it! Practice makes perfect! What do you think of the colours? 🎨🌈 After finishing my digital art I spent the afternoon at my favourite cat café. The kittens were so **sleepy** today. I wish I could nap there too! 🐱☕

#DigitalArt #SeoulStyle #CatCafe #AnimationStudent



**4** Answer the questions.

- 1 Based on the posts, which of the four teenagers seems to have the most "stressful" or "busy" daily schedule right now? Explain why.

# Reading

## Vocabulary

**5** Match the highlighted words in the texts to their synonyms. What part of speech are they?

- amazing • drowsy • important
- perfect • recent

**6** Complete the sentences. Use: *train, check out, nap, beat.*

- 1 Jack was finally able to ... his brother at football.
- 2 If you like music, you should ... my songs online!
- 3 Peter was very tired so he decided to ... for a few hours.
- 4 Amy likes to ... three times a week at the gym.

**7** **COLLOCATIONS** Fill in: *beach, local, chess, training, study, digital, offshore, anime.*

- |                 |                |
|-----------------|----------------|
| 1 ... camp      | 5 ... group    |
| 2 ... league    | 6 ... master   |
| 3 ... character | 7 ... clean-up |
| 4 ... art       | 8 ... wind     |

## Speaking

**8** **THINK!** Which of these people would you like to follow on social media? Why?

## Writing

**9** **PROJECT** Create your social media profile. Design a profile including a short bio, at least two sample posts and relevant hashtags. Present your profiles to the class, describing your character's interests and posts. Peers act as "followers", leaving short written or oral comments/questions.

**Amirathedoctor** v . @ + ≡

**Amira\_Hasan**  
150 Posts 250 Followers 300 Following

**Biography**  
17 | Cairo EG 🇪🇬 | Future doctor 🩺 | Science and books. Learning something new every single day. 📖

Edit Profile Promotion Contact

I have a **huge** biology exam soon, so I'm drinking lots of coffee, staying focused and going to my study group every day. 🍷☕📖 I still make time for fun, though. I finally beat my brother at chess today! It took a long time, but I've been practising a lot. Maybe I can be a chess master after all! ♟️🏆

#StudyGram #FutureDoctor #CairoLife #ChessPlayer

**SUPER\_SURFER** v . @ + ≡

**Finn\_Harrison**  
450 Posts 500 Followers 480 Following

**Biography**  
16 | Sydney AU 🇺🇸 | Surfer. Nature protector. Let's keep our oceans blue and our beaches clean! 🌊🌊

Edit Profile Promotion Contact

The waves were **awesome** this morning because there was a nice offshore wind! I'm so lucky to live near the ocean. 🌊☀️ After surfing I collected 5kg of plastic from the ground during a beach clean-up. It's so sad to see the rubbish, but I'm happy we can help. You should help your area, too! 🧻♻️

#SaveTheOcean #SydneySurfing #EcoFriendly #BeachCleanup

- 2 Why does Finn include the sentence "You should help your area, too!" in his post? Who is he talking to?
- 3 What can we learn in Amira's post about her attitude towards study and relaxation? Does she try to keep a balance?
- 4 What do the phrases "no pain, no gain" and "practice makes perfect" that Lucas and Hana use in their posts, mean? What do these phrases show us about both teenagers?





# Vocabulary

## Social media platforms

- 1** Read the infographics and fill in the gaps with words from the lists.

**A**

### VISUAL & LIFESTYLE PLATFORMS

- updates • digital • platform • algorithm • influencers

- **Instagram:** A place for sharing photos and short videos (Reels). People use it to follow friends, celebrities and **1)** ...
- **TikTok:** A **2)** ... for very short, creative videos, often with music or comedy. It is famous for its **3)** ... that learns what you like.
- **Pinterest:** A "**4)** ... pinboard" used to find inspiration for hobbies like cooking, home decor or fashion.
- **Snapchat:** Used for sending "disappearing" photos and messages. It's popular for quick, informal **5)** ...

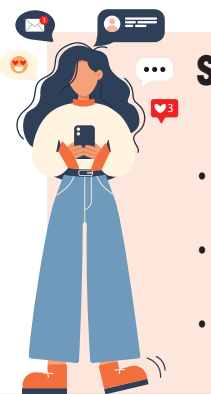


**B**

### SOCIAL NETWORKING & CONNECTION

- unedited • network • connecting • profile • touch

- **Facebook:** One of the oldest platforms. People use it to stay in **1)** ... with family, join local groups and share news.
- **LinkedIn:** A professional **2)** ... It is used for finding jobs, **3)** ... with coworkers and building your personal **4)** ...
- **BeReal:** An app that asks users to take one **5)** ... photo every day at a random time to show their "real life."



**C**

### DISCUSSION & NEWS

- servers • forums • hashtags • gamers • memes

- **X (formerly Twitter):** A place for short text updates and "breaking news." People often use **1)** ... here to join global conversations.
- **Reddit:** A collection of **2)** ... (called "subreddits") where people discuss specific interests, from science to funny **3)** ...
- **Discord:** Used for creating private **4)** ... or groups to talk via text, voice, or video—originally popular with **5)** ...



**D**

### VIDEO & ENTERTAINMENT

- site • streaming • subscribe • chatting • tutorials

- **YouTube:** The largest video-sharing **1)** ... Users can **2)** ... to channels to watch **3)** ... , music videos, and vlogs.
- **Twitch:** A platform mainly for live **4)** ... video games and **5)** ... with viewers in real-time.



**2**

Which social media platform should you use if you want to ...

- 1 find a professional job?
- 2 watch a long DIY tutorial?
- 3 discuss a specific hobby with strangers?
- 4 watch funny, 15-second clips?
- 5 share an artistic photo?

**3**

Work in groups. Discuss the questions.

- 1 Which of these platforms do you spend the most time on?
- 2 Do you prefer watching live streams or edited videos?
- 3 Do you think it's better to have a public or a private account?
- 4 Of these platforms, which one do you think is the most difficult to use in English?

**4**

Fill in: *upload, post, share, follow, unfollow, scroll, comment, edit.*

- 1 There are lots of cool apps to ... your photos and change the colours.
- 2 You can use Wi-Fi to ... files directly to your cloud storage.
- 3 Larry decided to ... on X to tell friends what he is doing.
- 4 If you enjoy my photos you can ... me on Instagram!
- 5 Emily likes to ... through videos on TikTok in her free time.
- 6 George plans to ... on Bill's post later to say something nice.
- 7 Erika likes to ... reels from other people on her Instagram stories.
- 8 Peter doesn't like rock music anymore so he decided to ... the band on Instagram.

## 5 Choose the correct word.

### Best Practices

- Do check your **1) privacy/trend** settings: Make sure you know who can see your photos and personal information.
- Do think before you post: Ask yourself, "Would I want my parents or a future boss to read this **2) attachment/caption**?"
- Do give credit: If you share someone else's art or photo, always tag their **3) profile/bio** or mention their name.
- Do be kind in the **4) comments/likes**: Remember that there is a real person behind the screen.

### What to Avoid

- Don't share private details: Never post your home address, phone number, or passwords. It's also better to use a **5) username/banner** instead of your actual name.
- Don't believe everything you see: Many photos are edited, and some news stories are **6) highlights/clickbait** just to make you read something.
- Don't post when you are angry: You might say something you regret later. It's better to calm down when you see something you don't like on your **7) geotag/feed**.
- Don't accept requests from strangers: If you don't know them offline, it is safer to decline the **8) notification/request**.

## Careers in social media

### 6 a) Complete: social media manager, content creator, video editor, moderator.

- 1 If you love making posts and reels, you should be a(n) ... online.
- 2 The ... spent the morning deleting spam from the Facebook group.
- 3 We need a(n) ... to help check and improve our new YouTube series.
- 4 Companies pay a(n) ... to control their Instagram and TikTok accounts and promote their content.

b) If you had to choose one of these jobs, which one sounds the most interesting to you?

## Online Safety

### 7 Fill in: hacks, phishing, spam, catfishing, scams.

It's important to be careful online to avoid **1)** ... that try to trick you. Ignore **2)** ... , junk emails or links from people you don't know. These can often be an attempt at **3)** ... : the cybercrime that tries to get you to give people your personal details. This is how **4)** ... happen when someone breaks into a computer system. Another problem like this is **5)** ... . In this case people make fake profiles and pretend to be someone that they aren't in order to steal. Stay alert for problems like these and always enjoy the Internet safely.



## Phrasal verbs

### 8 Fill in: down, in, up (x2), through.

- 1 If you want to see more, sign ... to our email newsletter.
- 2 Moderators asked Jim to take ... the post because it broke the site rules.
- 3 It's a good idea to use a good password to sign ... to a site.
- 4 The boys spend hours scrolling ... content on social media.
- 5 Sometimes annoying ads can pop ... while you are using a site.

## Prepositions

### 9 Choose the correct item.

- 1 You can find more information **on/in** social media.
- 2 There are a lot of cool photos **on/in** that post.
- 3 The bio is **at/in** the top of the page.
- 4 Not many sites give you content **of/for** free.
- 5 It's important to meet people **in/of** real life.

**10 PROJECT** Instagram vs Reality. Create a 2-part visual: left side – Instagram post – a perfect image or description of a moment; right side – Reality – what was actually happening behind the scenes. Present the visuals to the class and get feedback.



Yesterday, I was planning a secret birthday party for my best friend, Sarah. I was feeling very excited, so I took a photo of the decorations and shared it on the special party group chat via DM. A few minutes later, I was checking my messages when I noticed something terrible. Sarah was typing a reply to my photo! At that moment, I realised I had sent my message to her by accident! I was shocked! I had been doing so many things for so many hours that I wasn't really paying attention to what I was doing... I felt terrible because I had been trying to keep the secret for weeks, and in one second, I spoiled everything. Luckily, Sarah was so happy that we both started laughing about it anyway!



## Past perfect continuous

|               |                                                         |
|---------------|---------------------------------------------------------|
| AFFIRMATIVE   | I/You/He/She/It/We/They <b>had been running.</b>        |
| NEGATIVE      | I/You/He/She/It/We/They <b>hadn't been running.</b>     |
| INTERROGATIVE | <b>Had</b> I/you/he/she/it/we/they been <b>running?</b> |
| SHORT ANSWERS | <b>Yes,</b> I/you/he/she/it/we/they <b>had.</b>         |
|               | <b>No,</b> I/you/he/she/it/we/they <b>hadn't.</b>       |

We use the **past perfect continuous**:

- to **emphasise** the **duration** of an action that **started** and **finished** in the **past** before another past action or stated time in the past. *She **had been trying** to upload his video **for three hours** before the Internet finally started working.*
- for an action which **lasted** for some time in the **past** and whose **result** was **visible** in the **past**. *John was tired yesterday morning because he **had been reading** comments on his phone all night.*

1

Read the table. Then read the text and find examples of the **past perfect continuous**.

2

Put the verbs in brackets in the **past perfect continuous**.

- Ellen **had been posting** (post) content for hours before she put down her phone.
- His eyes were red because he ... (watch) YouTube videos all night.
- ... (Jess/type) her profile bio for a long time before she called you?
- Peter was disappointed because his posts ... (not/get) enough likes on social media.
- They ... (chat) with their followers for an hour before the stream ended.

3

Put the verbs in the **past perfect continuous** and complete the short answers.

- A: **Had they been making** (they/make) many tutorial videos before they reached 500,000 followers?  
B: Yes, they ...
- A: ... (Denise/follow) the influencer for many months?  
B: No, she ...
- A: ... (the boys/play) their game online for hours before they went out?  
B: Yes, they ...
- A: ... (Larry/use) TikTok for a long time before he deleted his account?  
B: Yes, he ...

4

Use the phrases in brackets to make sentences.

- He was tired. (upload videos all night)  
*He **had been uploading videos** all night.*
- The website was down. (have problems all day)
- Jen was excited. (get followers all morning)
- The app was popular. (people download all week)
- The webstore owners were happy. (receive good reviews all afternoon)
- The online game was successful. (sell well all month)

## Past Perfect Continuous vs Past Continuous

**5** Read the examples. Match them to the uses.

- 1 At 8:00 PM yesterday, I **was watching** a live video.
- 2 I **had been watching** the live video for two hours before my phone died.
  - a emphasis on duration of an action that happened before another one in the past
  - b action in progress at a certain time in the past

**6** Put the verbs in the *past continuous* or the *past perfect continuous*.

- 1 A: *Were you listening* (you/listen) to music on Spotify at 8 o'clock last night?  
B: No, I was too tired. I *had been writing* (write) reports all day.
- 2 A: ... (they/send) memes to you at 2 o'clock yesterday?  
B: Yes, they ... (tell) me about cool ones they had found all morning.
- 3 A: The Internet ... (not/work) at 10 o'clock yesterday morning.  
B: Yes, I know. They ... (try) to fix it for hours before they found the issue.
- 4 A: ... (you/check) Facebook at 5 o'clock yesterday afternoon?  
B: Yes, I was. But I ... (not/comment) on posts for long before I saw your message.
- 5 A: Martin ... (not/think) when he replied to that post.  
B: You're right. I ... (tell) him all week to calm down before letting trolls annoy him.
- 6 A: ... (you/join) private servers for long before you used Discord?  
B: No, I hadn't. I ... (read) about them this morning and decided to try.
- 7 A: ... (the girls/practise) for long before they won the gaming competition?  
B: Yes, they had worked really hard and were so happy! When I messaged them yesterday afternoon they ... (show) photos of their trophy to their friends.
- 8 A: ... (you/study) for your computer exam at 7 o'clock last night?  
B: No, I took a break. I ... (revise) all day before I realised what the time was.

**7** Put the verbs in the *past continuous* or the *past perfect continuous*.

Hi, guys! Sorry I didn't post last night but I **1) was helping** (help) my mum. She **2) ... (ask)** me to help her in the garden all day before I finally joined her. When we finished, I was exhausted because we **3) ... (work)** outside all evening! To be honest, I **4) ... (not/plan)** to be outside for so many hours before I grabbed my tools. But it was cool, and I took lots of video. I **5) ... (hope)** to make a post about gardening for weeks, so it was a great opportunity! We finished a bit late, though. I **6) ... (check)** videos and photos at 8 o'clock last night, so, unfortunately, there wasn't time to post anything before bedtime. Check my profile today for lots of cool reels in my stories!



**8** **SPEAKING** Choose a short TikTok-style video and act out a "before and after" situation, using the *past perfect continuous* and the *past continuous*.



### Reading

- 1** Look at the title and the pictures of these people. Who is famous for: *dancing, beauty tips, singing and acting, being an inventor?*



Listen and read to find out.

- 2** Read the text. Which person (A, B, C or D) ...

- 1 has parents that are very famous in their own country?
- 2 believes taking care of your feelings is very important?
- 3 is popular because of the way that they talk during videos?
- 4 works with famous companies in the clothing industry?
- 5 received a special award for something that they made?
- 6 makes their fans feel like they are their friends?

**3**



Answer the questions.

- 1 Why do you think Junior wanted to do manual labour instead of just asking his parents for money? What does this tell us about how he wants his fans to see him?
- 2 Based on the texts, why might these influencers want to show their “struggles” or bad days to their fans? How does this change the way a follower feels about them?
- 3 Even though their topics are very different, what do both Fionn and Katie do to make their followers trust their advice? How would their careers change if they stopped being “honest”?

### Check these words

• *brand* • *mental health* • *skincare* • *fan*  
 • *put on* • *build a career* • *manual labour*  
 • *night shift* • *earn* • *maintain* • *presence*  
 • *liquid* • *magnet* • *laboratory*



Video

# Influencers

**A**

## The Queen of Dance



Charli D'Amelio is perhaps the most famous young person in the history of social media.

She became a superstar as a teenager in 2019 when she started posting short dance videos on TikTok. Millions of people loved her simple but **energetic** moves and her “girl next door” personality. Charli is now much more than just a dancer. She has worked

with **luxury** fashion brands like Prada and has her own clothing line and perfume. Although she

is very **wealthy** now, she often talks about the importance of mental health. She reminds her followers that life on camera isn't

always **perfect**. Charli proves that a simple hobby can turn into a global business if you're true to yourself.

**B**

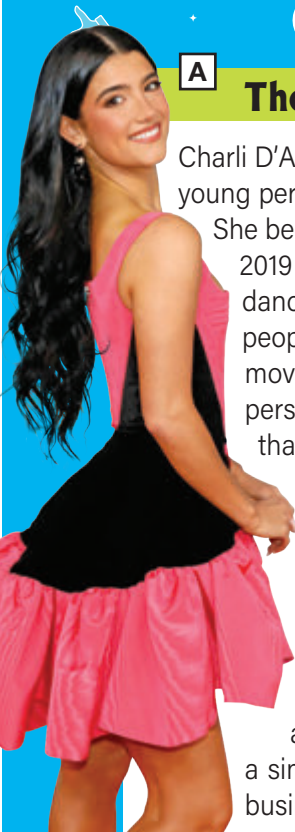
## The Multi-Talented Star



Junior Andre is the son of British celebrities Peter Andre and Katie Price. He grew up in the spotlight, but he has worked hard to build his own career. He

is a **thrilling** singer, actor, and social media creator with millions of views on his music videos. Junior even took a job doing manual labour and working night shifts for London Underground to earn his own money to fund his music projects.

He and his sister Princess have launched their own ITV2 series, The Princess Diaries (which, despite the name, follows both of them). This series focuses on the “business” of being an influencer – showing the **tough** travel, brand meetings, and the pressure of maintaining a digital presence for millions of followers.



## Vocabulary

- 4**  **Complete the sentences. Use: fund, prove, encourage, launch, collaborate.**

- 1 The influencer's posts ... that anyone can be a star if they work hard.
- 2 Bill decided to ... his own podcast online talking about his hobbies.
- 3 The girls took an extra job so they could ... their music career.
- 4 Martin agreed to ... with the sports company to promote their shoes.
- 5 Laura's Instagram profile helps ... people to be artists.

- 5** **Match the words in bold in the text to their synonyms.**
- important • truthful • lively • difficult • expensive • original

C

### The Beauty Guru

If you love skincare and makeup, you probably know Katie Fang. She is a **massive** influencer known for her "Get Ready With Me" (GRWM) videos. In these clips, she chats with her fans while putting on makeup and getting ready for her day. What makes Katie special for people to follow is her **clear** way of speaking. She explains which products work and which ones are a waste of money. She is one of the **top** beauty creators in the world, collaborating with famous cosmetics brands like Dior. Fans love her because she feels like an "internet bestie" who gives **honest** advice about how to look and feel your best.

D

### The Plastic Fighter

Fionn Ferreira is a famous young inventor and eco influencer from Ireland. At age 18, he invented a special liquid that uses magnets to pull microplastics out of the water. This incredible invention won the Grand Prize at the Google Science Fair in 2019. Today, Fionn uses his social media and public speeches to encourage other young people to be **creative**. He tells the truth about climate change and believes that science and technology are the best tools we have to save the planet. Fionn proves that you don't need a big laboratory to change the world. With just some simple tools, a good idea and hard work, he has become a **global** leader in the fight for cleaner oceans.

- 6** **Match the highlighted words in the text to their opposites.**

- poor • local • confusing  
• bad • boring • bottom

## Speaking

- 7** **In pairs, ask and answer comprehension questions based on the text.**

A: *In which year did Charli D'Amelio start posting on TikTok?*

B: *Charli D'Amelio started posting on TikTok in 2019. ...*

## Listening

- 8**  **Listen to Sam explaining how to make a good influencer post and decide if the sentences are T (true) or F (false).**

- 1 Using sunlight is better than using strong lamps.
- 2 Always place the subject in the middle of any photo.
- 3 Avoid using questions in your captions and only use facts.
- 4 Posting what's useful for fans is more important than posting what YOU like.
- 5 Give your followers instructions and ask them to do things.
- 6 Use the same size for all posts on your social media.

## Writing

- 9** **PROJECT** **In groups, design a brief "influencer post", e.g. poster, slide or short video script, including a slogan, hashtags, and visuals. Present your post to the class as if addressing your online followers, using persuasive and engaging language.**



# Listening skills

## Multiple choice

### STUDY SKILLS

Read the questions and possible options before you listen to the dialogue. This will help you understand what the recordings will be about.

- 1** a) Read the task and underline the key words. What do you think the recordings are about?

You are going to hear two recordings twice. Questions 1-3 refer to Recording 1, while questions 4-6 refer to Recording 2. Answer the questions according to what you hear by circling the appropriate letter (A, B or C).

#### Recording 1

- 1** Julian thinks that the campaign is  
**A** probably difficult.      **B** quite simple.  
**C** unlikely to help.
- 2** Frank is mostly impressed by  
**A** how many influencers support the campaign.  
**B** how large the participant group is.  
**C** how engaging the tasks are.
- 3** Frank and Julian  
**A** do martial arts together.  
**B** go to the same school.  
**C** work at the same store.

#### Recording 2

- 4** Janet found the project while  
**A** listening to a podcast.  
**B** using social media.  
**C** chatting to friends.
- 5** People post photos of their  
**A** holidays.      **B** parties.      **C** daily life.
- 6** Janet is speaking to her followers to  
**A** make them aware of something.  
**B** ask them their opinion.  
**C** show that she cares about them.



- b) Do the listening task in Ex.1a.



- 2** Which of the following are pros or cons of using social media campaigns?

They reach millions of people within seconds.

You don't need a big budget or TV station for a campaign to be effective.

Just liking or sharing a post does not do anything in the real world like donating or volunteering.

Not everything you see online is true.

People might join a campaign because it is trendy or to look good to their followers.

They help you find people who feel the same way.

- 3** In groups discuss how effective social media campaigns can be. You can use ideas from Ex. 2 if you like.

## Multiple Matching

- 4** There are various types of social media campaigns. Listen to four people presenting their favourite social media campaign and match them to the type of campaign.

- |                 |                                 |
|-----------------|---------------------------------|
| <b>1</b> Helen  | <b>A</b> cultural understanding |
| <b>2</b> James  | <b>B</b> environmental          |
| <b>3</b> Andrea | <b>C</b> mental health          |
| <b>4</b> Tom    | <b>D</b> body positivity        |

- 5** Which of these campaigns is most important to you? Why?

- 6** **PROJECT** In groups, design and present a short social media campaign that promotes a positive message (e.g. kindness, healthy lifestyle, environmental awareness, digital safety). Present it to the class.



# Speaking skills



## Everyday English

### Expressing regret – reprimanding

**1** Read the first exchange. What is the dialogue about? Read through and check.

**2** Read the dialogue again and choose the best word A, B or C. Listen and check.



Jake: Chloe, I'm so stressed. I saw the photo I posted during the Maths test, and I feel terrible about it.

Chloe: I saw it too, Jake. Honestly, you shouldn't have done that. Why did you take a picture **1** ... the test paper?

Jake: I don't know! I was just bored and thought it would look cool **2** ... my story to show myself studying. I really regret it. Our teacher sounds so upset.

Chloe: You should regret it! Everyone is talking **3** ... it, and Mr. Miller thinks we were all trying to cheat!

Jake: I know, I feel so stupid. I've already deleted it, but I'm worried it's too late. What if he tells the head teacher?

Chloe: Well, **4** ... least you deleted it and you realised your mistake. You should go and apologise **5** ... him tomorrow morning. What were you thinking?

- |             |        |        |
|-------------|--------|--------|
| 1 A for     | B off  | C of   |
| 2 A at      | B for  | C on   |
| 3 A about   | B from | C with |
| 4 A at      | B for  | C with |
| 5 A towards | B to   | C with |

**3** In pairs, take roles and read the dialogue aloud.

**4** Replace the underlined expressions in the dialogue with phrases from the box below.



### Expressing regret

- I shouldn't have done that.
- I wish I hadn't done that.
- I feel bad about what happened.
- I really regret it.
- It was a huge mistake.
- I feel so stupid.
- I feel like an idiot.
- I feel terrible about it.
- I feel really bad.
- I didn't mean to hurt anyone's feelings
- If only I could change it.

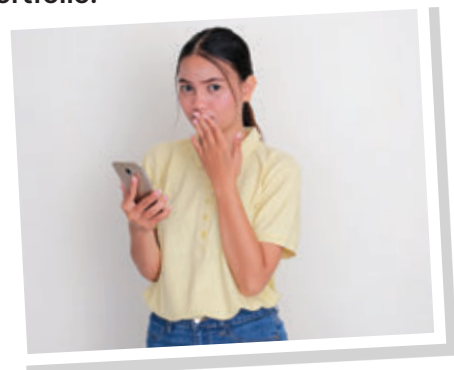


### Reprimanding

- You should regret it!
- You should feel bad!
- You ought to feel guilty!
- You shouldn't have done that.
- That wasn't a smart move.
- You should have known better.
- That was irresponsible of you.
- What were you thinking?
- Why did you do such a thing?
- How could you do that?

**5** You took a photo of another student doing something silly at school. You posted it online with a "joke" caption, thinking it would be funny. Another friend sees the post and is upset with you. Act out a similar dialogue to the one in Ex. 1. Use phrases from the language box.

**6** **PORTFOLIO** Write a story about something embarrassing posted by mistake to express regret. Read it to the class. Add it to your portfolio.







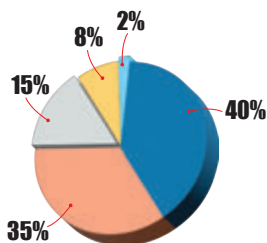
### Rubric analysis

#### 1 Read the rubric and answer the questions.

Your local council had a survey on media use in your town. Look at the results of the survey shown in the pie chart below.

**News media use in Greenville in 2022**  
(by types of media)

- TV programmes
- Radio bulletins
- Newspapers
- Social media
- News websites



Write a **report** analysing the results of the survey as shown in the pie chart. (100-120 words)

- 1 What are you going to write?
- 2 What key features does the pie chart indicate?
- 3 What categories of data does the pie chart show?
- 4 What conclusions can you make from the pie chart?
- 5 How many words will you write?

### Model Analysis

#### 2 Read the report and fill in the gaps (1-5) with the information from the pie chart in Ex. 1.

#### 3 Which paragraph in the report ...

- 1 summarises and explains what the results indicate?
- 2 expresses the purpose of the chart and the general trend?
- 3 describes and compares the chart sections?

#### 4 Read the report again. Underline the words/phrases whose meaning are similar to those in the list.

- represents • demonstrates • shows
- segment • part • share • comprised
- constituted • made up • Besides • While
- In addition • Moreover • On the other hand
- However • Whereas • In general
- All in all • In conclusion

**A** This pie chart illustrates the results of a survey on **1)** ... . It was conducted in Greenville in 2022 and categorised news media use by media types. Overall, the chart indicates a visible trend in Greenville that people were most likely to use broadcast media as their primary news source.

**B** Regarding the most significant portion of the graph, television programmes accounted for **2)** ... of all news media use among residents. Next to that, with a lower portion of the total, are **3)** ... which made up 35%. By contrast, only **4)** ... of people used news websites to get their news. Furthermore, **5)** ... and social media accounted for only 15% and 8%, respectively.

**C** Overall, it is clear from the survey that most residents preferred to use broadcast media to get their news, whereas print and digital media added up to just over a quarter of the total use.

When writing a pie chart report:

- avoid using contractions (*it's, can't, doesn't etc.*)
- avoid giving personal opinions (*I think, in my view, etc.*)
- use objective language to describe and compare data. *By contrast, only 2% of residents used news websites.*
- use appropriate verb tenses (*past, present or future*)

*In 2022, broadcast media accounted for 40% of all news media.*

*By 2050, broadcast media are expected to account for up to 60% of all media use.*

## 5 Read the sentences (1-6) and replace the words or phrases in bold with those in the lists.

- With reference to • while • Moreover • indicates
- in conclusion • On the other hand

- 1 **By contrast**, only 15% of students use apps for their home study.
- 2 According to the graph, 32% of social media users are men, **whereas** 68% are women.
- 3 **All in all**, more people listen to podcasts than they did five years ago.
- 4 **Furthermore**, we see that 1 in 3 women post stories on an everyday basis.
- 5 The chart **shows** a very interesting Internet trend.
- 6 **Regarding** the most significant portion of the graph, it is clear that those streaming films outnumber those reading news online.

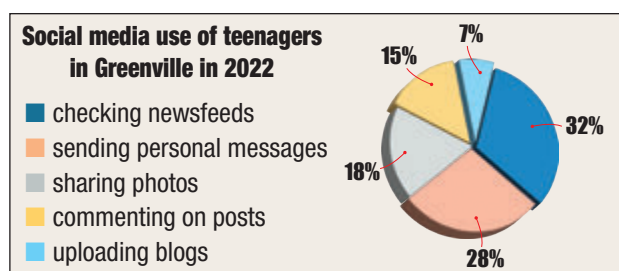
## Tenses in Reports

### 6 Cross out the word or phrase in bold which is not correct, giving reasons for your choices.

- 1 Residents' concerns about social media use among teens **has increased/increased** over the last few years.
- 2 Currently, teens **will help/help** with the local hashtag campaign.
- 3 If we **could/might** start schemes to get teens off their smart phones it would help.
- 4 I hope that you **take/will take** my suggestions into account at next month's meeting.
- 5 In 2023, social media **comprised/had comprised** 60% of Internet usage in the area.

## Writing

### 7 Read the pie chart of a survey conducted by your local council on the use of social media by teenagers in your town, then answer questions (2-4) in Ex. 1.



### 8 Write a report using the information from the pie chart in Ex. 7.

## Useful Language

### Introduction

- This pie chart illustrates/outlines/shows/represents/demonstrates/indicates
- The survey was conducted/done/carried out ... in ... and categorised/comprised/constituted ...

### To introduce/list points

- Firstly, ... • Furthermore/In addition ...
- Next to that, ... • Moreover, ...

### To introduce contrasting points

- However, .../On the other hand, .../While .../Besides .../Whereas, ...
- By contrast ...

### Conclusion

- In general/All in all, .../In conclusion, ...
- Overall, ... • To conclude, ...

## Plan

- |             |                                                                  |
|-------------|------------------------------------------------------------------|
| Paragraph 1 | <i>the purpose of the chart, describe the general trend</i>      |
| Paragraph 2 | <i>describe and compare the sections of the chart in detail</i>  |
| Paragraph 3 | <i>summarise the chart and explain what the results indicate</i> |

This pie chart ... the results of a survey on ... . The survey was ... in ... in ... and ... . ... the chart ... in .. that ... . Regarding the most significant portion of the graph ... . Next to that/In addition etc ... . By contrast/However/On the other hand etc. ... Overall/In general/All in all etc. ...



## Checklist

When you finish writing your report check for the following:

- have you covered all the points asked for in the rubric?
- have you used the appropriate (formal) style of writing?
- have you used appropriate objective language?
- have you used appropriate verb tenses?

- 1** Have you ever had any negative experiences on social media? If so, what did you do? What should you do if you see a harmful post?



Listen and read to check.

## Being a Responsible Digital Citizen



These days, digital technology is a major part of everyday life for all of us, and we use it for almost everything, from work to school and entertainment. Therefore, with everyone spending so much time connected to the Internet and using digital devices, it's important that we all understand how to be responsible digital citizens in the modern world. But what exactly does that mean?

A responsible digital citizen is someone who uses technology in a sensible way and encourages others to do the same. They are careful about their online behaviour and always try to be as polite as possible, which helps others to avoid having negative experiences online. Responsible digital citizens respect other people's privacy, too. They don't post pictures of others or discuss people's personal lives without their permission because that could harm their online security. In this way, digital citizens help others to feel safer and more comfortable in the digital world.

Responsible digital citizens are also aware of the potential risks of being online. They understand that there are fake websites and online scams which try to access people's personal information to hack into their social media accounts or even bank accounts. When a digital citizen encounters one of these online scams, they should report it to the cyber police to stop this behaviour from happening. By doing this, digital citizens play an important role in making the Internet a safer place for all users.

While many of us know how to use digital technology safely these days, we should remember that there are many other people who are still at risk. By being responsible digital citizens, we can help everyone gain the benefits of the digital world without putting themselves or others at risk.

### Check these words

• responsible • digital citizen • sensible  
• privacy • scam • encounter • cyber

- 2** Read the text again and choose the correct answers.

- 1** Which **THREE** of the following claims about Internet safety are made by the writer?
- A Digital citizens face more risks than other Internet users.
  - B Being polite can help to protect people online.
  - C Uploading pictures of people can put their privacy at risk.
  - D The number of online scams is increasing.
  - E Digital citizens teach others how to recognise scams.
  - F Reporting scams to the cyber police helps stop them.

- 2** Which **TWO** advantages of being a responsible digital citizen does the writer mention?
- A It helps people to become better at using technology.
  - B It helps people to feel at ease online.
  - C It helps people to spot a fake website.
  - D It helps to protect people from online crimes.
  - E It helps people to communicate online more easily.

### Investigation

- 3** **ICT** What other things can a person do to be a responsible digital citizen? Collect information and prepare a presentation. Present it to the class.

## Vocabulary

### 1 Choose the correct option.

- 1 TikTok's clever **algorithm/profile/platform** chooses what to show users.
- 2 It is popular for live **chatting/streaming/connecting** videos of computer games.
- 3 Discord uses private **influencers/gamers/servers** so people can talk safely.
- 4 You get a **notification/feed/banner** on your social media when someone contacts you.
- 5 Mark's company needs a **video editor/content creator/moderator** to check forum comments and remove spam.

(5x4=20)

### 2 Fill in with: *decline, drop, filter, go, block, refresh, leave, scroll, edit, share.*

- 1 ... a user if someone is being mean.
- 2 If you're not friends offline it's best to ... their request.
- 3 It's fun to ... a story on Instagram.
- 4 ... a comment if you like the post.
- 5 Bob decided to ... the results so he would only see what he wanted.
- 6 ... a pin so I can see where you are.
- 7 Let's ... our photos to make them look better.
- 8 Vic wants his post to ... viral.
- 9 Lots of teens ... through videos late at night.
- 10 You should ... your feed so you can see more new content.

(10x2=20)

## Grammar

### 3 Put the verbs in the correct tense.

- 1 A: ... **(you/game)** on your console at 6 o'clock last night?  
B: Yes, I was. I ... **(play)** online all afternoon before I decided to stop!
- 2 A: ... **(the boys/discuss)** the new website with you yesterday?  
B: Yes, they ... **(try)** to explain how it works for hours before I simply gave up!
- 3 A: The app ... **(not/show)** me any new posts all day yesterday.  
B: Yes, me too. I ... **(get)** the same error for hours before it started working again.

- 4 A: ... **(you/scroll)** videos on TikTok at 2 o'clock yesterday afternoon?  
B: Yes, I was. But I ... **(not/watch)** reels for long before I remembered to text you.
- 5 A: Terry ... **(not/pay)** attention when he uploaded the photo by accident.  
B: It's terrible. I ... **(tell)** him all week to be careful before posting.

(5x8=40)

## Everyday English

### 4 Choose the correct option.

- 1 A: I posted a video of Jim and I feel so stupid.  
B: **a** You should've known better.  
**b** I shouldn't have done that.
- 2 A: Everyone is talking about it, Scott!  
B: **a** That wasn't a smart move.  
**b** I didn't mean to hurt anyone's feelings.
- 3 A: I feel terrible about it.  
B: **a** You should feel bad!  
**b** You feel really bad.
- 4 A: I really regret it.  
B: **a** I wish I hadn't done that.  
**b** It was irresponsible of you.

(4x5=20)

Total: 100

Write in your notebook.



### Self-evaluation

Now I can ...

- I talk about social media
- express regret-reprimand
- write a pie chart report

GOOD ★ VERY GOOD ★★ EXCELLENT ★★★



### Observation grid

- 1 I work well with my group.
- 2 I follow classroom rules.
- 3 I participate in all pairwork activities.
- 4 I interact with others.
- 5 I come in time for class.
- 6 I ask for help when I need.
- 7 I am willing to participate in activities.
- 8 I work well on my own.
- 9 I follow my teacher's instructions.
- 10 I have useful ideas.

GOOD ★ VERY GOOD ★★ EXCELLENT ★★★





# Mediation

## Speaking

You have a 17-year-old American penfriend called Ross who is going to visit you in Romania this summer. You think it would be a good idea for him to learn some Romanian before he comes, but there are no Romanian classes near where he lives. You have found this article about online learning (below). Call Ross and explain to him the benefits of online learning. Speak for approximately two minutes.

[HOME](#) | [ABOUT](#) | [CONTACT](#) | [LOGIN](#) | [SIGN UP](#)

## Remote learning – close to perfect!

Everyone's used to the classroom and homework model, but here are five reasons why an online class might be just what you're looking for!

### 1 It suits your wallet

Online courses are often 25% of the cost of attending a course in person – and some of them are even free!

### 2 It suits your schedule

Most courses are not one-to-one teaching (though some language courses can include video lessons). Instead, you pay to access lectures, but you can choose where and when to watch them.

### 3 It suits your pace

At the same time, you can go as slowly – or as fast – as you like. If you want to wrap up a course in half the recommended time since you find you have a lot of time on your hands that period, you just do it.

### 4 It can be done anywhere

As long as you have your technology with you, the world's your classroom. JFK Airport, Hyde Park in London, the coffee shop down the road from Sydney Opera House – you can learn anywhere. Though most people choose the comfort of their own home.

### 5 It improves your tech skills

You're going to use a computer and there will no doubt be some software to download and learn to use, and that's all good. The future is digital, and the more you know, the better.



## Writing

Your younger brother is always tired and feels stressed because of TikTok and Instagram. You saw this infographic on a health website.

Write him a WhatsApp message (about 70–90 words) explaining the advice you found. In your message, you should:

- identify the problem (he's spending too much time online).
- select 3 tips from the list that you think will help him the most.
- simplify the advice so it sounds like a helpful older sibling, not a teacher.

**5 tips for a Healthier SOCIAL MEDIA LIFE**

**The 30-Minute Rule** Try to limit your scrolling to 30 minutes a day to reduce stress.

**Turn Off Notifications** Don't let your phone "ping" you. Check it when you want to, not when the app wants you to.

**Unfollow "Perfect" Accounts** If an account makes you feel sad or not good enough, unfollow it immediately.

**No Phones at Dinner** Keep mealtimes for talking to real people, not digital ones.

**Screen-Free Sleep** Put your phone in another room 1 hour before you go to sleep.

# Unit 3

## AI in everyday life

### What's in this unit?

- **Topics:** AI
- **Vocabulary:** AI apps; AI gadgets
- **Grammar:** future tenses, future perfect
- **Reading:** article about AI
- **Listening:** monologue, dialogue
- **Speaking:** giving instructions
- **Writing:** a product review
- **Culture:** AI in everyday life
- **CLIL:** (ICT) BCI Technology

# Ai

ALL AROUND US



### Reading

- 1** Look at the pictures and read the title. What do you think the text is about?



Listen, watch and read to check.

- 2** Read the text. For questions (1-4), choose the best answers (A, B, C or D).

- According to paragraph 1, what can AI do?  
**A** It can perform tasks that require it to make choices.  
**B** It can produce complex mathematical rules.  
**C** It can interpret real human brain functions.  
**D** It can create applications for different technologies.
- What does the word 'them' in paragraph 2, line 24 refer to?  
**A** choices                      **B** machines  
**C** obstacles                  **D** environments
- According to paragraph 3, which of the following is TRUE?  
**A** Navigation apps can recognise human speech.  
**B** Diet tracker apps can help users to search for different sources of information.  
**C** Digital assistant apps can provide specific, personalised advice for individual users.  
**D** Navigation apps can process and update information to provide the best directions.

Artificial intelligence, or AI, is the development of computer systems that can carry out tasks that normally require human intelligence, such as interpretation and decision-making. Using complex mathematical rules called algorithms, AI enables machines to **process** large amounts of information and **imitate** real human brain functions. The amazing accuracy and efficiency of AI have resulted in its widespread use in a variety of areas, and there are already a number of different applications for the technology.

Nowadays, AI-powered robots are becoming increasingly common. Industrial robots, for instance, are widely used to perform tasks related to manufacturing like painting and product assembly. Experts have said that these robots are designed to work with a high level of accuracy and speed, which **improves** productivity in factories. There are also AI-equipped rescue robots that can be used to help save lives in emergency situations. These machines can make intelligent choices to avoid obstacles in dangerous environments. This makes them perfect for use in disaster zones.

- What can be inferred from the last paragraph of the text?  
**A** There is a limited number of AI applications in the present day.  
**B** There will be more AI applications in daily life than in industries.  
**C** Applications that make use of AI are being developed at a rapid pace.  
**D** The next applications for AI technology are easy to predict.



At the same time, AI is also being used to power gadgets that help us in our daily lives. Private digital assistants, for example, can **understand** and respond to users' voice commands, which makes them useful for simple tasks like looking up information online and scheduling appointments.

AI-powered navigation apps can use real-time data processing to help us find the quickest and most efficient routes to our destinations when we are travelling. A diet tracker is another type of AI application that can **provide** users with nutrition recommendations based on their specific needs. In this way, AI is changing our routines and personal habits.

AI is a rapidly developing technology that is not only transforming industries but also changing our daily lives and doing tasks that used to be considered impossible for machines. In the years to come, we can surely expect more innovative and amazing AI applications.

## Check these words

• *interpretation* • *algorithm* • *imitate*  
• *assembly* • *productivity* • *obstacle*  
• *command* • *navigation*

**3** Read the text again and answer the questions.

- 1 Why has AI become widely used?
- 2 What tasks can industrial robots do?
- 3 How do AI-powered robots benefit industries?
- 4 What are rescue robots capable of doing?
- 5 How is AI affecting our lives as individuals?

**4** According to the text, how has AI developed?

## Vocabulary

**5** Match the words in **bold** in the text to their synonyms.

- comprehend • copy • offer • analyse
- increase

**6** Complete the collocations with: *habits, systems, tracker, intelligence, assistant, rules, situations, robots*. Make sentences using them.

- |                    |                 |
|--------------------|-----------------|
| 1 computer ...     | 5 emergency ... |
| 2 human ...        | 6 digital ...   |
| 3 mathematical ... | 7 diet ...      |
| 4 Industrial ...   | 8 personal ...  |

**7** Do you agree with the following statements? Why/Why not?

**Artificial intelligence ...**

- 1 can reduce human errors.
- 2 can replace humans in certain jobs.
- 3 can help people make better decisions.

**8** **PROJECT** Interview your parents about their AI predictions. Then compare answers in class.



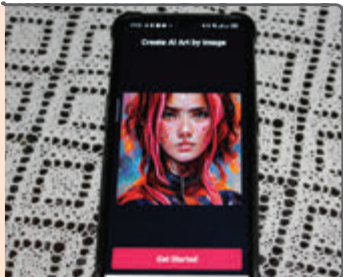


# Vocabulary

## AI apps

- 1** Fill in each gap with *diet tracker, digital assistant, speaking coach, navigation or art generator*.

**A** A(n) ... app uses AI to turn users' photos into a professional-looking digital images.



**B** A(n) ... app records spoken language and gives users feedback to help them improve their pronunciation.



**C** A(n) ... app uses a smartphone GPS to show users the best route to a location at different times of the day.



**D** A(n) ... app monitors users' food intake and recommends what they should eat on a daily basis.



**E** A(n) ... app responds to questions and performs simple tasks.



- 2** Read the statements (1-5). Which of the apps (A-E) in Ex. 1 does each statement match?

- 1 With simple verbal instructions, this app helps me in my daily activities.
- 2 This app can turn my photos into stunning digital paintings.
- 3 This app gives me useful tips to help me improve my pronunciation and confidence while talking.
- 4 This app gives me visual directions so that I can easily reach my destination.
- 5 This app helps me to check that I'm getting enough healthy meals.

- 3** Which apps in Ex. 1 do you find the most useful? Why? Tell your partner.

- 4** Fill in each gap with *browse, order, free up, control, check, compose, communicate or reserve*.



**APP MANIA!**

Would love to know what you use AI apps for. Complete this short questionnaire on our website.

**Do you ever use an AI app to ...**

- 1 *control* your smart home devices with your voice?
- 2 ... how much exercise you have done?
- 3 ... for something interesting to buy?
- 4 ... a stay at a hotel?
- 5 ... with an AI friend or a chatbot?
- 6 ... food at a restaurant or have it delivered to your home?
- 7 ... memory space on your mobile?
- 8 ... emails and improve your grammar?

- 5** What do you use AI apps for? Tell your partner.

## AI-powered robots

- 6** a) Fill in each gap with *communicative, domestic, space, rescue, medical or industrial*.



1 ... robot



2 ... robot



3 ... robot



4 ... rover



5 ... robot



6 ... rover

**b) What can the AI-powered robots (1-6) do?**  
Use the following ideas to make sentences.

- lift heavy objects
- assist in operations
- explores the surfaces of planets
- carry cameras and collect information
- care for patients
- search for victims in disaster zones
- build machinery
- vacuum floors
- fight fires in extreme conditions
- entertain people
- use kitchen appliances
- provide company and conversation

*Industrial robots can lift heavy objects and build machinery.*

- 7** Listen to Eric, Stephen and Brian talking about AI-powered robots. Which AI-powered robots (1-6) in Ex. 6a did each person mention?

**Eric**

**Stephen**

**Brian**

- 8** Which of the AI-powered robots (1-6) in Ex. 1 do you find the most useful? Why? Tell your partner.

- 9** What AI-powered robots or AI apps are most useful *at home? in factories? in disaster zones? on holidays?* Discuss with your partner.

## AI gadgets

- 10** a) Listen and repeat.



security system



smart thermostat



AI note pin



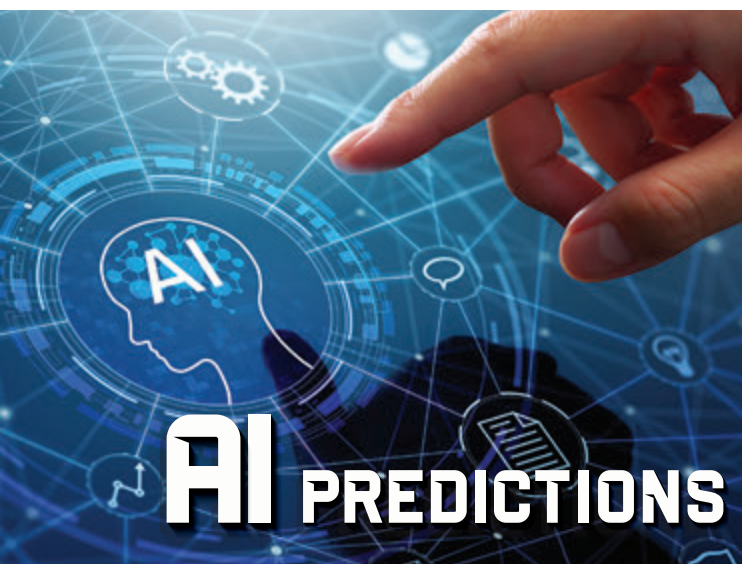
fitness tracker

**b) Read the sentences (1-4) and choose the correct options. Then match the sentences (1-4) to the gadgets (A-D).**

- 1 Connect/Scan** the motion sensor devices to your Wi-Fi to help see if your house is safe.
- 2 Activate/Hack** it with your voice and it will change the temperature in your house.
- 3 Record/Refresh** meetings or talks to take notes and summarise what people said.
- 4 Swipe/Enter** your height and weight online, so the device can measure your calories burnt.

- 11** Have you used any of the AI gadgets in Ex. 10a? If yes, what for?

- 12** **PROJECT** Design a prototype AI invention. Mention the name, what it can do and why teenagers would like it. Present it to the class.



Experts believe that our lives are about to change significantly. In the next few years, AI is going to become a regular part of every lesson in every classroom. Instead of just one teacher, every student will have a personal AI tutor that understands exactly how they learn.

In our homes, we will see even more automation. Many people predict that self-driving cars will be the standard form of transport, making roads much safer. We are already seeing this technology develop, so it is going to happen sooner than we think.

By the year 2050, the world will look very different. Scientists estimate that AI will have solved some of our biggest problems, such as predicting natural disasters or finding cures for rare diseases. By then, we will have integrated AI into almost every part of our daily routines, and life will be faster and more efficient than ever before.

- 1** Read the table. Find examples of future tenses in the text. How is each tense formed/used?

| will/won't                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|
| Affirmative                                                                                                                                                                                                                                                                                                                                                                                                                   | Negative                                                             |
| I/You/He, etc <b>will</b> clean up the park tomorrow.                                                                                                                                                                                                                                                                                                                                                                         | I/You/He, etc <b>won't</b> help.                                     |
| Interrogative                                                                                                                                                                                                                                                                                                                                                                                                                 | Short answers                                                        |
| Will I/you/he, etc help?                                                                                                                                                                                                                                                                                                                                                                                                      | Yes, I/you/he, etc <b>will</b> .<br>No, I/you/he, etc <b>won't</b> . |
| We use <b>will</b> + infinitive: <ul style="list-style-type: none"> <li>to make predictions based on what we think/believe will happen in the future.<br/><i>I think the new factory <b>will</b> pollute the river.</i></li> <li>to make on-the-spot decisions. <i>We <b>don't</b> need these lights on. I'll switch them off.</i></li> </ul> Time expressions with <b>will</b> : tomorrow, next Monday, next week/month, etc |                                                                      |

| be going to                                                                                                                                                                                                                                                                                                                                             |                                |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
| Affirmative                                                                                                                                                                                                                                                                                                                                             | Negative                       |
| I'm <b>going to</b> leave.                                                                                                                                                                                                                                                                                                                              | I'm not <b>going to</b> leave. |
| Interrogative                                                                                                                                                                                                                                                                                                                                           | Short answers                  |
| Am I <b>going to</b> leave?                                                                                                                                                                                                                                                                                                                             | Yes, I am./No, I'm not.        |
| We use <b>going to</b> + infinitive: <ul style="list-style-type: none"> <li>to talk about our plans and intentions in the future. <i>We're <b>going to</b> join a conservation group. They're <b>going to</b> plant more trees.</i></li> <li>for predictions based on what we see. <i>Look out! You're <b>going to</b> drop those boxes.</i></li> </ul> |                                |

- 2** Fill in *will* or *won't*.

- Scientists believe AI ... translate every language perfectly in real-time, so everyone can understand each other.
- Computers ... manage city traffic, so that means no more traffic jams.
- Doctors believe AI ... find a permanent cure for many types of cancer very soon.
- In ten years, people think we ... recognise the difference between a human and a digital person online.
- In the future, scientists predict AI ... help us produce enough food for every person on Earth.
- Many experts worry that AI ... care about human privacy or personal secrets.

- 3** Choose the correct option.

- Look at how fast delivery technology is developing – very soon, a small robot **will/is going to** deliver your pizza right to your front door.
- Scientists believe robots **will/are going to** handle dangerous tasks, like fixing underwater cables.
- We believe that robots **will/are going to** provide companionship for older people living alone.
- According to the report, these advanced robots **won't/aren't going to** be cheap.
- We believe that robots **will never truly/are never truly going to** understand how a human feels.



4 Read the table. Find examples in the text.

**Future Perfect will + have + past participle**

| Affirmative                                                        | Negative                                                                                                  |
|--------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
| I/You/He/She/It/We/<br>You/They <b>will have</b><br>left by 10:00. | I/You/He/She/It/We/You/<br>They <b>won't have</b> left by<br>10:00.                                       |
| Interrogative                                                      | Short answers                                                                                             |
| Will I/you/he/she/it/we/<br>you/they <b>have</b> left by<br>10:00? | Yes, I/you/he/she/it/we/<br>you/they <b>will</b> ./<br>No, I/you/he/she/it/we/<br>you/they <b>won't</b> . |

We use the **future perfect** to describe an action that will be completed before a specific time or another action in the future. *By 2040, AI will have replaced many manual jobs.*

**Time expressions with the future perfect:** by, by the time, before, etc

5 Put the verbs in brackets in the **future perfect** and complete the short answers.

- A: ... **(you/finish)** the AI report by the time the meeting starts?  
B: Yes, I ... . I ... **(send)** it to your inbox by 9:00 am.
- A: ... **(the technician/repair)** the server by lunch?  
B: No, he ... . He ... **(finish)** by 4:00.
- A: ... **(the delivery robots/arrive)** at the warehouse by tonight?  
B: Yes, they ... . They ... **(complete)** all their deliveries by 6:00 pm.
- A: ... **(she/discover)** a solution to the software bug by tomorrow?  
B: No, she ... . It's a very complex problem, so she ... **(not/find)** the answer by then.
- A: ... **(we/move)** into the smart house by the end of the year?  
B: Yes, we ... . ... **(pack)** all our things by December.
- A: ... **(the AI/process)** all the data by the time we return?  
B: Yes, it ... . It's very fast, so it ... **(finish)** by then.

6 Put the verbs in brackets into the **future simple** or the **future perfect**.



### Music Apps

I use an AI tool that makes personal playlists for me. It looks at the style and speed of the songs I like. It is very helpful because I find new music that I didn't know about before.

### My Hopes

In a few years, I think this AI 1) ... **(write)** original music for me in real-time. It 2) ... **(match)** the music to my heartbeat and how I feel. Also, this tool 3) ... **(connect)** musicians from different countries to play together in virtual bands. By the year 2045, AI music platforms 4) ... **(change)** the way doctors help people. These special songs 5) ... **(become)** a normal treatment for people who feel stressed or worried.

### My Fears

I am worried that AI 6) ... **(create)** a 'bubble.' This means people 7) ... **(only/hear)** the same types of music and never try anything new. If this happens, our taste in music 8) ... **(become)** very small. However, by 2075, tech companies 9) ... **(create)** 'diversity rules.' These rules 10) ... **(ensure)** that everyone listens to many different types of human music. If this happens, then this way, by the next century our creativity 11) ... **(survive)**.

7 **PORTFOLIO** AI Time Capsule Blog Post. Write a blog post entitled 'A Letter to the Future: My Hopes and Fears for AI.' In your blog:

- describe an AI tool you are using today
- predict two positive ways this AI tool will evolve and what positive impact it will have had on society by 2043
- predict one potential problem that will arise and what safeguards we will have put in place by 2075 to prevent it.

Add it to your portfolio.



# A uses in daily life



AI has been in our daily life for over ten years. It has been developed for online search engines and smartphone cameras that we use every day, but most of us don't realise its existence.

Smartphone cameras **1)** ... with AI to produce better photos since around 2017. At the beginning, AI was used to improve face recognition and image stabilisation in smartphone cameras. As AI algorithms advanced and computational power increased, smartphone cameras started incorporating more AI-based features like portrait mode and scene recognition. In portrait mode, AI algorithms analyse the scene to detect the subject and create a blurred background effect similar **2)** ... the depth-of-field of a professional camera. Scene recognition is a valuable AI-powered function. AI can identify objects, scenes or specific scenarios like landscapes, food or pets and automatically adjust camera settings, such as brightness, light exposure and colour balance in order to produce the optimal image quality.

**3)** ... not many people take photos with a smartphone camera, they still use a search engine now and then. Using different algorithms, AI enables search engines to personalise search results based **4)** ... user's location. To illustrate, if you want to shop for gadgets like a pair of earphones, search

engines will ask for your current location and show the shops near your current position so that you can reach them easily. Another AI-powered feature is recommendation systems. In other words, by understanding users' background behaviour and users' preferences, AI can deliver more tailored and relevant search results. For example, once users search for any product like clothing items or household products in a shopping app or **5)** ... through a video-sharing website for some videos, the AI algorithms integrated into those platforms can precisely analyse your preferences and behaviour and show the best results. Similar results will be then suggested once you reopen the shopping apps or go back to the video-sharing websites for you to buy or watch conveniently.

It's undeniable that AI in smartphone cameras and search engines has advanced significantly, so new features will continue to be developed and incorporated into these technologies for better user experiences.

### Check these words

- face recognition • algorithm
- adjust • light exposure • tailored

## Reading

**1** Read the title. What uses is the text about? Read the first paragraph to find out.

**2** Read the article. Choose the option (A, B, C or D) that best fits each gap (1-5).

- 1** A has been integrated C has integrate  
B have been integrated D have integrate
- 2** A with B to C on D from
- 3** A Because C Although  
B Despite D When
- 4** A in B on C at D about
- 5** A browse B click C visit D access

**3** Read the article and decide if each of the statements (1-5) is *T* (true), *F* (false) or *DS* (doesn't say).

- Everyone is aware that AI exists in daily life.
- In the early stages, AI helped smartphones recognise users' faces.
- AI-powered smartphone cameras can show users how to take high-quality photos.
- AI-powered search engines can help users go to the nearest shop that offers what they need.
- Users have to tell AI-powered search engines what they like exactly when reopening the apps if the users want to find similar things.

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

- 1 When was AI first installed into a smartphone camera?
- 2 What does a blurred background effect look like?
- 3 What do search engines need in order to help users find the shops nearby?
- 4 Who will benefit from the new features of AI technologies?

### Vocabulary

#### 5 Choose the correct option.

- 1 Although AI is used in online search engines and smartphone cameras, most people don't **realise/use** its existence.
- 2 Smartphone cameras have been integrated with AI to produce better **photos/videos** since around 2017.
- 3 At the beginning, AI was used to improve face recognition and **image/colour** stabilisation in smartphone cameras.
- 4 In portrait mode, AI algorithms **analyse/ignore** the scene to detect the subject.
- 5 AI enables search engines to personalise search results based on user's **location/age**.
- 6 AI can deliver more tailored and **relevant/random** search results.

#### 6 Fill in each gap with the correct forms of *connect, scan, activate, hack, press, type, swipe* or *enter*.

- 1 You can deactivate the security system by ... the password.
- 2 I'll show you how to ... voice commands on your smartphone.
- 3 You must ... your card over this sensor in order to open the door.
- 4 This app will prevent your account from getting ...
- 5 ... or say a word or even a sentence, and this AI-powered device can translate immediately.
- 6 ... this button to switch the device on or off.
- 7 How can I ... this device to the Wi-Fi?
- 8 This device ... your face and makes some calculations.

### Listening

#### 7 Listen to an expert talking about the dangers of AI and complete the following summary. Write ONE WORD for each answer.

- 1 AI comes with lots of benefits together with potentially serious ...
- 2 Automation could make ... rate increase.
- 3 A privacy violation happens when AI collects and ... people's information illegally.
- 4 If AI gets out of human control, it will become the biggest ... to mankind.
- 5 Basically, AI is not dangerous but the way in which humans design, ... and use AI will decide whether it is good or bad.



### Speaking

#### 8 How do you use AI in your daily routine? Think about:

- communication & social media
- education
- personal fitness & diet tips
- home life
- everyday problem solving
- online shopping
- travel

### Writing

#### 9 **PORTFOLIO** Write a short comic entitled 'How AI helps me every day', using an online app. Add it to *your* portfolio.



# Listening skills

## Matching

### STUDY SKILLS

- Read the questions and the answer options, and underline the key words. Think of the synonyms or paraphrasing for the answer options that can be heard in the recording.
- Listen carefully as the speakers will mention the statements (1-4) randomly and the answer options (A-E) in order.

**1** Read the AI apps (1-4). Which ones sound most interesting to you? Why?

**2** You are going to listen to a dialogue between two friends. Listen and match the AI apps (1-4) to the descriptions (a-e). There is one extra description.

- 1 drawing app
- 2 digital assistant app
- 3 photo-editing app
- 4 diet tracker app



- a It is free, but it sometimes gives the wrong answer.
- b It has issues with speed.
- c It is available for a limited time at no cost.
- d It isn't as good as other competitors.
- e It is very simple to use and it helps save a lot of time.

## Summary completion

### STUDY SKILLS

- Read the title of the summary for clues about what information might be in the recording.
- Scan the summary and underline the key words.
- Guess the missing type of word in each gap and try to predict the possible answers. This will help focus on what to listen to in the recording.

**3** Are you excited or concerned about the rapid rise of AI? Why? Tell your partner.

**4** Listen to a man talking about the dangers of artificial intelligence. Complete the summary with **NO MORE THAN TWO WORDS** for each answer.



- Artificial intelligence has transformed our lives, but it also carries **1)** ... that we should keep in mind.
- The use of AI raises concerns about privacy, as it can collect and potentially misuse our **2)** ...
- Another worry is **3)** ... as people could lose their jobs because of automation.
- AI could also play a part in creating **4)** ... if the data it relies on is not accurate or biased towards certain groups.
- To avoid such unintended negative **5)** ... , collaboration between governments, businesses and AI researchers is very important.

**5** Design a prototype AI invention. Mention the name, what it can do and why teenagers would like it.

**6** **PROJECT** AI Inventions Fair – Future Expo. Host a virtual invention fair. Each group presents their invention for 2050 from Ex. 5.

# Speaking skills



## Everyday English

### Giving instructions

- 1** Listen and read the dialogue. What does Laura want to do?

Laura: I've just got a new digital home assistant. Could you help me set it up?  
 Mark: Sure. First of all, connect this cable here to the assistant. Put it in the right socket.  
 Laura: OK, done. What's next?  
 Mark: Plug the other end into a power source and press the button on top of the device. It should light up.  
 Laura: There we go. It's on! And then?  
 Mark: Put your device on the shelf and activate it with your voice.  
 Laura: It's working. Thanks, Mark.



- 2** Which of the sentences in the dialogue are used for *giving instructions*? Think of more similar sentences.

- 3** Replace the underlined sentences in the dialogue with other appropriate ones from the language box.

#### General Questions

- How do I set it up/use this?
- Can you show me how to ...?
- What's the best way to ...?
- Could you explain how this works?

#### Starting Out

- First, you need to ... • To begin with, ...
- The first thing you do is ...

#### Asking about next steps

- Next? • Then, what do I do? • What's next?

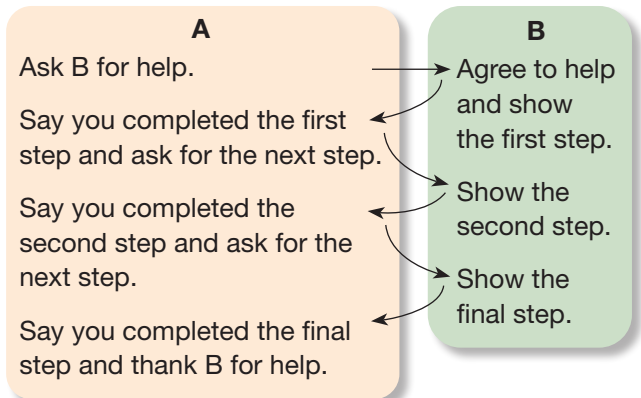
#### Describing next steps

- Then you should ... • After that, make sure to ...
- Once you've done that, ...

#### Ending the Process

- Finally, ... • Lastly, don't forget to ...
- The last step is to ...

- 4** Your granddad has got a tablet but he doesn't know how to use it. Act out a dialogue similar to the one in Ex. 1. Use the diagram below. Mind the intonation and rhythm.



## Pronunciation

### STUDY SKILLS

In sentences, coalescence assimilation happens when the ending sound /s, z, t, d/ of one word combines with the beginning sound /j/ of the next word to make the new single sound.

/s/ + /j/ = /ʃ/ *They are releasing a new AI-powered app this year.*

/z/ + /j/ = /ʒ/ *Where's your dad going to purchase your new digital home assistant from?*

/t/ + /j/ = /tʃ/ *Won't you help me to set up my new AI-powered diet tracker app?*

/d/ + /j/ = /dʒ/ *Would you like to own a robot that can do domestic household tasks for you?*

- 5** Underline the assimilation sounds. Practise saying them.



Listen and repeat.

- 1 When did you decide that you wanted to study robotics?
- 2 Is this your fitness tracker, Mike?
- 3 This article is the one that you might find interesting!
- 4 When's your AI project going to be finished?



### Rubric analysis

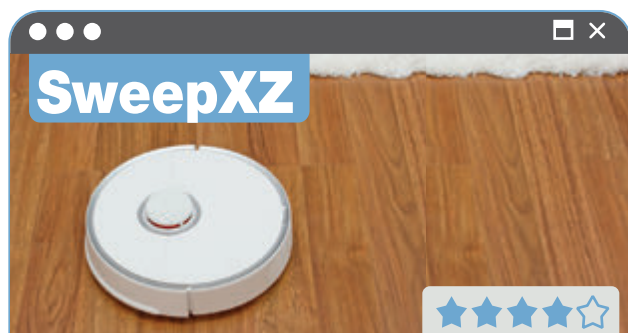
- 1** Read the rubric and underline the key words, then answer the questions.

A tech magazine has asked its readers to write a review about an AI gadget they are using. Write your **review** for the magazine. (120-180 words)

- 1 What are you going to write?
- 2 Who is going to read it?
- 3 How many words are you going to write?

### Model analysis

- 2** Read the model and put the paragraphs in the correct order.



**A** SweepXZ has two main drawbacks. One is that it is extremely expensive at around £1,000, which means not many people can afford it. Another disadvantage is that it **runs on** batteries that do not last long.

**B** Using a 3D vision system, SweepXZ scans your home, so that it can clean, navigate and sense **obstacles** quite effectively. Moreover, it cleans around corners and along walls. Thanks to its motor and high-tech filters, this amazing robot vacuum cleaner ensures maximum efficiency on all floor types. It is also capable of cleaning doorway thresholds as it can climb up to 3.5 cm. Finally, it is compact and **lightweight** and its bagless dust bin is easy to empty.

**C** **All in all**, SweepXZ is an excellent choice because of its speed and accuracy. While it is rather expensive, and its batteries do not live up to our expectations, this robot vacuum cleaner is a reliable and efficient option that is highly recommended.

**D** Nowadays, there are a wide range of robot vacuum cleaners that use Artificial Intelligence, but SweepXZ is certainly one of the most impressive. It is easy to use and offers a **remarkable** user experience.

- 3** Match the paragraphs to the headings.

- 1 Positive points
- 2 Recommendation
- 3 Introduction
- 4 Negative points

- 4** Read the product review again and write the words and phrases in bold that are synonymous with the ones below.

- 1 uses as a power source
- 2 things that block your way
- 3 not at all heavy
- 4 taking everything into account
- 5 worthy of attention

### Descriptive language

#### STUDY SKILLS

When writing a product review, we should use a variety of adjectives/adverbs to make the review more interesting to the readers. The latest device performs excellently in all situations.

- 5** Match the words in the two columns.

- |             |              |
|-------------|--------------|
| 1 extremely | a efficiency |
| 2 maximum   | b experience |
| 3 highly    | c choice     |
| 4 reliable  | d recommend  |
| 5 user      | e expensive  |

## Writing

- 6**  Match the points (1-5) to their supporting ideas (a-e). Which are positive points and which are negative?

### Fit-Life Tracker



- 1 It provides accurate fitness data.
  - 2 It has a user-friendly interface.
  - 3 Its strap is made of low-quality material.
  - 4 It is difficult to sync with devices from other brands.
  - 5 It comes with a range of fitness plans.
- 
- a It is only comfortable to wear for a short period of time.
  - b Users can select a plan that best suits their needs.
  - c Users can see their heart rate, the number of steps taken, distance travelled and calories burnt.
  - d It is only convenient to use with the appropriate accessories.
  - e Navigation menus and progress tracking are simple.

- 7** You are going to write a product review about the AI-powered Fit-Life fitness tracker using the information in Ex. 6. Answer the questions.

- 1 What product are you going to review?
- 2 What information will the review contain?

- 8** Write your product review. Follow the plan. Use phrases from the Useful Language box.

- 9** Check your product review for spelling/grammar mistakes. Then, in pairs, swap your product reviews and check each other's work.

### Useful Language

- One of the best ... available today.
- Not the best option on the market.
- ... gained widespread popularity due to ...
- ... uses Ai to provide accurate data
- exceptional/average performance
- a standout feature/major drawback is ...
- a user-friendly/awkward/complicated interface
- an excellent option/a reasonable choice for those looking for

### Plan

- (Para 1) *introducing the product*  
 (Para 2) *writing about positive points*  
 (Para 3) *writing about negative points*  
 (Para 4) *giving a recommendation*

The Fit-Life tracker is one of the best fitness trackers available today. This product has gained ... due to its ...

The Fit-Life tracker's standout feature is ... This means users can ... as well as ... The device also has ... In addition, the Fit-Life tracker comes with ...

There are a couple of drawbacks to the Fit-Life tracker. The ...

Furthermore, users have reported ...

Despite these concerns, ...

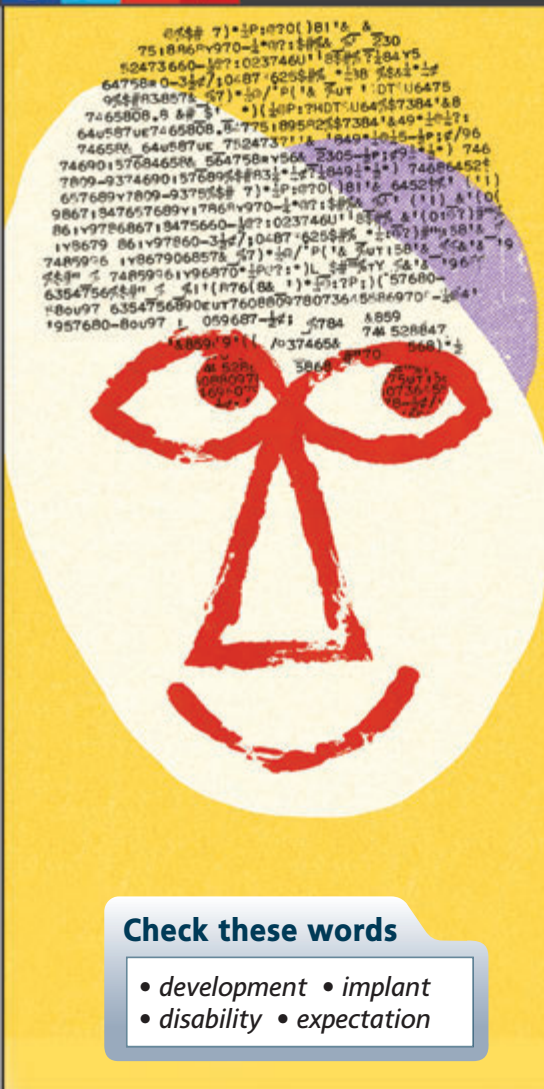
... With its ... , and a wide range of ... , it is an excellent choice for anyone looking to take their fitness to the next level.



### Checklist

When you finish your piece of writing, check it for the following:

- Are your paragraphs clearly structured?
- Have you mentioned the positive points?
- Have you mentioned the negative points?
- Have you used descriptive language?
- Have you given a recommendation?
- Are there any spelling/grammar/punctuation mistakes?



Have you ever dreamed that you could read people's minds and communicate without needing words, facial expressions, gestures or even eye contact? It may sound like something from a far-fetched science-fiction film, but it could soon become a reality thanks to an exciting technological development known as the Brain-Computer Interface, or BCI. BCI refers to a computer chip that can analyse our brain signals and transmit information wirelessly. Implanting these chips in our brains could essentially give us the power of digital telepathy, allowing us to access each other's thoughts instantaneously. There could be real social benefits to this. If everyone had a BCI implant in their brain, people who can't communicate due to a disability would be able to easily communicate with everyone around them. What's more, miscommunication could become a thing of the past if people could read one another's minds, and things like some road traffic accidents would be far less common because we would have fewer misunderstandings and less confusion in our interactions.

But are we really ready for a society where everyone is capable of digital telepathy? The truth is, there are potential downsides to using BCI technology. For one thing, there is the cybersecurity aspect to think of. If people can link up with one another and access each other's thoughts, then cyber criminals might be able to hack our brains and steal our private information. That's a frightening thought, isn't it? What's more, since scientists haven't managed to figure out everything about the human brain just yet, this technology might not read our brain signals accurately. BCI could cause even more communication problems than it solves if we use it incorrectly! The possibilities of BCI-enabled communication are really exciting, but there are risks that experts need to look into before we can have an entire society of people capable of digital telepathy. No matter what role BCI will play in our future, it is certainly an extremely exciting development – let's just hope it can live up to our expectations!

### Check these words

- development • implant
- disability • expectation

1 Look at the title and the picture. What do you think the article is about?

2 Listen and read. Choose the correct option.

- BCI technology can **analyse/implant** brain signals.
- Putting computer chips in our brains gives us the power of **digital/technological** telepathy.
- BCI technology could help people to have fewer **disabilities/accidents**.
- Security/Cyber** criminals might learn how to hack brain chips in the future.

3 Answer the questions.

- What does digital telepathy involve?
- How could BCI technology benefit those with disabilities?
- How might brain implants improve people's daily interactions?

4 What is the main idea of the article?

- A The advantages of BCI
- B The risks of BCI
- C The pros and cons of BCI

5 Would you want to get a BCI implant? Why/Why not? Discuss in pairs.

**1** Fill in: diet tracker, speaking coach, security system, language translator, home assistant.

- (5x4=20)

(5x4=20)

(5x4=20)

$(5 \times 4 = 20)$

$(4 \times 5 = 20)$

**Write in your notebook.**

GOOD ★ VERY GOOD ★★ EXCELLENT ★★★

GOOD ★    VERY GOOD ★★    EXCELLENT ★★★





# Mediation

## Speaking

Your friend, Leo, just downloaded a new AI photo editor called “FaceSwap AI.” He is excited but a bit worried about his privacy. You have found a short “Safety & Privacy” summary of the app. Call Leo and explain the three most important rules he needs to follow to stay safe while using the app.



**FaceSwap AI:** User Safety Guide

**Private Photos:** Only upload your own photos. Never upload photos of strangers without permission.

**Data Storage:** The AI saves your face data for 30 days. You can delete it manually in “Settings.”

**Social Sharing:** When you share a photo on Instagram or TikTok, the app adds a small “Created by AI” watermark. Do not remove it.

**Location:** Turn off “Location Services” in the app so people don’t know where you live.

**Age Limit:** Users must be 13 years or older.

## Writing

You saw this social media advertisement for a new product. Your American friend, Anna, wants to buy a travel gift for her parents because they are going to Italy next month, but they are “not good with technology.” She sent you a message asking: “Is that AI pen I saw in the ad actually useful for my parents?”

Write a short email or message (about 80–100 words) to Anna. In your message:

- summarise what the product does.
- highlight two features that would be helpful for her parents in Italy.
- explain why it is easy for them to use.
- mention the current price or the “free gift” to help her decide.

Never Get Lost Again!

# Meet the ‘Lingua-Pen AI’



Price:

## \$89.00

(On Sale!)

**What is it?** A smart pen that uses AI to translate 50+ languages instantly.

## Top Features:

- Voice Mode:** Speak into the pen and it speaks back in the new language.
- Photo Mode:** Scan menus or street signs and see the translation on the screen.
- Offline:** No Wi-Fi needed! Great for hiking or planes.
- Easy Charging:** Battery lasts for 12 hours.

# Unit 4

## Books & Movies

### What's in this unit?

- ▶ **Topics:** Culture, Science & Technology
- ▶ **Vocabulary:** films, music, entertainment
- ▶ **Grammar:** direct/reported speech  
reported statements  
reported questions  
reported commands/requests
- ▶ **Reading:** a film review; an article about technology in films
- ▶ **Listening:** multiple matching; multiple choice; matching exchanges
- ▶ **Speaking:** inviting someone to watch a film
- ▶ **Writing:** a text message reviewing a film
- ▶ **Culture:** From Bestseller to the Box Office
- ▶ **CLIL:** (ICT) *How to import pictures from a mobile phone to a computer*



## Life of Pi

### Reading

**1** a) Look at the picture. Which of these sentences do you think are true about this film?

- 1 It is a fantasy film.
- 2 It is based on a novel.
- 3 It is set in space.
- 4 It is about the survival of a zookeeper.
- 5 A boy and his tiger survive a shipwreck.
- 6 Real animals appear in the film.



b) Listen and read to find out.

**2** Match the paragraphs to the headings. One heading is extra.

**A** A Unique Story

**B** A High-Tech Adventure

**C** A Money-Making Film

**D** A Book Comes to Life

**1** *Life of Pi* is a fantasy film based on the prize-winning novel written by Yann Martel. This film was directed by Ang Lee. It is set in the Pacific Ocean and stars Suraj Sharma who plays the **leading** role of Pi Patel.

**2** The film is about **survival** on the high seas. Pi Patel, the **clever** son of a zookeeper, and his family travel from India to Canada on a ship with animals from their zoo. The ship sinks in a **terrible** storm. Pi survives the **shipwreck** and **mysteriously** finds himself on a boat with some of the animals including a **fierce** Bengal tiger that he names Richard Parker. Pi must figure out how to stay alive in the open ocean on a lifeboat with these strange travelling companions.

**3** The most advanced 3D images are brought to the screen in this fantasy film. The deep ocean, the animals and sometimes even Pi himself were created by computers. The images are so **realistic** that it is hard to tell the difference between the real-life scenes and the computerised images. The **remarkable** story line and the brilliant special effects make this film a must-see.

**3** Read the text again and answer the questions.

- 1 How is the film related to Yann Martel?
- 2 What problem does the main character face in the film?
- 3 Why is this film a must-see?





### Check these words

• direct • set • star • leading role • survival  
• high seas • sink • survive • shipwreck • fierce  
• figure out • stay alive • lifeboat • companion  
• advanced • 3D image • screen • realistic  
• scene • remarkable • special effects

### Vocabulary

**4** Match the words in bold in the text to their meanings.

• in a strange way • smart • incredible  
• staying alive • a boat accident  
• life-like • wild • bad • main

**5** **COLLOCATIONS** Fill in the gaps with the words: *leading, special, travelling, keeper, high, prize-winning, computer, open.*

- |             |                 |
|-------------|-----------------|
| 1 ... novel | 5 ... ocean     |
| 2 ... role  | 6 ... companion |
| 3 ... seas  | 7 ... images    |
| 4 zoo ...   | 8 ... effects   |

**6** Fill in the gaps with a verb from the list.

• directed • set • starred • played • sank  
• figured • stay • tell

- The character Pi Patel was ... by Suraj Sharma.
- The ship Pi was on ... in a terrible storm.
- The film is ... in the ocean.
- Irrfan Khan ... as the adult Pi Patel.
- Pi and the tiger ... out a way to survive on the ocean.
- They managed to ... alive for many days lost at sea.
- The film was ... by Ang Lee.
- It's difficult to ... the difference between Richard Parker and a real tiger.

### Speaking

**7** What did you learn from the text about the following: Yann Martel? Ang Lee? Suraj Sharma? Pi Patel? zookeeper? Richard Parker? 3D images? Tell your partner.

### Writing

**8** Complete the summary of the text.

Life of Pi is a ... film based on the ... by Yann Martel. It stars Suraj Sharma in the ... of Pi Patel. The film is a story of ... . While sailing from India to Canada, Pi's ship ... . Pi finds himself in the middle of the ocean with several animals, including ... . They must figure out how to ... . The film combines real-life scenes with images created by ... . Both the plot and ... are brilliant.

### Investigation

**9** **ICT** In groups, collect more information about *Life of Pi* and prepare a quiz for your classmates.

- In *Life of Pi* what type of animal is Richard Parker?  
A panther B tiger C lion



## Types of films

- 1** What type is each of the films below? Choose from the list: *adventure, science fiction, animated cartoon, comedy, western, drama, historical, horror, detective.*

**1 How to Train your Dragon**

Watch a young boy make friends with a dragon in full 3D.

**2 The Three Stooges**

Moe, Larry and Curly are a lot of laughs!

**3 Lincoln**

Follow the last four months in the life of the famous American president.

**4 Dark Shadows**

Johnny Depp is really scary!

**5 Titanic**

The unforgettable story of a great ship's tragic end.

**6 The Avengers**

With all those superheroes it's action-packed!

**7 A Game of Shadows**

Sherlock Holmes solves his best mystery yet!

**8 Wild Horse, Wild Ride**

100 cowboys tame 100 wild horses in just 100 days.

**9 Transformers: Dark of the Moon**

Join the Autobots and the Decepticons in their race to the Moon!

- 2** **LISTENING** Listen to Peter and Laura talking about their favourite types of films. What type does each like?

- 3** **SPEAKING** Use these adjectives to talk about types of film, as in the example.

- A: *Do you like historical films?*  
B: *Yes, I love them.*  
A: *So do I. They're interesting.*  
B: *How about horror films?*  
A: *I don't like them.*  
B: *Neither do I. They're frightening.*



- 4** a) Fill in: *star, direct, release, play, shoot, come out, compose* in their correct form.

- When does the new James Bond film ...?
- They are going to ... the safari scene in Africa.
- Daniel Day-Lewis ... in *Lincoln*. He ... the role of Abraham Lincoln.
- They plan to ... the latest film in the series next spring.
- Steven Spielberg started to ... films in his early teens and he has won three Academy Awards so far.
- John Williams ... the music for *Star Wars*.

- b) Fill in: *role, cast, blockbuster, reviews, critics.*

- The film had a ... of famous actors.
- Martin Freeman is perfect in his ... as Bilbo Baggins in *The Hobbit*.
- The Avengers* is a real ...; it sold more tickets than any other film in 2012.
- The ... didn't like the film and wrote bad ... of it.

- 5** Fill in: *industry, office, soundtrack, effects, character, tune.*

- Jill's mobile ringtone is the theme ... from the *Pink Panther* films.
- The film ... today uses amazing digital technology.
- In the film *Promised Land*, Matt Damon plays the main ... .
- The special ... in the film really made it come alive.
- The Lord of the Rings* was a huge box ... success.
- You can hear one of Coldplay's songs on the ... of this film.

## TV

**6** a) Use these words to complete the gaps.

**show** game, reality, quiz, chat, talk

**programme** DIY, nature, music, sports, gardening, cookery

**other** sitcom, drama, documentary, soap opera, film, the news, cartoons

| TV GUIDE                                        |                                           |                                          |                                                  |
|-------------------------------------------------|-------------------------------------------|------------------------------------------|--------------------------------------------------|
| FRIDAY 20th DECEMBER                            |                                           |                                          |                                                  |
| Channel 1                                       | Channel 2                                 | Channel 3                                | Channel 4                                        |
| 6:00 pm<br>Let's Cook!<br>(cooking programme)   | 6:00 pm<br>Westenders<br>(1) ... opera    | 6:00 pm<br>Donald Duck<br>(cartoons)     | 5:30 pm<br>Friends<br>(sitcom)                   |
| 6:30 pm<br>Who's Got Talent?<br>(reality 2) ... | 6:30 pm<br>Can You Guess?<br>(3) ... show | 6:30 pm<br>The News                      | 6:00 pm<br>The World We Live In<br>(documentary) |
| 8:00 pm<br>Match of the Day (sports 4) ...      | 7:30 pm<br>Out of Africa<br>(film)        | 7:30 pm<br>Jazz 625<br>(5) ... programme | 8:00 pm<br>Be My Guest<br>(chat show)            |

b) Are there similar TV programmes in your country? Which are the most popular? What is each about?

**7** a) Listen to Pam talking about the TV programmes she prefers. Complete the table.

| Like | Not mind | Hate |
|------|----------|------|
|      |          |      |

b) Compare Pam's preferences to yours.

Both Pam and I like ... . Pam likes ... but I don't. I prefer ... . Pam doesn't mind ... but I like ... more. Neither Pam nor I like ... .

**8** Complete the sentences about you.

- My favourite TV programme is ... .
- I can't stand ... .
- I find ... funny.
- I never watch ... . boring.

## Music

**9** a) Listen and number the types of music in the order you hear them.

- |          |               |
|----------|---------------|
| a jazz   | f classical   |
| b rock   | g hip hop     |
| c reggae | h heavy metal |
| d R'n'B  | i country     |
| e disco  |               |

b) Which types of music do/don't you like? Use these adjectives to tell the class.

- boring • fast • slow • happy • sad
- calming • relaxing • loud • soft • dull

*I like hip hop. It's fast and happy. I can't stand classical music. I think it's slow and sad.*

**10** Fill in: performance, live, release, stage, lyrics, album, hit, lead.

Last Saturday I went to see my favourite band, Coldplay. I've got every 1) ... they've made, but it was great to watch them 2) ... . My seat was close to the 3) ... with a good view. The 4) ... singer has got a great voice and writes all the 5) ... for their songs. The band played old favourites and some new songs. It was a fantastic 6) ... and I'm sure their latest 7) ... is going to be a big 8) ...!

## Prepositions

**11** Fill in with: in, on or at.

- Do you know what's ... TV tonight?
- There's a good film on ... the Odeon.
- The series is based ... a novel.
- All the actors came ... stage.
- The film *J. Edgar* stars Leonardo DiCaprio ... the lead role.



## Direct/Reported speech – Reported statements

When people ask me if I went to film school I tell them, 'no, I went to films.'

*Quentin Tarantino*

Every time I go to a movie, it's magic, no matter what the movie's about.

*Steven Spielberg*

That's the way I work: I try to imagine what I would like.

*Sofia Coppola*

**Direct speech** is the actual words someone said.  
**Reported speech** is the exact meaning of what someone said but not the actual words.

| DIRECT SPEECH                                              | REPORTED SPEECH                                                                    |
|------------------------------------------------------------|------------------------------------------------------------------------------------|
| "I like films," she said.                                  | She said (that) she <b>liked</b> films.                                            |
| "I'm waiting at the cinema," he said.                      | He said (that) he <b>was waiting</b> at the cinema.                                |
| "The DVD rental store closed down," she said.              | She said (that) the DVD rental store <b>had closed/closed down</b> .               |
| "I was watching a film at 8 o'clock last night," Mia said. | Mia said that she <b>had been watching</b> a film at 8 o'clock the previous night. |
| "I've seen <i>The Great Gatsby</i> ," Alex said.           | Alex said (that) he <b>had seen</b> <i>The Great Gatsby</i> .                      |
| "I'll text you the name of the film," Jenny said to me.    | Jenny told me (that) she <b>would text</b> me the name of the film.                |
| "I can't watch the film tonight," she said to him.         | She told him (that) she <b>couldn't watch</b> the film that night.                 |

- 1** a) How do tenses and pronouns in English change from direct to reported speech? Which verbs are used to introduce reported statements in English? Is it the same in your language?

b) Report the quotations.

- 2** Fill in *said* or *told*.

- He ... he wanted to watch the film.
- They ... us there were no tickets left.
- Anna ... to me that she liked the plot.
- Greg ... that he had seen the painter.
- We ... them to wait for us.

- 3** Fill in the gaps with *he* (x3), *her* (x3), *they* (x2), *she* (x2), *their*, *me* or *his*.

- Mark said, "I will go to the cinema tomorrow."  
Mark said that ... would go to the cinema the next day.
- "We are taking our children to the film museum," they said.  
They said that ... were taking ... children to the film museum.
- Sheila said, "I need to buy a horror book for my friend."  
Sheila said that ... needed to buy a horror book for ... friend.
- "I'll download the film for you tonight after work," Joe said to me.  
Joe said to me that ... would download the film for ... that night after work.
- "I will finish my film review and then we can have a meeting in my office," she said.  
She said that ... would finish ... film review and then ... could have a meeting in ... office.
- "I saw that sitcom with my sister yesterday evening," Tom said to me.  
Tom said to me that ... had seen that sitcom with ... sister the previous evening.

#### 4 Write the sentences in *reported speech*.

- 1 "I watched TV last night," Tom said.
- 2 "I'm listening to the radio," Mum told me.
- 3 "I have read this book seven times," said Laura.
- 4 "I was buying a film magazine when you called me," Tim told me.
- 5 "I'll lend you his new novel sometime; it's really good" she said to me.
- 6 "I'm tired of watching TV," he said.
- 7 "I can't find my film poster," she said.
- 8 "I love science fiction," Tim said.

#### 5 Study the examples and answer the questions.

| Reported questions                   |                                                |
|--------------------------------------|------------------------------------------------|
| DIRECT SPEECH                        | REPORTED SPEECH                                |
| "Did he come?" he asked.             | He asked <b>if/whether</b> he had come.        |
| "Who wrote the script?" he asked me. | He asked me <b>who</b> had written the script. |

- 1 Which verb is used to introduce reported questions?
- 2 When do we use **if** in reported questions?
- 3 How do the tenses change from direct to reported questions?

#### 6 Rewrite the questions in *reported speech*.

- 1 "Do you like the plot?" she asked Karen.
- 2 "Have you read this book?" Paul asked Ann.
- 3 "When will you see the film?" she asked me.
- 4 "Which actor played Tony Stark?" he asked.
- 5 "Did the director win an Oscar?" he asked us.
- 6 "When can we record the soundtrack?" she asked.
- 7 "What is your favourite reality show?" he asked me.
- 8 "Have you worked in the film industry?" Ellen asked Eric.

#### Reported commands/requests

| DIRECT SPEECH                                    | REPORTED SPEECH                             |
|--------------------------------------------------|---------------------------------------------|
| "Turn up the volume, please," he said to me.     | He <b>told me to turn up</b> the volume.    |
| "Don't turn off the TV, please," she said to me. | She <b>asked me not to turn off</b> the TV. |

#### 7 Read the theory box. How do verb forms change from direct to reported commands/requests? Then change the sentences into *reported speech*.

- 1 "Close the door," he said to me.
- 2 "Don't lose the tickets," Lisa said to Kate.
- 3 "Call the museum," Paul said to Dave.
- 4 "Don't talk in the cinema," Mum said to us.
- 5 "Don't be late," he said to Evan.

#### 8 **SPEAKING** Starting from a short movie/book script extract, write a news article, using *reported speech* and proper tense sequencing. Tell the class.

#### 9 Complete the second sentence so that it means the same as the first, using the word in **bold**. Use **two to five words**.

- 1 "Did you enjoy yourself at the theatre?" he said **IF**  
He asked me ... at the theatre.
- 2 "I need her to email the composer for me," the director said to me. **TOLD**  
The director ... to email the composer for him.
- 3 "I will star in a drama on TV," said Scott. **HE**  
Scott said that ... in a drama on TV.
- 4 "Don't play the soundtrack again! I can't stand it," Amy said. **NOT**  
Amy asked us ... again because she couldn't stand it.

#### 10 **PORTFOLIO** Choose a book and write a different ending using *reported speech* and sequencing phrases (**first, then, afterwards, finally**). Add it to your portfolio.







# THE HOBBIT

## From Bestseller to the Big Screen

**W**hen *The Hobbit: An Unexpected Journey* was released in cinemas, people all across the world were queuing up to see it! With its use of new technology, this classic novel was brought to life.

*The Hobbit* was written by the British author J. R. R. Tolkien. It is one of the best-selling books of all time and the prequel to the popular *Lord of the Rings* series. It tells the story of Bilbo Baggins, a young hero who goes to battle a dragon. However, on his journey he finds a ring that changes his life forever.

With the help of award-winning director Peter Jackson, *The Hobbit* hit the big screen in December 2012. If you haven't seen it, the plot will thrill you, and the photography will amaze you! It was filmed using special cameras that captured each scene at twice the rate of standard films. This means that

instead of seeing 24 frames every second, viewers see 48.

The result is a far smoother and clearer picture. What's more, every tiny detail is captured, making the film much more realistic. With the added bonus of 3D, the film is incredibly life-like and very impressive to watch.

Thanks to the success of films like *The Hobbit* it looks like high-frame-rate technology is here to stay. So welcome to a new age of film, one that will take you on a journey so realistic it's like stepping into another world!

### Check these words

- *bestseller* • *big screen* • *unexpected* • *release*
- *queue up* • *author* • *prequel* • *series* • *battle*
- *award-winning* • *hit* • *capture* • *scene* • *rate*
- *standard* • *frame* • *smooth* • *tiny detail* • *realistic*
- *added bonus* • *incredibly* • *life-like* • *step into*

## Reading

- 1** a) The picture is from a film, *The Hobbit*, based on a novel by British author Tolkien. What do you think the film is about?



b) Listen and read to find out.

- 2** Read the text. Which of these sentences are *T* (true), *F* (false)? Give reasons.

- 1 The film is based on a novel.
- 2 *The Hobbit* was the inspiration for another film.
- 3 Special technology was used in the production of the film.
- 4 In the future all films will have 48 frames per second.
- 5 3D films look unreal.

### 3 Read again and complete the sentences.

- 1 J.R.R Tolkien wrote ... .
- 2 *The Hobbit* is about a battle between ... .
- 3 Peter Jackson is the ... .
- 4 What makes the film realistic is the use of ... .
- 5 High-frame-rate technology is gaining ... .

### 4 Answer the questions in your own words.

- 1 What special technology was used in the film?
- 2 What makes the film impressive according to the writer?
- 3 How do you think the new technology will affect the future of cinema?

## Vocabulary

### 5 Complete the sentences. Use: *released, queuing, captured, battle, stepping, hit*.

- 1 Peter Jackson's new film has finally ... the big screen!
- 2 The film was ... in cinemas last Friday.
- 3 People have been ... up outside cinemas to buy a ticket.
- 4 In the film, the main character journeys to ... a scary creature.
- 5 Each scene was ... using special high-frame-rate cameras.
- 6 Watching the film is like ... into another world.

### 6 Replace the words in bold with: *added, popular, unexpected, bestseller, classic*.

- 1 *The Hobbit* is a **traditional** British novel. *classic*
- 2 *The Lord of the Rings* was a **well-liked** series.
- 3 *The Hobbit* was based on a **successful** book.
- 4 The hero makes a rather **sudden** discovery.
- 5 Watching the film in 3D is an **extra** bonus.

## Speaking

### 7 Tell the class about three things you learnt from the text.

### 8 Match the underlined words in the text to their opposites. What part of speech is each?

- more blurred • leave • old • bore • unknown
- rougher • reject • unnatural • sequel

## Listening

### 9 Listen to a man talking about a book. For questions 1-4, choose the best answer (A, B or C).

- 1 Percy finds out that his father is a god  
A at a museum.  
B at a camp.  
C at school.
- 2 Zeus believes that  
A Percy stole the thunderbolt.  
B Poseidon stole the thunderbolt.  
C lightning destroyed the thunderbolt.
- 3 The speaker thinks that Percy  
A is unlike most teenagers.  
B has the same personality as he does.  
C is similar to most teenagers.
- 4 This recording is  
A an advertisement.  
B a lecture.  
C a review.



### 10 Create a 3-minute vlog for your Digital Reading Journal in which you act as the main character of your favourite book, explaining the turning point of the storyline. Use sequence of tenses to narrate the events/experiences. Share your video link with the class.

## Writing

### 11 **PROJECT** Work in groups. Think of two famous books or films. Pitch a new film that is a crossover between them. Write the script. Prepare a video. Then design a digital poster to promote it.





# Listening skills

## Multiple matching

- 1** a) Read the rubric and the list of films.  
Think of words related to each type of film.

You are going to hear a conversation between two friends about films. For each person (1-4) choose the type of film they saw and write the correct letter (A, B, C, D or E) in the box. One type of film does not match any of the people.

| PEOPLE   | TYPE OF FILM |
|----------|--------------|
| 1 Sally  | A comedy     |
| 2 Brian  | B action     |
| 3 Phil   | C musical    |
| 4 Tamara | D drama      |
|          | E horror     |



b) Now do the listening task.

c) Do you like horror films? Why/Why not?  
Tell your partner.

## Matching exchanges

- 2** a) Read the rubric, then underline the key words in the responses.

You are going to hear four questions twice. For each question (1-4) choose the correct response (A-E) and write the letter (A, B, C, D or E) in the box. One response does not match any of the questions.

- A I think his name is Ben Stiller.
- B No, it was quite easy.
- C No, I didn't see him there.
- D He gave a great performance.
- E Yes, I saw it in the cinema.

| 1 | 2 | 3 | 4 |
|---|---|---|---|
|   |   |   |   |



b) Now do the listening task.  
Compare with your partner.

c) Check your answers. Which were correct?  
Which weren't? Which words confused you?

## Multiple choice

- 3** a) Read the rubric. Then read the questions and underline the key words.

You will hear part of a radio programme where Terry talks about a film that he has seen. For each question, choose the correct answer (A, B or C).

- The leading role is played by  
A Chris Miller  
B Ryan Gosling  
C Phil Lord
- When the main character wakes up he feels  
A excited  
B confident  
C confused
- The best thing about the film is  
A the plot.  
B the special effects.  
C the actors.
- Terry is mainly talking about  
A how a popular book inspired a film.  
B what makes a new film so interesting.  
C how books have changed cinema.



b) Now do the listening task.

- 4** Turn an old story into a modern film.  
Present it to class.

## Pronunciation /ð/ /θ/



**5** Listen and tick (✓) the correct box.  
Listen again and repeat. Can you think of one more word for each sound?

|       | /ð/ | /θ/ |       | /ð/ | /θ/ |
|-------|-----|-----|-------|-----|-----|
| then  |     |     | that  |     |     |
| thank |     |     | tenth |     |     |
| three |     |     | with  |     |     |

## Everyday English

Inviting someone to watch a film



- 1** Read the cinema advert. What types of film can you see?

### The Odeon Cinema

**Fri 22 – Sun 24 March**

|                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                         |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Mr Popper's Penguins</b><br/>7:00 &amp; 9:00 pm<br/><b>Comedy</b> (<i>The life of a businessman changes when he inherits six penguins</i>)<br/>Jim Carrey, Carla Gugino</p> <p><b>Cowboys and Aliens</b><br/>8:00 pm<br/><b>Science fiction</b><br/>(<i>A spaceship arrives in Arizona in 1873 to take over Earth</i>)<br/>Daniel Craig, Harrison Ford</p> | <p><b>The Hobbit: An Unexpected Journey</b><br/>8:00 pm<br/><b>Adventure-Fantasy</b> (<i>A hobbit fights against a dragon to get a stolen mountain back</i>)<br/>Martin Freeman, Ian McKellen</p> <p><b>Sherlock Holmes</b><br/>7:00 pm<br/><b>Detective-Action</b> (<i>Sherlock Holmes and Watson try to save England</i>)<br/>Robert Downey Jr., Jude Law</p> | <p><b>Escape from Planet Earth</b><br/>9:00 pm<br/><b>Animation-Comedy</b> (<i>Astronaut Scorch gets caught in a trap</i>)<br/>Brendan Fraser, Sarah Jessica Parker</p> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

- 2** Fill in the gaps (1-4) with the correct word (A, B or C).



Listen and check.

Alan: Hi, Bill. Do you fancy **1** ... to the cinema tomorrow evening?

Bill: OK, why not? What's on?

Alan: Well, personally, I'm fond of science-fiction films, so I'd like to see *Cowboys and Aliens*. What do you think?

Bill: Sorry, Alan, but to be honest, I can't stand sci-fi films. I prefer comedies.

Alan: Well, there's one called *Mr Popper's Penguins*.

Bill: Hmm. I haven't heard of it. What's it about?

Alan: It's about a businessman **2** ... life changes when he inherits six penguins.

Bill: Who's in it?

Alan: It stars Jim Carrey.

Bill: Ah, I like **3** ... a lot.

Alan: Great. I think this film starts at seven so let's meet **4** ... outside the cinema at six thirty.

Bill: OK. See you there.

- |                  |         |         |
|------------------|---------|---------|
| <b>1</b> A to go | B going | C go    |
| <b>2</b> A who   | B who's | C whose |
| <b>3</b> A him   | B he    | C his   |
| <b>4</b> A out   | B up    | C down  |

- 3** Take roles and in pairs read the dialogue aloud.

- 4** Replace the underlined phrases in the dialogue in Ex. 2 with phrases from the language box.

### Inviting sb

- How about + -ing
- Would you like to ...

### Expressing likes/dislikes

- I really like/enjoy/hate ...
- I find ... boring/difficult, etc
- I'm keen on ...

### Accepting an invitation

- Sure.
- All right.
- Good idea.

### Asking about plot/acting

- What's the main plot?
- Tell me the story line.
- Who stars in it?
- Is the cast any good?

- 5** In pairs use phrases from the language box to act out a dialogue similar to the one in Ex. 2.

## Dialogue completion

- 6** Complete the exchanges (1-3) by circling the correct responses (A, B or C).

- 1** X: I'm sorry, but there are no more tickets for the performance.  
Y: ...  
A OK, I'll take one.  
B That's a pity.  
C I don't want any more.
- 2** X: What did you think of the film?  
Y: ...  
A It was a waste of time.  
B I don't feel like it.  
C I'm thinking about it.
- 3** X: I find horror films really boring.  
Y: ...  
X: Great!  
A I found it in a DVD shop.  
B I'm glad you like it.  
C Let's watch something else, then.



### Rubric analysis

- 1 Read the rubric and answer the questions.

Write a text message to your friend about a film you saw (50-100 words). In your message:

- mention the name and type of film.
- give a short plot summary.
- recommend the film.

- 1 What are you going to write?
- 2 Who is going to read it?
- 3 What should you include in your review?
- 4 How many words should you write?

### Model analysis

- 2 Read the model. Match the paragraphs to the headings.

- 1 reason you liked it/  
recommendation
- 2 name/type of film, actors
- 3 plot summary

- 3 Replace the underlined phrases in the model with phrases from the Useful Language box.

- 4 Choose the correct word. Which sentences refer to: a book? a film? both?

- 1 It's bound to be on the **bestseller/box-office** list.
- 2 The novel was **written/composed** by Jane Austen.
- 3 The story has a tragic **end/setting**.
- 4 The cast is **awful/slow**.
- 5 It is a highly entertaining **read/see**.
- 6 It'll keep you on the edge of your **seat/interest**.
- 7 The actors give a brilliant **performance/directing**.
- 8 The soundtrack is **fantastic/action-packed**.



**A** Hi Mike! I just saw a great film online! It's called *The Avengers* and it's an action film about six popular superheroes. The film was directed by Joss Whedon and has a star-studded cast. Robert Downey, Jr. plays the part of Iron Man and Chris Evans stars as Captain America.

**B** The world is in danger when the evil Loki plots to destroy it. Nick Fury, the head of an international police organisation, puts together a team of superheroes to fight the bad guys.

**C** *The Avengers* is a really exciting film with lots of action-packed scenes. The 3D special effects are fantastic, too. You feel you are in the middle of the action! It's a must-see!

### Adjectives

- 5 Replace the items in bold with *a* or *b*.

- |                                                                  |                                                               |
|------------------------------------------------------------------|---------------------------------------------------------------|
| 1 The cast is <b>good</b> .<br>a excellent<br>b thrilling        | 6 The cast is <b>not good</b> .<br>a uninteresting<br>b awful |
| 2 The script is <b>OK</b> .<br>a clever<br>b unexpected          | 7 The script is <b>bad</b> .<br>a sad<br>b boring             |
| 3 The plot is <b>good</b> .<br>a interesting<br>b beautiful      | 8 The plot is <b>bad</b> .<br>a unimaginative<br>b nasty      |
| 4 The special effects are <b>good</b> .<br>a strong<br>b amazing | 9 The special effects are <b>bad</b> .<br>a poor<br>b slow    |
| 5 The ending is <b>OK</b> .<br>a fantastic<br>b talented         | 10 The ending is <b>bad</b> .<br>a evil<br>b disappointing    |

## Recommending

- 6** Complete the sentences with: *waste, give, worth, bother, miss, chance*. Which sentences recommend a film negatively?

- The film is well ... seeing.
- It's a must-see. Don't ... it!
- It's a complete ... of time.
- Don't ... going to see it.
- You should see it if you get the ...
- You should definitely ... this film a miss.

## Writing

- 7** Read the rubric. Then answer the questions.

Write a text message to a friend reviewing a film you have seen recently at the cinema (50-100 words).

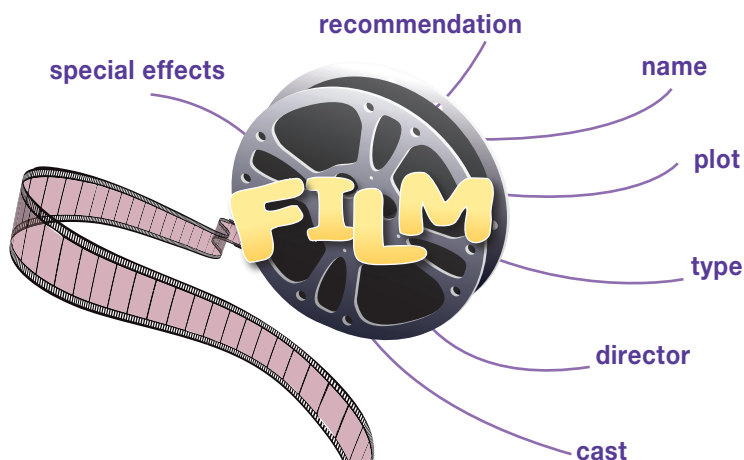
In your review:

- mention the name and type of film.
- give a brief outline of the plot.
- say if you would recommend it or not.

- What are you going to write?
- Who is going to read it?
- What information should you include?
- How many paragraphs should you write?
- How many words should the review be?

## Brainstorm

- 8** Think of a film you have recently seen. Make notes under the headings.



- 9** Use your notes in Ex. 8 to write your text message to your friend reviewing a film you have recently seen. Follow the plan. Use phrases from the Useful Language box.

### Useful Language

#### Background

- ... is a(n) adventure/action/historical/horror/comedy etc film.
- It tells the story of ...
- ... was directed by ... and has a great cast.
- It stars ...
- ... plays the role of ... • ... stars as ...

#### General comments

- The plot is thrilling/exciting etc.
- The cast is excellent.
- It is an amazing film with ...
- The special effects are stunning.

#### Recommendation

- Don't miss it. It is well worth seeing.
- I highly recommend it.
- It's bound to be a box-office hit.

### Plan

(Para 1) *Greetings, name/type of film, setting, director, cast*

(Para 2) *plot*

(Para 3) *general comments, recommendation*

Hi, ... I just saw ... is ... film about ... directed by ... stars as ... plays the role of ...

The plot is ... It's ...

... is a film with ... and ... special effects. Don't miss it!



### Checklist

When you finish writing your review check for the following:

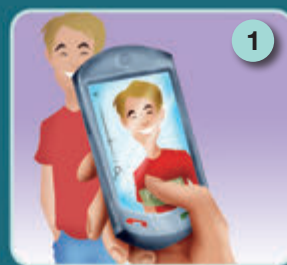
- Did you greet your friend?
- Have you included all the points in the rubric?
- Have you used a variety of adjectives?
- Are there any spelling, punctuation, grammar mistakes?
- Is it within the word limit?

Make any necessary changes before you hand in your text message.



# How to Import Pictures from a Mobile Phone to a Computer

- 1 Take some pictures using your mobile phone.
- 2 Connect the small end of the USB cable into your phone. The port is usually found on the side or the bottom of the phone.
- 3 Connect the large end of the USB cable into your computer. You can find the USB slot on the front or back of the computer.
- 4 An Autoplay window should now pop up on your screen. Using your mouse, click on the option to "Import pictures and videos".
- 5 Use your keyboard to enter a filename for your pictures. Then click "Import" and wait for the pictures to transfer.
- 6 Once done, click "Finished". The folder with your pictures will now pop up on your screen, ready for you to use!



## Check these words

• import • mobile phone • computer • save  
• folder • connect • USB cable • port • slot  
• window • pop up • screen • mouse • click  
• option • keyboard • enter • filename • upload

1 Look at the pictures (1-6). Which shows:  
a USB cable? a computer screen? a mouse?  
a keyboard?

2 How can we import pictures from a camera  
to a computer?



Listen and read to find out.

3 Which of these sentences are true about  
importing pictures?

- 1 After taking pictures with your phone, you must save them.
- 2 The USB cable connects the phone to the computer.
- 3 You should plug the small end of the USB cable into your phone.
- 4 The Autoplay window shows the option to import pictures and videos.
- 5 To enter a filename click the import button.
- 6 Click "Finished" when you are ready to upload your pictures.

4 Fill in: slot, screen, click, pop up, mouse,  
upload, import.

- 1 A window should ... with your pictures on it.
- 2 It takes a few minutes for pictures to ... from the phone.
- 3 To see your pictures, ... the "Finished" button.
- 4 Where is the USB ... on this laptop?
- 5 You can use your ... to move pictures to different folders in your computer.
- 6 Open the folder on your ... to see your pictures.
- 7 It's easy to ... pictures to a computer.

5 Use the pictures (1-6) to explain how we can  
import pictures from a mobile phone to  
a computer.

## Investigation

6 **ICT** How can you export pictures from  
a computer to a mobile phone? Research  
and collect information, then prepare some  
instructions.

## Vocabulary

### 1 Match the two columns.

- |                 |              |
|-----------------|--------------|
| 1 lead          | A show       |
| 2 science       | B technology |
| 3 digital       | C film       |
| 4 action-packed | D fiction    |
| 5 reality       | E office     |
| 6 main          | F singer     |
| 7 box           | G effects    |
| 8 special       | H character  |

(8x2=16)

### 2 Choose the correct item.

- Peter wants to write and **direct/lead** films.
- Has the film received good **effects/reviews**?
- She's **releasing/shooting** her first album.
- Even though it was a comedy, it wasn't very **funny/strange**.
- The film has a great **cast/role** with many famous actors.

(5x4=20)

## Grammar

### 3 Choose the correct item.

- He **asked/said/told** me that he had heard that song before.
- Todd said he would go to the art gallery **tomorrow/next week/the following day**.
- Angela **said/asked/told** me if I liked sitcoms.
- Paula said she couldn't come to the cinema **tonight/that night/this night**.
- Mark **said/told/asked** that *The Hobbit* was his favourite book.

(5x4=20)

### 4 Rewrite the sentences in reported speech.

- "Turn off your mobile phones in the cinema," the man told us.
- "When does the film start?" Ian asked me.
- "The theatre will open next week," she said.
- "Don't touch the books," she said to me.
- "Can I have two tickets for tonight's show?" he asked.
- "I have seen that musical twice," Anna said.

(6x4=24)

## Everyday English

### 5 Fill in: *Why not, It stars Ben Affleck, What's it about, I can't stand them, It was a waste of time.*

- A: Do you fancy going to the cinema?  
B: ...?
- A: I'm keen on horror films.  
B: ...
- A: *Dark Skies* comes out tomorrow.  
B: ...?
- A: What did you think of the film?  
B: ...
- A: Who's in it?  
B: ...

(5x4=20)

Total: 100

Write in your notebook.



### Self-evaluation

Now I can ...

- talk about books and films
- talk about music
- invite someone to watch a film
- write a script for a new film
- write a text message reviewing a film

GOOD ★ VERY GOOD ★★ EXCELLENT ★★★



### Observation grid

- I work well with my group.
- I follow classroom rules.
- I participate in all pairwork activities.
- I interact with others.
- I come in time for class.
- I ask for help when I need.
- I am willing to participate in activities.
- I work well on my own.
- I follow my teacher's instructions.
- I have useful ideas.

GOOD ★ VERY GOOD ★★ EXCELLENT ★★★





## Mediation

### Speaking

You are in London with your family for a holiday. Your Romanian friend Stefan is coming to London for the day to see you, and you want to do something nice with him. You have found three things you could do (below). Call Stefan and describe the three briefly, giving your opinion of which you think is the best option and why. Speak for approximately two minutes.

The collage features three posters. The top-left poster is for 'Hunters Road Theatre' presenting 'JIMMY'S PLAN', an award-winning play by Nelly Kingsley. It includes a red banner saying 'Don't miss it!' and ticket prices of £20 for adults and £12 for children. The top-right poster is for 'The Greenslow Street Rock Club' bringing 'THE RAMS' to a live concert on July 5th at 9 pm, with 'The Maybelievers' in support. It lists the venue as 28 Greenslow St, London E15, with tickets at £25. The bottom poster is for the movie 'The boy who wouldn't lie', showing a young boy in a school uniform. It mentions it is 'Now showing at Cinema Star' and provides screening times (2 pm, 4 pm, 6 pm, and 8 pm) and the address (45 Fern St, London E6).

**Hunters Road Theatre**  
presents...  
**JIMMY'S PLAN**  
Jimmy's parents have lost their jobs and don't know what to do. But Jimmy has a plan... The award-winning play by Nelly Kingsley is playing for another four weeks.  
**Don't miss it!**  
Two performances a day,  
at 1 pm and 6 pm.  
Tickets £20 adults £12 children

**The Greenslow Street Rock Club brings you**  
**THE RAMS**  
July 5th  
at 9 pm  
Live in concert  
With The Maybelievers  
in support  
28 Greenslow  
St London E15  
Tickets £25

**Now showing at Cinema Star**  
**The boy who wouldn't lie**  
Hillside Secondary School is an ordinary British comprehensive school in Manchester – until Naoki turns up. He doesn't act like other teenagers, especially in one way – ask him a question and he'll always tell the truth. But many teenagers have secrets they don't want told...  
**Don't miss this new thriller from Gerald Smalls.**  
London Daily Post  
Screenings at 2 pm, 4 pm, 6 pm  
and 8 pm Cinema Star,  
45 Fern St, London E6

## Writing

Your friend, Sam, wants to watch a movie tonight but doesn't have much time. He found a short review of a popular film online, but it's in a format he finds confusing. He has asked you to explain the basic plot, the main characters, and whether it's worth watching. Write a short email (about 80–100 words) to Sam. In your email, you should:

- Introduce the movie and what it is about.
- explain who the main character is and what she does in the "library."
- mention the tone of the movie (how it feels) and give your recommendation.



**Movie Title:** The Midnight Library (Based on the book by Matt Haig)

**Genre:** Fantasy / Drama

**Running Time:** 105 minutes

**Review Snippet:**

"Nora Seed is a woman who feels her life has been a series of mistakes. One night, she finds herself in a mysterious library between life and death. Each book on the shelves represents a different life she could have lived if she had made different choices. Guided by her old school librarian, Mrs. Elm, Nora 'jumps' into these other lives—becoming a rock star, an Olympic swimmer, and a scientist—to find the one where she is truly happy. It's a touching story about regret and hope. While the beginning is a bit sad, the ending is very inspiring. A great pick for anyone who likes 'What if?' stories."



### What's in this unit?

- ▶ **Topics:** Houses, Shopping & Services
- ▶ **Vocabulary:** places in a town, shops, services, directions, buildings
- ▶ **Grammar:** the passive, the causative
- ▶ **Reading:** an article (multiple choice)
- ▶ **Listening:** multiple choice, putting events in a chronological order
- ▶ **Speaking:** give directions, discuss problems and solutions
- ▶ **Writing:** an article about your neighbourhood making suggestions
- ▶ **Culture:** Community Life
- ▶ **CLIL:** (Art & Design) *The Gherkin*



## The Nomads of Mongolia

**A** Most people nowadays live in cities and towns **crowded with** people in towering skyscrapers or blocks of flats and heavy traffic on the streets. There are schools, shopping centres, cinemas, theatres and restaurants. The life of a Mongolian nomad couldn't be more different.

**B** A family's nearest neighbours are kilometres away and the only building is the ger, their traditional tent. But it is thanks to their animals that these nomads manage to survive. Their horses carry them and their equipment over long distances. Their cows, yaks, goats and sheep give them food, wool and leather. The herder goes where the animals go, **moving** to find new grass.

**C** It's a **hard** life. The nomads' skin is dark and tough from the sun and wind, and their eyes are narrow to **protect** them from the harsh winter. If it gets too cold, there isn't enough to eat and they lose many animals. Nomads are **proud** to be herders and proud to live more **freely** than city people. They want their children to have an easier life, however, and try to send them to school.

### Reading

#### 1 Look at the pictures. Which shows:

- 1 horses carrying a nomad and his equipment?
- 2 a woman milking a yak?
- 3 a man with dark skin, narrow eyes and wrinkles?
- 4 a Mongolian tent (ger)?

#### 2 What do you think a Mongolian nomad's life is like?



Listen and read to find out.



#### Check these words

• nomad • crowded with • skyscraper  
 • block of flats • heavy traffic  
 • shopping centre • neighbour  
 • thanks to • manage • survive  
 • equipment • long distances • wool  
 • leather • herder • skin • tough  
 • narrow • protect from • harsh  
 • lose • develop • traditional

**D** How does a nomad child go to class every day, though? A new idea is the travelling school, a big ger which goes where the herders go in the **warmer** months. These are the months when nomad parents really need their children's help.

**E** Mongolia is **developing**. There are more jobs now, and new towns. The travelling school **allows** Mongolian nomads to keep their traditional lifestyle, but learn about the modern world, too. The nomads hope their children can be part of both.



**3** Read the text and for questions 1-5 choose the best answer (A,B or C).

- 1 What do Mongolian nomads depend on the most?  
**A** their animals                      **B** their tents  
**C** their neighbours
- 2 What causes the nomads the biggest problem?  
**A** hot weather                      **B** windy weather  
**C** cold weather
- 3 How do nomads feel about their life?  
**A** They think it is too difficult.  
**B** They want their children to leave.  
**C** They know it's hard, but it's a good life.
- 4 Why is the travelling school good for nomad children?  
**A** It keeps them in school longer.  
**B** It keeps them close to their parents.  
**C** It has big classrooms.
- 5 What do Mongolian nomads want for their children?  
**A** to move to a big town or city  
**B** to keep away from modern life  
**C** to enjoy the benefits of modern life

**4** Answer the questions.

- 1 Why are animals important to Mongolians?
- 2 How does the weather affect the Mongolians' appearance?
- 3 How does the travelling school help Mongolian parents?

## Vocabulary

**5** Match the words in bold in the text with their synonyms: *hotter, easily, full of, keep safe, satisfied, becoming more modern, lets, going to another place, difficult.*

**6** Fill in: *herder, lifestyle, survive, harsh, distances.*

- 1 Mongolian nomads could not ... without their animals.
- 2 Winters are ... with very low temperatures.
- 3 A ... is a nomad who moves from place to place with animals.
- 4 They have a special ... which they want their children to keep.
- 5 They travel very long ...

**7** **COLLOCATIONS** Fill in: *long, traditional, modern, towering, heavy, narrow.*

- |                   |                 |
|-------------------|-----------------|
| 1 ... skyscrapers | 4 ... eyes      |
| 2 ... traffic     | 5 ... lifestyle |
| 3 ... distances   | 6 ... world     |

## Speaking

**8** **THINK!** Compare the Mongolian nomads' lifestyle to yours. Talk about: *place you live – what you depend on to live – weather – education.* Tell your partner.

## Writing

**9** Complete the summary of the text.

The nomads of Mongolia live in ... . They have ... .  
 Their skin is ... . They move from ... .

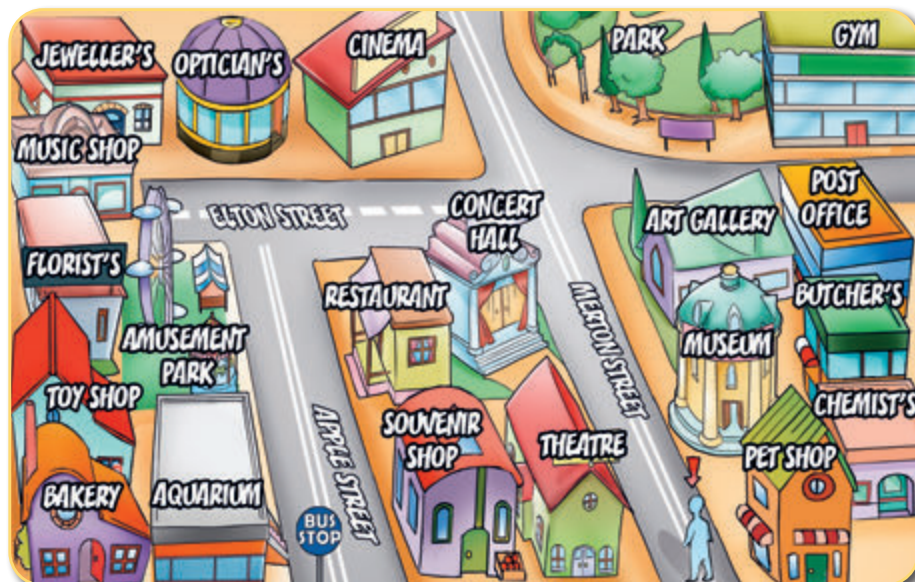
## Investigation

**10** **ICT** In groups collect more information about the nomads of Mongolia. Present the information to the class.



## Shops & Services

1 Look at the map. Where can you:



**buy** flowers? a CD? a doll? earrings? bread? meat? aspirin? a dog? souvenirs? a pair of glasses? stamps?

**see** dolphins swimming? a musical performance? a play? a film? paintings? ancient coins? trees?

**go** on a roller coaster?

**have** dinner?

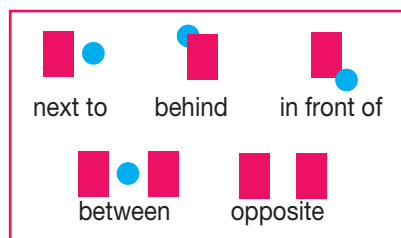
**exercise?**

*I can buy flowers from the florist's.*

## Directions



2 a) Use the key to find the shop.



- 1 It's next to the art gallery.
- 2 It's between the bakery and the florist's.
- 3 It's behind the aquarium.
- 4 It's opposite the pet shop.
- 5 It's in front of the aquarium.

b) Work in pairs. Look at the map in Ex. 1 and tell your partner where a shop is. Your partner names the shop.

3 Match the facilities to their functions.

### Facility

- |                  |                       |
|------------------|-----------------------|
| 1 car park       | 5 community centre    |
| 2 leisure centre | 6 bus station         |
| 3 town hall      | 7 underground station |
| 4 health centre  | 8 zebra crossing      |

### Function

- A A place to get on and off trains for city travel.
- B A safe place to walk across the road.
- C Where you go to exercise or swim.
- D A place where locals take classes or hold events.
- E A specific area to leave your car.
- F Where you go to catch the bus.
- G A place to see a doctor or get a check-up.
- H A building where local people can communicate with the council and politicians.

#### 4 Complete the sentences. Use the words in the list.

- cycle path • department store
- public library • roundabout
- pavement • greengrocer's
- pedestrian crossing • bus stop
- train station • traffic lights

- I need to buy some fresh carrots and apples, so I'm going to the ...
- It is much safer to ride my bike to work now that the city has made a new ...
- If you want to buy clothes, perfume, and kitchenware all in one building, go to the ...
- You should always use the ... when you want to walk across this busy road.
- I often go to the ... on Saturdays to borrow books and use the quiet study area.
- Our local ... has 2 platforms for services to the city centre.
- It's important to stay on the ... so you can avoid cars on the road.
- The ... for the number 47 is right outside my house.
- Wait for the ... to turn green before you walk.
- The GPS says we need to go round the ... and take the second exit.

#### 5 Answer the questions.

- What facilities are there in your neighbourhood? Which is your favourite? Why?
- Is there anything missing in your area?
- How do people usually travel around your town?

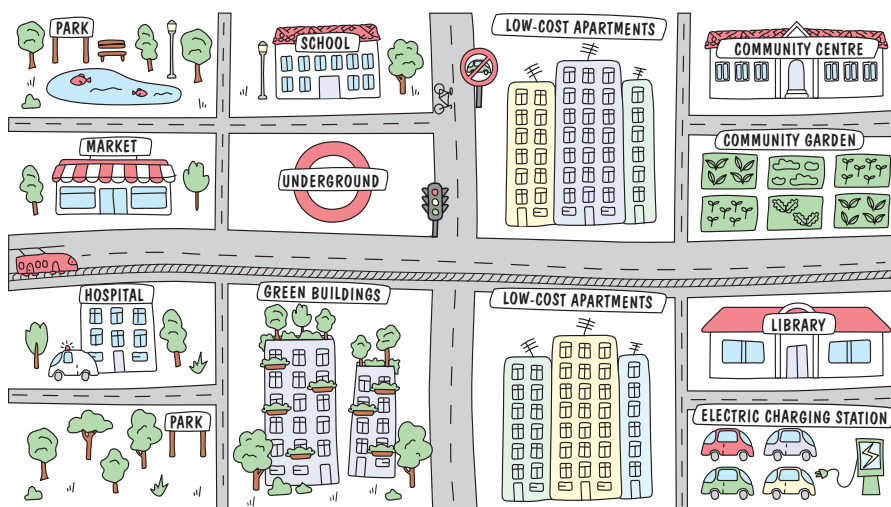
## Prepositions

#### 6 Fill in: for(x2), on, to, with.

- Our local health centre is famous ... its excellent doctors.
- I'm very keen ... spending time at the local library because I love reading.
- The city centre is often crowded ... tourists.
- Living close ... a bus stop is very convenient if you don't have a car.
- The new shopping centre is good ... the economy because it creates many jobs for locals.

#### 7 What is your ideal neighbourhood like? Think about: streets – buildings – parks – transport and facilities. Draw a map of the area.

- green buildings • public transport
- electric charging stations • low-cost apartments
- facilities (roads, bridges) • green spaces (parks, gardens)
- public services (schools, hospitals, libraries)
- urban farming (vertical farms, community gardens)



#### 8 Listen to two people presenting their ideal neighbourhoods and take notes. Are the features of their neighbourhoods the same as yours?

## Speaking

#### 9 Use your ideas in Ex. 7 to present your ideal neighbourhood to the class.

#### 10 PROJECT Draw a map of your neighbourhood. Write a short text about the shops and/or services that are there. Tell the class.

## Passive/Causative

## Sport for All

After months of hard work, Greenview's new leisure centre **will be opened** on Thursday April 23rd. The ceremony **will be held** by the Mayor and players from our local team, Greenview FC. Join them to celebrate this amazing new service for our community.

## COMMUNITY ANNOUNCEMENT

It **has been decided** that the public library on Harris Street **will be improved**. New options **are being considered** by the council for increasing the amount of computers, Wi-Fi and new books. For more information visit [www.greenview.gov](http://www.greenview.gov).

## On the right Track!

The Greenview Times is happy to report that the new underground station **is still planned** to open this year. The idea **was first considered** two years ago but **was stopped**. Thanks to new support, the project **is expected** to finish in eight months.

- Look at the verb forms in bold in the extracts. How do we form the *passive voice*?
- Read the theory box. Justify the use of the passive in the extracts. Is there passive voice in your language too? When do you use it?

## Changing from active to passive

|         | Subject            | Verb    | Object                            |
|---------|--------------------|---------|-----------------------------------|
| Active  | Millions of people | use     | the train station every year.     |
| Passive | The train station  | is used | by millions of people every year. |

Who built the town hall? (active)

Who was the town hall built by? (passive)

## Use

The passive is used:

- when the action is more important than the person who does it (as in news headlines, newspaper articles, formal notices, instructions, advertisements, processes, etc).
- when the person who does the action is unknown, unimportant or obvious from the context.

**Note:** We use *by* + agent to say who carries out the action.

- Fill in: *are, have, was, will*.
  - The theatre ... used by a lot of people last month.
  - Art classes ... organised at the community centre every Friday.
  - The winner of the community award ... be announced this evening.
  - Parks in the area ... been found to need improvements.

- Rewrite the sentences in the *passive*.
  - They use electricity to power local buses.  
*Electricity is used to power local buses.*
  - Famous musicians have visited the concert hall.
  - Are they setting up lights outside the amusement park?
  - The council hadn't approved the cultural festival.
  - They don't accept cash at the car park.
  - Who holds the record for the longest serving mayor?

- Put the verbs into the *passive*.
 

Bikes 1) ... (use) by thousands of local people every day. Because of this, the council realises that cyclists have to 2) ... (help) more and services need to 3) ... (improve) in our community now. The good news is that a new cycle lane 4) ... (build) by Greenview Council last week. It 5) ... (make) available for use next week and can 6) ... (use) for free. The project 7) ... (discuss) all summer last year and 8) ... (already/suggest) once before building work went ahead. Extra new routes 9) ... (already/plan) for different areas across town so things are sure to get even better!



**6** Complete each sentence with two to five words, including the word in bold.

- They serve all main courses at the restaurant with rice. **SERVED**  
All main courses at the restaurant *are served with* rice.
- When did they introduce singing classes at the community centre? **WERE**  
When ... at the community centre?
- The health centre doctor has told Ben to exercise. **BEEN**  
Ben ... to exercise by the health centre doctor.
- Who will buy the aquarium? **BOUGHT**  
Who ... by?
- They have to hold the musical performance next week. **HAS**  
The musical performance ... next week.
- They were cleaning the bus station at 12 o'clock yesterday. **WAS**  
The bus station ... at 12 o'clock yesterday.

**7** a) Read the examples. How is the causative formed? Which sentence shows that someone does something for someone else?



**The causative**



Angela is **painting** her house.



Angela is **having** her house **painted**.

**have + object + past participle**

Maggie **had** a cake **made** yesterday.

He **had** his car **cleaned** last Friday.

**b) Rewrite the sentences in the causative.**

- The postman delivers us parcels.  
*We **have** parcels **delivered** to us.*
- The jeweller mended Helen's necklace.
- The chef is preparing the birthday dinner for them.
- The baker has made some cakes for the school.

**8** Read the situations, then write sentences using the *causative*.

- The optician is repairing Carrie's glasses. What is Carrie doing?  
*She is **having** her glasses **repaired** by the optician.*
- Jeff arranged for some meat to be delivered yesterday. What has Jeff done?
- The librarian's assistant organises books for her every morning. What does the librarian do?
- The mayor will arrange for someone to paint the town hall. What will the mayor do?
- Amy hurt her back. The doctor is checking it. What is Amy doing?

**Sentence transformations**

**9** Complete each sentence with two to five words, including the word in bold.

- The clothing company asked a department store to sell their products. **(had)**  
The clothing company ... by a department store.
- They are building a new roundabout in the city centre. **(built)**  
A new roundabout ... in the city centre.
- The florist is preparing Jack's flowers. **(is)**  
Jack ... prepared.
- The Prime Minister will visit the new museum tomorrow. **(be)**  
The new museum ... the Prime Minister tomorrow.
- The chemist sent Anna's medicine last week. **(had)**  
Anna ... last week.

**10**

**SPEAKING**

Work in groups. One person takes the role of: mayor, council member, community member and architect. Use the information from the announcements and news stories in the grammar presentation and Ex. 5 and discuss the recent achievements, changes, ongoing projects and plans for the future. Use different tenses of the passive and causative.



## Reading

## Skills Work

- 1** Work in groups of four. Each reads a community notice. Tell your group what each is about in your own words.



### A Love books? Join our team!

The **Central Library** is looking for enthusiastic volunteers to help every Saturday morning.

- **Tasks:** Organising bookshelves and helping children find stories.
- **Requirements:** You must be friendly, reliable, and over 16 years old.
- **Time:** 4 hours per week (10:00 AM – 2:00 PM).

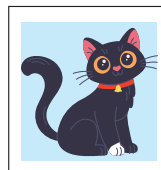
No experience necessary. Great way to meet neighbours and help your community! Please email [volunteers@library.web](mailto:volunteers@library.web) for an application form.

### C MISSING CAT Have you seen "Luna"?

Our beloved pet cat, Luna, disappeared from the Green Park area on Tuesday evening.

- **Description:** She is a small, black cat with one white paw. She is wearing a red collar with a small bell.
- **Personality:** She is very shy and might hide under cars or in gardens.

If you see her, please do not chase her. Call or text Sarah at **555-0192** immediately. We miss her very much. **Reward offered.**



### B HUGE GARAGE SALE!

We are moving to a new city and everything must go! Come and find a bargain this Sunday.

- **When:** March 29th, from 8:00 AM to 4:00 PM
- **Where:** 42 Maple Avenue (The blue house)
- **Items for sale:** Kitchen tools, a mountain bike, soft toys, and a large wooden dining table.

**Note:** Cash only, please. We will provide free lemonade for all shoppers! Text Amanda at 0117949715

### D Help us bring clean water to schools!

Did you know that many children in the world don't have access to safe water at school? Some children even have to walk hours every day just to get water. This means they don't have time to go to school or study at home.

The **Global Hope Foundation** wants to build three new water wells this year. To help reduce this problem, give access to clean water and allow children to learn. We need your help to buy the equipment.

Every dollar makes a difference. Please donate today at our website: [www.globalhope.org/cleanwater](http://www.globalhope.org/cleanwater)

**\$10**

buys a 20 litre water bucket.

**\$50**

pays for clean water for one person for life.

### Check these words

- volunteer • reliable
- paw • chase • access
- donate

## 2 Read the notices and do the tasks.

**Notice A: Answer T (true) or F (false).**

- 1 You need to work one day a week.
- 2 You must have experience working in a library before.
- 3 People who are 15 years old cannot apply.
- 4 The only task is helping people locate books.

**Notice B: Choose the correct answer.**

- 1 Why is the family having a garage sale?
  - A They want to buy a new mountain bike.
  - B They are moving to a different house.
  - C They want to meet their neighbours.
- 2 What can you get for free at the sale?
  - A Soft toys
  - B A kitchen tool
  - C A drink

**Notice C: Complete the official report form.**

- 1 Name of Animal:
- 2 Date Last Seen:
- 3 Location:
- 4 Colour/Markings:
- 5 Accessory:
- 6 Contact Person:

**Notice D: Answer the questions in your own words.**

- 1 What is the main problem children in some schools face?
- 2 According to the text, what are two things children cannot do because of the water problem?
- 3 How much money is needed to provide water for a single person for life?

## Vocabulary

**3** Find the adjective in the notices that is the opposite of the words below.

- 1 small (Notice B)
- 2 dangerous (Notice D)
- 3 outgoing (Notice C)
- 4 irresponsible (Notice A)

**4** Complete the sentences using the correct verb from the list. You may need to change the verb tense in some sentences.

- chase • disappear • donate • email • find
- hide • join • move • organise • provide

- 1 Come and ... our team at the library this Saturday!
- 2 I cannot find my keys; they ... from my bag this morning.
- 3 The library needs someone to ... the books by category.
- 4 We are ... to a new apartment next month, so we are packing boxes.
- 5 Please ... your application to the manager before Friday.
- 6 The school will ... free water and snacks for all the students.
- 7 You can ... great clothes at a low price at the neighbourhood sale.
- 8 It is a bad idea to ... a cat; it might get scared and run away.
- 9 Many people ... money to the charity to help build new wells.
- 10 Tim's pet dog ... under the bed during bad weather because it's scared.

**5** a) Match the columns to make collocations.

- |                |              |
|----------------|--------------|
| 1 a garage     | A volunteers |
| 2 pet          | B sale       |
| 3 enthusiastic | C well       |
| 4 water        | D form       |
| 5 application  | E cat        |

b) Make sentences based on the notices using the collocations in Ex. 5a.

## Listening

**6**   Listen to an announcement and complete the gaps.

### Healthy Cooking Workshop

- **Location:** The Community Centre
- **Goal:** To cook three simple and 1) ... meals.
- **Price:** 2) \$ ... per person.
- **Date:** Friday, 3) ... 12th.
- **Items to bring:** An apron and a container.
- **Class size:** Limited to 4) ... people.
- **Telephone:** 555- 5) ...



## Speaking

**7**  Look at all four notices. Rank them from 1 (Most Interesting) to 4 (Least Interesting). Discuss your choices with a partner.

**8** Work in pairs. Imagine you are recording a 30-second news update for the local neighbourhood. You must mention Notice C (*The Cat*) and Notice D (*The NGO*). Your script should follow this structure:

- The Sad News:** Tell the listeners about Luna the cat (description/location).
- The Warning:** Tell people what not to do if they see her.
- The Good Cause:** Tell listeners about the Global Hope Foundation.
- The Request:** Tell people how they can help (website/money).

## Writing

**9** **PORTFOLIO** Select one notice and write an appropriate short response in the form of an email, text message, or note depending on the context of the notice. Add it to your portfolio.

## Multiple choice

- 1** a) Read the rubric. Then read the questions and possible answers. Underline the key words. What do you think each recording is about?

You are going to hear two recordings. Questions 1-3 refer to recording 1, while questions 4-6 refer to recording 2. Answer the questions according to what you hear by circling the appropriate letter (A, B or C).

### Recording 1

- 1 Ann offers to help Shirley ...  
A cook a meal.    B settle into her flat.  
C do her housework.
- 2 Shirley thinks her new neighbourhood is ...  
A disappointing.    B trendy.  
C strange.
- 3 On Saturday, Ann and Shirley are going to ...  
A go to a café.    B eat out.  
C watch a DVD.

### Recording 2

- 4 Brandon says that in Oldport ...  
A there aren't enough shops and facilities.  
B there is less pollution than in the city.  
C he has found a good office job.
- 5 Brandon goes to the harbour to ...  
A take photographs.  
B eat fish and chips.  
C buy local produce.
- 6 This recording is about ...  
A day-to-day village life.  
B the local fishing industry.  
C an increase in tourism.



- b) Do the listening task. Compare your answers with your partner's.

- 2** Answer the questions.

- 1 What bothers Shirley about her new neighbourhood?
- 2 What does Brandon think of the village he has moved to?
- 3 Compare the village Brandon lives in with your town/city/village.



- 3** Listen to Bill saying what to change in his neighbourhood and order the events in chronological order.

- |                            |                           |
|----------------------------|---------------------------|
| A fix playgrounds          | E plant more trees        |
| B put signs about wildlife | F put bins in the park    |
| C improve cycle lanes      | G reopen the park café    |
| D clean up the park        | H build more green spaces |



- 4** Listen again. Which of the suggestions help the community? Which help the environment? Do any of the suggestions help both? Do you think the suggestions are a good idea? Discuss.



## Pronunciation /ə/ in comparative -er

- 5** a) Write the comparative forms of these verbs.

- |         |        |        |
|---------|--------|--------|
| 1 big   | 4 busy | 7 thin |
| 2 noisy | 5 nice | 8 new  |
| 3 large | 6 tall |        |



- b) Listen and repeat.

## Everyday English

### Discussing Problems and Solutions

- 1** a) Read the dialogue and fill in the gaps (1-4) with sentences (A-D).

Amy: I went to the city centre yesterday and I was shocked by the condition of the area there. We really need to improve our living environment. **1)** ...

Conor: One solution could be to get cars off the roads. **2)** ...

Amy: Good idea! We can use better waste solutions like recycling, too.

Conor: I don't know about that. Our community already has recycling schemes. **3)** ...

Amy: How about asking city planners to provide more low-cost housing to people?

Conor: **4)** ... Do you have any other ideas?

Amy: We can also do community service. There are lots of programmes that need volunteers.

Conor: That's true. There are schemes like helping fix outdoor spaces like basketball courts or play areas.

Amy: Great thinking! Let's look online for some schemes that need help, and choose one!



- A** For example, we can use clean transport like electric buses.
- B** That might just work!
- C** Do you have any ideas?
- D** What else can we do?



- b)** Listen and check.

- 2** In pairs read the dialogue aloud.

- 3** Replace the underlined phrases in the dialogue with phrases from language box.



#### Presenting a problem

- I was shocked/ appalled by ...
- It made me angry/sad/ disappointed to see ...
- Something needs to be done about ...
- Action needs to be taken to stop ...



#### Suggesting solutions

- One solution could be to ...
- (I think) it would be a good idea to/if ...
- It would help if ...
- How about ...



#### Responding to suggestions

- Great/Good idea!
- Good thinking!
- That might/could (just) work!
- I don't know about that.
- I'm not sure that would work.

- 4** Read the email to a local paper. Then use the ideas in the spidergram to discuss possible solutions to the problem. Use the dialogue in Ex. 1 as a model as well as phrases from the Useful Language box.

I am writing because I am very upset about the state of our city centre. Last Sunday, I went for a walk in town and the buildings were very ugly. Everything was grey and boring and some buildings had lots of bad graffiti. We need to do more to make our city centre more attractive and nicer to look at. People would feel much better if the city centre was somewhere they enjoyed spending time.



- 5** **PROJECT** Use your ideas in Ex. 4 to design a poster or an awareness presentation and present it to the class/school.





# Writing

## An article about your neighbourhood making suggestions

### Rubric analysis

#### 1 Read the rubric and answer the questions.

Write a short article for your school magazine about your neighbourhood, describing the places, facilities and services available, suggesting how your community can be improved. Include your personal opinion and explain why you feel that way.

- 1 What are you going to write?
- 2 Who is going to read it?
- 3 What tenses will you use? Give examples.
- 4 How many paragraphs will you write?

### Model analysis

#### 2 Read the model. Match the paragraphs to their descriptions.

- 1 services and facilities
- 2 overall opinion
- 3 description of neighbourhood
- 4 suggestions

### A Great Place with one Small Problem

**A** I live in an area called Eltham. The neighbourhood is nice and the people are very friendly. Eltham is a neighbourhood with a lot of parks and green spaces as well as historic sites like Eltham Palace.

**B** The services and facilities here are generally good. We have a train station with 4-6 trains an hour to central London. There is a library, leisure centre, cinema and medical centre. We also have lots of shops, large supermarkets, restaurants and cafés.

**C** However, our community could be improved by offering more for young people. For example, a new youth centre could be built. At the moment, there are few activities or classes for teenagers.

**D** Eltham provides good facilities and services for the community, however, young people definitely need more. In my opinion, a youth centre would help teenagers in my neighbourhood a great deal.

#### Formal style

In formal style we use:

- full verb forms. (*There is a wide selection of services.*)
- the passive. (*Community facilities are offered to elderly residents.*)
- more complex sentences and linkers: (*Despite the large number of services, there are very few theatres.*)

#### 3 Read the extract and replace the informal words/phrases in bold with the formal words/phrases in the list.

- However
- A new town hall should be built
- There is
- Our community could be improved
- that will

1) **There's** a library in the area. 2) **But**, we definitely need more services. 3) **We could improve our community** by opening a community centre. 4) **We should build a new town hall** as well. I think better facilities are something very important 5) **that'll** help residents a lot.

#### 4 Replace the underlined sentences in the article in Ex. 2 with other appropriate ones from the Useful Language box.

### Word order

#### 5 Put the words in the correct order to form complete sentences.

- 1 the supermarket/in front of/There is/a car park  
*There is a car park in front of the supermarket.*
- 2 very/my neighbourhood/Locals/in/are/friendly
- 3 suburban/My/a/is/neighbourhood/area
- 4 have just/to London/moved/My family and I
- 5 There/theatre/is/town centre/nice/the/a/in
- 6 happier/library/people/make/would/A

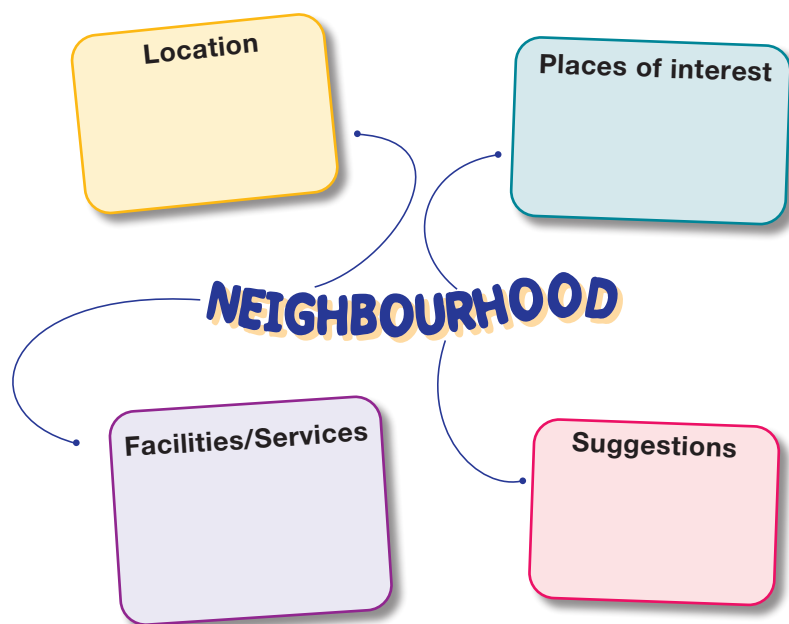


**6** Use these adjectives to describe neighbourhoods: *noisy, green, convenient, friendly, quiet, rundown, crowded, expensive.*

- 1 We live in a(n) ... neighbourhood with lots of trees.
- 2 It's very ... living here because all the shops are close at hand.
- 3 Tom lives on a main road with heavy traffic, so it's very ...
- 4 Kensington is one of London's most ... neighbourhoods; houses there cost around £2 million.
- 5 There's not enough entertainment in my area; it's too ...
- 6 It's a very ... suburb where the neighbours always say hello to you.
- 7 The city centre is always ... with shoppers and tourists.
- 8 He lives in a(n) ... part of town with old, neglected buildings.

## Brainstorming

**7** Think of your neighbourhood. Copy the mindmap in your notebook and complete with appropriate words.



## Writing

**8** Use your notes to write your article for the rubric in Ex 1.



## Useful Language

### Describing a neighbourhood/place

- The neighbourhood is nice/peaceful/ pretty etc. • It is a nice/good area
- the people are (very) friendly/kind/polite etc.

### Describing facilities and service

- The services and facilities (here) are good/ nice/OK
- We have a train/bus station with ...
- There is a library/leisure centre/cinema, ... etc.
- We also have ... • There is/are also ...

### Making suggestions/Giving examples

- our community/neighbourhood/area could be improved by ...
- the situation here could be improved if/ by ... • It would be a good idea if/to ...
- a useful suggestion would be to ...
- For instance/example • In particular

### Giving opinion

- In my opinion/view ... • I believe (that) ...

## Plan

- (Para 1) *general description*
- (Para 2) *services/facilities*
- (Para 3) *suggestion*
- (Para 4) *overall opinion*

I live in ... The neighbourhood is ... and the people are ... .  
 The services and facilities are ... .  
 We have ... with ... . There is a ... , ... .  
 There are also ... .  
 However, ... . For instance ... . At the moment, ... .  
 ... provides, however, ... definitely need ... . In my opinion/I believe, ... would help ... and make ... better.



## Checklist

When you finish writing your article check for the following:

- grammar and spelling mistakes.
- paragraphs.
- appropriate style.
- descriptive adjectives.

Make sure you answer all the questions in the rubric.

# THE GHERKIN

1 30 St Mary Axe, or else 'The Gherkin', is one of the tallest skyscrapers in London. It has got 41 floors and the tower is 180 metres tall. It is a **modern** steel and glass building. The building is curved-shaped with **flat** diamond-shaped windows.

2 Inside there are two high-speed lifts that can carry 378 people at a time and can travel at speeds of up to 6 metres per second! But that's not all! There are offices and a shopping arcade. There is also a **fancy** restaurant on the top floor. It is the highest restaurant in London at 163 metres with **spectacular** views of the city.

3 The Gherkin is environmentally friendly. It has got **curved** stairwells that allow the air to flow naturally through the building. The windows also make use of the natural light. This saves a lot on electricity. Due to its **unique** design the Gherkin has won a number of awards for architecture.

## Check these words

- skyscraper • tower • steel • glass
- curved-shaped • diamond-shaped
- high-speed • lift • spectacular
- stairwell • allow • flow • naturally
- award • architecture

1 Which of these materials did the architects use to make the building in the picture:  
*steel? glass? wood? plastic? diamonds?*



Listen and read to find out.

2 Read the text and match the headings (A-D) to the paragraphs (1-3). One heading is extra.

- A Not only to work in
- B How to build it
- C What it looks like
- D An energy-efficient building

3 Read the text again and answer the questions.

- What is special about the Gherkin's lifts?
- What is inside the Gherkin?
- What makes the Gherkin environmentally friendly?

4 Match the words in bold in the text to their antonyms.

- bumpy • boring • ordinary • straight
- old-fashioned • plain

5 **COLLOCATIONS** Fill in: *top, natural, glass, shopping, environmentally, high-speed.*

- |                |                |
|----------------|----------------|
| 1 ... building | 4 ... floor    |
| 2 ... lifts    | 5 ... friendly |
| 3 ... arcade   | 6 ... light    |

6 **THINK!** Which three things impressed you from the text? Tell the class.

## Investigation

7 **ICT** Think of a similar building in your country. Collect information, then compare it to the Gherkin. Talk about: *place – design – activities.*



## Vocabulary

- 1** Fill in: *cycle, car, town, department, bus, pedestrian, public, traffic.*
- You can leave your vehicle in the ... park.
  - The meeting is happening in the ... hall.
  - You should use the ... lane for your bike.
  - They sell lots of things at my local ... store.
  - Let's use the ... crossing to go across the road.
  - There's a ... stop for the number 5 outside my school.
  - You can find lots of books at a ... library.
  - Be careful at the ... lights, you have to stop when they are red.

(8x3=24)

**2** Choose the correct option.

- Make sure you walk on the **roundabout/ pavement**.
- The **vertical farm/community garden** on the side of my building grows vegetables.
- Mark loves watching plays at the **theatre/ concert hall**.
- The council just built a new **bridge/road** over the river that's very tall.
- We enjoy riding roller coasters at the **park/ amusement park**.
- You can see a doctor at the **health centre/ community centre**.
- Locals can use **green buildings/electric charging stations** to power their cars.

(7x3=21)

## Everyday English

**3** Match the two columns.

- |                                                      |                                              |
|------------------------------------------------------|----------------------------------------------|
| 1 Do you have any other ideas?                       | A Something needs to be done about graffiti. |
| 2 I was shocked by the condition of the park.        | B That could work!                           |
| 3 There are lots of programmes that need volunteers. | C We can reduce cars in the city centre.     |
| 4 It makes me angry to see paint on our walls.       | D Action needs to be taken to help trees.    |
| 5 How about helping the elderly?                     | E That's true                                |
- Schemes like clean-up days.

(5x5=25)

## Grammar

**4** Rewrite the sentences in the passive.

- Schools will ban junk food.
- The chef created a new dessert.
- Chemists have suggested chamomile tea for years.
- The shop imports cinnamon from Egypt.
- They hold performances in the theatre every week.
- The volunteers will rescue a dolphin.

(6x3=18)

**5** Complete the sentences using the causative.

- Their dinner was cooked by the chef.
- Kate's mum makes her lunch every day.
- She is putting a plaster on Greg's finger.
- The men will deliver our cooker on Friday.
- Mark's CD was ordered by the music shop.
- The optician is changing Amy's glasses.

(6x2=12)

Total: 100

Write in your notebook.



### Self-evaluation

Now I can ...

- talk about houses
- talk about shops & services
- give directions
- discuss problems and solutions
- write an article making suggestions

GOOD ★ VERY GOOD ★★ EXCELLENT ★★★



### Observation grid

- I work well with my group.
- I follow classroom rules.
- I participate in all pairwork activities.
- I interact with others.
- I come in time for class.
- I ask for help when I need.
- I am willing to participate in activities.
- I work well on my own.
- I follow my teacher's instructions.
- I have useful ideas.

GOOD ★ VERY GOOD ★★ EXCELLENT ★★★





## Mediation

### Speaking

An English-speaking friend of yours called Lucy is going to celebrate her 16th birthday soon. She wants to invite a group of nine friends to dinner at a restaurant and has picked out three she thinks are nice. She would like your opinion, however, and has sent you information on each of them (below). Call Lucy and give her your opinion on which one she should go to, along with reasons why you feel the others are less suitable. Speak for approximately two minutes.

### NORI Sushi BAR



Enjoy the taste of genuine Japanese sushi without leaving the country. The Nori Sushi Bar prides itself on giving customers the true Japanese experience, so this is a real sushi bar, which means self-service, fresh raw fish and hot hot wasabi!



### Gary's American Grill



If your mouth waters at the thought of steak, wait till you see this menu! Apart from fifteen different kinds of steaks, there are burgers, sausages, ribs, chops and anything else your meat-loving heart might desire. Special offers are available for large tables.



### Mamma Mia!



For a taste of old Italy and the smell of Italian mothers' cooking, look no further than Mamma Mia! With pizza and pasta to suit all tastes and many vegetarian options, this little restaurant will leave every customer satisfied. Book a table, though, because the restaurant fills up fast!



## Writing

You have seen the advert below for a new museum. You have a 16-year-old friend, Andrei, who doesn't speak English and who you think would be interested in going. Write an email to Andrei describing the museum and inviting him to come with you to the grand opening (120-150 words).



# MUSEUM OF THE FUTURE

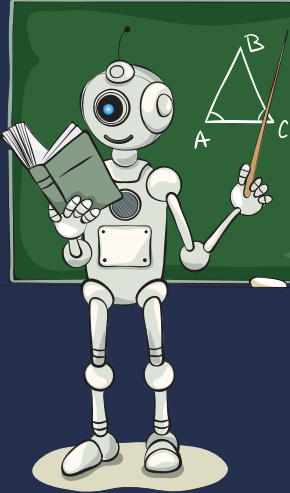
**Grand opening:  
November  
14th**

A brand new kind of museum presenting not what was but what might be! What will education, food, transport and homes be like in 50 years? Come and see at the Museum of the Future!

Designed by scientists, engineers and computer scientists, this museum combines real models and virtual demonstrations, so that you can get a real taste of what life will be like in 50 years' time.

What might a city on Mars look like? How could a train travel across the sea? Could a machine print your breakfast? Would you learn better from a robot teacher? We try to answer these and many other questions.

Everybody is welcome to the grand opening, and admission is free, but since space is limited, please call and book a place.



# Unit 6

## Hidden Tourist Gems

### What's in this unit?

- ▶ **Topics:** Nature, Travel
- ▶ **Vocabulary:** geographical features & location, types of holidays, holiday activities, means of transport, holiday problems, compass points
- ▶ **Grammar:** modal verbs
- ▶ **Reading:** a magazine article, blogs, letters
- ▶ **Listening:** multiple choice
- ▶ **Speaking:** describing a holiday, sympathising – showing interest, giving directions
- ▶ **Writing:** a story
- ▶ **Culture:** Holidays in the USA, Japan and Romania
- ▶ **CLIL:** (Science) Waves

### 1 Look at the pictures. Which shows:

- |                  |                     |
|------------------|---------------------|
| 1 an exotic bird | 4 a colourful plant |
| 2 an island      | 5 a mountain        |
| 3 a tribe        |                     |

### 2 Where do you think these places are? Why are these places special?



Listen and read to find out.



## THE COOK ISLANDS...

### An island paradise that wants to stay that way

*The Cook Islands is a group of 15 islands in the South Pacific Ocean. These hidden gems are a dream for tourists, but locals want them to stay just how **they** are.*

1 Rarotonga is the largest of the Cook Islands, and it's got the biggest population. But the centre of the island has still got lots of **amazing** natural beauty that hasn't changed, so it's just like stepping back in time! Visitors can explore **it** up close by going on the Cross Island Trek. This amazing hiking trail brings you **through** Avatiu valley and past Te Rua Manga, the island's highest mountain.

2 Atiu is famous for its snow-white sandy beaches, so a lot of couples come here on honeymoon. But this island is also great for birdwatchers! Atiu is an 'Important Bird Area' (IBA) because it's got lots of strange-looking birds that you can't find anywhere else on Earth. The male of the frigatebird, for example, blows up **its** red neck to **attract** females.

3 Aitutaki is another beautiful island and the location of lots of reality TV shows, like *Survivor* and *Shipwrecked*. But this island is also a great place for eco-tourists. Off the coast, you can dive into the ocean and attach living pieces of coral that **broke off** to a metal table. Then, later, experts take this table back to the coral reefs helping **them** grow again!

A



B



C



D





**3** Read the texts again and match the paragraphs to the headings. Five headings are extra.

- |                                  |                                    |
|----------------------------------|------------------------------------|
| <b>A</b> People not Places       | <b>F</b> Your favourite TV Show    |
| <b>B</b> Incredible Weddings     | <b>G</b> The Garden of the Islands |
| <b>C</b> A Helping Hand          | <b>H</b> Island Cities             |
| <b>D</b> Superstar Hotels        | <b>I</b> Feathered Friends         |
| <b>E</b> At the top of the World | <b>J</b> Busy Beaches              |



**4** Mauke has got a **huge** variety of plant life. In the wild, there are colourful flowers and plants everywhere you turn, and locals are famous for keeping beautiful gardens outside **their** homes, too. Also, Mauke has lots of caves that you can explore. Some of them have even got small pools that you can swim in!

**5** Mangaia hasn't got many hotels or shops. Here, there are lots of traditional villages, so it's the best place on the Cook Islands to learn about the Maori tribes and **their** way of life. You can take guided tours around villages and see locals making traditional arts and crafts, like shell jewellery. You can learn some of the local Maori language, too! It's a great **experience**.

## Check these words

- *hidden gems* • *local* • *step back in time*
- *trail* • *honeymoon* • *male* • *location*
- *coral* • *variety* • *cave* • *tribe* • *jewellery*

**4** Answer the questions using a maximum of four words.

- Where do most Cook Islanders live?  
*On Rarotonga*
- What is Te Rua Manga?
- Why does the male frigatebird blow up its neck?
- What type of TV show do people make on Aitutaki?
- Apart from the coast, where can you swim in Mauke?

**5** What do the highlighted words in the text refer to?

## Vocabulary

**6** Fill in: *guided, close, blows, crafts, tribe*.

- On Mangaia you can find arts and ...
- We went on a ... tour of the island.
- The people in the ... welcomed us to their village.
- The bird ... up its neck to make females come closer.
- You can see the island's natural beauty up ... on the trek.

**7** Match the words in bold in the text to their synonyms.

- interest • fell off • across • adventure
- big • fascinating

## Speaking

**8** a) **THINK!** What did you know about the Cook Islands? What did you learn about them? Tell the class.

## Investigation

b) **ICT** What else would you like to learn about the Cook Islands? In groups collect information. Tell the class.

## Writing

**9** **PORTFOLIO** Create a digital flyer or poster to present unique places in Romania or abroad. Add it to your portfolio.

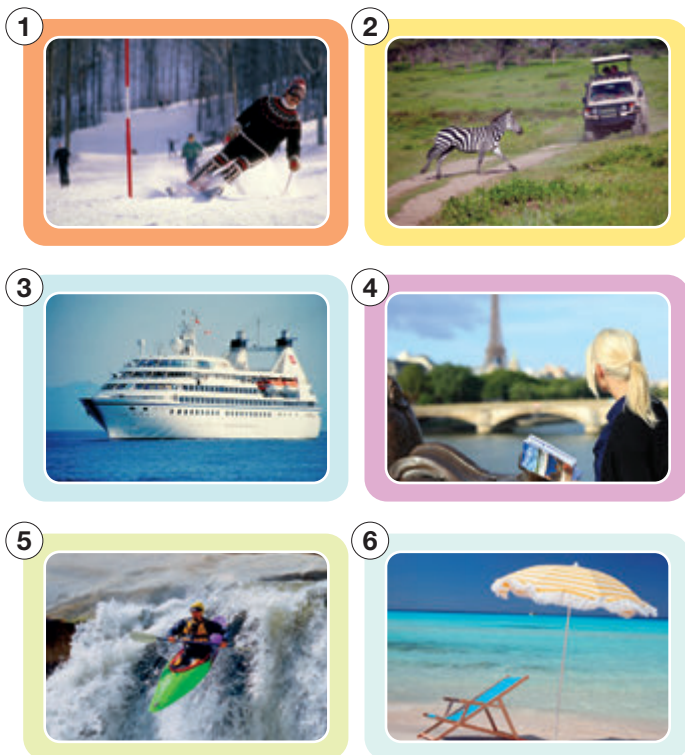


## Types of holidays

1 a) Label the pictures.



- cruise • safari • beach holiday
- skiing holiday • sightseeing holiday
- adventure holiday



b) Which is your favourite type of holiday? Why?

## Activities

2 Fill in: *is, stay, go on, travel, go, go to, rent*. Check any new words in your dictionary.

- 1 *stay* in a hostel/hotel/cabin/cottage/guesthouse/B&B/apartment/with friends
- 2 ... a boat trip/holiday/a tour
- 3 ... the beach/a museum/an art gallery/an aquarium
- 4 ... skiing/dog sledding/camping/sightseeing/windsurfing
- 5 ... a car/a bicycle/a boat/a house/a seaside cottage
- 6 ... by car/coach/plane/train
- 7 It ... warm and sunny/cloudy/windy/freezing/foggy/hot/cold.

3 **SPEAKING** Use words from Exs 1 & 2 to ask and answer questions, as in the example.

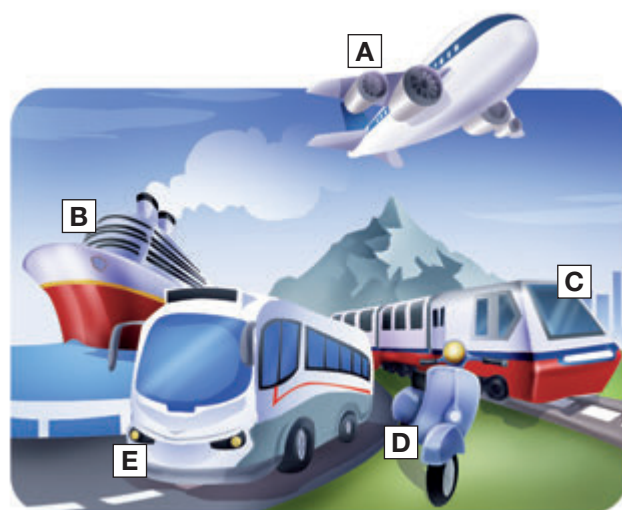
- A: How was your holiday?  
 B: It was great. We went ...  
 A: Where did you stay?  
 B: We stayed ...  
 A: How did you travel?  
 B: We travelled ...  
 A: What did you do?  
 B: We ... and ...  
 A: What was the weather like?  
 B: It was ...

## Means of transport

4 a) Check any new words in your dictionary.

- coach • boat • bus • car • ship • taxi
- van • underground • helicopter • bicycle
- motorbike • scooter • tram • train • plane

Which ones can you see in the pictures?



b) List the words in Ex. 4a under the headings: *land* – *air* – *sea*.

5 Which of the means of transport do these sentences match?

- 1 Please keep away from the edge of the platform.
- 2 Passengers for flight AB216 to Manchester, please go to Gate 12 as the flight is ready to board.
- 3 12 Beckon Street, next to the Hilton Hotel, please.

**6** **WRITING** Use adverbs of frequency and the adjectives in the list to write sentences about various means of transport.

- noisy • safe • boring • tiring • expensive
- fast • comfortable • cheap • relaxing
- slow • dangerous

*I never travel by train. I think it's tiring.*  
*I often travel by bus. It's cheap.*

## Prepositions

**7** Choose the correct preposition.

- 1 We went to London **by/in** car.
- 2 He went **in/on** a Mediterranean cruise.
- 3 The train departed **of/from** Platform 3.
- 4 He spent his holiday **in/by** the sea.
- 5 Doha is famous **for/with** its tall buildings.
- 6 We went to Krakow **by/in** our car.

## Geographical features & Location

**8** a) Label the pictures. Use: *island, waterfall, river, desert, mountain, lake, volcano, forest, valley*.



b) **SPEAKING** Which of the features in Ex. 8a are there in your country? Where?

*In my country there are ... but there aren't ...*  
*... is in the north. In the south ...*



**9** **COLLOCATIONS** Fill in: *noisy, heavy, crowded, dirty, awful, long, polluted, expensive*. Check in your dictionary.

- |               |              |
|---------------|--------------|
| 1 ... traffic | 5 ... queues |
| 2 ... weather | 6 ... hotels |
| 3 ... beach   | 7 ... room   |
| 4 ... sea     | 8 ... people |

**10** Choose the correct word.

- 1 He **missed/lost** his passport, so he had to **contact/talk** the embassy.
- 2 We tried to **book/hire** our flight online, but we couldn't.
- 3 He went on a business **trip/travel** to Manama.
- 4 The house he **rented/hired** by the sea was very expensive.
- 5 The flight attendant asked us to **fasten/fix** our seatbelts.
- 6 The **journey/voyage** from Madrid to Rome was tiring.
- 7 He got **stuck/stopped** in a traffic jam and **missed/lost** his flight.
- 8 The flight was **delayed/cancelled** because of heavy rain, so we took off two hours later.

**11** Listen to three people talking about their holidays. What problems did they have?

**Steve**

**Dalia**

**Igor**

**12** **PROJECT** Write a short paragraph about a problem you had while on holiday. Write: *where/when you went – weather – means of transport – what happened*. Tell the class.



## Modals

## Ellsworth Nature Reserve

Welcome to our Nature Reserve website. Since you're here, you

1) **must** love wildlife just as much as we do!

To enjoy your visit please follow these rules.

- Children under 12 2) **can't** visit without an adult.
  - You 3) **should** wear sturdy footwear.
  - You 4) **could** feed animals before, but this isn't allowed anymore.
  - Did you drop any rubbish? You 5) **should** have picked it up!
- Always remember you 6) **must** take all rubbish with you.
- You 7) **have** to book in advance for our daily tour. So you 8) **had better** do it now!
  - We 9) **may** close parts of the reserve if it rains heavily.

Entrance to the reserve is free, but you 10) **can** leave a small donation if you want. We 11) **couldn't** have saved so many trees without your help. Don't forget that although you 12) **couldn't** get food before, now you 13) **can** eat at our new restaurant. 14) **Would** you like to book a tour now? Click [HERE!](#)

- a ability in the present
- b logical assumption
- c inability in the present
- d suggestion
- e permission in the past
- f recommendation
- g inability in the past
- h criticism
- i obligation
- j hypothetical inability in the past
- k degree of certainty
- l external obligation
- m offer
- n strong obligation

1 Look at the leaflet above. Match the verbs in bold to what they express. Do you use modal verbs in your language? How?

2 Choose the correct item.

- You **should/must** take photos! The view is amazing!
- Ellen **can/has to** book a tour if she wants.
- You **could/must** keep away from the edge of the platform.
- We **can/can't** go skiing today, if you like.
- Jo **should have/must have** rented a bigger room; this one is so small.
- They **might/would** cancel the tour if it rains, but we don't know for sure.

3 Fill in: *can, can't, could, couldn't, could have*.

- You ... go on the cruise this afternoon without a ticket.
- Bob ... drive really fast; we'll get to the airport early!
- People ... build tall buildings in the city centre in the old days; it wasn't allowed.
- Karen ... windsurf very well when she was younger; she won medals!
- Eric ... gone to Egypt last year, but he decided not to.

4 Choose the correct modal.

- A: Have you seen Angela today?  
B: No, but I think she **may/has to** be at the lake.
- A: **Would/Can** I help you drive?  
B: That would be great!
- A: We **must/may** look after the beach.  
B: Yes, we **can/should** keep it clean.
- A: I **wasn't able to/mustn't** hike on the mountain when I visited before.  
B: Sorry to hear that. **Can/Could** you do it this time?
- A: Shall we play some music?  
B: You **could/ought** to think about the locals; it's the quiet hours at the moment.

5 Rewrite the sentences. Use modal verbs.

- Would you like me to** help with your bags?  
*Can I help you with your bags?*
- I warn you** to be careful near the waterfall.
- It's possible they will** cancel the flight.
- I'm obliged** to help at the museum.
- Am I able to** use my debit card here?
- The tourist centre **is definitely going to** open next week.



## 6 Match the sentences to their meanings.



### Deductions

- |                                            |                                         |
|--------------------------------------------|-----------------------------------------|
| 1 I think/Perhaps the safari is expensive. | a The safari <b>must</b> be expensive.  |
| 2 I'm sure the safari is expensive.        | b The safari <b>can't</b> be expensive. |
| 3 I'm sure the safari isn't expensive.     | c The safari <b>might</b> be expensive. |

## 7 Complete the sentences using *must*, *can't* or *may/might*.

- I'm sure the cottage doesn't have Wi-Fi. The cottage ...
- Perhaps he's staying in the city centre. He ...
- I'm sure she likes adventure holidays. She ...
- I'm sure they are enjoying themselves. They ...

## 8 Fill in: *may*, *could/couldn't*, *had to*, *would*, *should* to match the meaning in brackets.

- ... you like to join our trip? (**Do you want to?**)
- You ... go swimming. (**it's a good idea to**)
- Jeff ... find the platform for his train. (**wasn't able to**)
- The aquarium ... open next year. (**it's possible**)
- When Ed was a student, he ... speak Spanish. (**was able to**)
- They ... close the beach because of the bad weather. (**were obliged to**)

## 9 WRITING What *must/mustn't/should/shouldn't* we do when on holiday? Write a few sentences, using the prompts below and your own ideas.

- damage tourist sites • make too much noise
- use sunscreen in hot countries • litter
- use local shops

## 10 Rewrite the sentences using: *can*, *must*, *can't*, *should*.

- It's a good idea to** plan a trip before you set off. You ...
- I'm sure the B&B** will make enough money. The B&B ...
- Is it OK if** I take a photo of the panda? ...
- They are obliged to** give guests breakfast. They ...
- Will **isn't able to** go to the gallery because the queue is too long. Will ...

## 11 Complete the second sentence with the correct modal verb.

- I advise you to** book online, it's cheaper. You *should/ought to* book online, it's cheaper.
- Guests **are allowed to** use the gym. Guests ... use the gym.
- It's bad that you** dropped litter in the park. You ... dropped litter in the park.
- The police are obligated to** help tourists. The police ... help tourists.
- It is possible that** Kelly will travel by train. Kelly ... travel by train.
- If **it's impossible for you to** come camping, I can go on my own. If you ... come camping, I can go on my own.
- I wasn't able to** visit the art gallery; it was closed. I ... visit the art gallery; it was closed.
- I had the chance to** arrange my holiday. I ... arrange my holiday.

## 12 SPEAKING Match the problems to the advice. Then give advice using *ought to*, *should* or *had better*.

- |                                           |                                          |
|-------------------------------------------|------------------------------------------|
| 1 Mark is worried about traffic. <b>B</b> | <b>A</b> not forget to book a space.     |
| 2 Helen needs a souvenir.                 | <b>B</b> leave the house early.          |
| 3 Tom wants to do a tour.                 | <b>C</b> buy sunscreen.                  |
| 4 Kelly gets sunburnt easily.             | <b>D</b> take a ship.                    |
| 5 The girls want to visit an island.      | <b>E</b> buy something at the gift shop. |

A: Mark is worried about traffic.

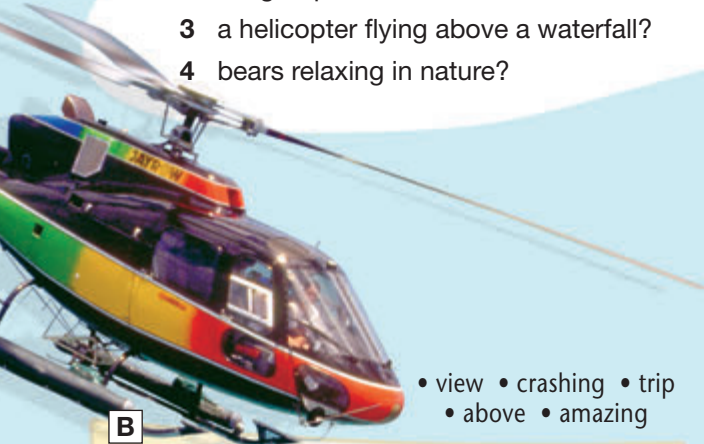
B: He should leave the house early.



## Reading

## 1 Look at the pictures. Which shows:

- 1 dogs pulling a man across snow?
- 2 a high-speed train?
- 3 a helicopter flying above a waterfall?
- 4 bears relaxing in nature?



B

Hello Kieran!

Just to let you know I'm back in cold Britain, after my short **6)** ... to the States. It was lovely and warm there. Niagara Falls was **7)** ... . We stayed at a hostel very close to the Falls. Actually, I could hear the water **8)** ... down from my room. The best part of my trip was the helicopter ride I took **9)** ... the Falls. It was my first time, so I was really scared, but as we rose higher and higher, my worries disappeared and I enjoyed the **10)** ... . It was an unforgettable experience! Hope we can meet up soon.

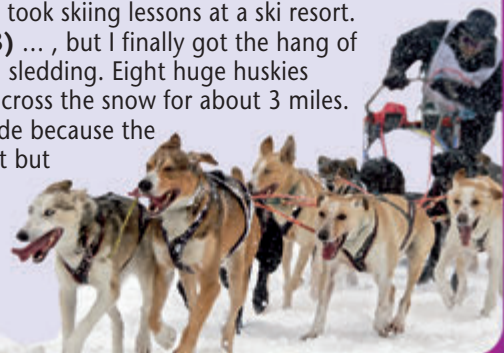
Bill

• view • crashing • trip  
• above • amazing

## Travel Time

A • gave • beginning • awesome • during • quickly

Hi! Andy Bradley here again. I'm back online after my trip to Alaska! It was **1)** ... . I stayed in a cosy little wooden cabin and **2)** ... the day, we took skiing lessons at a ski resort. I fell a lot at the **3)** ... , but I finally got the hang of it! I also tried dog sledding. Eight huge huskies pulled me **4)** ... across the snow for about 3 miles. It was a bumpy ride because the ground wasn't flat but I enjoyed it a lot! I even **5)** ... the dogs some tasty treats at the end!



C

• arrived • all • take • chef • famous

## Chris' Journeys

Hi, everyone! I just got back from Japan! I went to a lot of places and stayed in some pretty hotels. It was nice and sunny too! I **11)** ... in Tokyo on my first day and went to see Sumo wrestlers! After that I trained with a ninja master and learnt **12)** ... about martial arts. Then, I got to ride on the **13)** ... bullet train to Kyoto! In Kyoto I met a Japanese **14)** ... and prepared ramen, Japanese noodles! Some people even invited me to a tea room to **15)** ... part in a Japanese tea ceremony! You should visit Japan, it's fantastic!



## STUDY SKILLS

## Gap Fill

Read the text quickly to see what it is about. For each gap, decide what part of speech the missing word is (e.g. noun, adjective, adverb or verb). This will help you do the task.

## 2 a) Read the definitions.

**letter:** a written message sent to a person by post

**blog:** an online journal where people post diary entries

## b) Now look at the texts.

What type is each? What is each about?



Listen and read to find out.

3

Read the texts. Fill in each gap by using the words in the lists.

4

Read the texts again and answer the questions.

- 1 Where did Andy stay during his holiday?
- 2 What made Bill's holiday special?
- 3 How did Chris get to Kyoto?
- 4 Which extra place did Denise visit?

**D**

• lasted • apartment • unusual • around • every

Hi Anna,  
Romania was so nice, even though it was rainy!  
I stayed in a(n) **16** ... in a town called Brasov, near  
the Carpathian Mountains and helped look after bears!  
It was incredible! The trip **17** ... for two weeks and I  
volunteered at the animal sanctuary **18** ... day. They  
have over 100 bears there and people from the centre  
come **19** ... with you to show you how to feed the  
bears. There are also bus trips in the area, to **20** ...  
places like Dracula's castle!  
Everyone was so kind and  
we got to learn a lot about  
Romanian culture, too.  
I'll tell you more soon!  
Denise



### Check these words

• *ski resort* • *get the hang of* • *dog sledding*  
• *bumpy ride* • *rise* • *worry* • *disappear*  
• *meet up* • *wrestlers* • *train* • *noodles*  
• *incredible* • *sanctuary* • *feed*

## Vocabulary

**5** Fill in: *bumpy, volunteered, treats, disappeared, crashing.*

- Andy gave the dogs some ... when they finished the ride.
- The country road is very ... so drive slowly.
- Chris enjoyed taking part in the tea ... in Kyoto.
- We could hear the water ... down as we got closer to the waterfall.
- Soon, his worries ... and he enjoyed the trip.
- Denise ... at the centre and helped look after bears.

**6** Match the underlined words in the texts to their synonyms.

• delicious • wet • comfortable • great • afraid  
• polite • pleasant • beautiful

**7** **COLLOCATIONS** Fill in: *ski, unforgettable, bullet, animal, short, wooden.*

- |                 |                  |
|-----------------|------------------|
| 1 a ... cabin   | 4 ... experience |
| 2 ... resort    | 5 ... trip       |
| 3 ... sanctuary | 6 ... train      |

**8** Find in the texts:

- four means of transport
- four types of accommodation

## Listening

**9** You are going to listen to Bob and Peter talking about Bob's holiday.

 Listen and mark the sentences  
T (true) or F (false).

- Bob enjoyed the hot weather in Qatar.
- He was in Doha because of his job.
- He was disappointed with the festival.
- He bought some shoes to wear there.
- He felt he didn't have enough time to explore the area.

## Speaking & Writing

**10** a) Copy and complete the table with information from the text. Use the completed table to tell your partner about the people's holidays in Ex. 1.



|   | Place         | Weather | Accommodation       | Activities |
|---|---------------|---------|---------------------|------------|
| A | <i>Alaska</i> |         | <i>wooden cabin</i> |            |
| B |               |         |                     |            |
| C |               |         |                     |            |
| D |               |         |                     |            |

b)  Complete the table in Ex. 10a with information about a holiday you went last summer. Compare and contrast it with the other people's holidays.

*Last year I went to ... It was ... I didn't stay ... I stayed ... I ... and I ... , too.*

**11** **PORTFOLIO** Write a blog entry about the holiday of yours in Ex. 10b. Decorate it with photos. Add it to your portfolio.

## Multiple choice

## Preparing for the task

- 1** Read the question and the options (A-C). Now read the script. Which is the correct answer?

What was Lucy's problem?

- A** The hotel was cold.
- B** It rained a lot.
- C** She didn't go shopping.

**Jane:** How was your trip to Thailand, Lucy? Was it hot?

**Lucy:** No, actually it wasn't. It was a *bit cold* but it *didn't stop raining* so we couldn't go sightseeing. We spent most of our days in the *hotel*. At least we *did a lot of shopping*.

- 2** Listen to an interview about a visit to a place. For questions (1-3), choose the best answer (A, B, or C).

- 1** How long did Hollie spend travelling around Croatia?
  - A** six months
  - B** four months
  - C** two months
- 2** They say that Plitvice Lakes National Park is
  - A** difficult for tourists to find.
  - B** only popular with local people.
  - C** very famous.
- 3** How did Hollie feel in Blue Cave?
  - A** glad that her holiday was over
  - B** calm and relaxed
  - C** surprised at how small the cave was

- 3** **THINK!** Think of hidden gems in your city that can be a popular holiday destination. Make notes. Use your notes to give a presentation.



- 4** Read the sentences. Which are points for (F)/against (A) encouraging tourists to visit a hidden gem?

**1** Tourism to areas that are hidden gems often brings money to places that don't get that many visitors.

**2** Going to hidden gems can often be difficult as there might not be good transport links.

**3** Visiting a hidden gem can cause damage to the environment in areas like forests or historical sites.

**4** A hidden gem can give visitors a unique experience that they won't ever forget.

**5** Trips to hidden gems give tourists a chance to see the real local culture or wildlife of a place.

**6** The more people that visit hidden gems means that they become more popular and less special.

- 5** Use the ideas in Ex.4 to have a debate on the topic.

## Pronunciation /ou/ /ɔ:/

- 6** Listen and repeat. Think of two more words with these sounds.

/ou/ wrote, drove, told

/ɔ:/ taught, bought, thought



## Everyday English Describing a holiday

**1** Read the first exchange. What is the dialogue about? Read through and check.

**2** a) Complete the gaps (1-4) in the dialogue with the correct word (A, B or C).

Bill: Hi, Sue. Did you **1** ... a good time on holiday?  
Sue: Yes, thanks. I **2** ... swimming every day and I did lots of sightseeing and sunbathing.  
Bill: Sounds great!  
Sue: Yes. Unfortunately, our luggage got **3** ...  
Bill: Oh dear! What a shame!  
Sue: Yes, my parents weren't very happy about it. Then when our suitcases turned up, some of our things were missing.  
Bill: That's awful!  
Sue: It was disappointing, but luckily my parents had **4** ... insurance.



- |   |           |          |          |
|---|-----------|----------|----------|
| 1 | A spend   | B enjoy  | C have   |
| 2 | A went    | B did    | C played |
| 3 | A dropped | B missed | C lost   |
| 4 | A journey | B trip   | C travel |



b) Listen and check.

**3** In pairs, take roles and read the dialogue aloud.

**4** Work in pairs. Describe your last holiday to your partner. Include a problem you had. Use the dialogue in Ex. 2 as a model. Use phrases from the Useful Language box.



### Sympathising

- What a pity!
- Oh dear!
- Oh no! That's terrible.
- How awful!
- That's awful!
- I'm so sorry to hear that.

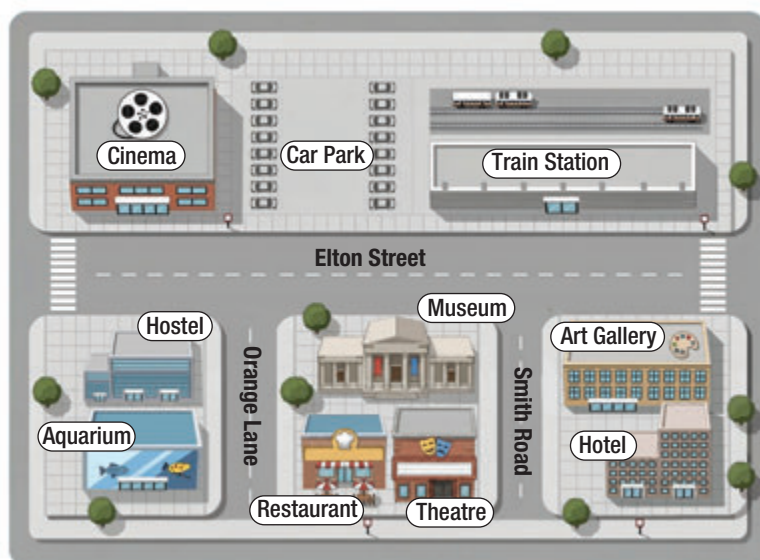
### Showing interest

- Sounds exciting!
- Sounds like it was fun.
- It seems like you had a great time.

## Giving directions



**5** Listen and trace the route.



**6** Look at the map in Ex. 5. Complete the dialogue. Use: turn, walk, get, miss, see, pass.

A: Excuse me. How do I **1** ... to the train station please?  
B: Go up Orange Lane, **2** ... past the hostel and **3** ... right. Go down the street and **4** ... the museum. When you **5** ... Smith Road keep going straight. The train station is on your left opposite the art gallery. You can't **6** ... it.  
A: Thanks!

**7**

### SPEAKING

Work in pairs. Use the map in Ex. 5 to give directions from:

- the hotel to the cinema.
- the train station to the restaurant.
- the aquarium to the car park.
- the train station to the hostel.



# A DISASTROUS HOLIDAY

## Model analysis

- 1** Read the rubric, then the model. How do the underlined words in the rubric relate to the model?

Your English teacher has asked you to write a short story (60-100 words) about a holiday of yours. Your story should contain: • a yacht. • a storm.

## STUDY SKILLS

### Setting the scene

We start a short story by setting the scene. In order to do so we imagine we are looking at a picture and describe the place (where), the time (when), the weather, the people involved (who), their clothes, their activities and their feelings.

- 2** a) Read and answer the questions.



Last weekend, John went boating on the lake. It was sunny, so he was wearing his favourite shirt, a cap and sunglasses. It was a perfect day to go sailing. He felt relaxed as he enjoyed the summer breeze on his face.

- 1 Where and when did the story happen?
- 2 What was the weather like?
- 3 Who are the main characters?
- 4 What did they do?
- 5 How did they feel?

b) How does the writer set the scene in the story in Ex. 1?

**A** Last summer, I was in Ibiza with my family. One day, my dad hired a yacht and we went sailing. The weather was strange that day. One minute, it was hot and the next, it was cool, so I decided to wear a jacket. All morning, the sea was calm. But after lunch, I started to feel worried when the sky grew dark.

**B** Minutes later it started raining heavily and a massive wave smashed into us. Before I knew what happened, my sister and I were in the sea. I swam fast towards her. I held Lisa's head above the waves and looked round for the yacht. It was on its side. Luckily, one of the lifeboats floated nearby. I pushed my sister into it and climbed in. I couldn't see my parents anywhere.

**C** It took five hours for the rescue team to find us. When they brought us back to shore, our parents were waiting for us. We were relieved to be safe and back together.

- 3** a) List the events in the story in the order they happened.  
b) Use the list to retell the story in the third person.

## Feelings

- 4** How does each speaker feel? Choose from the feelings in the list.

• tired • relieved • confused • sad • excited • scared

- 1 At last the storm was over and we were on solid ground.
- 2 As the train was pulling out of the station, I couldn't hold back my tears.
- 3 Suddenly, I heard a strange noise from downstairs and the lights went out. I screamed.
- 4 It was very late and I was looking forward to going to sleep.
- 5 I couldn't understand if it was a dream or if it really happened.
- 6 We couldn't wait for our holiday to start.

## STUDY SKILLS

### Using adverbs/adjectives

When we write a story, we can use verb-adverb collocations and a variety of adjectives. They make our story sound more interesting to the reader.

## Adverbs

- 5** a) Study the theory. Find examples in the story in Ex. 2.

### Form:

- adjective + -ly: careful - carefully
- adjective ending in -ic + -ally: electronic - electronically
- adjective ending in -e → -y: terrible - terribly
- adjective ending in -y → -ily: easy - easily

**Irregular forms:** good - well, fast - fast, hard - hard

**b) Form adverbs from the adjectives below to complete the sentences.**

- happy • hard • patient • heavy • quick • ironic
- slow • careful

- 1 He waited ... for the rescue team to find him.
- 2 She ran ... to the police officer and asked for help.
- 3 The wind was blowing ... and the trees were swaying.
- 4 The girl ... approached the old lady and gave her hand to her.
- 5 It was raining ... all night.
- 6 We cheered ... when we saw the lifeguard-boat come close.
- 7 He looked at the man and smiled ... .
- 8 The young boy was listening ... to what the leader was explaining.

## Adjectives

- 6** Replace the adjectives in bold with these adjectives:  
*huge, kind, pleasant, tall.*

It was a **1) nice** summer afternoon. In the garden, the birds were chirping in the **2) nice** trees. Suddenly, the walls started shaking, and dishes and glasses crashed to the floor and broke. There was a **3) big** boom, the pipes burst and the kitchen started to fill with water. We heard a siren outside. A **4) nice** firefighter came to our door to see if we were OK.

## Writing

- 7** a) Read the rubric.

Your teacher has asked you to write a **short story** (50-100 words) entitled *The Rescue*. In your story you should include: • a hotel room. • a fire.

**b) Look at the pictures and try to put them in the correct chronological order.**



Listen and check.



c) Listen again and make notes. Use your notes to complete the story.

## Useful Language

### Setting the scene

- Last summer/year etc I/my family etc went to/travelled around etc ...
- We stayed ...

### Events

- One day/morning etc ... we/I decided to ...
- We watched ... Then, I ...
- Suddenly ... etc
- After that ...
- I/We etc started screaming/yelling etc.

### Ending

- We were relieved/happy/sad ...
- It was the most ... experience of my life.

## Plan

(Para 1) *set the scene (time, place, people, weather, activity)*

(Para 2) *events in the order they happened & main event*

(Para 3) *what happened in the end; people's feelings*

## The Rescue

Last month, I ... .

I was ... . Suddenly, I heard ... .

It was ... . I ... .

a few minutes ...

I was exhausted, but relieved.



## Checklist

When you finish your piece of writing, check it for the following:

- Does your story include everything asked for in the rubric?
- Is the sequence of events clear?
- Are your paragraphs well structured?
- Does your story contain past tenses?
- Is there a variety of adjectives and adverbs?
- Are there any spelling or grammar mistakes?

# Waves

- 1** What do you know about waves? What would you like to learn about them? Think of three questions.



Read and listen to the text and see if you can answer them.

- 2** Read the text and match the paragraph (1-3) to the headings (A-D). One heading is extra.

- A How far waves go
- B Creating waves
- C The parts of a wave
- D How dangerous waves are

- 3** Fill in: *rise, blow, reach, trough, break* in the correct form.

- 1 When waves ... land, they slow down.
- 2 When the top of a wave ... to its peak, it curls over the top.
- 3 The bottom of a wave is the ...
- 4 As the wind ..., it forms waves.
- 5 When the weather is bad, waves ... with force on rocks.

- 4** Use these words to make sentences based on the text: *wind blows, grow in height, crest, trough, wave height, wave length, foam, spray, curl.*

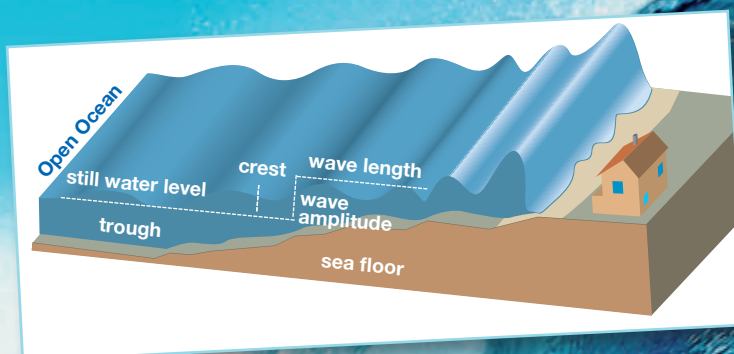
## Investigation

- 5** **ICT** In groups, collect more information about waves. Present it to the class. You can prepare a PowerPoint presentation.

**1** We can see waves on lakes or oceans. Waves are energy, not water. It is energy that moves across the ocean's surface. Water particles only travel in a small circle as a wave passes. Usually, the wind provides the energy. A strong wind that blows for a long time over open water can create big waves. Sometimes, an earthquake under the sea creates huge amounts of energy suddenly. This travels across the sea very quickly, then slows and grows in height when it reaches land.

**2** We call the top of the wave the crest and the bottom the trough. The distance between the crest and the trough is the wave height, and the distance between one crest and the next is the wave length.

**3** Waves stop when the wind stops giving them energy to continue. Otherwise, they can travel to the other side of the world. On rocks, waves break with force, and create a lot of foam and spray. On a beach, the sand or stones slow the bottom part of the wave, and the crest rises to a peak, then curls over the top – creating the 'classic' wave shape – and breaks on the shore.



## Check these words

• wave • ocean • energy • blow • create  
 • earthquake • grow in height • reach land  
 • crest • bottom • trough • distance  
 • wave height • wave length • otherwise • side



## Vocabulary

### 1 Circle the odd word out.

- 1 **stay in** a hostel – hotel – coach – cabin
- 2 **go on a** beach – skiing – cruise – holiday
- 3 **rent a** car – boat – bicycle – tour
- 4 **book a** cottage – ticket – holiday – sight
- 5 **go to a** museum – an aquarium – dog sledding

(5x4=20)

### 2 Fill in: *lost, rides, fasten, grow, missed, departs*.

- 1 Please ... your seatbelts.
- 2 Paul ... his passport.
- 3 Stacey ... her flight.
- 4 The locals ... their own food.
- 5 The train ... in ten minutes.
- 6 He ... his bike to school.

(6x2=12)

### 3 Fill in: *freezing, heavy, crowded, seaside, guided, long, expensive*.

- 1 I can't wait in this ... queue.
- 2 We went on a(n) ... tour of Paris.
- 3 He's late because of the ... traffic.
- 4 We stayed in a lovely ... cottage.
- 5 It was a(n) ... beach full of people.
- 6 It was ... cold outside.
- 7 We stayed in a(n) ... 5-star hotel.

(7x2=14)

## Grammar

### 4 Use the appropriate *modal* verb to complete the second sentence so that it has the same meaning as the first.

- 1 Ellen was able to surf when she was younger.  
Ellen ... surf when she was younger.
- 2 He has to be in his room, the lights are on.  
He ... be in his hotel room, the lights are on.
- 3 You aren't able to book online.  
You ... book online.
- 4 It's possible that the beach is very busy today.  
The beach ... be very busy today.

(4x4=16)

### 5 Rewrite the sentences using the modals: *ought to, must, will, could, can, may*.

- 1 The museum is certain to open next week.
- 2 You are obliged to buy a ticket for the aquarium.
- 3 I advise you to visit the castle in the town.
- 4 I am able to speak Spanish and French.
- 5 How about we take a tour of the city?
- 6 It's possible it will rain.

(6x3=18)

### 6 Choose the correct option.

- 1 A: Did you have a good time on holiday?  
B: **a** Yes, thanks!      **b** Sounds exciting!
- 2 A: Our luggage got lost.  
B: **a** What a pity!      **b** No, I didn't.
- 3 A: I went sightseeing everywhere!  
B: **a** Sounds like it was fun.  
    **b** Oh, dear!
- 4 A: How do I get to the hotel?  
B: **a** Go up Smite street.  
    **b** You can't miss it.

(4x5=20)

Total: 100

Write in your notebook.



### Self-evaluation

Now I can ...

- talk about holidays & geographical features
- talk about means of transport
- give directions
- describe a holiday
- write a story

GOOD ★ VERY GOOD ★★ EXCELLENT ★★★



### Observation grid

- 1 I work well with my group.
- 2 I follow classroom rules.
- 3 I participate in all pairwork activities.
- 4 I interact with others.
- 5 I come in time for class.
- 6 I ask for help when I need.
- 7 I am willing to participate in activities.
- 8 I work well on my own.
- 9 I follow my teacher's instructions.
- 10 I have useful ideas.

GOOD ★ VERY GOOD ★★ EXCELLENT ★★★





# Mediation

## Speaking

You live in the area shown on the map below. A teenage tourist stops you at the place labelled "You are here" on the map and asks for directions to the Lakeside Park Hotel (also labelled on the map). Give the tourist directions to the hotel. Speak for approximately two minutes.



*Oh, the Lakeside Park Hotel? Sure,  
it's not far from here. Go down ...*

## Writing

You write English texts for websites. A tourist company wants you to create a short text promoting Bucharest for their online brochure about destinations in Romania. They have sent you the encyclopaedia entry below to base your text on, but they want a much lighter text that is suitable for a brochure. Write your brochure text (120-150 words).

[Login\Register](#)

[English -](#)

[HOME](#)
[EXPLORE](#)
[ABOUT](#)
[TOP VACATIONS](#)

# București

**B**ucurești este capitala României și cel mai mare oraș al țării, cu aproximativ 1,8 milioane de locuitori. Este situat în partea de sud a țării, pe malurile râului Dâmbovița, care se varsă în cele din urmă în Dunăre. Orașul are o climă continentală umedă, cu patru anotimpuri distincte; verile sunt foarte calde, cu temperaturi care depășesc adesea 30°C, în timp ce iernile sunt reci și pot fi destul de înzăpezite. Legenda spune că orașul a fost fondat de un păstor pe nume Bucur, dar prima sa atestare istorică a fost în 1459, într-un document al lui Vlad al III-lea (Țepeș), în care este menționată „cetatea Bucureștilor”. De-a lungul secolelor, orașul a devenit un centru comercial major între Imperiul Otoman și Europa Centrală, devenind în cele din urmă capitala statului român unit în 1862.

Datorită arhitecturii sale elegante de secol XIX și stilului de viață cosmopolit, a primit porecla de „Micul Paris”. Astăzi, este faimos pentru clădirile sale masive și istorice, cea mai notabilă fiind Palatul Parlamentului, care este a doua cea mai mare clădire administrativă din lume. Orașul are, de asemenea, un Centru Vechi (Lipscani) plin de viață, cu vestigii istorice din secolul al XV-lea și biserici ortodoxe frumoase, precum și Muzeul Satului, unul dintre cele mai mari muzee în aer liber din Europa. Bucureștiul este cunoscut pentru bulevardele sale largi, viața de noapte vibrantă și muzeele grandioase, atrăgând anual aproximativ 1,9 milioane de turiști care vin să vadă amestecul său unic de istorie regală, comunistă și modernă.

# Unit 7

## Greening Life

### What's in this unit?

- **Topics:** environment
- **Vocabulary:** green cities, green spaces, renewable energy, eco-friendly transport
- **Grammar:** conditionals types 2 & 3
- **Reading:** an article
- **Listening:** monologue, dialogue
- **Speaking:** express opinion – make suggestions
- **Writing:** a report
- **Culture:** El Grando
- **CLIL:** (Environmental Science) *Precious Water*

### Reading

- 1** Work in pairs. Each student reads a text. Explain to your partner in your own words what makes each city green.



Listen, read and check.

- 2** Read the text again. For questions (1-3), choose the correct options (A, B, C or D).

- What is one way Singapore reduces pollution from transport?
  - By building electric charging stations and encouraging less petrol use
  - By creating more traditional power plants
  - By moving people to rural areas
  - By investing in walking and cycle paths
- Why is low-cost housing important in Sydney's green strategy?
  - To ensure people of different incomes can live in the city
  - To increase the number of traditional power plants
  - To reduce the need for long, polluting commutes
  - To make streets look more beautiful
- What makes the One Central Park building special?
  - It only contains residential apartments.
  - It uses a low-carbon thermal energy plant.
  - It includes shops, offices, and flats in one place.
  - It is located far from public transport.



## GREEN CITIES

What makes a city green? How do cities become green? Read about the two cities below to learn more.



### Singapore The Garden City

Singapore is often called a 'City in a Nature Reserve' because its planners work hard to reduce pollution and protect the environment. One of the most important ways they do this is by changing how people travel. The city has built thousands of electric charging stations for vehicles across the island. To encourage people to stop using petrol, the government provides grants to lower the cost of installing these chargers. Furthermore, Singapore has invested in an extensive network of walking and cycling paths. This makes it very convenient for residents to travel short distances without needing a car, which significantly lowers carbon emissions.

Because Singapore is a small island with very little rural land, food security is a major challenge. To solve this, the city is using urban farming to reach its '30 by 30' goal – aiming to produce 30% of its food locally within the next few years. You can now find high-tech vertical farms on the roofs of buildings and even the world's tallest vertical farms in industrial areas. These farms use automated systems to grow fresh vegetables for local residents. This reduces the need to transport food from other countries by plane or ship, which is much better for the planet. By mixing nature with modern technology, Singapore shows how a crowded city can still be eco-friendly.





## Sydney

### Sustainable Living for Everyone

Sydney's approach to being a green city focuses on the 'human' side of the environment. The local government believes that a truly green city must be a good place for everyone to live, regardless of how much money they earn. For this reason, low-cost housing is a major priority. By building energy-efficient, affordable apartments near public transport, the city ensures that people do not have to live far away and commute for hours in polluting vehicles.

Architectural innovation is also a key part of Sydney's strategy. A famous example is the One Central Park building. This is a 'green building' that contains shops, offices, and flats all in one place. What makes it special is that it has its own low-carbon thermal energy plant. This technology is much more efficient than traditional power plants because it produces electricity, heating, and cooling at the same time, which saves a huge amount of energy.

The city planners, who are always looking for new ideas, are currently transforming many old, grey streets into beautiful green spaces by planting thousands of trees. This helps to cool the city down during hot summers. Their goal is clear: through smart building design and a focus on social equality, they hope to keep Sydney as one of the top green cities in the world.

#### Check these words

• encourage • grant • install • industrial  
• invest • affordable • innovation • transform

- 3** Read the text again and answer the questions (1-5). Write Singapore or Sydney.

Which city ...?

- 1 makes it easy for people to walk or cycle
- 2 makes low-cost housing a priority
- 3 doesn't have a lot of rural areas
- 4 offers a lot of electric charging stations
- 5 has a building that uses eco-friendly energy

### Vocabulary

- 4** Find words in the text that mean:

**Singapore:** decrease, motivate, wide-ranging, practical

**Sydney:** inexpensive, effective, creativity, changing

- 5**  Fill in: *protect, invest, install, transform, produce.*

- 1 They plan to ... more money in public transport next year.
- 2 Local farms ... fresh vegetables for residents.
- 3 The city wants to ... old streets into green spaces.
- 4 The government is working hard to ... the environment.
- 5 It can be expensive to ... new equipment in buildings.

- 6** **COLLOCATIONS** Fill in: *carbon, thermal, crowded, electric, public, local, vertical, short, industrial, urban.*

- |                         |                     |
|-------------------------|---------------------|
| 1 ... charging stations | 6 ... areas         |
| 2 ... distances         | 7 ... residents     |
| 3 ... emissions         | 8 ... city          |
| 4 ... farming           | 9 ... transport     |
| 5 ... farms             | 10 ... energy plant |

### Speaking

- 7** Use the collocations in Ex. 6 to make sentences about the two cities in the text.

### Writing – Investigation

- 8**  Collect information about other features of a green city. Write a short text with eco-friendly rules and advice for a greener future city.



## Features of a green city

- 1** Fill in each gap with *buildings, transport, energy, farming, paths or stations*.



Listen and check.



develop urban ...



construct green ...



use public ...



add electric charging ...



use renewable ...



create walking/cycling ...

- 2** Fill in: *renewable, carbon-neutral, energy, pedestrian, green, cycle, waste, public*.

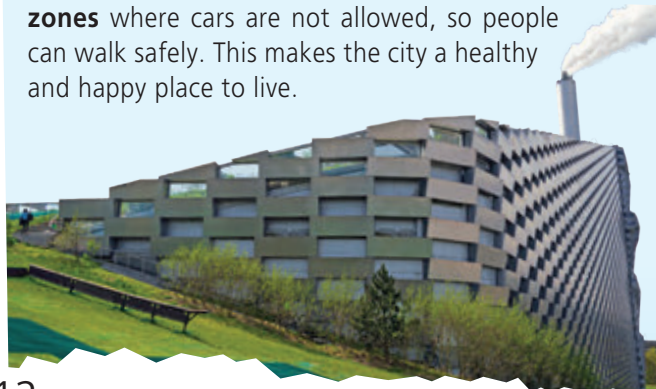


Copenhagen is often mentioned as one of the world's leading 'green cities'. It has got a clear goal: to become the first **1) ... capital** which means it aims to produce the same or less CO2 than it uses and be free of pollution.

The most famous feature of Copenhagen is its **2) ... paths**. Over 60% of the people travel to work or school by bike every day. In fact, there are more bicycles than cars. The city also has an excellent **3) ... transport** system. Most of the buses are electric, and the Metro trains are fully automatic and run on **4) ... energy**.

Copenhagen is also a 'smart' city. Many buildings are **5) ... efficient**, using special systems to save heat and electricity. The city also uses **6) ... management** to turn rubbish into energy. In fact, there is a famous power plant called CopenHill that burns waste to create heat for thousands of homes—and it even has a ski slope on its roof!

Finally, the city is full of **7) ... spaces**. The government is turning old industrial areas into parks and **8) ... zones** where cars are not allowed, so people can walk safely. This makes the city a healthy and happy place to live.



## Eco-friendly transport

- 3** Would you prefer to live in a city where most people use bicycles instead of cars? Why/Why not?
- 4** Which of these ways to commute are good to go to school/work? for longer trips or families?



e-bike



e-scooter



electric bus



tram



carpooling



electric car

- 5** Which is the greenest way to travel?

## Renewable energy

- 6** Look at the photos and choose the correct option. Then fill in the gaps (1-4).



1 wind power/tidal energy



2 wave energy/solar power



3 geothermal power/solar power



4 biomass fuel/  
hydroelectric power

- 1 ... turns the sun's energy into electricity.
- 2 ... generates electricity by using the power of the air.
- 3 ... is made from plants and animal waste.
- 4 ... uses the ocean's waves to generate electricity.

## Advantages of renewable energy

- 7** Fill in each gap with: *low, affordable, unlimited, cleaner, cost-effective, reduced, long-term, cheaper.*

A: Hi, Mike! Did you see that documentary about green energy and its benefits?  
 B: Hey, Anna. No I didn't. I know that it's a much **1** ... alternative to dirty fossil fuels, though.  
 A: Yes, you're right. The very **2** ... carbon emissions are almost zero, which means that there's **3** ... environmental waste compared to gas and oil.  
 B: And because it's renewable, it also offers us a(n) **4** ... energy supply that never runs out.  
 A: Absolutely. It offers great value for money, too. Because it's a much **5** ... form of electricity than other sources. It's super **6** ... for the money spent and how much it produces in return.  
 B: Oh, really? I always thought it cost a lot.  
 A: No, the setting-up costs are actually very **7** ... and not that expensive at all. Plus, over time it offers **8** ... savings that get better every year!

## Phrasal verbs (related to greening cities)

- 8** Choose the correct particle. Check in your dictionary.

- 1 The council decided to **set up/off** a new recycling programme in the city centre. (create sth new)
- 2 We need to **build in/up** our network of cycle paths to encourage more bikers. (increase or create sth)
- 3 Green cities try to **cut up/down on** air pollution by limiting the number of cars. (reduce)
- 4 Residents are encouraged to **look after/into** the community gardens in their neighbourhoods. (take care of)

## Prepositions

- 9** Fill in: *on, in, from*. Check in your dictionary.

- 1 Green cities depend ... renewable energy to reduce pollution.
- 2 People benefit ... living near green spaces because the air is cleaner.
- 3 The government needs to invest ... electric public transit.
- 4 Urban planners focus ... creating more cycle paths for residents.
- 5 We should participate ... community gardening to grow local food.
- 6 Trees protect the streets ... extreme heat during the summer.

- 10** **PROJECT** Design a sustainable future city using AI tools. Think about: *green spaces – renewable energy – eco-friendly transport*. Present your ideas to the class.



## Curitiba

## The City that Solved its Problems

Curitiba, in Brazil, faced terrible flooding and traffic in the 1970s. If the city leaders hadn't changed the way the city was designed, the centre would have been under water every time it rained. Instead of building an expensive system of drains, they created parks to hold the water. If they hadn't built these 'lakes' in the parks, many houses would have been destroyed over the years.

Curitiba is also famous for its 'Bus Rapid Transit' (BRT). The city uses long buses that come often and travel quickly like a subway. If the city didn't have this system, the traffic would be a nightmare because the streets are quite narrow and the air would be much more polluted.



- 1** Read the theory. How do we form conditional types 2 and 3? Is it the same in your language? Find examples in the text.



## Conditionals

**Type 2: if + past simple → would + bare infinitive**

Use:

- to talk about things that are unlikely to happen in the future – *If everyone stopped using their cars, it would end global warming.*
- give advice – *If I was/were you, I'd recycle my plastic bottles. (were is more common)*

**Type 3: if + past perfect → would + have + past participle**

Use:

- to talk about an imaginary situation contrary to facts in the past – *If the government hadn't cleaned the rivers in the 1970s, the city would have stayed polluted.*

When the if-clause comes before the main clause, we separate the clauses with a comma.

*If we grew our own vegetables in community gardens, we wouldn't need to buy so much plastic packaging. BUT We wouldn't need to buy so much plastic packaging if we grew our own vegetables in community gardens.*

- 2** Match the clauses.

- |                                                                |                                                                 |
|----------------------------------------------------------------|-----------------------------------------------------------------|
| <b>1</b> If the government provided more grants,               | <b>a</b> the streets would be much cleaner.                     |
| <b>2</b> If the city placed more recycling bins in the centre. | <b>b</b> more residents would use public transport.             |
| <b>3</b> If people shared their cars more often,               | <b>c</b> there would be less traffic congestion and pollution.  |
| <b>4</b> If the bus tickets were cheaper,                      | <b>d</b> more people would install solar panels on their roofs. |

- 3** Put the verbs in brackets into the correct tense.

- If I were the mayor, I ... **(make)** public transport free.
- If we ... **(not/recycle)**, the city wouldn't be green.
- The city would look beautiful if every building ... **(have)** a garden on the roof.
- If people ... **(live)** closer to their offices, they would walk or cycle to work every day.
- Our city ... **(be)** much quieter if all the buses were electric.
- If everyone planted a small garden on their balcony, the air quality ... **(improve)**.

**4 Put the verbs in brackets into the correct tense to give advice.**

- 1 A: I drive to work.  
B: If I ... **(be)** you, I ... **(commute)** by bike instead of driving.
- 2 A: I'm going to the shop to grab a pack of bottled water.  
B: If I ... **(be)** you, I ... **(use)** a reusable water bottle.
- 3 A: What would you do to improve our city's transport?  
B: If I ... **(be)** in charge of the transport budget, I ... **(invest)** more money into electric trams and trains.
- 4 A: There are too many cars in the city centre!  
B: If I ... **(be)** the city mayor, I ... **(make)** all city-centre zones pedestrian-only.

- 5 SPEAKING** If you were the mayor of your city, what three green rules would you create?



**6 Choose the option (A, B or C) to indicate the underlined part that needs correction. Correct the mistake.**

- 1 If I were you, I will have solar panels  
A B  
installed on the house roof.  
C
- 2 If we use fewer fossil fuels, we would have  
A B C  
less emissions.
- 3 Your carbon footprint would be smaller if  
A B  
you switch to solar power.  
C
- 4 Would your dad switch to an electric car if  
A  
he can afford one?  
B C
- 5 They will close the coal-fired power plant if  
A B  
they decided to build a tidal power plant  
C  
near our town.

**7 Rewrite the sentences using conditional Type 3.**

- 1 The city didn't build more cycle paths last year, so people didn't cycle to work.
- 2 The discount they offered me wasn't big, so I didn't buy an electric car.
- 3 The train tickets were expensive, so we took the plane.
- 4 You didn't use the bike-sharing app, so you didn't arrive on time.
- 5 The school didn't provide free passes, so most students didn't use public transport.

**8 Put the verbs in brackets into the correct tense.**



I come from a timeline where the great green cities never happened. If we **1) ... (build)** more parks and fewer parking lots in the 2020s, our urban temperatures **2) ... (not/reach)** such dangerous levels. If the government **3) ... (invest)** in electric trams back then, our air **4) ... (be)** much cleaner.

But your timeline can be different! If you **5) ... (replace)** these highways with green forests, your city **6) ... (feel)** ten degrees cooler in the summer. If every citizen **7) ... (grow)** food on their roof, your community **8) ... (survive)** difficult situations. If I **9) ... (be)** in charge of your city today, I **10) ... (make)** public transport free for everyone to stop the pollution. You can still save your home.

- 9 PROJECT** Imagine you are time travellers from the future who return to the present day to warn people about problems that happened because of inaction and suggest ways to improve the situation. Create a video message or a news report for today's people. Use 2nd and 3rd conditionals.





# Across Cultures

## Skills Work

### Reading

- 1 a) Which of these materials did the artists use to make the dragon in the picture? Why did they make it?  
 b) Listen and read to find out.
- 2 Read the text and for questions 1-4 choose the correct answers A, B or C. Give reasons for your answers.
  - 1 The artists made the dragon
    - A to encourage people to recycle.
    - B to recycle some scrap material they had.
    - C to make some money from putting on shows.
  - 2 The dragon moves about
    - A with the power from electric motors.
    - B with a gas-powered motor.
    - C on wheels from old wheelchairs.
  - 3 What do people think about the El Grando show?
    - A It usually amuses them.
    - B They don't want to go again.
    - C They find it thrilling.
  - 4 What plan do the artists have for the dragon?
    - A They hope to make another just like it.
    - B They want to create a story about it.
    - C They are going to recycle it.

### 3 Complete the sentences.

- 1 El Grando can ... .
- 2 It moves slowly because ... .
- 3 During the show El Grando ... .
- 4 When people first see it, they feel ... .
- 5 The artists made El Grando to make people ... .

### Vocabulary

### 4 Match the words in bold in the text to their synonyms.

- make • faster • involved • main
- presented • beautiful • not light • fire
- close to

What part of speech is each word?

# EL GRANDO



El Grando the dragon is eight metres tall and can breathe fire. But it is not a real dragon. Two artists, Paka and Dan Peppiatt, made it from recycled materials and second-hand parts to get people **interested** in recycling.

They used metal bars, steel pipes, plastic tubes and other spare parts to make the wings, tail, body, neck and head. The eyes are old theatre spotlights. The mouth has a wide flap of metal which can open and close. When it opens, a gas flame shoots out. The dragon moves with electric motors, which they recycled from broken wheelchairs. It can't move fast because it is very **heavy**. The artists are planning to install new petrol motors, which will make the dragon **quicker**.

El Grando first appeared during the Maker Faire in Newcastle and since then it has **put on** exciting shows in different places all over Britain. It raises its long neck in the air and – WHOOSH – a huge **flame** comes out of its mouth. If it moves **towards** the audience, people move back, a little nervous at first. By the end, though, they all love it and want more!

El Grando shows that recycling can be a lot of fun. It's not just about taking your cans, bottles and paper to the recycling bin. Paka and Dan Peppiatt made this **amazing** dragon using scrap material. Now they want to write a play with the dragon as one of the **star** characters. Why don't you try and make something from the things you recycle? You might **create** something fun and interesting like El Grando the dragon!



plastic tubes



steel pipes



theatre spotlights



aluminium cans



car tyre



glass bottles



petrol motor



broken wheelchair



metal bars



cardboard carton

### Check these words

- breathe fire • second-hand part • spare part
- wings • neck • wide • flap of metal • gas flame
- shoot out • electric motor • broken wheelchair
- install • petrol motor • put on • raise • flame
- audience • by the end • scrap material

**5** Fill in: *wide, audience, installed, recycled, raise, shoots.*

- 1 They used ... materials to make the dragon.
- 2 Its mouth isn't small, it's ...
- 3 The dragon can ... its neck high in the air.
- 4 The ... enjoy the performances a lot.
- 5 The dragon ... gas flames out of its mouth.
- 6 They ... electric motors to make the dragon move.

### Speaking

**6** Tell the class three things that impressed you from the text.

### Listening



**7** Listen to a radio advertisement and complete the gaps.



### Writing

**8** Imagine you attended the El Grando show. Complete the email to your English-speaking friend Sergio describing your experience.

Dear Sergio,

How are you? Last Sunday I attended a very special show. I saw ... . The dragon is ... and it can ... . It raises ... . When it first moved towards me, I ... but then I ... .

It was an amazing ... . The artists made the dragon to ... . I think their idea was very clever.

What did you do over the weekend?

Write back.

...

**9** Think of an event about the environment that happens in your country. Write a few sentences saying when and where the event takes place and what you do there.

*Earth Day celebration, clean-up day, etc.*

## Multiple choice

**1** You are going to listen to an interview with a city planner about green cities. Read the questions. What topics are they going to talk about?

**2** Now, listen to the interview. For questions (1-4), choose the correct options (A, B, C or D).

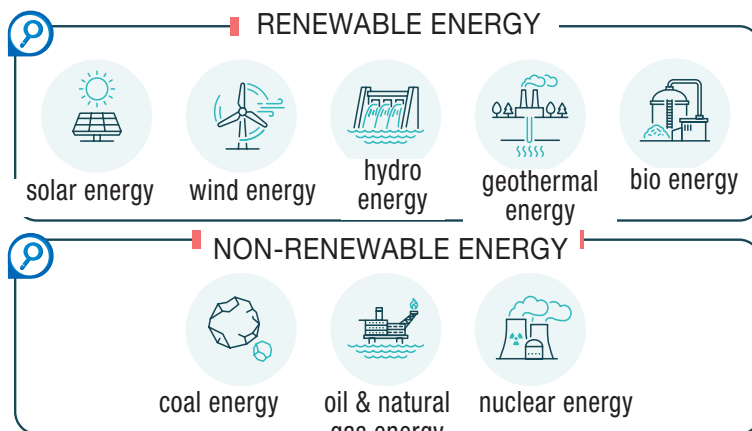
- 1 Which type of farming is urban farming?  
**A** vertical farming  
**B** rooftop farming  
**C** community gardening  
**D** all of them
- 2 What do green buildings use more than normal buildings?  
**A** air conditioning  
**B** electricity  
**C** natural light  
**D** heating
- 3 According to the speakers, which type of energy do we mostly use?  
**A** oil energy  
**B** thermal energy  
**C** solar energy  
**D** wind energy
- 4 What is the main idea of the interview?  
**A** what makes a city green  
**B** examples of green cities  
**C** how many green cities there are  
**D** plans for a new green city



## Investigation

**3** **ICT** Collect information about other features of a green city. Present the information to the class.

**4** Look at the picture. Explain how renewable energy sources differ from non-renewable ones.



**5** Listen to four people talking about different types of energy sources and their benefits. For questions (1-4), choose the best answers (A, B or C).

- 1 Which energy source is Max talking about?  
**A** solar power                      **B** wind power  
**C** hydroelectric power
- 2 Who does Anna think should spend money on wind power?  
**A** households                      **B** businesses  
**C** the local government
- 3 What is the most important thing to Will?  
**A** reducing carbon emissions    **B** using green energy  
**C** limiting fossil fuels
- 4 What benefit does Susan mention?  
**A** paying lower bills                      **B** using more electricity  
**C** buying cheaper fossil fuels

**6** If you had to power a whole city using only one source from this list in Ex. 4, which one would you choose and why?

## Pronunciation

### Linking vowels to vowels

**7** Add the sound in each pair of words in each sentence. Then listen and check.

- 1 It's hard to live in a big city, breathing in so much filthy air.
- 2 Who ordered the solar panels?
- 3 No environmental issues are mentioned in the article.
- 4 Have you tried the new electricity app?

**8** Say these sentences, record yourself and check if you say them correctly.



## Everyday English

### Expressing opinion – Making suggestions

**1** These words appear in the dialogue. What could it be about?

- environmental issues • water shortage
- community • wasted • shower
- city council • leaflets

**2** Complete the dialogue with the phrases/sentences below.

- What do you • It's worrying that
- Something needs to change
- I have concerns regarding
- It might be a good idea to • What do you think if

Simon: After reading an interesting article on environmental issues, **1** ... the water shortage that our community has been facing over the past years.

Liz: **2** ... mean?

Simon: **3** ... so much water is wasted on an everyday basis when we take a shower two or three times a day, wash our cars or clean our gardens. **4** ...

Liz: **5** ... we write a letter to the city council to draw their attention to this issue?

Simon: That's a start. What else can we do?

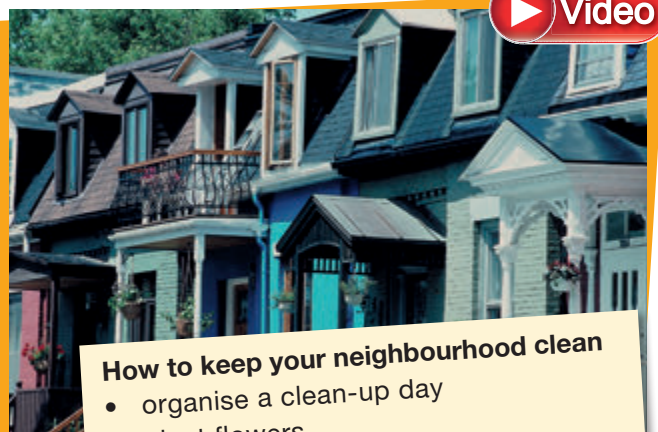
Liz: **6** ... raise awareness of the problem within our community by giving out leaflets.

Simon: Great idea!

**3** Listen and check.

**4** Take roles and read out the dialogue in Ex. 2.

**5** Work in pairs. Use the ideas below and phrases from the language box to act out a dialogue similar to the one in Ex. 2.



### How to keep your neighbourhood clean

- organise a clean-up day
- plant flowers
- use public transport more
- clean walls with graffiti on

**6** Work in pairs. Student A: Look at Card A. Student B: Look at Card B and ask Student A questions.

#### Card A

### Plant-a-Tree Day in Moseby Park!

Come and help make our town green!

Sunday, 22nd March from 10 am to 4 pm

Bring gardening gloves and a friend!

See Mrs Gillow in Class 4D to sign up.

#### Card B

- what/poster about?
- where?
- when?
- hours?
- bring?

**7** **PROJECT** Design a digital campaign with a catchy hashtag, creative memes/GIFs, and a short reel to encourage greening life (saving water, cycling, reducing waste etc). Post your campaign on social media.

### Asking for suggestions Making suggestions

- What do you think?
- Can you suggest something?
- Can you help me think of a way to ...

- How about ...?
- Why don't we/you ...?
- I suggest .../ You/We could ...
- Let's .../Do(n't) you think ...?

### Agreeing

- Yes, I agree.
- That's a great idea!
- I think you're right.
- That's right!
- Certainly!

### Disagreeing

- No, I disagree./ I don't agree.
- That's a terrible idea.
- I think you're wrong.
- That's not right.
- Certainly not!





### Rubric analysis

- 1** Read the rubric and underline the key words, then answer the questions.

Your teacher has asked you to write a report for the local council suggesting ways to make your city eco-friendlier. Write your **report** (100-120 words).

- 1 What are you going to write?
- 2 Who is going to read it?
- 3 What is it going to be about?

### Model analysis

- 2** Read the report and complete the missing headings.

- |                         |                |
|-------------------------|----------------|
| A Conclusion            | C Introduction |
| B Sustainable Transport | D Urban Nature |

#### Report

**From:** Anna Smith (student)  
**To:** Local council  
**Topic:** A Greener Future for Our City

1) ...

The purpose of this report is to suggest practical ways to make our city eco-friendlier. If we took immediate action, our environment would improve significantly as a result.

2) ...

Currently, pollution levels are high due to heavy traffic. If the council had invested in electric buses years ago, our air quality would have been much cleaner today. To fix this, we should create more bike lanes. If more people cycled, consequently, there would be fewer carbon emissions.

3) ...

We need more green spaces to protect biodiversity. If we had roof gardens on blocks of flats, it would lower urban temperatures. Furthermore, if we had protected our local parks better in the past, we wouldn't have lost so many native birds.

4) ...

To sum up, the city needs better transport and more nature. I would strongly recommend we act now to ensure a sustainable future.

- 3** Complete the table with ideas from the text.

|               |  |
|---------------|--|
| Problem       |  |
| Solutions     |  |
| Linking words |  |

### Linking words

- 4** Replace the underlined words/phrases in the model with words from the Useful Language on p. 121.

- 5** Join the sentences. Use the words in brackets.

- 1 The city has many parks. It still has high pollution levels.

(however)

*The city has many parks.*

*However, it still has high pollution levels.*

- 2 Public transport is available. Many people prefer to drive.

(nevertheless)

- 3 The city built new cycle paths. Fewer people use cars.

(as a result)

- 4 The city wants to reduce emissions. It plans to invest in electric buses.

(consequently)

- 5 Green spaces would increase. The city would become more pleasant to live in.

(therefore)

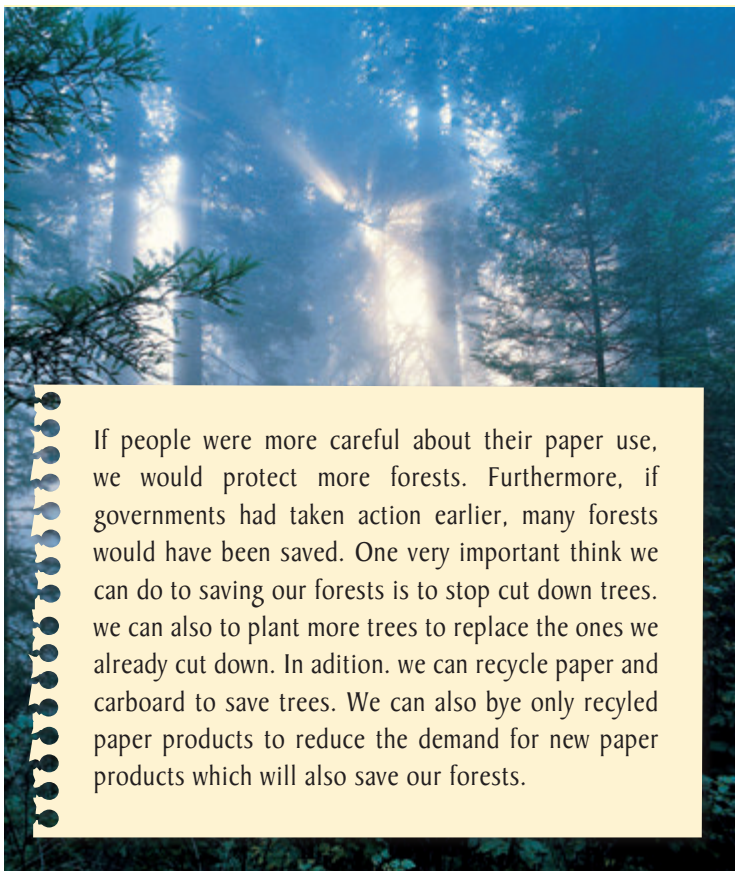
- 6 This is a report. It looks at how to reduce pollution in our city.

(the purpose)



## Error correction

- 6** Read the paragraph and find four grammar mistakes, three punctuation mistakes and five spelling mistakes.



If people were more careful about their paper use, we would protect more forests. Furthermore, if governments had taken action earlier, many forests would have been saved. One very important think we can do to saving our forests is to stop cut down trees. we can also to plant more trees to replace the ones we already cut down. In addition. we can recycle paper and carboard to save trees. We can also bye only recycled paper products to reduce the demand for new paper products which will also save our forests.

## Writing

- 7** Read the rubric. What should you write about?

Your teacher has asked you to write a report for the local council suggesting ways to reduce waste in your city. Write your **report** (100-120 words).

- 8** Listen to a student suggesting ways to reduce waste and complete the table.

|                |  |
|----------------|--|
| Problem        |  |
| Causes/Effects |  |
| Solutions      |  |

- 9** **PORTFOLIO** Use ideas from Ex. 8 to write a report suggesting ways to reduce waste in your city. Follow the plan. Use words/phrases from the Useful Language box. Add it to your portfolio.

### Useful Language

#### Introducing/Purpose

- The aim of this report is to ...
- The purpose of this document is to ...
- This report will focus on ...

#### Adding More Information

- Furthermore, • In addition, • Moreover,
- What is more,

#### Showing Contrast

- However, • On the other hand,
- In contrast to, • Despite,

#### Explaining Cause and Effect

- Therefore, • As a result, • Consequently,

#### Making Recommendations & Concluding

- To sum up, • In conclusion,
- I would strongly recommend ...
- Taking everything into account,

### Plan

|               |              |
|---------------|--------------|
| (Para 1)      | Introduction |
| (Paras 2 & 3) | Suggestions  |
| (Para 4)      | Conclusion   |



### Checklist

When you finish your piece of writing, check it for the following:

- Have you used appropriate headings?
- Are your paragraphs clearly structured?
- Have you mentioned the problem and its causes/effects?
- Have you provided solutions to the problem?
- Have you used full verb forms?
- Is your report within the word limit?
- Are there any spelling/grammar/punctuation mistakes?



CLIL

# Environmental Science



- 1** Look at the texts. What type is each? What is each about?



Listen, read and check.

- 2** Read the texts again. Which text (A-C) talks about:

- ways people waste water?
- how much water is in the oceans?
- the way water moves from sea to land?
- the amount of water people in one country use?

- 3** What do these numbers refer to?

• 3/4 • 7 billion • 69% • 150  
• 5,000

- 4** Fill in: *rise, waste, tap, covers, drops, drain.*

- Water ... most of the Earth's surface.
- Sea water expands and causes sea levels to ...
- We need water ... in the air and sunlight to have a rainbow.
- A leaking ... can waste between 30 and 200 litres a day.
- Water spins when it goes down the ...
- Washing your car with a hose can ... a lot of water.

- 5** Which four things have you learnt about water? Write sentences or tell your partner.

- 6** In groups, collect more information about water, then prepare a Yes/No quiz.

## PRECIOUS WATER

A

Our planet appears to be blue from space because seas and oceans cover almost 3/4 of its surface. Water moves in a continuous cycle, rising from the sea, falling as rain, then running down to the sea again in rivers. With 7 billion people on the planet, we shouldn't waste even one drop of water.

B

How much do you know about water?

Do our quiz!\*

- How much of the planet's water is salt water?  
A 56%    B 78%    C 97%
- How much of the planet's fresh water is ice?  
A 39%    B 69%    C 89%
- How many people won't have safe drinking water tomorrow?  
A a million    B a billion    C 10 billion

\* Water quiz answers: 1 C 2 B 3 B

C

### Did you Know?

- The average UK citizen uses 150 litres of water every day.
- If you have a quick shower, you'll use less than half the water which you need for a full bath.
- If you leave the tap on while you brush your teeth, 12-18 litres of water goes down the drain.
- If a tap drips once per second, it wastes about 5,000 litres of water per year.
- Waiting for running tap water to get cold wastes up to 6 litres each time.

### UK water use in homes

Toilets: 30%

Baths and taps: 21%

Showers: 12%

Washing clothes: 13%

Washing-up: 8%

Outdoor: 7%

Drinking: 4%

Other: 5%

### Check these words

• space • surface • move • continuous • cycle • run down • billion  
• drop • salt water • fresh water • drinking water • average  
• citizen • litre • leave tap on • drain • drip • running tap water



## Vocabulary

**1** Fill in: *cycle, urban, public, pedestrian, renewable, charging*.

- 1 Some cities grow vegetables on rooftops through ... farming.
- 2 To cut traffic and emissions, many cities invest heavily in ... transport.
- 3 To encourage cycling, governments build safe ... paths across the city.
- 4 Cities are shifting towards ... energy such as wind and solar instead of fossil fuels.
- 5 To support electric vehicles, many areas now have ... stations in public car parks and on streets.
- 6 In some cities, ... zones have been created where cars are banned completely.

(6x4=24)

**2** Choose the correct word or phrase.

- 1 New apartment blocks are designed to be **green/energy**-efficient to use less electricity and heating.
- 2 Good **waste/carbon** management systems help cities reduce waste and recycle.
- 3 Urban planners are increasing **solar/green** spaces to make cities cooler.
- 4 Many countries invest in **electric/solar** power to generate clean electricity.
- 5 **Biomass/Carbon** fuel turns waste materials into environmentally friendly fuel.

(5x4=20)

## Everyday English

**3** Choose the correct answer.

- 1 I have concerns about the rubbish in our city.  
a What do you mean?    b Certainly not!
- 2 We could write a letter to the council.  
a I suggest.    b That's a start.
- 3 What do you mean?  
a What else can we do?    b Something needs to change.
- 4 It might be a good idea to raise awareness.  
a Great idea!    b What do you think?
- 5 What else can we do?  
a We can give out leaflets.    b That's a start.

(5x4=20)

## Grammar

**4** Put the verbs in brackets into the correct tense.

- 1 The city ... **(be)** quieter if it ... **(have)** more pedestrian zones.
- 2 Cities ... **(have)** less traffic if more people ... **(cycle)** to work.
- 3 If people ... **(start)** recycling sooner, the environment ... **(be)** in a better state now.
- 4 The city ... **(be)** cleaner if it ... **(introduce)** more electric buses last decade.
- 5 If we ... **(live)** closer to work, we ... **(not/need)** cars every day.
- 6 We ... **(have)** fewer problems with waste if people ... **(act)** more carefully in the past.
- 7 If the city ... **(build)** more cycle lanes years ago, fewer people ... **(use)** cars today.
- 8 Pollution levels ... **(be)** lower now if industries ... **(use)** cleaner technology earlier.
- 9 If the council ... **(invest)** more money in renewable energy, our city ... **(be)** much cleaner.

(9x4=36)

Total: 100

Write in your notebook.



### Self-evaluation

Now I can ...

- talk about green cities
- express opinion-make suggestions
- write a report

GOOD ★ VERY GOOD ★★ EXCELLENT ★★★



### Observation grid

- 1 I work well with my group.
- 2 I follow classroom rules.
- 3 I participate in all pairwork activities.
- 4 I interact with others.
- 5 I come in time for class.
- 6 I ask for help when I need.
- 7 I am willing to participate in activities.
- 8 I work well on my own.
- 9 I follow my teacher's instructions.
- 10 I have useful ideas.

GOOD ★ VERY GOOD ★★ EXCELLENT ★★★





# Mediation

## Speaking

You have an 18-year-old Australian friend called Shondra, who has told you that she wants to try eco-tourism this summer. She loves the sea, but is not a fantastic swimmer. She would like to do something which involves plants or animals. She has sent you three eco-holidays she has found (below). Call Shondra and tell her which eco-holiday you feel would suit her best. Speak for approximately two minutes.

**Sea turtle protection society**

The green turtle lays its eggs every year on many beaches on Ascension Island. We find the nests and mark them so that tourists don't disturb them. We also teach locals how to take care of their turtles and why it's important. You'll have to buy your own plane ticket to come here, but accommodation and food are free.

**Caribbean fish counting**

Our annual count of fish on the Jamaican reef in the sea off Morant Point gives scientists and environmentalists an idea of how different fish are doing, and if their numbers are rising or falling. You have to pay for your flight and accommodation, but food is free. You have to be a strong swimmer, but we will train you in scuba diving.

**Beach cleaners UK**

We're a fun group of green campers, cleaning up Britain's beaches one at a time. We cover one beach a day, camping on the beach that evening before moving on the next day. You'll need your own tent and sleeping bag, and money for food, but we provide the transport and water.

## Writing

You are a volunteer at an animal rescue centre. The centre looks after pets whose owners are not able to look after them anymore, and also tries to find new homes for them. The centre has a website where it puts up details of animals that people might want to adopt. The manager of the centre has sent you notes about three new animals and has asked you to write a short description of each one in English for the website to go with the pictures. Write your descriptions (120-160 words).

Pls make animals sound as cute as you can!

Here are the photos for the site. Animals as follows:



Cat – Tibbles – kitten – black and white  
– playful



Dog – Max – 3 yrs old – poodle – v. friendly  
– good for families



Rabbit – Floppy – 2 yrs old – brown fur and  
eyes – floppy ears

# Unit 8

## Exploring passions

### What's in this unit?

- **Topics:** passions
- **Vocabulary:** passions
- **Grammar:** phrasal verbs; articles; prepositional phrases
- **Reading:** blogs about people's passions
- **Listening:** monologue, dialogue
- **Speaking:** express preferences
- **Writing:** a blog
- **Culture:** Finding your roots
- **CLIL:** (Science) *Caring for your Brain*

### Reading

**1** Work in groups of three. Look at the texts. Where can you see them?

**2** Each reads a text. Tell your group what the text is about.

**3** Listen to and read the blogs (1-3). Match them to the headings (A-C).

**A** **New Life for Old Clothes**

**B** **More Than Just a Game**

**C** **The Kitchen Chemist**

**4** Read the blogs again and decide which person (Maya, Leo, or Sam) each sentence describes.

- 1 This person uses their passion as a way to help the environment.
- 2 This person enjoys their passion because it allows them to socialize with friends globally.
- 3 This person was inspired to start their hobby after seeing an instructional video online.
- 4 This person likes their hobby because it helps them relax after school pressure.
- 5 This person enjoys their hobby because it allows them to be different from their friends.

**5** Which hobby do you find most interesting? Why?

http://www.....
🔍

**Maya's blog**
HOME Product ▾ About Me ▾ Blog ▾ Contact
Login

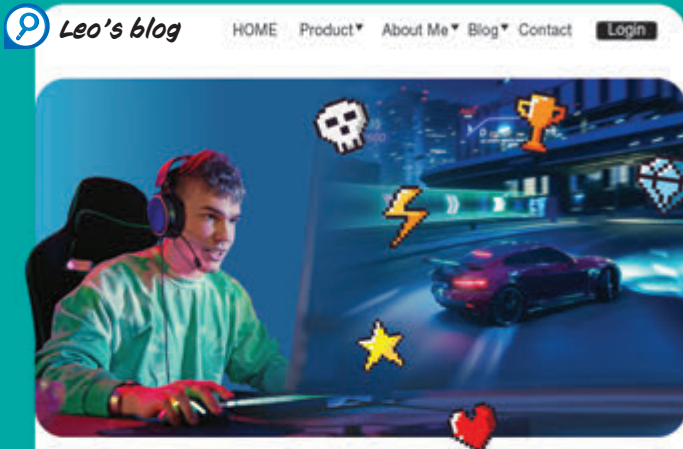
Hi everyone! Today I want to talk about how I got into baking. It actually started by accident. I came across a video of someone making a 'gravity cake' on TikTok and thought, 'I have to try that!' I decided to take up baking as a serious hobby last year. Now, I spend three hours every Sunday experimenting with new recipes. Sometimes the recipe doesn't turn out well, but I never give up! I just try again. Baking is the **best** way for me to chill out after a **stressful** week of exams. To me, there is nothing better than the smell of **fresh** biscuits!

### Vocabulary

**6** Fill in: *get into, come across, take up, work out, carry on, hang out, show off, look for.*

- 1 When I go to the mall, I always ... bright colours and interesting patterns. (**search for**)
- 2 It took us a long time to ... the best strategy to win the game. (**find**)
- 3 How did you ... playing the guitar? (**become interested in**)
- 4 My brother decided to ... gardening to grow his own vegetables. (**start as a hobby**)
- 5 Even though we were losing the game, we decided to ... playing until the end. (**continue**)
- 6 Sarah loves to ... the jewellery she makes to everyone in her class. (**proudly display**)
- 7 On Saturdays, my friends and I usually ... at the park or the mall. (**meet**)
- 8 While I was tidying my room, I ... an old recipe book from my grandma. (**find by chance**)



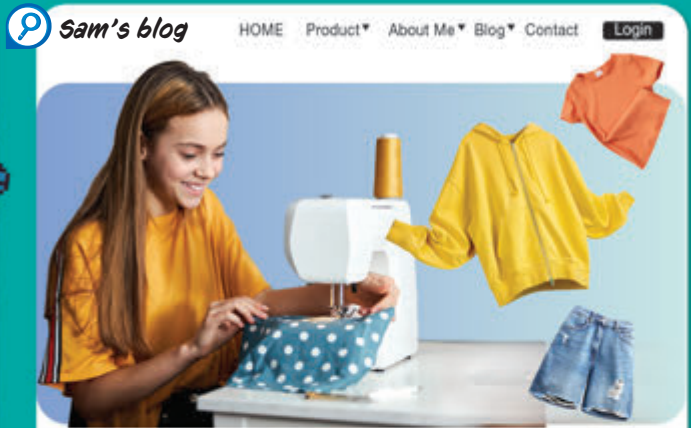


Leo's blog

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Some people think gaming is a waste of time, but it's my passion. I first got into e-sports when I watched a professional tournament online. I was amazed by the skill and the strategy it involved!

I usually log on to play with my team around 7:00 pm. We have to work out **complex** problems and communicate quickly to win. If we lose a match, we don't get angry; we just carry on and learn from our mistakes. I love gaming because I've made friends from all over the world. It's a great way to hang out with people without even leaving the house!



Sam's blog

HOME Product About Me Blog Contact Login

I am **obsessed** with DIY fashion and upcycling! I got into it because I wanted to make unique clothes that nobody else had. I first came across a tutorial on how to turn old jeans into a tote bag, and I was hooked.

Now, I look for **cheap** clothes at second-hand shops every weekend. When I get home, I set up my sewing machine on the kitchen table and start working. I often cut up old shirts to make something completely new. It's difficult at first, and sometimes I make mistakes, but I never give up. It feels amazing to show off a jacket that I designed myself! It's my favourite way to be creative and help the planet at the same time.

**7** **COLLOCATIONS** Fill in: *kitchen, complex, fresh, tote, sewing, stressful.*

- |                |               |
|----------------|---------------|
| 1 ... week     | 4 ... bag     |
| 2 ... cookies  | 5 ... machine |
| 3 ... problems | 6 ... table   |

**8** Match the words in bold in the text to their antonyms.

- |                            |                |
|----------------------------|----------------|
| 1 expensive ≠ <i>cheap</i> | 4 simple ≠ ... |
| 2 indifferent ≠ ...        | 5 stale ≠ ...  |
| 3 relaxing ≠ ...           | 6 worst ≠ ...  |

## Speaking

**9** What is your passion? Find others in the class with the same passion. Discuss why you like it.

## Check these words

- by accident • take up • experiment with
- tournament • strategy • hang out with
- obsessed with • upcycling • tutorial
- show off

## Writing

**10** **PROJECT** Write a short text about your shared passion. Describe it and say why you like it. Prepare a short video. Present it to the class. The class votes for the most inspiring and most creative.



## Passions

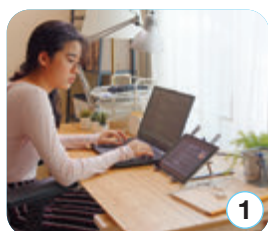


- 1**  Look at the pictures. List the passions under the headings.

DIGITAL

CREATIVE

SPORTS



coding



cooking & baking



going to the gym



hiking



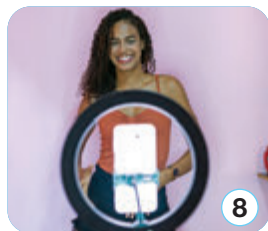
kickboxing



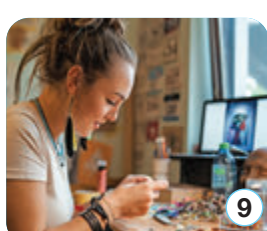
knitting



making podcasts



making TikTok videos



making jewellery



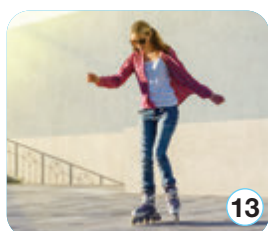
photography



playing video games



playing team sports



rollerblading



skateboarding



yoga

- 2** Read what the people say.  
What is each person's passion?

**1** It's cheap to practise at the park, and I love to show off new tricks to my friends.

**2** I always use fresh ingredients because the taste is much better than stale or frozen food.

**3** It's cheap to buy the beads, but the finished necklaces look very expensive!

**4** I recorded the best interview today; the sound quality was perfect and clear.

**5** When I log on, I'm so obsessed with winning that I forget how stressful my day was.

**6** It's an inexpensive hobby because you only need a pair of boots and some fresh water.

1 *skateboarding*

- 3** Fill in: *build, create, exercise, explore, grab, punch, impress, make, reduce, stay*.

**A GET STRONG AND FEEL GREAT!**

Do you want a fun way to **1)** ... fit? Join our kickboxing classes! You can learn how to **2)** ... and kick with power. It's the best way to **3)** ... stress and **4)** ... new friends. You don't need experience – just bring your energy! The first lesson is free.



**B LEARN TO MAKE YOUR OWN APPS!**

Do you love technology? Don't just use apps – **5)** ... them! On our coding course, you will learn how to write simple code and **6)** ... your own websites. It's like a puzzle for your brain. Start your digital journey with us this week. No maths skills needed!



**C BECOME A CHEF IN YOUR KITCHEN!**

Do you like delicious food? Stop buying expensive takeout and learn to cook amazing meals at home. We teach you simple recipes that taste great. **7)** ... your family and friends with your new skills. Cooking is easy and fun! Classes every Tuesday at 6:00 pm.



**D FREEDOM ON WHEELS!**

Do you want to **8)** ... the city? **9)** ... your skateboard or rollerblades and come outside! Skating is a great way to travel and **10)** ... at the same time. Join our local skating group this weekend! Perfect for beginners and intermediate skaters.



- 4** Which activity would you like to try? Why?

**Feelings**

- 5** Fill in: *inspired, fascinated, passionate, proud, relaxed*.

- I am very ... about acting, and I always practise my lines until they are perfect.
- Playing the piano helps me feel ... after a long and stressful day at school.
- I am ... by space exploration and spend hours reading books about the stars and planets.
- Whenever I visit an art gallery, I feel ... to go home and start painting something new.
- I feel very ... of myself when I finally finish cooking a complicated recipe.

**Prepositions**

- 6** Choose the correct option. Check in your dictionary.

- I am absolutely **crazy about/of** photography; I feel so creative when I'm capturing a beautiful sunset.
- He is a huge **fan in/of** jazz music, and listening to it always puts him in a fantastic mood.
- He is very **enthusiastic for/about** volunteering because helping others makes him feel useful.
- I'm **addicted to/in** playing the guitar, and I never get bored of practising the same song.
- I'm quite **keen at/on** long-distance running; even though it's tiring, I feel proud of myself afterwards.
- She is **interested in/on** ancient history; she finds it fascinating to learn about how people lived long ago.
- She is really **fond of/for** gardening because it makes her feel calm and connected to nature.

**Phrasal verbs (related to passions)**

- 7**  Fill in: *forward to, on, up (x2), out*. Check in your dictionary.

- I decided to take ... painting last month because I wanted a way to express my feelings. **(start a new hobby)**
- I am so excited to try ... my new oven to bake some bread. **(test)**
- If you keep ... experimenting with different flavours, you will feel much more comfortable in the kitchen! **(continue)**
- My brother is really looking ... the weekend so he can go hiking in the mountains. **(anticipate)**
- She almost gave ... playing the piano because it was hard, but now she practises every day. **(stop doing sth difficult)**

- 8** Write a short description of your passion (50-80 words) on the school digital board. Add an image and a quote. Do an online 'gallery walk' and leave comments/questions on classmates' posts.



## ★ STREET ★ PHOTOGRAPHY by Kate Miller

I want to share my passion for street photography. I picked up my first camera at the age of fourteen, and I haven't put it down since. Whenever I feel bored, I set off on a walk around the city to look for interesting faces or cool shadows. When I run into a beautiful scene, I turn to my camera and take at the very least ten photos. Later, I go over the pictures on the computer to choose the best ones. It takes a lot of practice to get a good shot, but I'll never give up on photography. It makes me feel creative and helps me see the world I care about in a different way.



### Phrasal verbs

A **phrasal verb** consists of a verb with a preposition or an adverb. The meaning of a phrasal verb is different from the meanings of its separate parts. *You should take up a hobby. In English, we use phrasal verbs to sound more natural.*

**Common phrasal verbs:** carry out, get up, give away, give up, go on, hang out, look after, look for, look out, look up, pick up, put on, take off, take up, throw away, try on, turn off, turn on, work out, etc.

- When the object of the phrasal verb is a noun, it goes before/after the preposition/adverb. *I looked up the instructions online. (I looked the instructions up online.)*
- When the object of the phrasal verb is a pronoun, it can only go after the verb and before the preposition/adverb. *I looked it up online. (NOT Hook-up it online.)*

- 1** Read the theory. Find examples in the main text. Are there similar structures in your language.



### 2 Read the sentences. Which contain a phrasal verb?

- a The cat climbed up the tree to catch a bird.

b I picked up a guitar for the first time last year, and now I love it.
- a I usually set off on my jogging at 6:00 am.

b The book fell off the table and hit the floor.
- a The plane flew over the mountains.

b I need to go over my lines before the rehearsal.
- a Please walk into the room and take a seat.

b I got into playing chess with my grandfather a year ago.
- a Once I start reading a good book, I can't put it down.

b Please sit down on the chair.
- a I put my camera on the table after the walk.

b If you keep on practising every day, you will be a pro!



### 3 Choose the correct option. Check in your dictionary.

- I always look forward **to/at** my photography class on Friday afternoons. (**feel excited about a future event**)
- I need to go **round/over** my lines one more time before the play starts. (**review**)
- I often set **off/for** on a long walk to find new things to photograph. (**start a journey**)
- Learning to dance is hard, but I will never give **off/up** because it's my passion. (**stop**)
- I picked **up/on** knitting quite easily after my grandma showed me how, and now I love it. (**start sth new**)



### Prepositional verbs

A **prepositional verb** is a verb followed by certain prepositions (*depend on, learn about, ask for*, etc). The verb keeps its original meaning, and the preposition just connects it to an object. *Listen to me, please.*



### 4 Read the theory. Find examples in the text.



## 5 Fill in the correct prepositions.

A • about • of • on • with (x2)

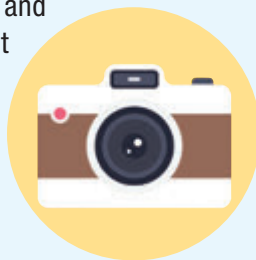


Are you tired of eating the same meals? Sign up for our workshop at the community centre! You can learn **1)** ... delicious dishes from around the world. We deal **2)** ... fresh ingredients every week. Our sessions consist **3)** ... a short lesson followed by a fun cooking session. You can rely **4)** ... our expert chefs to help you. Bring a friend and interact **5)** ... other food lovers!



B • about • from • in • on (x2)

Do you want to capture the beauty of your city? We are experts **1)** ... street photography and meet at the park every Saturday. It doesn't matter if you have a professional camera or just a smartphone; you can benefit **2)** ... our group sessions. We focus **3)** ... taking amazing photos together. Later, we talk **4)** ... the best shots over a cup of coffee. Come and participate **5)** ... our next walk!



C • about • for (x2) • in • on • to • up

Do you love to perform **1)** ... stage? Our group is looking **2)** ... new actors! We prepare **3)** ... our shows in a small studio near the station. Acting is a great way to believe **4)** ... yourself and feel more confident. You can learn **5)** ... acting from professionals. Sign **6)** ... before the end of the month and contribute **7)** ... our next big production!



D • at (x2) • from • in (x2) • on (x2)

Escape **1)** ... the noisy streets and focus **2)** ... the beauty of the mountains. We specialise **3)** ... group hikes for people of all ages. You can gaze **4)** ... the amazing views from the top of the hills. All trips depend **5)** ... the weather, so please check our website. Our guides excel **6)** ... finding the best paths, so come and join **7)** ... the fun!



## 6 Read the main text. Find examples of articles in phrases and expressions.

## 7 Fill in a/an or the.

- 1 Cooking helps me see things in ... different light.
- 2 He is ... best player on the team, and he feels very proud of his progress.
- 3 I enjoy listening to music in ... morning while I prepare my breakfast.
- 4 I love going for ... walk in the park to clear my head.
- 5 We're going to the new exhibition centre at ... weekend.
- 6 I usually go to the cinema once ... week.
- 7 It takes ... lot of patience to learn how to knit a sweater.
- 8 She started playing the piano at ... age of seven and never stopped.
- 9 She wants to travel ... world.
- 10 We had ... amazing time at the photography workshop.

## 8 Work in groups. Create a digital 'escape' game to solve exercises with phrasal verbs and prepositional verbs. Each correct answer unlocks a new level in your quest for a new passion.

### Level 1: The Forest Path

**Task:** You have decided to try hiking, but the path is long.

"If you ... walking for ten more minutes, you will see the view!"  
A keep on      B wait for

**Unlock Code:** If you choose A, the trees part to reveal a hidden stage!

### Reading

**1** a) Look at the pictures (A-G). Which shows ...

- 1 people riding a sledge?
- 2 many people wearing kilts?
- 3 a man paddling a kayak?
- 4 a Scottish pipe band?
- 5 a man building an igloo?
- 6 a man carving wood?
- 7 a hammer throw contest?
- 8 a Maori traditional dance?

b) Read the introduction to the texts. What do you think the text is about?



Listen and read to find out.

**2** Read the texts and choose the correct answer.

- 1 David competed in ...
  - A a music competition.
  - B a dance competition.
  - C a hammer throw competition.
- 2 Amak went to northern Canada ...
  - A to go kayaking.
  - B to learn to ride a sledge.
  - C to visit some family members.
- 3 Who had the idea of going to the Kawhia Kai festival?
  - A Amiri's father
  - B Amiri's mother
  - C Amiri's uncle
- 4 From the three texts, we see that
  - A festivals can help get teenagers interested in their culture.
  - B teenagers at festivals must be with an adult.
  - C only teenagers who go to festivals understand their culture.

## Finding your ROOTS



**H**ave you ever taken part in a festival in your country? Did it change the way you feel about tradition? Three teenagers told us about their experiences.

I've just been to the Cowal Highland Gathering with my family. I've never seen so many people in kilts in my life! I wore one too, because I took part in one of the Scottish dancing competitions. I didn't win, but I enjoyed myself. We watched the pipe bands and a hammer throw contest. I've learnt so much about my Scottish background.

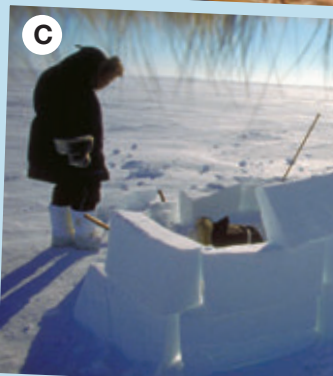
David, 14

My people are the Inuit. The Inuit have lived in northern Canada for over 1000 years. In the north, where my grandparents live, there's no sunshine for a few months of the year. At the end of November, the sun disappears and in mid-January the sun returns. Every year, they have a festival and celebrate the Return of the Sun with special songs on the day it first comes back. I went there last year to visit my relatives. I learnt how to build an igloo, ride a sledge and paddle a kayak. I've never had so much fun in my life! It made me proud to be Inuit.

Amak, 13

I'm half-Maori on my mum's side, and both she and my dad have encouraged me to find out more about my culture. Actually, it was my dad who suggested going to the Kawhia Kai Festival, a Maori food festival. Apart from delicious Maori food, there were traditional dances and singing, a wood-carving workshop and many Maori art and crafts for sale. Since we got back, I've started lessons in Maori history with my uncle.

Amiri, 12



## Vocabulary

**3** Read the texts and complete the sentences with up to three words.

- 1 David had to wear ... for the dance competition.
- 2 David wants to learn more about his ... .
- 3 In northern Canada there's no ... for about two months.
- 4 During the Return of the Sun Festival, people ... .
- 5 The Kawhia Kai Festival is a ... festival.
- 6 The Maori are famous for their art and ... .

### Check these words

• roots • tradition • gathering • kilt • pipe band  
 • hammer throw contest • background  
 • sunshine • return • relatives • igloo • sledge  
 • paddle • kayak • encourage • art and crafts  
 • wood-carving workshop



**4** **COLLOCATIONS** Fill in: *pipe, hammer, ride, delicious, build, paddle, traditional, art.*

- 1 ... bands
- 2 to ... a sledge
- 3 ... throw competition
- 4 to ... a kayak
- 5 ... dances
- 6 ... an igloo
- 7 ... food
- 8 ... and crafts

## Speaking

**5** **THINK!** Tell the class two things about each festival you've learnt from the texts.

## Listening

**6** Listen to Carol talking to her friend Mike about a festival. What festival event did each person attend? Match the people (1-4) to the events (A-E). There is an extra event.

### PEOPLE

- 1 Ken
- 2 Carol
- 3 Lisa
- 4 Mike

### FESTIVAL EVENTS

- A street dancing
- B fireworks display
- C bonfire
- D parade
- E live music

## Writing – Investigation

**7** a) **ICT** Find information about a festival in your country and write a short text about it. Include: *name of festival – activities that take place.* Tell the class.

... takes place in ... every ... . During the festival people ... . There are also ... .

b) **THINK!** Compare the festival in Ex. 7a to the festivals in the text.



## Gap fill

## STUDY SKILLS

- Read the task and the sentences.
- Guess what kind of word or information is missing in each gap (e.g. a noun, a verb, an adjective, etc.; a date, a number, time, etc.)

- 1** Read the sentences. What is the recording about? What type of word is missing in each gap?

## Stephen's hobby

- Stephen works on his robots in his mum and dad's **1** ...
- He watches **2** ... videos to learn about robotics.
- Stephen's club plans to take part in a robotics competition on **3** ...
- Stephen's robots can do **4** ... for his mum and dad.
- Stephen doesn't mind when he makes mistakes because it's fun to fix them.
- He hopes one day his robots can go into space or help save lives in a(n) **5** ...

- 2** Now listen and fill in the gaps (1-5) in Ex. 1.

- 3** Would you like to do Stephen's hobby? Why/Why not? Give reasons.

## Multiple matching



- 4** You are going to hear some people talking about their passions. Listen and choose the passions you hear.



making podcasts



knitting



cooking &amp; baking



coding



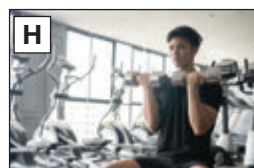
photography



making TikTok videos



making jewellery



going to the gym

- 5** Listen again. Match the passions you selected in Ex. 4 to the reasons.

- 1 It helps me slow down and see the world differently.
- 2 I can show my creativity and make people laugh.
- 3 I can make delicious food and share it with others.
- 4 It helps me feel strong and clears my mind after a long day.
- 5 I can create something from nothing and it helps me think clearly and solve problems.

- 6** **PROJECT** Prepare and present a mini-presentation or short video about your passion. Use at least 5 phrasal verbs to describe how you got into it, what you do, and why you love it.

## Pronunciation homophones

Homophones are words which sound the same but differ in meaning. e.g. ate-eight

- 7** Find the words which sound the same. What does each word mean?

too, there, right, buy, tale, be, eye, know, flour, hour

flower, no, I, tail, bye, our, their, write, bee, two

# Speaking skills



## Everyday English

### Expressing preferences

- 1** Read the first exchange in the dialogue.  
What passions are they talking about?



Listen, read and check.



Leo: Hey Mia! Is that a new lens you've got there? It looks very professional.

Mia: It is! I saved up all my birthday money for it. Photography is my passion because it's so creative and I love capturing special moments. What about you? Do you still spend all your time on your laptop?

Leo: I guess so. I'm really into game development right now. I prefer coding to playing games because I like creating my own worlds from nothing.

Mia: That sounds hard, but really cool. I don't think I have the patience for that; I'd much rather be outdoors with my camera.

Leo: I get that. For me, the best part is solving a difficult 'bug' in the code. It feels like winning a prize! Do you prefer taking photos of people or nature?

Mia: Definitely nature. It's so peaceful, and there's beauty everywhere. Plus, you don't have to tell a mountain to 'smile' for the camera! Do you find coding lonely sometimes?

Leo: Not really, because I share my scripts with a big online community. We help each other out. It's more social than it seems!

Mia: I suppose we're both creators in different ways, then. Maybe one day you can build a game, and I can take the photos for the cover art!

- 2** Replace the underlined sentences in the dialogue in Ex. 1 with sentences from language box.



### Asking about preference

- Do you prefer ... (noun/-ing form) to/or ... (noun/-ing form)?
- What would you rather ...?



### Expressing preferences

- I prefer ... (noun/-ing form) ... to ... (noun/-ing form) ... (general)
- I'd [much] rather/sooner ... (verb) ... than ... (verb) ... (general)
- I'd prefer to ... (verb) ... (specific)



### Giving reasons

- ... because it's more ...
- ... since I find it ...
- For me, ... is better because/ as I love/enjoy ...
- I enjoy ... the most because ...

- 3** Take roles and read the dialogue aloud.

- 4** Express preferences. Use the prompts and the words in brackets.

- coding a new app / scrolling through my phone (**I'd prefer to spend my evening**)
- make jewellery / knitting (**I'd sooner**)
- play a musical instrument / play team sports (**I'd rather**)
- play video games / make videos (**I'd rather**)
- rollerblading / skateboarding (**I prefer**)
- go hiking / do kickboxing (**I'd sooner**)
- yoga / going to the gym (**I prefer**)

- 5** Work in pairs. Compare your passions. Give reasons. Use phrases from the Useful Language box. You can use the dialogue in Ex. 1 as a model.



## Rubric analysis

- 1** Read the rubric and underline the key words, then answer the questions.

You have had a class discussion about your hobbies. Write a **blog** about your passion (80-100 words). In your blog:

- describe how you got into it
- write what you do and how often
- give reasons you like it
- recommend it.

- 1 What are you going to write?
- 2 Who is going to read it?
- 3 What is it going to be about?
- 4 How many words should you write?

## Model analysis

- 2** Read the model. Has the writer included all the points in the rubric?



Hey everyone! After our interesting class discussion about hobbies, I really wanted to write about my huge passion for vlogging.

I first got into it during a boring summer break. I started filming small clips on my phone, and it felt amazing to see them come together! Now, I spend about four days a week filming different scenes and editing them into cool videos.

I love vlogging because it makes my life feel like an exciting adventure. It's a creative way to express myself and capture unforgettable memories.

I highly recommend vlogging to everyone. It's simple, fun, and a fantastic way to share your unique world with others! If you have a story to tell, start today. You don't need fancy gear—just your phone and an idea!

## Adjectives

### Using adjectives

Using a variety of adjectives when we describe an event makes our description more vivid.

- 3** Which adjectives does Sam use to describe the following: *class discussion, passion, summer break, clips, scenes, videos, adventure, way, memories, world?*

- 4** Replace the adjectives in bold with: *soft, smooth, warm, new, kind.*

I got into it last winter when my **1) good** grandma taught me. Now, I spend three evenings a week making **2) nice** hats and **3) good** scarves.

I love skateboarding! I head to the skate park four times a week to practise **4) good** tricks and **5) good** turns.

## Recommending

- 5** Complete the gaps with the words in the list.

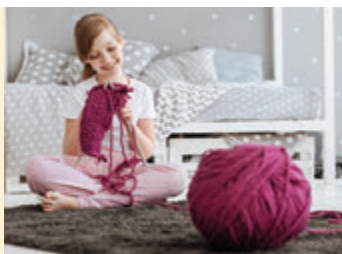
• try • recommend • worth • should

- 1 I ... skateboarding to everyone! It's fun, active, and a super way to feel strong and happy.
- 2 You ... try pottery; it's a wonderful way to make useful things for your home.
- 3 If you are looking for a challenging but rewarding hobby, ... coding.
- 4 Cooking is amazing and definitely ... the experience!



## 6 Choose the correct adjective.

- 1 I love knitting because it is **surprising/relaxing**. It feels amazing to create something useful with just my hands.



- 2 I'm crazy about skateboarding because it feels **free/difficult** and exciting. It's a healthy way to get fresh air and hang out with friendly people.



- 3 I like photography because it's a **difficult/creative** way to capture beautiful moments and special memories forever.



- 4 I enjoy gardening because it is **peaceful/musical** to watch tiny seeds grow into bright, lovely flowers.



## Writing

- 7 **BRAINSTORMING** Think of your passion. Make notes under the headings.

- A **How you got into it**
- B **Recommendation**
- C **My passion**
- D **Why you love it**

- 8 Use your notes from Ex. 7 to complete your blog for the rubric in Ex. 1. Follow the plan. Use phrases from the Useful Language box.

*skateboarding: I saw some children at the park; decided to try it*

### Useful Language

#### Opening remarks

- Hey everyone! Hi guys!

#### Recommending

- I highly/totally recommend ...
- You should try ...;
- If you are looking for ..., try ...
- ... is definitely worth the experience!

#### Giving reasons

- I'm crazy about ... because it is (challenging/amazing/interesting/fun, etc)
- I love/like/enjoy...

## Plan

(Para 1) *greet readers; name the hobby*

(Para 2) *explain how you started it*

(Para 3) *say why you love it*

(Para 4) *recommend it*

Hey guys!

Following our cool class talk about hobbies, I have to tell you about ... I got into it ... Now, I ... I love ... because it's ... I totally recommend ... It's ... Just ... and start ...!



## Checklist

When you finish your piece of writing, check it for the following:

- appropriate greeting
- variety of adjectives
- reasons you like it
- recommendation
- spelling, punctuation or grammar mistakes

- 1** a) Match the words in bold to their synonyms: *influences, part, strength, exercise, physical abilities, type of sugar.*

The brain ...

- 1 is an **organ** in the body.
- 2 controls the **senses**.
- 3 gets **energy** from **glucose**.
- 4 can improve if you **train** it.
- 5 **affects** sleep.

- b) Which of the sentences (1-5) are true about the brain?

- 2**  Listen and read to find out.

- 3** Read the text again and answer the questions.

- 1 Why does the brain need glucose?
- 2 What can you do to train your brain?
- 3 What effect can tiredness have on the brain?

- 4** Complete the sentences.

- 1 The brain gets energy from ...
- 2 Foods that contain glucose are ...
- 3 To become clever we need ...
- 4 A good night's sleep helps you ...

- 5** What did you know about the brain? What new things did you learn from the text? Tell the class.

## Investigation

- 6**  What else would you like to know about the brain? Write your questions. Research to collect information, then tell the class.



 Video

The brain is the most important organ in the body. Without it, we wouldn't have senses such as touch, sight or smell.



## Diet

Just like the body, the brain needs the right kinds of food to stay healthy. It needs energy, which comes from one thing: sugar. However, don't start eating too many sweets! The brain only gets energy from a special kind of sugar called glucose. You can get this from bread, pasta and cereal.



## Exercise

All the exercise you do helps your body and mind to stay healthy. But to get smarter, you need to train your brain! There are a lot of fun activities that can help you do this, such as crossword puzzles and computer games! Don't overdo it, though.



## Sleep

Do you find it difficult to concentrate during the day? Maybe you aren't getting enough sleep! Lack of sleep has a huge impact on the brain. So don't stay up all night! Get to bed early and refresh your brain!

### Check these words

• brain • organ • senses • touch • sight • smell  
• energy • glucose • get smarter • train  
• crossword puzzle • computer game • overdo • active  
• concentrate • huge impact • stay up • refresh

## Vocabulary

- 1** Fill in: *jewellery, team, yoga, hiking, making, cooking, coding, skateboarding*.
- I really enjoy ... TikTok videos because I like creating fun short videos and sharing them online.
  - She does ... every morning to relax her body and mind before school.
  - We often go ... at the weekend because we love walking in nature and seeing new places.
  - He is learning ... because he wants to build apps and computer games in the future.
  - I spend a lot of time ... and baking because I enjoy making tasty food and trying new recipes.
  - They go ... after school because they like feeling free and doing tricks outside.
  - My sister loves making ... because she enjoys making bracelets and necklaces by hand.
  - We play ... sports every Friday because it is fun to work together to try and win.

(8x5=40)

## Everyday English

- 2** Choose the correct option.
- A: Do you prefer going hiking to going to the gym?  
B: **a** I'd rather go hiking because I enjoy nature more.  
**b** It looks OK to me.
  - A: What would you rather do at the weekend?  
B: **a** I guess so.  
**b** I'd prefer to do something creative.
  - A: Do you prefer playing video games to playing team sports?  
B: **a** I prefer video games because it's more relaxing for me.  
**b** I get that.
  - A: Would you rather learn coding or play a musical instrument?  
B: **a** I'd much rather learn coding than play an instrument.  
**b** I have the patience for that.
  - A: Do you prefer photography or making TikTok videos?  
B: **a** Maybe one day you can try it.  
**b** I prefer photography since I find it more creative.

(5x4=20)

## Grammar

- 3** Choose the correct option.
- He didn't **give up/pick up** skateboarding even though he fell many times.
  - He is a huge fan **for/of** video games.
  - I often go for **the/a** walk after dinner.
  - I'm quite keen **for/on** hiking.
  - He started skateboarding at **the/an** age of ten.
  - He is interested **on/in** photography.
  - We usually **work out/turn out** together at the gym after school.
  - I decided to **take up/keep up** yoga last year.
  - I play video games once **the/a** week.
  - She wants to **try out/find out** a new recipe this weekend.

(10x4=40)

Total: 100

Write in your notebook.



### Self-evaluation

Now I can ...

- talk about passions
- express preferences
- write a blog

GOOD ★ VERY GOOD ★★ EXCELLENT ★★★



### Observation grid

- I work well with my group.
- I follow classroom rules.
- I participate in all pairwork activities.
- I interact with others.
- I come in time for class.
- I ask for help when I need.
- I am willing to participate in activities.
- I work well on my own.
- I follow my teacher's instructions.
- I have useful ideas.

GOOD ★ VERY GOOD ★★ EXCELLENT ★★★

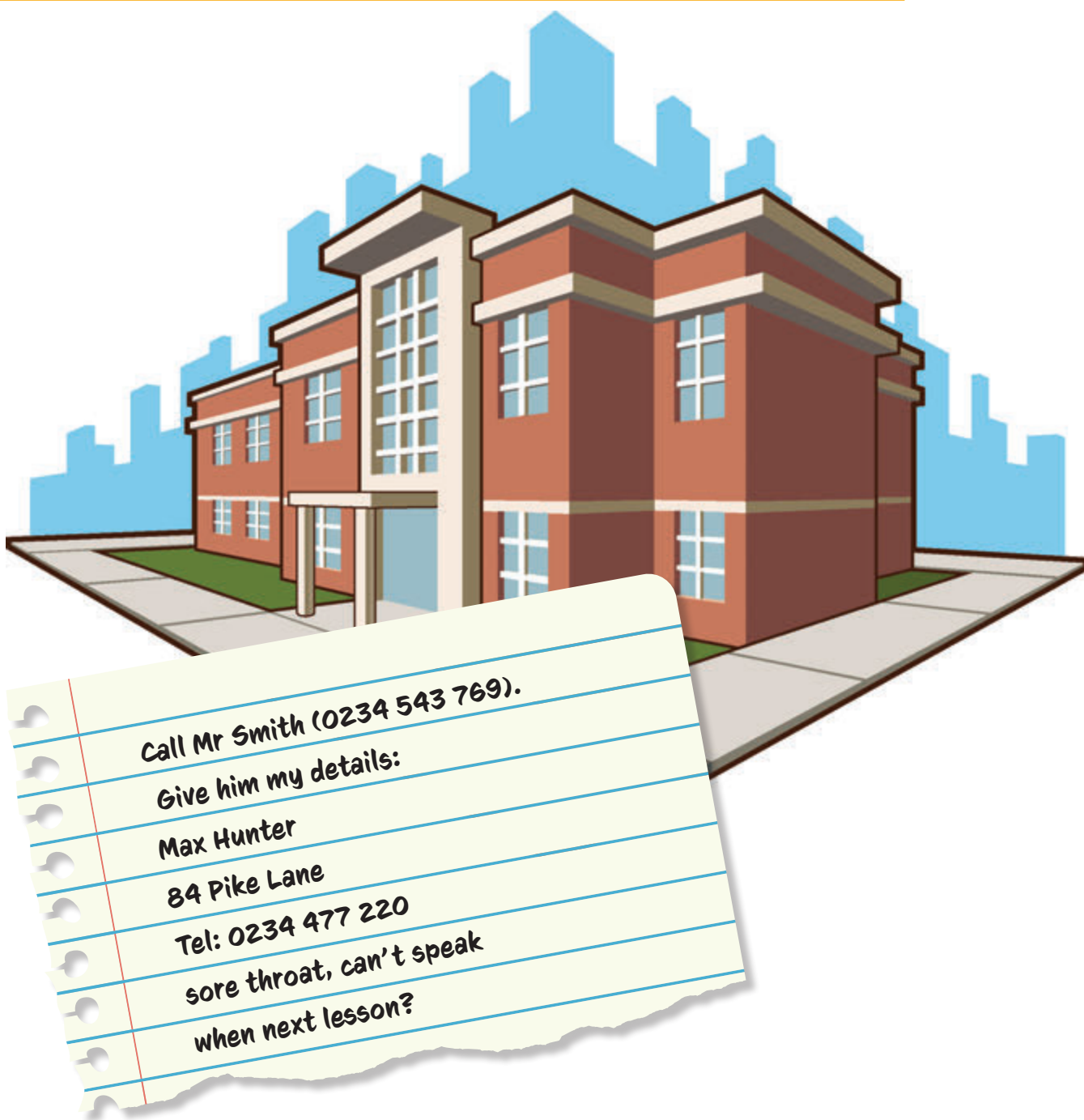




# Mediation

## Speaking

You are staying in the UK with your friend's family. Your friend has an art lesson but he is not feeling well, and wants you to call his teacher for him, as he has got a sore throat and can't speak very well. He wants you to explain why he can't attend the class today. He has written down the information you need on a piece of paper. Call the teacher to explain the situation and reschedule the lesson. Speak for approximately two minutes.



## Writing

Your American e-friend Maria has recently injured her knee while running. It is not a bad injury, but she cannot run for a few months. She says that she does not want to get unfit and she misses being out in the open air in the mornings. You have recently read the article below about the benefits of cycling. Write Maria an email expressing sympathy for her injury and telling her about the benefits of cycling as a form of exercise (120-150 words).

### START CYCLING!



Cycling is a good way to get out into the open air. Find a quiet area away from traffic and close to nature, and you'll find it improves your mood as well as your fitness.

Cycling is an excellent way to exercise. It gives your heart a workout, while improving the strength of your legs.

Cycling does not put a lot of pressure on the ankles, knees and hips. It is a great way to stay fit while recovering from injuries to the legs.

Cycling is easy for beginners because you don't have to learn a whole new skill (as long as you can ride a bike!). You can also go at your own speed, starting with easy rides before increasing distance.

Cycling improves your posture, forcing you to stay straight and strengthening your stomach and back muscles.

### What's in this unit?

- ▶ **Topics:** personal growth
- ▶ **Vocabulary:** life experiences, feelings, character adjectives, skills & values
- ▶ **Grammar:** compound words, prefixes/suffixes, comparisons (so, such, too, enough)
- ▶ **Reading:** an article
- ▶ **Listening:** multiple matching (short monologues), T/F statements (long monologue)
- ▶ **Speaking:** talking about life achievements
- ▶ **Writing:** A description of a person's achievements (Arnel's story)
- ▶ **Culture:** Gary Hall Jr.
- ▶ **CLIL:** (Literature) 314 by Emily Dickinson

### Reading

- 1** Read the title and look at the picture. What is the text about?



Listen, read and check.

- 2** a) Read the text and choose the correct answer.

- 1 Why did the writer feel nervous about speaking in class?
  - A he was afraid of being seen
  - B he didn't have any good ideas
  - C he hadn't done enough research
- 2 What event caused the writer to take action?
  - A an incorrect photo in their material
  - B a bad score for their group project
  - C a partner's mistake during their discussion
- 3 What did the writer realise looking back at his experience?
  - A Being confident means you never feel scared.
  - B Developing as a person is about pushing yourself.
  - C Supporting your friends is the only important thing.

## The Bridge of Silence

Leo was the kind of student who lived in the back row. In his mind, he had brilliant ideas, but they stayed locked behind his teeth. For Leo, speaking in class felt like trying to jump across a wide canyon. He was **comfortable** with his books, but **terrified** of being noticed.

When Mr. Harrison announced a **mandatory** group project on local history, Leo felt a familiar feeling of anxiety in his stomach. He was paired with Sarah, who was very energetic, and Sam, who talked constantly. Leo's biggest challenge wasn't the history topic – it was the fear that his voice wasn't important enough to be heard.

"I'll do the research!" Leo said quickly, hoping to stay hidden. For three days, Leo worked hard. He found **incredible** old photographs of the town's first bridge and discovered a story about a great flood. He knew the material better than anyone, but during their meetings, he felt **invisible** and nervous. He wanted to share his findings, but his throat felt tight every time he tried to speak.

On Thursday, the group was stuck. "I think the bridge was built in 1920," Sarah said, looking **frustrated**. Leo knew it was 1912. He felt surprised that she got the fact wrong but unsure of what to do. It was at that moment he realised that, if he stayed silent, the project would fail.

Taking a deep breath, Leo took action. He pushed his chair forward and opened his folder. "Actually," he said, his voice steadying as he spoke, "it was

- b) Read the text again and decide if the sentences are **T** (True) or **F** (False).

- 1 In Leo's group Sarah always spoke a lot.
- 2 Leo wanted to tell his partners about his research.
- 3 The group changed their plan because of Sam's material.





1912. If we use these 'before and after' photos, our presentation will be the best in class." He then explained the background of the architect, finally sharing all the knowledge he had gathered.

Sarah and Sam stopped talking and looked at him in surprise. "That's amazing, Leo!" Sam cheered. "You're the expert!" Because Leo spoke up, the group reorganised their entire poster. On the day of the presentation, they received an A+. More importantly, Leo didn't hide in the back row anymore. He stood at the front and presented his slides with confidence.

Looking back, Leo understood that his shyness was like a wall he had built around himself. He learnt that growth doesn't mean the fear goes away; it means you choose to speak even when your hands are shaking. By contributing his ideas, he didn't just help his team – he discovered his own value.

## Check these words

• *back row* • *canyon* • *anxiety* • *energetic*  
• *challenge* • *research* • *tight* • *take action*  
• *steadying* • *speak up* • *present* • *confidence*  
• *shyness* • *growth*

c) Match the definitions to the underlined words in the text.

- 1 ... = all the time
- 2 ... = to get
- 3 ... = to realise something for the first time
- 4 ... = having a great distance between something
- 5 ... = somebody who designs buildings
- 6 ... = written information about something
- 7 ... = unnoticed
- 8 ... = the history of somebody

d) Read the text again and answer the questions.

- 1 Do you think it's common for people to feel how Leo used to feel? Have you ever felt like this yourself?
- 2 Do you think Leo's response when Sarah was getting frustrated was a good idea? In what way did it help the situation?
- 3 Do you agree with what the writer says about growth in the last paragraph? Why/Why not?

## Vocabulary

3 Complete the sentences. Use: *lock, pair, fail, gather, cheer, contribute* in the correct form.

- 1 Ellen was happy to ... her ideas to the group project.
- 2 When Bill feels nervous, his words stay ... behind his teeth.
- 3 Denise was worried that she would ... the assignment and get a zero.
- 4 Mark decided to ... with Julian for his group presentation.
- 5 The girls went to the library to ... information for their essay.
- 6 Andrew was so happy with Tim's suggestion that he ...!

4 Match the words in bold in the text to their synonyms.

- |              |               |
|--------------|---------------|
| 1 compulsory | 4 unimportant |
| 2 fantastic  | 5 irritated   |
| 3 frightened | 6 safe        |

## Speaking

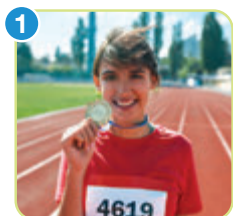
5 Make notes under the headings based on Leo's story: **the challenge** – **his feelings** – **the action** – **the result** – **his reflection**. Then give a presentation to the class.

## Writing

6 **PORTFOLIO** Create a short illustrated story showing a moment of personal growth. Include: *a challenge, feelings, a solution or action, a result, a short reflection*. Add it to your portfolio.

## Life experiences

- 1** Fill in each gap with *sing, win, meet, swim, run, go, sleep or trek*.



... a medal



... in the mountains



... on a safari



... with dolphins



... a famous person



... in public



... in a marathon



... under the stars

- 2** Listen to Ann, Joe and Peter talking about their summer holiday. Which life experiences (1-8) in Ex. 1 did each have?

Ann

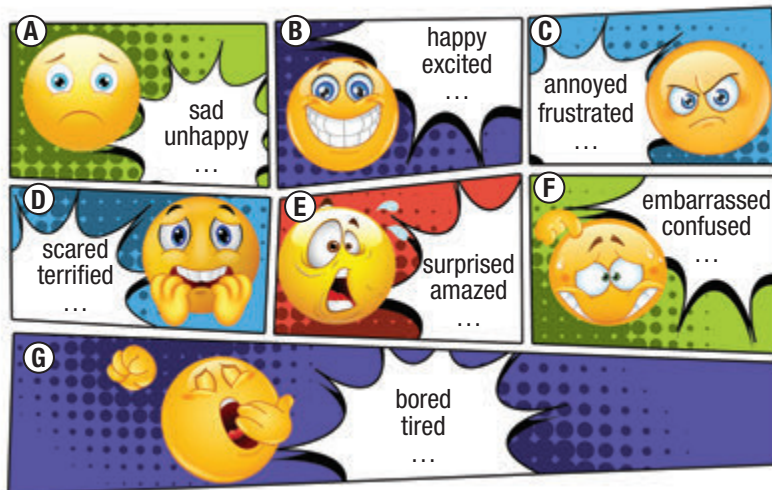
Joe

Peter

- 3** Which of the life experiences in Ex. 1 *did you have?/would you like to have/try* and why? Tell your partner.

## Feelings & Character

- 4** Fill in each gap with *pleased, depressed, ashamed, shocked, frightened, exhausted or furious*.



- 5** Choose the correct feeling.

- "I once walked into a quiet, crowded library and started talking loudly on my phone, only to realise everyone was staring at me in total silence." **embarrassed/annoyed**
- "I remember the night before my first trip abroad; I was really looking forward to it. I stayed awake until dawn, packing and repacking my suitcase!" **confused/excited**
- "A friend of mine told me a big secret and I accidentally shared it when talking to someone else. I felt terrible. I never meant to say anything." **surprised/ashamed**
- "One time, I went to the football cup final to see my team. It was nearly the end of the game, when, at the last second the other team scored and won. I was upset for weeks." **depressed/bored**
- "About two years ago, I was taking the train to the city centre when I saw a famous actor! He was sitting right next to me. I couldn't believe it!" **confused/shocked**

- 6** Describe an experience of yours. The class says how you felt.

- 7** Match the adjectives to their opposites. Check in your dictionaries.

### Positive

- patient
- creative
- hard-working
- sociable
- responsible
- friendly

### Negative

- lazy
- irresponsible
- unsociable
- unfriendly
- impatient
- unimaginative

**8** Fill in: *reliable, sociable, creative, unfriendly, careful, lazy, patient, polite.*

- 1 Keith is ... and enjoys talking to people.
- 2 John is ... and doesn't make mistakes.
- 3 Ann is very ...; she doesn't mind waiting for things.
- 4 Helen is ...; she is great at making unusual things.
- 5 Paul is ...; he has very good manners.
- 6 She's ...; you can count on her to do the job.
- 7 Kate can be ... at times and doesn't like working.
- 8 Bob can be ... at times; he behaves in an unkind way.

## Hard skills vs Soft skills

**9** a) Look up the meanings of *hard skills* and *soft skills* in an online dictionary.

Search... hard skills and soft skills





teamwork



problem-solving



organisational skills



critical thinking



IT skills



stress management



leadership skills



marketing skills



typing skills



writing skills



presentation skills



language skills



communication skills

 **Video**

**b)** Which of the skills above are hard skills? Which are soft skills?

**10** Which of the activities in Ex. 9 do you think develops the most skills? Choose the activity and describe which skills it develops. Then, present your list to the class.

**11** Fill in: *confidence, courage, independence, patience, strength.*

- 1 Learning a new language takes a lot of ... because it takes a long time to improve.
- 2 After getting positive feedback from my teacher, my ... in speaking English improved.
- 3 Even though he found studying hard, he had the mental ... to keep going.
- 4 It took great ... for Scott to ask for help and admit that he was having problems.
- 5 Living alone helped me develop my ... because I had to cook and clean for myself.

## Prepositions

**12**  Choose the correct option. Check in your dictionary.

- 1 I was afraid **of/for** speaking in public, but I practised every day to get better.
- 2 I was so excited **of/about** starting my new job because it was a big change for me.
- 3 I was very proud **in/of** myself when I finally passed my English exam.
- 4 Last year, I became interested **in/to** meditation. It really helped me stay calm.
- 5 When I was younger, I wasn't good **at/on** managing my time.

## Phrasal verbs

**13** Fill in: *out, up (x2), up to.*

- 1 Even when learning to drive was difficult, I never gave ... . (**stop trying**)
- 2 I found ... that I was much stronger than I thought after I finished the race. (**discover**)
- 3 I grew ... in a small town, but moving to the city made me more independent. (**become an adult**)
- 4 I looked ... my grandmother because of her great patience. (**admire**)

**14** **PROJECT** Create a short slideshow showing how you have grown over time. Include photos and captions with moments that shaped you.





Dear Future Me,

I am writing this while I am 14 years old. Right now, I feel that I am not organised enough. Sometimes I am too lazy, and I spend too much time on my phone. I am often unhappy with my time management, so I want to change!

I hope you have developed a better lifestyle. I started using a notebook for goal-setting last week which was a great decision. I hope you didn't discontinue this habit! By now, you should have all the know-how to achieve your dreams. I hope you will be so successful when you try new things as I imagine you will.

I also hope you are kind enough to yourself when you make mistakes. Don't be too impatient if things go wrong. Life is such a long journey! Please remember to keep up with your self-care and look after your mental health.

I hope you didn't misunderstand what is important in life. Stay helpful to your classmates and friends. You are such a talented person, and I am hopeful about our future.

Best,

My 14-year-old Self



### Compound words

**Compound words** are formed when two or more independent words join together to create a new word with a specific meaning

- notebook (closed compound)
- high school (open compound)
- mother-in-law (hyphenated compound)



**1** Read the theory. Find examples in the text.



**2** Match the words in the two columns to form compound words. Which are closed compounds, open compounds or hyphenated compounds?

- |            |           |
|------------|-----------|
| 1 bed      | a being   |
| 2 birth    | b sense   |
| 3 boy      | c day     |
| 4 class    | d friend  |
| 5 check    | e fitness |
| 6 home     | f how     |
| 7 know     | g in      |
| 8 life     | h officer |
| 9 physical | i mate    |
| 10 common  | j style   |
| 11 police  | k time    |
| 12 well    | l stay    |



**3** Use words in Ex. 2 to complete the sentences.

- 1 I did a *homestay* with a family in Tokyo when I travelled to Japan.
- 2 Eating more vegetables and exercising daily is part of a healthy ...
- 3 The ... arrested the man at the scene of the crime.
- 4 I go for a run every morning to improve my ...
- 5 I try to have a regular ... so that I feel energised in the morning.
- 6 It's important to think and have ... when dealing with new situations.
- 7 My ... and I always give each other presents on our anniversary.
- 8 My ... helped me understand the Maths lesson we had today.



### Prefixes/Suffixes

**Prefixes/suffixes** are small sets of letters added to a root word to change its meaning or its grammatical category (like turning a verb into a noun). **Prefixes** go at the **start** (*unhappy*). **Suffixes** go at the **end** (*happiness*).

Common prefixes are: **un-**(not) *unlucky*; **re-**(again) *replay*; **dis-**(not) *dislike*; **im-/in-/il-** (not) *impossible, inaccurate, illogical*

Common suffixes are:

**To form nouns:** **-er/-or** (for people) *teacher, actor*; **-tion/-sion** (turns a verb into a noun) *education, decision*; **-ness** (turns an adjective into a noun) *kindness, darkness*

**To form Adjectives:** **-ful** (with) *helpful*; **-less** (without)

*helpless*; **-able/-ible**: (can be done) *comfortable, accessible*

**To form Adverbs:** **-ly** (how something is done) *quickly, happily*

**4** Read the theory about prefixes/suffixes. Find examples in the text.

**5**  Fill in the blank with the correct form of the word in brackets by adding the right prefix.

- 1 Being *impatient* (**patient**) with yourself is a common mistake; growth takes time!
- 2 Don't ... (**connect**) from your friends; they are a great support system.
- 3 Feeling ... (**comfortable**) is actually a sign that you are learning something new.
- 4 I need to ... (**organise**) my desk to help me focus better on my studies.
- 5 If you ... (**like**) your current routine, try changing it tomorrow morning.
- 6 If you want to improve, you should ... (**think**) your daily habits.

**6** Change the word in the brackets into a noun or adjective. Use the correct suffix (-ness, -tion, -ful, or -ment).

- 1 Being ... (**thank**) for what you have is part of personal growth.
- 2 Daily exercise is important for our physical ... (**improve**).
- 3 Finding ... (**happy**) in small things is a great feeling.
- 4 I feel very ... (**hope**) about my future career.
- 5 I felt a great sense of ... (**achieve**) when I finished the marathon.
- 6 My teacher gave me some great ... (**suggest**) for my project.



### Comparisons (*so, such, too, enough*)

We use **so, such, too** and **enough** to make an adjective or noun stronger.

**so + adjective** *She was **so happy** when she passed her exam.*

**such + (a/an) + adjective + noun** *It was **such a difficult task**, but he achieved it.*

**too + adjective** (more than is good – negative) *Simona was **too tired** to study after football practice. (She wanted to study, but couldn't).*

**adjective + enough / enough + noun** (the necessary amount – positive) *Is he **strong enough** to finish the race?*

*He had **enough patience** to deal with the problem.*

**7** Read the theory about comparisons. Find examples in the text.

**8** Fill in: *so, such (a/an), too or enough*.



- 1 You are talented ... to join the basketball team.
- 2 Mark was ... stressed when he saw how difficult the exam was.
- 3 I spent ... much time on social media yesterday, and I felt unproductive.
- 4 This is ... an important habit to start while you are young.
- 5 She is ... a hard-working student; she deserves the high grade.
- 6 It was ... a great feeling when I finally understood the lesson.
- 7 Is your desk large ... for all your school books?
- 8 My room was ... messy when I finished studying! I couldn't find my notebook anywhere!
- 9 I am not brave ... to speak in front of the whole class.
- 10 I was ... tired to finish my homework last night.

**9** Choose one word family (e.g. happy/happiness/happily) and design an A4 poster or mini-presentation that includes: the different forms of the word, your own definition of the newly formed words, and sentences about you using the words. Tell the class.

**10** **PORTFOLIO** Write a letter to your future self about what you will hope to achieve or change for the years to come. Add it in your portfolio.

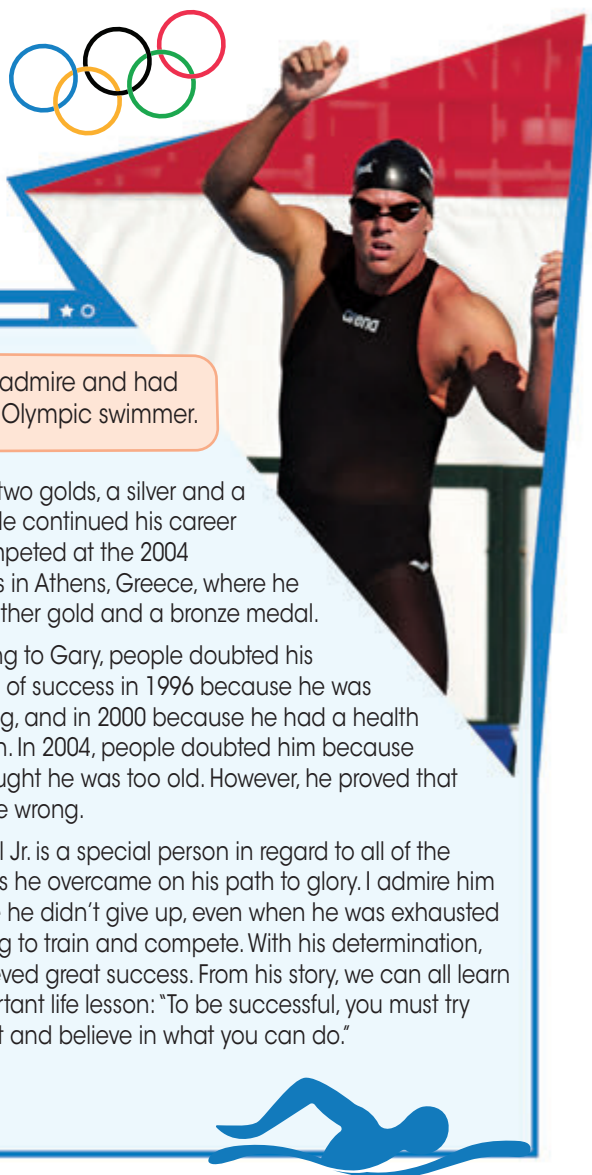
## Reading

## Skills Work

- 1 Look at the picture. What do you think the text is about?



Listen and read to check.



Hi readers. I want to tell you about a person that I really admire and had a chance to meet last month. It was Gary Hall Jr., a great Olympic swimmer.

Gary Hall Jr. was born and grew up in Cincinnati, Ohio, USA, and he was an excellent swimmer from a young age. People were amazed at his incredible speed, and he competed at a very high level. However, life didn't make things easy for him and he had to overcome major challenges to achieve his success.

By the age of 22, Gary had already competed at the 1996 Summer Olympics in Atlanta, Georgia, USA, where he won four medals – two silvers and two golds – and set an Olympic record. Gary was so happy and excited about his career. Then, when he was 24 years old, his doctor told him that he had a health condition called type 1 diabetes, and that he might not be able to continue swimming. Gary was devastated, but after a short break, he decided he wouldn't give up and continued to train with all his strength. It was difficult and he often felt frustrated, but he made great progress.

A year later, at the 2000 Olympics in Sydney, Australia, Gary gave an amazing performance and won four more

medals: two golds, a silver and a bronze. He continued his career and competed at the 2004 Olympics in Athens, Greece, where he won another gold and a bronze medal.

According to Gary, people doubted his chances of success in 1996 because he was too young, and in 2000 because he had a health condition. In 2004, people doubted him because they thought he was too old. However, he proved that they were wrong.

Gary Hall Jr. is a special person in regard to all of the obstacles he overcame on his path to glory. I admire him because he didn't give up, even when he was exhausted struggling to train and compete. With his determination, he achieved great success. From his story, we can all learn an important life lesson: "To be successful, you must try your best and believe in what you can do."

## Check these words

• overcome • diabetes • frustrated • doubt  
• obstacle • glory • determination

- 2 Read the text. For questions (1–4), choose the best answers (A, B, C or D).

- Which of the following can be the best title for the text?
  - An Impossible Task
  - Chasing Glory
  - Close to Gold
  - One Last Chance
- What had Gary done by the time he was twenty-two years old?
  - He had won four gold medals.
  - He had set several records.
  - He had competed in the Olympics.
  - He had learned about his diabetes.
- Which of the following has the closest meaning to the word devastated in paragraph 2?
  - shocked
  - furious
  - confused
  - doubtful
- Which of the following can be inferred from paragraph 4?
  - Gary never thought that he could succeed.
  - Gary stopped swimming in the year 2000.
  - Gary's friends and family doubted Gary's success.
  - Gary never paid attention to what people said about him.



**3** Read the text again and decide if each of the statements (1-4) is *T* (true) or *F* (false).

- 1 Gary had natural swimming talent to begin with.
- 2 A year before the 2000 Olympics, Gary's health condition made it easy for him to train.
- 3 Gary didn't have much success at the 2000 Olympics in Sydney.
- 4 Gary competed in three different Olympic events.

**4** Do you admire Gary Hall? Why?

## Vocabulary

**5** Complete the sentences. Use the verbs in the list in the correct form.

- admire • grow up • compete • overcome
- train • doubt • struggle • believe

- 1 It's important to ... in what you can do.
- 2 I really ... Jason for everything that he has achieved in his life.
- 3 If you ... well every week in the gym anything is possible.
- 4 Although Amy had to ... every day, she kept working hard.
- 5 Julian ... all his problems and became a champion.
- 6 The athlete ... in South East London before she moved to the USA.
- 7 Mark's team ... in the national championship and won!
- 8 Many people ... Laura but she managed to win the 100m.

**6** Complete the collocations. Use: *health, high, life, short*.

- |             |                 |
|-------------|-----------------|
| 1 ... level | 3 ... condition |
| 2 ... break | 4 ... lesson    |

## Listening

- 7** Listen to a presentation and for questions 1-3 choose the best answer A, B or C.



- 1 What does the speaker say about Haile?
  - A He wasn't born in Ethiopia.
  - B His success didn't come easily.
  - C He didn't become famous quickly.
- 2 What did Haile do as a child?
  - A He ran long distances.
  - B He worked on a farm.
  - C He trained at a gym.
- 3 When did Haile's life change completely?
  - A After he won races in 2007.
  - B When he set a world record in the 10,000 metres.
  - C When he joined the Ethiopian national team.
- 4 The presentation is about
  - A Haile's childhood training.
  - B Haile's favourite marathon experience.
  - C Haile's sporting career.

## Investigation

- 8** **ICT** Research a person that has overcome obstacles to achieve success. Make notes and give a presentation to the class.

## Writing

- 9** Write a blog entry describing the person you presented in Ex. 8.

## Multiple matching

- 1** Look at the list (A-I). Which of the life achievements can you see in the pictures (1-4)?

### LIFE ACHIEVEMENTS

- |                                |                    |
|--------------------------------|--------------------|
| A graduate from school/college | F start a business |
| B buy a house                  | G start a family   |
| C get a job                    | H travel abroad    |
| D live in another city         | I win an award     |
| E pass a driving test          |                    |



- 2** Listen to five people talking about what they would like to achieve in their lives. Match the speakers to what they say. One sentence is extra.

- |           |                                               |
|-----------|-----------------------------------------------|
| Speaker 1 | A I want to graduate from college.            |
| Speaker 2 | B I hope I can start a business.              |
| Speaker 3 | C My ambition is to travel.                   |
| Speaker 4 | D Living in another city is my goal.          |
| Speaker 5 | E Passing my driving test is important to me. |
|           | F I really need to get a good job.            |

## True/False statements

- 3** You are going to listen to a podcast about skills and values teens need nowadays. Which of the following does the speaker mention?

- time management • financial management
- critical thinking • communication
- adaptability • responsibility • self-discipline
- empathy

- 4** Listen again. For questions 1-4 decide which sentences are *T* (True) or *F* (false).

- 1 Deciding which tasks are most important is something people often forget about.
- 2 Communication is a skill that Alex feels he doesn't need to practise.
- 3 Critical thinking only has two important elements that we should consider.
- 4 Alex always asks himself an important question when dealing with others.

- 5** Which of these do you agree with? Can you think of more reasons?

I value my life experiences because they ...

- 1 teach me new things about the world.
- 2 make my life interesting and challenging.
- 3 have positive effects on me.

- 6** **PORTFOLIO** Think of skills and values you have developed in time and write a letter to yourself about the benefits brought by these achievements. Add it to your portfolio.

# Speaking skills

## Everyday English

### Describing a person's achievements



1 Listen and read the dialogue. What are the teens talking about?



Jack: Hey Stacy, I saw a photo of your brother, Tom, in the newspaper the other day!

Stacy: Oh yes, that's right. He's just won the 'Player of the Year' award with his university football team. But, it was a long road to his success.

Jack: Why is that?

Stacy: When Tom was growing up, he really struggled at school. He was unsure if he could ever get the grades to go to university.

Jack: Oh, I didn't know that! So, what happened then?

Stacy: Well, in his final year of high school, he worked extremely hard and got a place at his preferred university.

Jack: Wow! And now he's the 'Player of the Year' for that university's football team! What an amazing story!

2 Which of the underlined sentences are used for asking about an explanation?/asking for more details of an achievement?/expressing admiration?

3 Replace the underlined sentences in Ex. 1 from the language box.



### Asking for details

- Why is that?
- How come?
- What was the reason?



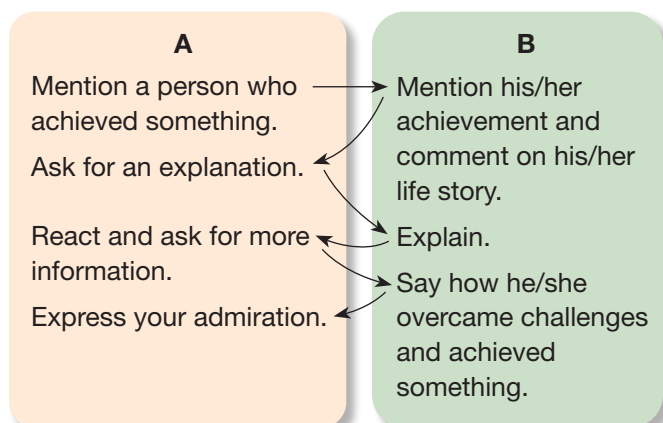
### Reacting

- Wow!
- What an amazing story!
- That's incredible!
- Oh, I didn't know that.
- Oh, I had no idea.
- Unbelievable!
- Oh, yes, that's right.
- Oh, yes, that's true.
- So, what happened next?
- So, what happened then?

4 Which adjectives could describe Tom? Give reasons.

- hard-working • creative • responsible
- sociable • patient

5 Act out a dialogue similar to the one in Ex. 1. Use the diagram below. Mind the intonation and the rhythm.



6 Think of a challenge you overcame and you are proud of it. Tell the class.





### Rubric analysis

#### 1 Read the rubric. Answer the questions.

Your school English magazine has asked its readers to send life stories of people they admire. Write your **description**.

- 1 What are you going to write?
- 2 Who are you going to write it for?

### Model analysis

#### 2 Read the model and match the paragraphs (A-D) to the descriptions (1-4).

- 1 reasons Arnel is admired and the lesson from his story
- 2 general information about Arnel (name, where from, what famous for)
- 3 difficulties in his early life
- 4 his achievements

#### 3 Read the Useful Language box on p. 153. Find and underline the phrases the writer used in the story.

### Sequence of events

When we write descriptions of people's achievements, we present the events in the order they happened. This helps the reader follow them.

#### 4 Put the events in the order they happened.

- A Arnel joined Journey.
- B Arnel became homeless.
- C Arnel collected old bottles and sold newspapers.
- D Schon invited Arnel to an audition.
- E Arnel joined a band as the lead singer in 1982.
- F Arnel's mother died.
- G Neal Schon saw a video of Arnel online.



**A** Arnel Pineda was born in Sampaloc, Manila, the Philippines in 1967, and he is an inspiring person. He has been passionate about singing since he was five years old and has achieved great success as a professional singer. However, he faced a lot of challenges during his early life.

**B** When Arnel was thirteen, his mother died, so his family had a lot of financial problems. Then, Arnel became homeless for several years. During that time, he took different low-paying jobs like collecting old bottles and selling newspapers to help him survive. In 1982, at the age of fifteen, he joined a local band as a lead singer, singing pop songs by famous bands. Arnel didn't make much money this way, but he never gave up on his passion.

**C** By the late 1990s, he had achieved some success, but it was in the early 2000s that he finally got his big break. In June 2007, Neal Schon, a member of the famous band Journey viewed a video of Arnel online. Schon contacted him and invited him to an audition for the band's new lead singer position. Six months later, Arnel joined Journey and they have had tremendous success since then. The band has released three studio albums and sold millions of records worldwide.

**D** Arnel Pineda is a special person because he overcame his difficult beginning. I admire him because he believed in his dreams and tried hard to make them come true.

### Tenses

When writing about a person's life story, we use past tenses to refer to that person's early life and achievements. We use the present tense if the person is alive and to refer to that person's current status.

#### 5 What tenses did the writer use in the model writing in Ex. 1? Why?

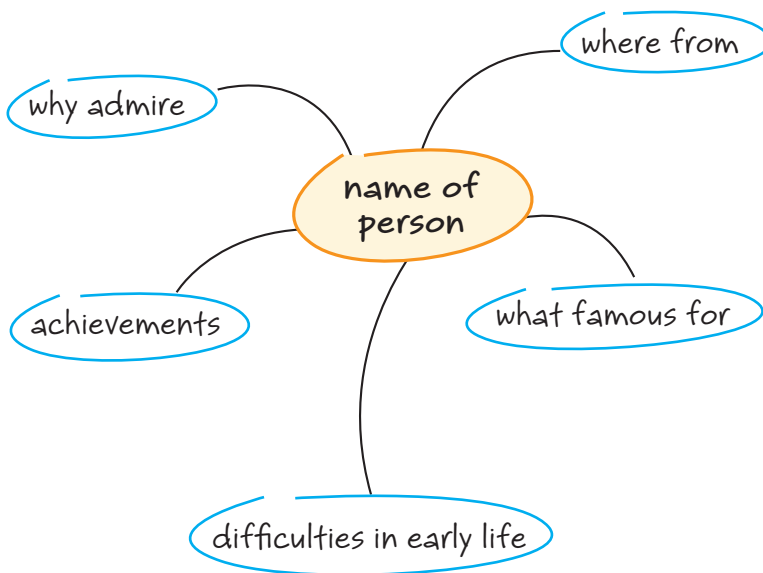
## Expressing admiration

- 6** Use phrases from the Useful Language box and the ideas below to express admiration.

|                                                                                   | PERSON                | REASONS TO ADMIRE HIM/HER                                      |
|-----------------------------------------------------------------------------------|-----------------------|----------------------------------------------------------------|
|  | <b>Mahatma Gandhi</b> | <i>believed in non-violence – helped his people to be free</i> |
|  | <b>Helen Keller</b>   | <i>lived a full life even though she was blind and deaf</i>    |

## Your turn

- 7** Think of a person you admire. Make notes under the headings in the spidergram.



## Writing

- 8** Use your answers in Ex. 7 to write your description. Follow the plan.
- 9** Check your writing for spelling/grammar mistakes. Then, in pairs, swap your stories and check each other's work.

### Useful Language

#### Personal information

- is/was a ... person
- He/She was born in ...

#### Turning points and life achievements

- At/By the age of ..., he/she ...
- When he/she was ..., he/she ...
- Two/Five, etc. years later, he/she ...

#### Reasons for admiration

- I admire him/her because ...
- ... is/was a special person because ...

## Plan

### Introduction

(Para 1) name, where from, what famous for

### Main body

(Para 2) difficulties in his/her early life

(Para 3) his/her achievements

### Conclusion

(Para 4) write reason(s) you admire him/her

... was born in ... in... . ... has achieved ... . However, ... .

When ... was ... , ... .

Then, ... . At the age of..., ... .

By ... had achieved ... .

... is/was a special person because ... . I admire ... because ... .



## Checklist

When you finish writing the description check for the following:

- correct punctuation
- sequence of events
- correct tenses
- clear paragraphs

**1** Read the biography and answer the questions.

- 1 Why didn't people know about Emily Dickinson's talent?
- 2 What do people think about Emily Dickinson nowadays?



Emily Dickinson (born 10th December, 1830 – died 15th May, 1886) was an American poet who grew up in Amherst, Massachusetts. She was a fan of poetry from a young age and began writing in her teens. Dickinson was a very private person who did not often go out in public. She only published around 10 poems during her lifetime, so people did not know about her talent while she was alive. When she died, her family discovered 40 books of poetry in her home containing around 1,800 poems. Many of these poems are now extremely well-known, and experts consider Dickinson to be one of the greatest poets in American history.

**? Did you Know?**

Emily Dickinson never gave a title to her poems.

**2** Read the first line of the poem below. What do you think it's about?



Listen and check.

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*"Hope" is the thing with feathers -  
That **perches** in the soul -  
And sings the **tune** without the words -  
And never stops - at all -  
And sweetest - in the **Gale** - is heard -  
And **sore** must be the storm -  
That could **abash** the little Bird  
That kept so many **warm** -  
I've heard it in the **chillest** land -  
And on the **strangest** Sea -  
Yet - never - in Extremity,  
It asked a **crumb** - of me.*



**3** Now look at the words in bold and match them to the correct meaning from the list below. Use a bilingual dictionary to look up any unknown words.

- 1 severe/violent
- 2 song
- 3 sits
- 4 strong winds/storm
- 5 darkest and coldest/gloomiest
- 6 most uncertain/unknown
- 7 comforted and safe
- 8 very small amount of something
- 9 embarrass

**4** Find the rhyming words in the poem in Ex. 2.

*Rhyme* – When two words in a piece of writing contain the same sound.

**5** a) What is the poem's main message? Choose the correct option.

- A People lose hope easily in difficult situations.
- B People always have hope, even in hard times.
- C People have difficulty finding reasons to hope.

b) Which title below best describes the poem? Choose the correct option.

- A A Strong Spirit
- B The Power of Nature
- C One Long Journey

c) Can you think of another title for this poem? Discuss in groups.

**6** What do you think Dickinson compares hope to?

**7** How does this poem make you feel?

**8** Choose a verse from the poem and create an image for it. Then, write a short explanation for your work of art and present it to the class.

**Investigation**

**9** **ICT** In groups, find a poem from a Romanian poet and prepare a presentation about it. In your presentation, include: *why you chose it – how it makes you feel – a work of art representing the poem*. Present it to the class.



## Vocabulary

### 1 Choose the correct word.

- Last year Maria decided to **meet/go** on a safari to see lions in Africa.
- Helen likes to **run/trek** in the mountains because she enjoys walking.
- The girls think it's fun to **sleep/go** under the stars in a tent.
- It's Mark's dream to **swim/meet** with dolphins in the ocean.
- James hopes he can **run/win** a medal in the 100 metres race.

(5X4 = 20)

### 2 Fill in: *irresponsible, impatient, hard-working, unimaginative, careful*.

- Eric is ... when he works; he always pays attention.
- Nicky can be rather ... when she doesn't think about others.
- Bob's problem is that he is ... and never thinks of new ideas.
- Mandy is so ...; she stayed in the office until 7 o'clock last night!
- Tony is so ...; he never wants to wait for anything!

(5X4 = 20)

## Grammar

### 3 Choose the correct option or add the correct prefix/suffix to the words in brackets.

Last winter, Alex's life was **1) so/such** dull. He often felt very bored and **2) ... (productive)**. He didn't have **3) such/enough** hobbies and was often **4) ... (happy)**.

One day, he saw a video about woodwork. It looked like **5) so/such** an interesting hobby! After that he decided to **6) ... (think)** his interest and give it a go. At first, he was **7) ... (sure)** because his first project was **8) so/enough** bad! But then he realised he had been **9) such/too** eager to begin and had **10) ... (read)** the instructions!

Alex didn't give up and practised every day. He got better and better and his next item, some shelves for his room, was a great **11) ... (accomplish)**! Alex's self-confidence grew and he was happy to have **12) such a/too** great way to learn new things and improve his well-being at the same time!

(12X3=36)

### 4 Match the words to form compound words.

- |            |           |
|------------|-----------|
| 1 driving  | a room    |
| 2 social   | b being   |
| 3 bath     | c media   |
| 4 police   | d team    |
| 5 football | e station |
| 6 well     | f test    |

(6X2=12)

## Everyday English

### 5 Choose the correct option.

- A: I saw Jo in the newspaper the other day!  
B: **a** So, what happened then?  
**b** Oh yes, that's right.
- A: He had a difficult life.  
**a** Why is that?  
**b** Impressive!
- A: **a** Oh yes, that's true.  
**b** What happened next?  
B: He worked extremely hard and went to university.
- A: Now he's Player of the Year!  
B: **a** What an amazing story!  
**b** What did he do?

(4X3=12)

Total: 100

Write in your notebook.



### Self-evaluation

Now I can ...

- talk about life experiences, feelings, skills & values
- talk about life achievements
- write a description of a person's achievements

GOOD ★ VERY GOOD ★★ EXCELLENT ★★★



### Observation grid

- I work well with my group.
- I follow classroom rules.
- I participate in all pairwork activities.
- I interact with others.
- I come in time for class.
- I ask for help when I need.
- I am willing to participate in activities.
- I work well on my own.
- I follow my teacher's instructions.
- I have useful ideas.

GOOD ★ VERY GOOD ★★ EXCELLENT ★★★

# 9

## Mediation

### Speaking

You are staying with your English friend Paul in London for a month. Paul wants to apply for a part-time volunteer position at a local community centre but is worried because he “doesn’t have any work experience.” You found three short advertisements for different roles. Read the ads and explain to your friend which character skills are actually required. Help him understand that his personal qualities are exactly what these ads are looking for.

## THE SPARK CENTRE

### Bring your ideas to life!

Join us for local projects, festivals, and workshops. We are looking for volunteers for the following roles:



**Young Mentor:** Do you enjoy listening? Can you stay calm when things get loud? We need people who are patient and encouraging.



**Event Helper:** We need reliable people! You must be on time, work well in a team, and solve problems with a smile.



**Tech Assistant:** Help seniors use tablets. You need to explain things clearly and be very kind and respectful.

**Interested?** Call us on **222 222 2222**

## Writing

You read this advertisement. You are a writer for your school's "Life Skills" blog. You want to show other students that volunteering at the garden is about more than just plants – it is about personal growth and building character skills. Write a blog post (80-100 words).

In your blog post:

- introduce the three roles available at the garden.
- explain which character skills (soft skills) students will practise in these roles.
- encourage your classmates by explaining how these skills help them grow as people.

## Grădina Verde

Suntem mai mult decât un parc – suntem un loc în care natura și oamenii cresc împreună! Avem nevoie de elevi voluntari pentru proiectul nostru de vară:

- Ghid de Grădină: Poți să întâmpini vizitatorii? Trebuie să fii prietenos și încrezător atunci când vorbești cu oameni noi.
- Responsabil de Unelte: Avem nevoie de cineva foarte organizat. Te vei ocupa de echipamente. Este esențial să fii atent și cinstit.
- Asistent de Activități: Ajută echipa noastră să organizeze jocuri distractive pentru copii. Trebuie să fii energic, săritor și să lucrezi bine în echipă.

**Te interesează?** Trimite un e-mail la: [cristina@gradinaverde.ro](mailto:cristina@gradinaverde.ro)

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Post a comment



### What's in this unit?

- **Topics:** social issues
- **Vocabulary:** social & world issues
- **Grammar:** reported speech (revision)
- **Reading:** an article
- **Listening:** monologue, dialogue
- **Speaking:** ask for/give information; express opinion
- **Writing:** a letter to the Editor
- **Culture:** Barnardo's
- **CLIL:** (PSHE) *UNESCO*

### Reading

- 1** a) What can the superheroes in pictures B-E do? What do they fight? How are the people in picture A related to them?



Listen and read to find out.

- b) Use the spidergram to tell the class.



- 2** Read the text again and mark the sentences *T* (true) or *F* (false). Use the underlined words to help you do the task.

- 1 People know the members' real names.
- 2 Superheroes Anonymous is a group of everyday people.
- 3 During the day they look like everyone else.
- 4 They always meet in the evening.
- 5 They only protect people in danger.

## THE Real-Life SUPERHEROES



B

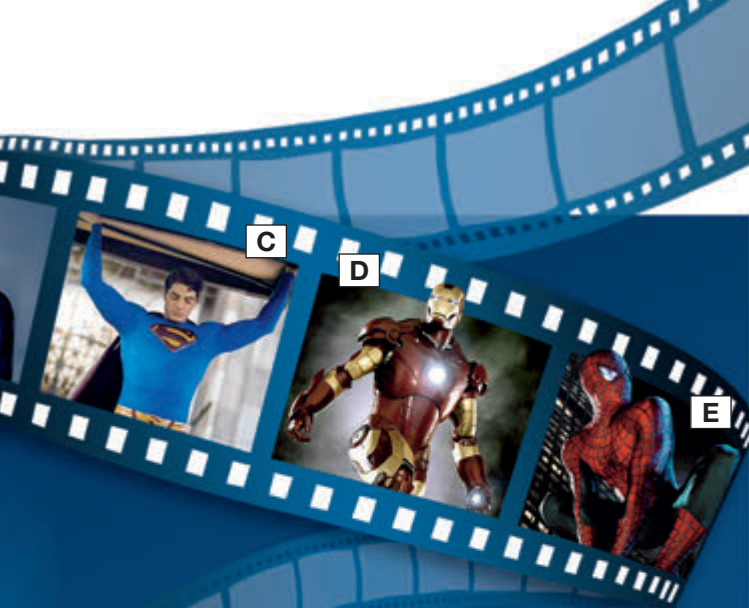


**S**uperheroes Anonymous is a group of people in New York, who try to keep their **communities** safe.

Like all of the famous superheroes in films and comics the real identities of the members of Superheroes Anonymous are a secret. This group of real-life superheroes **get together** and fight crime on the streets. The group meeting looks like a fancy-dress party. Men and women wear colourful costumes, masks and long black capes. But who are these superheroes?

- 3** Read the text again and answer the questions.

- 1 Why does the group's meeting look like a fancy-dress party?
- 2 What do the real-life superheroes do as part of the community?
- 3 What does Night Owl mean when he says "I feel like I am walking on air"?



Night Owl explains that these people are **ordinary**, but choose to lead **extraordinary** double lives, just like Batman, Spider-Man or Superman. Night Owl says he is an accountant in the day. He goes to work in a suit and tie and works 9-5. At night, he **puts on** his superhero costume and hangs out with his friends on the streets to fight crime. "We don't use our free time to surf the Net, watch TV or read novels," Night Owl says.

Not all of the members of Superheroes Anonymous fight crime. They also help people who need help. They give food and clothing to **the homeless**, or make sure that **elderly** people living **alone** are safe and warm.

Why do they do this? "I live to see the look on people's faces when I help them," explains Night Owl. "I feel like I'm walking on air afterwards." Night Owl deserves to feel **proud**. These heroes are excellent role models.

## Check these words

- community • real identity • secret
- fight crime • colourful costumes
- lead double lives • accountant • put on
- hang out • read a novel • the homeless
- elderly • live alone • deserve • proud
- role model

## Vocabulary

**4** Match the words in bold in the text to their meanings.

- usual • wears • pleased with himself
- people who live in the same areas
- unusual • old • meet • by themselves
- people without a house to live in

**5** **COLLOCATIONS** Fill in the gaps with the words: *fight, proud, real, make, Net, elderly*.

- |                |                |
|----------------|----------------|
| 1 ... identity | 4 to feel ...  |
| 2 ... crime    | 5 surf the ... |
| 3 ... people   | 6 ... sure     |

**6** Fill in the gaps with a verb from the list.

- make • fight • deserve • live • look • lead
- hang • put on

- Some elderly people ... alone and need help.
- The members ... like real superheroes when they wear their costumes.
- Some superheroes ... out together on the streets.
- In films all superheroes help to ... crime.
- Superheroes ... sure that other people are safe.
- Superheroes ... double lives so their friends don't know that they are superheroes.
- I think superheroes all ... to feel proud of themselves.
- Superheroes really like to take off their work clothes and ... their costumes.

## Speaking

**7** What is a typical day in the life of Night Owl? Make notes, then use them to compare it with a typical day of yours. Tell the class.

## Writing

**8** Complete the summary of the text. Then, tell the class.

*Superheroes Anonymous is a group of ... . They get together to fight ... . They help the ... . They are ordinary people but they lead ... . In the morning they go to work but at night ... .*



## Environmental problems & Action

- 1** Read the texts and choose the correct words. Check in your dictionary.



You can help to **1) save/recover** **2) endangered/extinct** animals by becoming a member of the WWF. Join our campaign, **3) adopt/buy** an animal or make a donation.

## the Rainforests

SAVE

Rainforests are **4) home/house** to over half the world's plants and animals. Every day we are **5) missing/losing** 137 species because people **6) cut/take** down forests. Without rainforests we would not have chocolate, sugar, bananas and many medicines. You can help! **7) Offer/Donate** £2 a month to the Save the Rainforests appeal and help **8) make/do** a difference!



- 2** Complete the gaps (1-3) with appropriate words from the list (A-F).

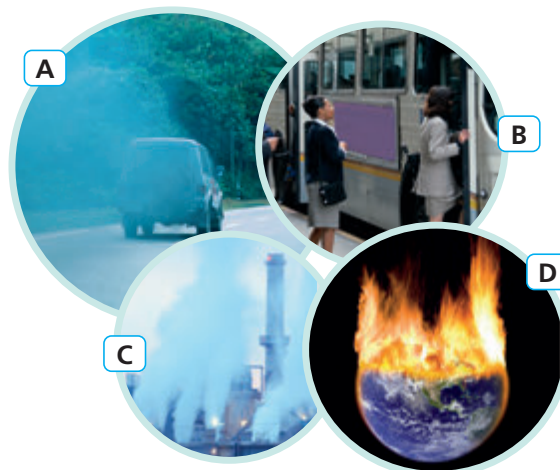
- |          |           |         |
|----------|-----------|---------|
| A fossil | C damages | E rain  |
| B ruins  | D gas     | F drops |

**Break the chain! 21:00**

Burning **1)** ... fuels such as oil and coal causes air pollution. When this mixes with rain, it makes acid **2)** ... This **3)** ... lakes, rivers, trees, the soil and even buildings. In his TV series John Noble will look at ways to change the future of our planet.

- 3** a) **COLLOCATIONS** Form phrases. Use appropriate ones to label the pictures.

- |              |             |
|--------------|-------------|
| 1 exhaust    | a warming   |
| 2 endangered | b pollution |
| 3 public     | c species   |
| 4 air        | d change    |
| 5 global     | e fumes     |
| 6 climate    | f transport |



- b) Which of the pictures show a way of reducing environmental problems?

- 4** a) Match the actions (a-f) to the suggestions (1-6).



- |                      |                                                        |
|----------------------|--------------------------------------------------------|
| 1 save water         | a use less paper                                       |
| 2 save energy        | b recycle                                              |
| 3 protect animals    | c have a shower instead of a bath                      |
| 4 stop air pollution | d switch off lights/appliances when we don't need them |
| 5 reduce rubbish     | e use public transport                                 |
| 6 save forests       | f join a wildlife protection group                     |

- b) Ask and answer questions as in the example.

A: *How can we save water?*

B: *We can have a shower instead of a bath.*

- 5** Listen to Susan talking about an environmental problem. Which one is she describing? What does she suggest?



## Social issues



- 6**  Look at the pictures. List the problems under the headings: *Society & People* – *Health & Safety*.



1 bullying



2 conflict / war



3 disease



4 famine



5 homelessness



6 overpopulation



7 poverty



8 unemployment

- 7** What do you think is the biggest problem in the world right now?

- 8** Use the words in Ex. 6 to complete the headlines.

1 NEW MEDICAL REPORT: RARE ... SPREADING FAST IN RURAL AREAS

2 RECORD NUMBERS SLEEPING ON STREETS AS ... RISES

3 BORDER ... ENDS AFTER 10 YEARS OF FIGHTING; PEACE TREATY SIGNED

4 JOBLESS CRISIS: ... REACHES 15% AS TECH COMPANIES CLOSE

5 MILLIONS FACE ... AFTER WORST HARVEST IN A DECADE

6 SCHOOLS LAUNCH NEW CAMPAIGN TO STOP ONLINE ...

7 EXPERTS WARN ... IS EXHAUSTING CITY RESOURCES

8 COST OF LIVING CRISIS PUTS 5 MILLION FAMILIES INTO ...

- 9** Fill in: *suffer, struggle, lose, face, spread, break out, increase, cause* in the correct form.

- Many families in the region ... to buy enough food because prices are too high.
- People often ... their homes after a natural disaster or a financial crisis.
- When the local factory closed, many workers ... the reality of being without a job.
- If a student is being teased, it can ... them to feel very lonely and sad.
- Millions of people ... from hunger when the crops failed due to the long drought.
- In crowded areas without clean water, illnesses can ... very quickly.
- Peace was lost when a violent conflict ... in the border region last month.
- The city's resources are disappearing because the number of residents is ... every year.

## Prepositions

- 10** Choose the correct option.

- Refugees **struggle for/with** the local language.
- People **protested against/at** the new law.
- We **believe in/to** equal opportunities for all.
- In many countries, women still **fight for/to** equal pay in the workplace.

## Phrasal Verbs (related to social issues)

- 11** Fill in: *after, out of, up for, up on*.

- It is important to stand ... human rights when you see someone being treated badly.
- If the population keeps growing, we might run ... clean water and natural resources.
- The government needs to look ... the elderly who are struggling with poverty.
- We cannot give ... the fight against climate change; the planet depends on us.

- 12** **PORTFOLIO** Create a mini magazine about global issues that matter to young people. Include: *a news article, a short interview and call to action*. Add it to your portfolio.

## Support Our Local Food Bank!

Hi team,

We are gearing up for our big donation drive this weekend, and we really need a few more hands on deck. I caught up with our coordinator, Mr Henderson, earlier today to get the details.

He said that the food bank was almost empty because of high demand this month and so we were expecting a lot of deliveries. He asked if we had enough boxes to store everything properly. Also, to make sure the day goes smoothly, he told us to wear comfortable shoes since we would be moving around the warehouse quite a bit.

It's a great cause, and we'd love to see you there!



### Direct/Reported speech (revision)

**Direct speech** is the actual words someone said.

**Reported speech** is the exact meaning of what someone said but not the actual words.

| DIRECT SPEECH                                 | REPORTED SPEECH                                    |
|-----------------------------------------------|----------------------------------------------------|
| "I like volunteering," she said.              | She said (that) she liked volunteering.            |
| "I'm waiting at the park," he said.           | He said (that) he was waiting at the park.         |
| "It closed down," she said.                   | She said (that) it had closed down.                |
| "I've helped at the food bank," Alex said.    | Alex said (that) he had helped at the food bank.   |
| "I'll email you the details," she said to me. | She told me (that) she would email me the details. |
| "I can't afford it," she said to him.         | She told him (that) she couldn't afford it.        |

- say without personal object 'I want to help,' he said. He said (that) he wanted to help.
- say + to + personal object 'I want to help,' he said to me. He said to me (that) he wanted to help.
- tell + personal object 'I want to help,' he told me. He told me (that) he wanted to help.

Certain words and time expressions change according to the meaning as follows: **now** → then, immediately; **today** → that day; **yesterday** → the day before, the previous day; **tomorrow** → the next/following day; **this week** → that week; **last week** → the week before, the previous week; **next week** → the week after, the following week; **ago** → before; **here** → there

**1** a) Read the examples. Explain how we form reported statements.

b) Find examples of reported statements in the text. Rewrite them in Direct speech.

**2** Choose the correct option.

- "You don't have to finish the food bank report this afternoon," Nick said to me. Nick told **him/me** that **I/he** didn't have to finish **my/his** food bank report **the following/that** afternoon.
- "I'm typing an email to the mayor on my laptop now," Paul said. Paul said **he/I** was typing an email to the mayor on **my/his** laptop **then/that day**.
- Mary told us, "I had my first interview last night." Mary told us that **she/I** had had **our/her** first interview the **previous/next** night.
- "We're going to visit your charity office tomorrow," Ann told me. Ann told me that **they/we** were going to visit **my/her** charity office the **day before/following day**.

### 3 Write the sentences in reported speech.

- 1 "I helped at the food bank yesterday," Tom said.
- 2 "I'm signing the petition," Mark said to me.
- 3 "We were cleaning the beach when it started raining," Tim told me.
- 4 "I have donated to this charity," said Laura.
- 5 "I'll share the news about the charity event," she said to me.
- 6 "I'm worried about the plastic in the sea," he said.

### 4 a) Read the examples. Explain how we form reported questions.

*"Did he call?" he asked. → He asked if/whether he had called.*

*Who sent this?" he asked me. → He asked me who had sent that.*

**b) Find examples of reported speech in the text. Rewrite them in Direct speech.**

### 5 Rewrite the questions in reported speech.

- 1 "Do you like the event?" she asked Karen.
- 2 "Have you read this announcement?" Paul asked Ann.
- 3 "When will you go on strike?" she asked me.
- 4 "Who went to the community meeting?" he asked.
- 5 "Have you met the new social worker?" Liam asked me.

### 6 Report Jane's questions.



### 7 a) Read the examples. Explain how we form reported commands/requests.

*"Help me, please," he said to me. → He **told me to help him**.*

*"Don't answer the phone, please," she said to me. → She **asked me not to answer the phone**.*

**b) Find an example in the text. Rewrite it in direct speech.**

### 8 Rewrite the sentences in the reported speech.

- 1 "Send the emails, please," he said to me.
- 2 "Don't lose the tickets," Lisa said to Kate.
- 3 "Call the manager," Paul said to Dave.
- 4 "Don't talk like that to your granddad," Mum said to us.
- 5 "Don't be late," he said to Evan.

### 9 Work in groups of three.

**Student A:** You went to a charity event last week.

**Student B:** Ask A about the event.

**Student C:** Report the dialogue to the class.

### 10 Choose a topic related to social issues. Take the roles of a reporter and an interviewee and act out your dialogue. Another student keeps notes. Use the notes to present the story to the class. Use reported speech.



## Reading

## Skills Work

- 1** Read the title and the first paragraph in the leaflet. What does this charity do to help children?



Listen and read to find out.



# Barnardo's

- 2** a) Read the text and the sentences (1-6). Which contain negative words?

- 1 Barnardo's is a British charity.
- 2 Sally never goes to school.
- 3 Sally's parents work every day.
- 4 Sally is rarely hungry.
- 5 Sally doesn't have her own bedroom.
- 6 There are Children's Centres around the UK.

- b) Mark the sentences *T* (true) or *F* (false).

### Check these words

- give a helping hand • volunteer
- charity • truth • daily life • cheap
- share • toy • playroom • safely
- study room • supervise
- make a difference • sign up

## Giving Children a Helping Hand

Do you have some free time this summer? Then why not volunteer at one of Barnardo's Children's Centres.

Barnardo's is a charity that helps children in need in the UK. Children like Sally from Leeds ...

In the morning, Sally gets up and goes to school. Then, in the afternoon, she comes back home, does her homework and goes to bed at around 9 o'clock. But the **truth** is that Sally's daily life is **difficult**. Sally lives with her parents and her baby brother, Alex. Her parents can't find a job, so they have very little money. They all live in one room in a cheap hotel. They **share** a kitchen with many other families and use a **public** bathroom. Sally is often hungry and she doesn't have any toys to play with.

Thousands of children in the UK are like Sally. But you can help! We need volunteers for our Children's Centres around the country. Each centre has a playroom where children like Sally can play **safely** and a study room where they can do their homework. We **need** volunteers to **supervise** these children. Do you want to make a difference? Then sign up to be a Barnardo's volunteer today!

### 3 Answer the questions.

- 1 In what ways is Sally's daily life normal?
- 2 Why doesn't Sally's family live in a flat?
- 3 What can volunteers do at Barnardo's Children's Centres?

## Vocabulary

### 4 Match the words in bold in the text to their synonyms: *have with other people, reality, want, common, without risk, take care of, hard.* What part of speech are these words?

### 5 **COLLOCATIONS** Fill in: *cheap, daily, public, free, baby, study.*

- |                |               |
|----------------|---------------|
| 1 ... hotel    | 4 ... brother |
| 2 ... life     | 5 ... room    |
| 3 ... bathroom | 6 ... time    |



### 6 Complete the sentences. Use: *comes back, supervises, shares, volunteers, find, need.*

- 1 Every weekend, George ... at a charity for homeless children.
- 2 Terry ... his bedroom with his brother, Mark.
- 3 The teacher ... the students during their lunch break.
- 4 My dad ... home from work at 6 o'clock every evening.
- 5 Please, help me look for my glasses. I can't ... them anywhere.
- 6 They ... people to help them in the centre.

## Speaking

### 7 In pairs, ask and answer questions based on the text.

A: *Does Sally go to school in the morning?*

B: *Yes, she does.*

### 8 What is Sally's typical day like? What difficulties does she have? Make notes, then compare it with your daily life. Tell your partner.

## Listening

### 9 Listen to Amira and decide if the sentences are *T* (True) or *F* (False).

- 1 Amira lives by herself.
- 2 Amira attends a language class.
- 3 The most difficult problem for Amira is the language.
- 4 Amira's mum is a nurse.

## Writing

### 10 **PORTFOLIO** Imagine you are a refugee/a bullied student/a teenager in a foster-care home. Write a story and describe a day in your life, what problems you face and what gives you hope. Add it to your portfolio.





## Multiple choice

**1** Read the questions and the answer choices in Exercise 2. Which dialogue discusses ...

- a work-related issue?
- a quality of life issue?
- a school-related issue?

**2** Listen to the dialogues. For each question (1–3), choose the correct answer (A, B, C or D).

- You will hear two boys talking about bullying. Ben got information on bullying from ... .  
 A a social studies lesson  
 B his classmates  
 C an online article  
 D his personal experience
- You will hear two classmates talking about hunger. They think the main solution is to ... .  
 A improve the economy  
 B teach people to grow food  
 C end the wars  
 D improve the roads
- You will hear two girls talking about the problem of racism in the job market. They decide to ... .  
 A write a story for a local newspaper  
 B send a letter to the mayor's office  
 C start a social media campaign  
 D organise a protest



## Multiple matching

**3** Listen and match the people (1–4) to the statements (A–E). What does each person say about unemployment? There is one extra statement.

### People

**1** **2** **3** **4**

### Statements

- Government programmes are necessary to solve the problem.
- The problem is we need more employment opportunities.
- Many unemployed people don't have the right skills.
- We can easily solve the unemployment problem.
- Support from family is important when looking for a job.

## Investigation

**4** **ICT** Imagine you are journalists working in a media channel. Research a social issue story and present it to the class as an interview. Then write a short article about it.

## Pronunciation (*Elision of vowel*)

### STUDY SKILLS

In spoken English, the sound /ə/ is often left out when it occurs before /t/, /r/ or /n/ in some words.

e.g.,                      before elision                      after elision  
*citizen*                      /ˈsɪtɪzən/                      /ˈsɪtɪzn/

**5** Listen and mark the /ə/ sounds that are not pronounced. Listen again and repeat. Practise saying them.

- |             |             |
|-------------|-------------|
| 1 different | 5 assistant |
| 2 burglary  | 6 family    |
| 3 hospital  | 7 racism    |
| 4 donation  | 8 disabled  |



## Asking for/Giving information

- 1** Read the first and the last exchange. What is the dialogue about?



Listen and read to find out.



- Andy: I want to volunteer to help in the soup kitchen for the homeless. Do you know if there are any spots left?
- Sheila: Yes, we definitely have room for more volunteers this Sunday.
- Andy: Great! Can you tell me what time I should be there?
- Sheila: The shift is from 8:30 am to 1:30 pm so we can have lunch ready by noon. We'll start by chopping vegetables and finish up with cleaning the kitchen.
- Andy: Do I need to bring anything?
- Sheila: Not much – just wear trainers and comfortable clothes. We'll give you a hairnet, an apron and gloves.
- Andy: Perfect. Is it necessary to sign up online?
- Sheila: Yes, please. If you give me your email, I'll send over the link and the 'Kitchen rules' PDF.
- Andy: It's alex.brooks@email.com. Thank you!

- 2** Find phrases in the dialogue that ask for/give information. Replace them with phrases from the Useful Language box.



### Asking for information

- Could/Can you tell me ...? • Do you know if/where ...?
- I'd like to know ... • Can you give me some details about ...?
- I was wondering if ... • When/What time [exactly] should ...?
- What will I ...? • Do I need to ...? • Is it necessary to ...?



### Giving information

- Sure, no problem. • As far as I know ... • Actually, you can ...
- Not much. • If you ... , I'll ... • Just ...

- 3** Take roles and read the dialogue in Ex. 1 aloud.

- 4** Work in pairs. Student A: You have seen this advert and want to ask for more information. Student B: You are taking part in the event. Take roles and act out your dialogue. Use phrases from the Useful Language box. You can use the dialogue in Ex. 1 as a model.

### Student A



#### Help Us End Hunger Together!

Do you want to make a difference in your community? Join us for our 'Community Lunch & Share' event this Saturday.

It is a wonderful day of food, music, and kindness. For more information, call Jack at 555-55555.

### Student B

#### Event Details:

Date: Saturday, May 15th  
Time: 11:00 AM – 4:00 PM  
Location: Central Park Square  
Donate: Bring tinned food, rice, or pasta.  
Volunteer: Help us serve warm meals to families in need.

- 5** **PROJECT** Imagine you attended the event in Ex. 4. Create a short TV news report about it. Include: *a headline, some facts about the issue, a short interview and call to action.* Present it to the class.



### Rubric analysis

#### 1 Read the rubric and answer the questions.

You read an article about the problem of homelessness in your city in the school magazine. Write an email to the school magazine editor making suggestions for how your school can help improve the situation (80-120 words). Include a greeting, the reason for writing, suggestions, expected results, and closing remarks.

- 1 What should you write?
- 2 Who is going to read it?
- 3 What should you write about?
- 4 How many words should you write?

### Model analysis

#### 2 Read the letter. In which part (1-3) does Martha ... ?

- a give suggestions and expected results
- b give a closing remark
- c give a greeting and the reason for writing

To the Editor,

1 I am writing to you because I recently read your article about homelessness in our city. It was very moving, and I would like to suggest some ways our school can help improve this situation.

2 **First**, I suggest we start a food and clothing drive where students can bring items they don't use to school. **As a result**, homeless people will receive the essential supplies they need to stay warm and healthy. **Second**, we could organise a bake sale to raise money for local shelters. **This will** provide the shelters with extra funds to offer better care and support.

3 I believe these actions will help the homeless in our community and teach students the importance of helping others. I hope you consider these ideas for the next issue.

Best regards,  
Liam Rawlings



#### 3 Complete the table with ideas from the letter.

| Solution | Expected results |
|----------|------------------|
|          |                  |

#### 4 Look at the words in bold. Which: list points, express results?

#### 5 Use the ideas below and the phrases from Useful language box from p. 169 to make sentences about suggestions and expected results.



Unemployment

- 1 offer free job training programmes - people will learn the skills they need for new careers  
*First, we need to offer job training programmes. In this way, people will learn the skills they need for new careers.*
- 2 the government should support local businesses - help them provide more job opportunities for people living in the community
- 3 organise career workshops in schools - encourage young people to prepare for their future jobs.
- 4 develop more remote work opportunities - reduce unemployment for people who cannot travel to a workplace.

## Writing

### 6 Read the rubric. What should you write about?

You read an article about the problem of bullying in the school magazine. Write an email to the school magazine editor making suggestions for how your school can improve the situation (80-120 words). Include a greeting, the reason for writing, suggestions, expected results, and closing remarks.



### 7 Match the solutions to the expected results.

#### Suggestions

- 1 organise weekly workshops for students to express their feelings
- 2 create a 'buddy' system for new students

#### Expected results

- A provide a friend so they don't feel lonely or unsafe
- B encourage everyone to be more kind and understanding

### 8 Use the ideas in Ex. 7 or your own ideas to write your email. Use the Useful Language and the Plan to help you.



#### Useful Language

##### Greeting and the reason for writing

- To the Editor • I have some ideas to ...
- I am writing to suggest some ways to ...

##### Suggestions and expected results

- First(ly),/Second(ly),/Also,/Lastly, we should/ can ... In this way, ...
- My first/second/last suggestion is that we should/can ... If we do this, ...
- Another suggestion is to ... Then, ...

##### Closing remarks

- I hope my suggestions are helpful/will help. • Yours/Best regards  
(your full name)

#### Plan

To the Editor,

(Para 1) *greeting & reason for writing*

(Para 2) *give suggestions and expected results*

(Para 3) *closing remarks*

(your full name)

Dear Editor,

I am writing because ... It is an important issue, and I would like to offer ...

First, we should ... where students can ... In this way, we will ...

Second, I suggest we create a ...

This will ... I believe these actions will make our school ... Thank you for your time.

Best regards,



#### Checklist

When you finish your piece of writing, check it for the following:

- appropriate greeting & reason for writing
- suggestions with expected results
- linking words to introduce suggestions/ present results
- your opinion in the conclusion
- sign off with your full name
- spelling, punctuation or grammar mistakes



## Reading

- 1** Read the title and look at the picture. How do you think UNESCO helps reduce world poverty?



Listen and read to find out.



## Fighting Against World Poverty



What can we do to reduce global poverty? There are many organisations and charities that work to help people in need around the world. UNESCO is one of the leading organisations fighting against global poverty. While many anti-poverty organisations help mostly by providing humanitarian aid, UNESCO helps in a different way to end global poverty. It fights against poverty by improving education in poor areas of the world with the help of international cooperations.

The organisation believes that through education, societies can develop their economy and reduce poverty. By developing and sharing knowledge globally, each community becomes stronger and more independent.

Therefore, UNESCO promotes global education and works to make sure every person has access to education.

UNESCO has created over 1,000 projects and groups, such as the UNESCO Associated Schools Network, to develop education. This network has more than 11,500 educational organisations as members from 182 countries that focus on modern teaching and international understanding. The network works locally and internationally to develop education and the exchange of ideas.

In 2021, educational and government leaders from over 40 countries met at the UNESCO headquarters in Paris for the Global Education Meeting (GEM) to focus on improving education globally. These countries agreed to increase funding to education and international aid to education where needed.

UNESCO's work to stop poverty has been very effective in helping millions of people around the world. Through its many projects and programmes, UNESCO teaches and strengthens communities to overcome social problems and become an active part of the global community.

- 2** Read the text again. For questions (1–3) choose the correct answer (A, B, C or D).

- 1 Other organisations try to reduce poverty by ... .  
 A giving money  
 B working together internationally  
 C improving education  
 D helping poor countries with their basic needs
- 2 UNESCO's Associated Schools Network includes over ... .  
 A 1,000 members  
 B 11,500 members  
 C 182 members  
 D 40 members
- 3 The purpose of GEM was to ... .  
 A make global education better  
 B raise money for education  
 C get more countries involved in global education  
 D collect international aid

## Check these words

- humanitarian aid • cooperation
- economy • access • funding
- strengthen

## Investigation

- 3** **ICT** Collect information about another global problem UNESCO helps to solve. Visit [www.unesco.org](http://www.unesco.org). Take notes and present your findings to the class.

## Vocabulary

- 1** Fill in: *cut down, global warming, save, donate, exhaust fumes, endangered animals, make, damage, home, fossil fuels.*
- We must act now to ... the planet before it's too late.
  - There are many ... because of human activity.
  - The Amazon Rainforest is ... to millions of species.
  - People continue to ... forests for farming and development.
  - Some charities ask supporters to ... £10 a month to protect wildlife.
  - Even small actions can ... a difference in protecting the environment.
  - Burning ... is one of the main causes of climate problems.
  - Pollution can seriously ... the planet.
  - ... from cars contribute to air pollution.
  - ... is causing ice caps to melt and temperatures to rise.

(10x4=40)

## Grammar

- 2** Change the direct speech into reported speech.
- Maria said to her brother, "We need to recycle more this year."
  - The teacher said, "We must turn off the lights when we leave the classroom."
  - John said to me, "I saw a documentary about climate change yesterday."
  - The scientist said, "It is getting hotter every summer."
  - Anna said to her parents, "I will use public transport more often from now on."
  - The volunteer said to me, "Please don't use plastic bags anymore."
  - The mayor said to the people, "We are going to plant more trees next month."
  - "When do you want to help clean up the park?" the teacher said.

(8x5=40)

## Everyday English

- 3** Complete the dialogue with:
- A** Can you tell me what time I should be there?  
**B** Is it necessary to call anyone?  
**C** Not really.  
**D** Do you know if they need anyone?

A: I want to volunteer at the homeless shelter.  
**1)** ...  
 B: Yes, we definitely have room for more volunteers this weekend.  
 A: Great! **2)** ...  
 B: The shift is from 8 am to 2 pm.  
 A: Do I need to bring anything?  
 B: **3)** ... You can help with cleaning or cooking. Just wear comfortable clothes.  
 A: Perfect. **4)** ...  
 B: No, I can do that. Let me know if you need a lift.  
 A: Great! Thank you!

(4x5=20)

Total: 100

Write in your notebook.



### Self-evaluation

Now I can ...

- talk about social & world issues
- ask for/give information
- write a letter to the Editor

GOOD ★ VERY GOOD ★★ EXCELLENT ★★★



### Observation grid

- I work well with my group.
- I follow classroom rules.
- I participate in all pairwork activities.
- I interact with others.
- I come in time for class.
- I ask for help when I need.
- I am willing to participate in activities.
- I work well on my own.
- I follow my teacher's instructions.
- I have useful ideas.

GOOD ★ VERY GOOD ★★ EXCELLENT ★★★

## Speaking

Your school is organising an "Anti-Bullying Week." Your friend, Mark, is an exchange student who doesn't understand the school's poster very well. He is worried because he saw someone being mean to a younger student in the playground and doesn't know what to do. Look at the poster below and explain to Mark in simple English.

- The three types of bullying mentioned.
- The three steps he should take to help.

**Bullying-ul nu înseamnă doar lovire. Acesta poate fi:**

- Verbal: Porecle sau tachinare.
- Social: Excluderea intenționată a persoanelor de la jocuri/activități.
- Cibernetic: Trimiterea de mesaje răutăcioase pe internet.

**Ce ar trebui să faci?**

- 1 Nu ignora: Dacă vezi ceva, te privește și pe tine.
- 2 Susține victima: Mergi și vorbește cu persoana care este hărțuită.
- 3 Spune unui adult: Caută imediat un profesor sau un părinte.



## Writing

You are at a summer school in Bath and are volunteering for a local charity. You see an advertisement for a **"Summer Care Drive"** to help homeless people in your city. Your English friend, Laura, wants to help but doesn't have much time and doesn't know what to bring. Write a text message (60–80 words) to Laura.

- Explain what the charity is doing.
- List three specific items they need.
- Tell her where and when she can drop off her donations.



## SUMMER CARE DRIVE HELP OUR NEIGHBOURS

"City Hearts" is collecting donations for people living on the streets.

### We urgently need:

- **Warm Clothing:** Clean coats, gloves, and thick socks.
- **Hygiene Items:** Toothbrushes, soap, and travel-sized shampoo.
- **Food:** Canned soup or granola bars.

**Drop-off Point:** The Community Centre (Main Hall).

**Opening Hours:** Monday to Friday, 9:00 AM – 5:00 PM.









# FESTIVITIES





# HALLOWEEN

## IN THE USA



Children in the United States celebrate Halloween on 31st October. This celebration started in Europe, but didn't come to America until around the 19th century. The name Halloween comes from 'All Hallows Eve'. It's the day before All Saints Day and according to tradition, spirits come out on this day. Before Halloween, people hang spooky decorations around their homes, such as paper skeletons and spider webs. They also cut a face in the front of a pumpkin and put a candle inside. Many children go 'trick-or-treating' in the evening. They wear costumes and walk around the neighbourhood with their parents, asking for sweets from their neighbours. The best houses to go to are the ones with Halloween decorations! Halloween parties are also popular, with games such as 'bobbing for apples'. In this game, you have to take an apple from a bowl of water using only your mouth! Scary snacks are also popular at these parties.

### ? Did you Know?

Halloween goes back to the ancient Celtic end-of-harvest festival of Samhain. During Samhain, people lit bonfires and wore costumes to ward off evil spirits.



1 Listen to the recording and match phrases 1-3 with phrases A-C to make sentences. Then read the text and check your answers.

- |                                 |                           |
|---------------------------------|---------------------------|
| 1 Halloween is                  | A is a party game.        |
| 2 Children go trick-or-treating | B on the 31st October.    |
| 3 Bobbing for apples            | C in their neighbourhood. |



spider webs

2 Find the words in the pictures.



skeletons

|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| O | C | B | S | N | S | B | E | W | R | E | D | I | P | S |
| Z | G | A | A | N | R | V | N | J | D | I | D | S | Q | W |
| N | I | Y | N | O | O | I | B | G | T | J | V | E | S | P |
| E | B | E | M | D | K | T | U | P | T | M | C | M | W | H |
| H | O | C | W | P | L | X | E | Q | D | G | P | U | E | E |
| W | D | V | M | B | T | E | B | L | O | S | N | T | E | R |
| K | P | U | Z | F | D | R | G | I | E | J | L | S | T | W |
| C | P | A | R | T | I | E | S | M | Z | K | N | O | S | F |
| X | S | C | A | R | Y | S | N | A | C | K | S | C | N | X |



3 Do you celebrate Halloween in your country?  
What do you do?



parties



costumes

sweets



pumpkin

scary snacks

candle





# CHRISTMAS

## IN THE UK



The British celebrate Christmas on 25th December. For many children in the UK, Christmas Day starts early. They wake up and check their stocking, which is like a big sock. Father Christmas puts lots of little presents inside! After that, there are usually some bigger presents from Father Christmas under the Christmas tree. At lunchtime, families sit down to eat 'Christmas dinner'. The traditional food is roast turkey

with vegetables. Lots of people put cranberry sauce on the turkey. Bread sauce is another popular choice. After that, there is usually a Christmas pudding. This is like a fruitcake that has a dark brown colour and lots of dry fruit in it. Some people light the pudding on fire! After Christmas dinner, people pull crackers and share the toys and jokes that are inside. Many people like going for a walk or watching a film in the afternoon.

**1**  Listen to the recording and answer the questions. Then read the text and check your answers.

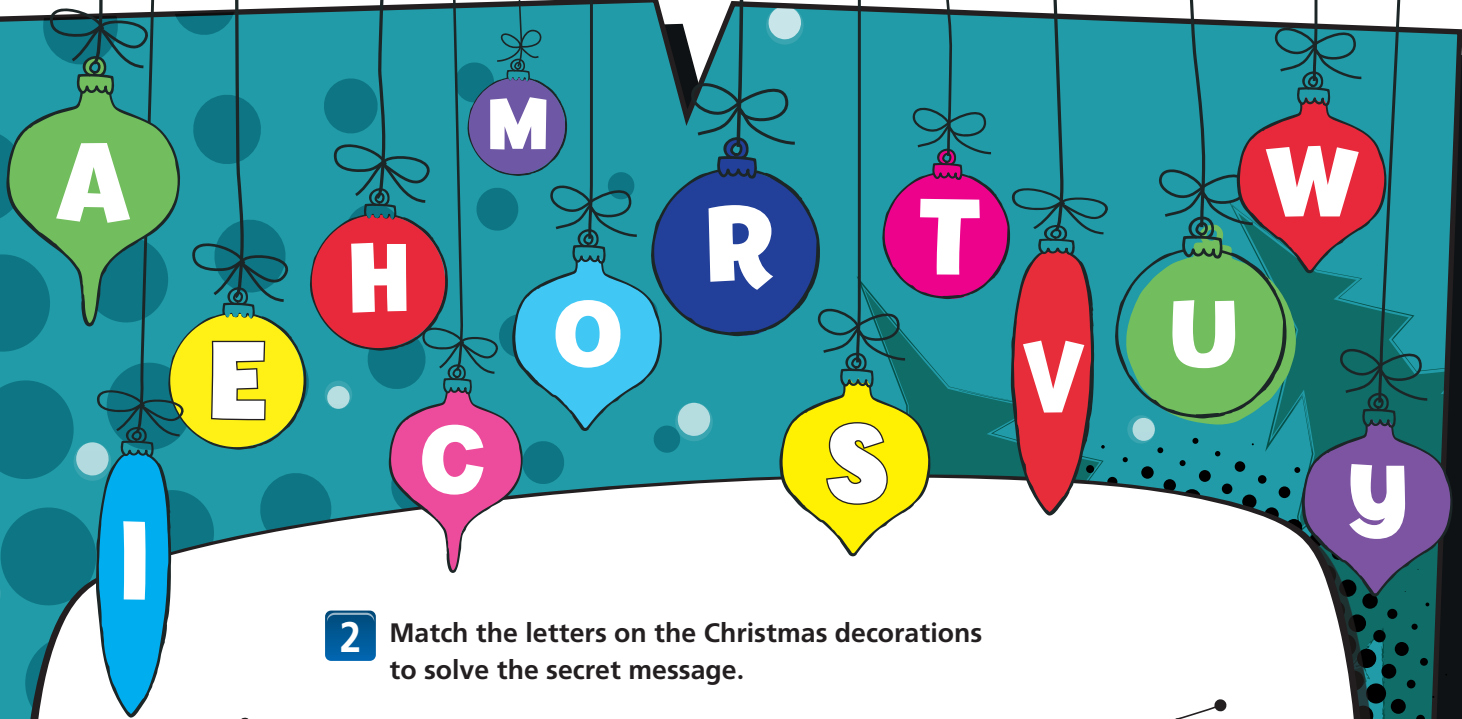
- 1 Where does Father Christmas put presents?
- 2 What do people put on their turkey?
- 3 What do some people do with the Christmas pudding?
- 4 What do people do after lunch?

### Did you Know?

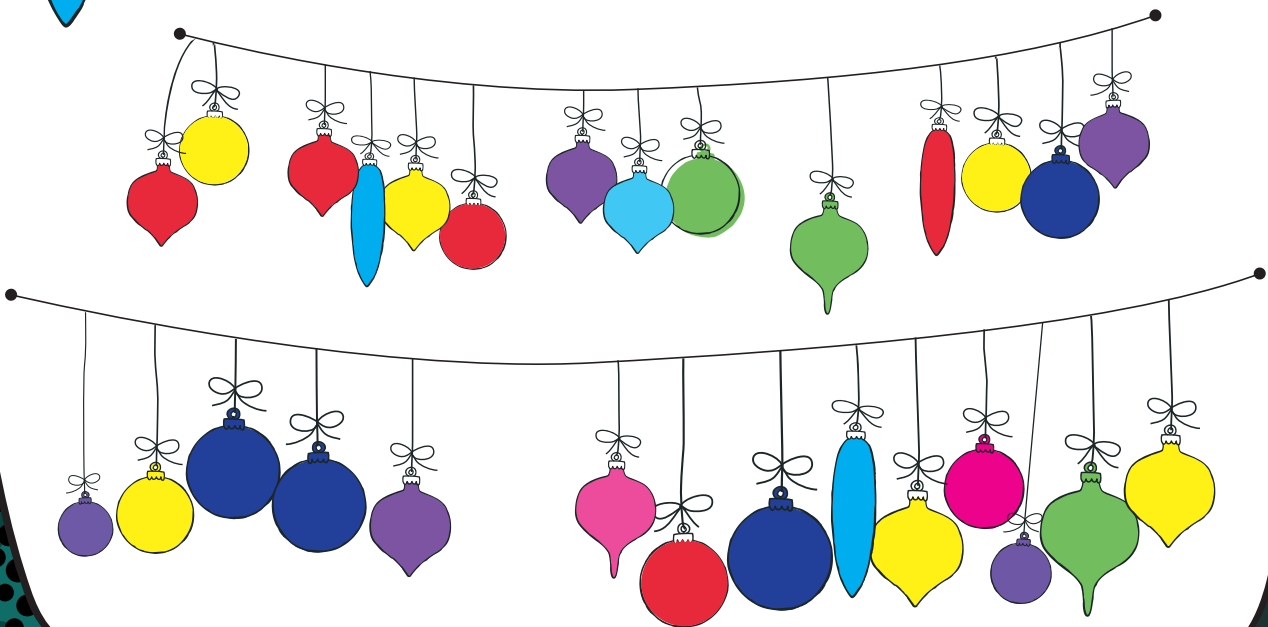
A candy cane is one of the sweets associated with Christmas. It is usually white with red stripes and flavoured with peppermint. Candy canes started in Germany and they have the shape of J for Jesus. The red stripes symbolise his blood.







**2** Match the letters on the Christmas decorations to solve the secret message.



**3** **ICT** Go online and collect information about Christmas traditions in your country. Prepare a quiz. Exchange it with another group.





# NEW YEAR in Scotland



The Scots call the last day of the year Hogmanay. This celebration is very old. It probably started with the Vikings. Their New Year celebrations start a few weeks before the end of December. On New Year's Eve, which is 31st December, people meet with their friends and family. Just before **midnight**, everyone counts down to 12 o'clock. When they get to 'zero', everyone **cheers** and says 'Happy New Year!'. At the same time, **fireworks** appear in the sky and the **bells** start to ring. A national custom is first footing. This is when the first person comes into your house on New Year's Day. He must bring gifts such as food and drink to bring good luck to the family. Scottish families prefer a tall, dark-haired man to do the first footing in their house. Another famous tradition that takes place at midnight is the fireball swinging in Stonehaven. Around 60 men walk down the streets of this village, like a parade, while swinging balls of fire above their heads. They believe that this makes evil spirits go away. New Year is a time to **celebrate** the year gone by and to make sure that the next year will be a good one. Many people also make a **resolution** on New Year's Day. This is a kind of **promise** to do something good in the new year.

## ? Did you Know?

England adopted 1st January as New Year's Day in 1752, more than 150 years after Scotland. Before that, the year began on 25th March.



**1** Listen to the recording and answer the questions.  
Then read the text and check your answers.

- 1 What is Hogmanay?
- 2 What should the first person to enter a Scottish house on New Year's Day do?
- 3 What do people in Stonehaven do to keep away evil spirits?



**2** The text has some words in bold. Can you find them in the word search?

|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| R | E | S | O | L | U | T | I | O | N | K | E | J | T | C |
| O | O | T | U | C | H | E | E | R | S | S | J | H | H | E |
| H | F | B | N | C | S | J | M | R | I | N | I | S | G | L |
| B | Y | F | Z | Q | U | C | J | M | Q | K | P | X | I | E |
| F | E | R | H | S | K | R | O | W | E | R | I | F | N | B |
| E | K | L | R | X | M | R | O | S | N | R | F | K | D | R |
| J | J | L | L | C | P | P | E | B | L | E | T | O | I | A |
| K | K | A | X | S | O | E | X | Y | L | M | L | C | M | T |
| R | A | E | Y | W | E | N | Y | P | P | A | H | R | V | E |



**3** **ICT** What are some New Year traditions in your country? Go online and collect information, then prepare a presentation for a group of foreign students visiting your school.







# EASTER

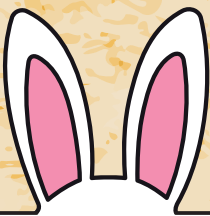
## IN THE USA

Easter takes place in the spring. It happens at a different time each year, but it is always between March and April. It celebrates the resurrection of Jesus Christ, so Easter represents new life. Popular decorations are flowers, as well as models of baby animals such as bunnies and chicks. The most famous bunny is the Easter Bunny. This bunny carries chocolate eggs in a basket and leaves them for children to find. Parents hide eggs too, usually in their garden and children have to find them. This is an Easter egg hunt.

Sometimes, parents can have an Easter egg hunt in the local park. Other traditions include making an Easter nest. This is a bird's nest made of paper or chocolate with small chocolate eggs inside. Some people also wear a traditional Easter Bonnet - a type of hat. They make the bonnet and wear it in an Easter Bonnet Parade. The most famous Easter Parade of all is the New York City Easter Parade along Fifth Avenue. At Easter, a traditional food is Easter Ham. This is roast ham with potatoes and vegetables. Americans also love eating jelly beans at Easter.

### ? Did you Know?

Easter gets its name from Eastre, the Anglo-Saxon goddess who symbolises the hare and the egg.



**1** Listen to the recording and match the pictures (A-H) to the correct items (1-8) below. Then read the text and check your answers.

- |                 |                        |
|-----------------|------------------------|
| 1 Easter nest   | 5 jelly beans          |
| 2 Easter egg    | 6 chick                |
| 3 Easter Bunny  | 7 Easter egg hunt      |
| 4 Easter Bonnet | 8 Easter Bonnet Parade |

**2** Complete the crossword.

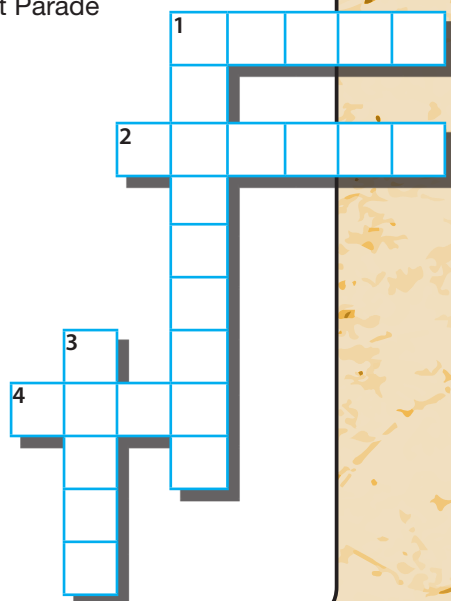
**Across**

- 1 a baby chicken
- 2 an Easter hat
- 4 a search for Easter eggs

**Down**

- 1 Easter eggs are sweet, they are ... eggs.
- 3 a rabbit

**3** How do you celebrate Easter in your country? Compare it with Easter in the USA.









# JOURNEY TO THE CENTRE OF THE EARTH





# A Strange Message

“

Otto Lidenbrock is the famous Professor of Geology at the University of Hamburg in Germany. He is also my uncle. I'm Axel. I'm only nineteen and the Professor's personal assistant. Yesterday, my uncle came home early and took me into his library. Then, he took a book out of his coat pocket.

"I found it today in an antique bookshop. It's seven hundred years old."

I opened the book and a piece of paper fell out. It was old and yellow with strange letters on it. The Professor took a thick book from one of the shelves. It was a dictionary of all the ancient languages in the world.

The Professor and I checked the letters in the dictionary. This is what the note said:

*Go into the volcano at Sneffells Yokul. Before the first of July, the sun will show you the way to the centre of the Earth. Make this journey. It is fantastic.*

The name under this strange message was 'Arne Saknussemm'.

"Arne Saknussemm! He was a famous scientist. He wrote many strange things about the Earth, but no one believed him. Do you understand, Axel, how lucky we are?"

Then, he turned to the library door and called Martha, our cook.

"Martha. I want you to buy us two train tickets to Denmark. Master Axel and I are going to Iceland."

This was the biggest surprise of my life! I needed to talk to Grauben.



Grauben is a seventeen-year-old girl living in our town, and we are in love. That's why I didn't want to go with my uncle on his mysterious trip. I went for a walk along the Elbe river thinking of her. I stopped for a moment to look at a fishing boat. Then, like magic, Grauben was there.

"I was at your house. I heard about your journey. Isn't it wonderful?"

"But, Grauben, we want to get married. I don't know when I'm coming back."

She looked at me lovingly and held my hand.

"It doesn't matter. I'll still wait for you. Don't you understand?"

Back at my uncle's house, I ran into the library.

"Uncle, is it possible that we won't come back from this journey?"

His answer didn't make me feel any better. "There's only one way to find out, Axel ..."



”





## Before you read

- 1 Look at the cover and title of the reader. Do you think it is possible to travel to the centre of the Earth? What do you think is there?
- 2 Look at the picture. What do you think the man is looking at?

## While you read

- 3  Listen and decide whether the sentences are *T* (true) or *F* (false). Correct the false sentences.
  - 1 The book is very old.
  - 2 The volcano is at the centre of the Earth.
  - 3 Grauben is also going on the journey.
  - 4 The Professor doesn't know if the journey will be dangerous.
- 4 Put the events (a-e) in the correct order.
  - a Axel doesn't want to leave Grauben.
  - b Professor Lidenbrock buys an old book.
  - c The Professor decides to go on a journey.
  - d Axel worries about the journey.
  - e The Professor and Axel discover a note in the old book.

## After you read

- 5  Who was Arne Saknussemm? Why do you think he left a note in the book?
- 6 Would you like to go on a journey to the centre of the Earth? Why or why not?



# Inside the Volcano

“

It was very early in the morning when the boat got to Reykjavik, a small town in Iceland. We could see the Sneffells Yokul volcano going up into the sky. Mr Fridriksson, a Professor from the university there, found us a guide. His name was Hans and he was tall and very strong. He almost never smiled or spoke.

We left Reykjavik on the 15th of June. When we got closer to the top of Sneffells, I thought of something.

“Uncle, what if the volcano explodes again?”

“No, that’s impossible. This volcano had its last explosion in 1229. I checked the ground.”

It was now eleven o’clock at night and we were at the top of the volcano. That night, I had a dream. I saw that I was alone inside the volcano. Suddenly, it exploded and I shot out of its top like a rock!

The mouth of the volcano was one mile\* wide. The next morning, we tied a rope around each other and began to climb down. The bottom of the volcano was 2,000 feet\*\* down and there were three holes in the floor. They looked like dark caves. I looked at the holes and then turned to my uncle.

“Which one do we take?”

“I don’t know. Arne Saknussem said the sun touches one of them at the end of June. Today is June 25th. It is too late to see the sun today. We need to wait until tomorrow.”

The next day was cloudy. The Professor looked up at the sky with his arms open. The only thing he wanted now was to see the sun shine. Suddenly, the Professor called out my name.

“Look at this!”

There were two words on the wall of the volcano in the old Icelandic language.

“What does it say?”

“Arne Saknussem. He was here.” The next day, the sun came out, and it touched the hole in the centre of the floor.

“That’s it. That’s the hole to the centre of the Earth. Let’s go.”

Hans brought our bags, but we could not carry all of them and climb down the hole at the same time.

“What do we do now?”

The Professor tried to think of a solution.

“Well, we’ll throw everything we don’t need down the hole and we’ll find it when we get to the bottom.”

Hans threw the bags down the hole in front of us. We listened, but we never heard them hit the bottom.

\* 1 mile = 1.61 km

\*\* 1 foot = 30.5 cm



”





## Before you read

- 1 Look at the title. What is a volcano?
- 2 Look at the picture. Discuss what you think the three men will find inside the volcano.

## While you read

- 3  Answer the questions.
  - 1 Where are Axel and Professor Lidenbrock?
  - 2 Who is with them?
  - 3 Where are they going?
  - 4 When did the volcano last erupt?
- 4 Decide who says the following. Write *A* for Axel, *H* for Hans and *P* for the Professor.
  - 1 "I checked the ground."
  - 2 "Which one do we take?"
  - 3 "What do we do now?"
  - 4 "We'll find it when we get to the bottom."

## After you read

- 5 Did you ever go on a long journey? Did you enjoy it? Describe it to the class.
- 6  What do you think will happen in the next chapter?



# An Underground Water-World

“

We climbed down for almost ten hours. Finally, Hans said something.

“We’re at the bottom.”

There was an open area, and our bags were there. We decided to sleep. In the morning, we continued our journey. There was a tunnel, and we could walk down it.

We found many other tunnels, but we did not know which was the right one. I got lost, and I was afraid. I ran. Then I fell through the air. I hit my head and everything went black around me. When I opened my eyes, I saw bright light and heard the sound of the sea. My uncle was standing over me, and I saw Hans smiling.

“Don’t speak, Axel. You had a terrible fall. We were in a tunnel next to yours. Luckily, the two tunnels came out here, on this beach. Axel, we found an underground sea!”

I could not move much for two days. The Professor explained that we were in a big cave. The hot rocks made electricity. This lit up the cave. Hans built a boat, and we went out to sea. After a few hours, the Professor looked at his compass.

“If I am right, we left Iceland when we went under the volcano. We travelled under the Atlantic Ocean and now we are under Scotland.”

Suddenly, there were huge waves rocking the boat.

“What’s happening?”

Hans pointed to something dark about a mile away from us. It came closer and I saw that it was a monster. It was over one hundred feet long, with the body of a dolphin and the head of an alligator. Then, I saw a huge snake with a shell like a turtle’s.

We picked up our guns, but the animals did not care about us. They fought each other. They made horrible sounds, and then they went under the water. Everything was quiet. Then, the snake’s head came out of the water. It hissed one more time before it died. But where was the monster dolphin?

”





## Before you read

**1** Look at the picture and these sentences from this chapter. Can you guess what happens in this chapter?

- “We’re at the bottom.”
- “Axel, we found an underground sea!”
- “What’s happening?”
- “I saw that it was a monster.”

**2**  How do you think the characters will continue their journey?

## While you read

**3**  Listen and read the chapter. Were your guesses correct in Ex. 1?

**4** Find words which mean the same thing as the words/phrases below.

- 1 below the earth =  
u \_ \_ \_ \_ \_
- 2 you use this to discover which direction is north = c \_ \_ \_ \_ \_
- 3 the noise that a snake makes with its mouth = h \_ \_ \_
- 4 huge, terrifying creature =  
m \_ \_ \_ \_ \_

**5** Read again and answer the questions.

- 1 What did they find when they got out of the tunnels?
- 2 According to the Professor, what causes the electricity and light?
- 3 What does the Professor think is above them?
- 4 Are they safe on the boat? Explain.

## After you read

**6** Did you ever go on a small boat? Where did you go? Discuss in pairs.

**7**  What do you think will happen in the next chapter?



# A Lost World

“

Now our journey felt even more dangerous. The Professor was frightened, but nothing could stop him from going to the centre of the Earth. Soon, we saw water shooting into the air from an island. The Professor was very interested. He checked the temperature of the water, and saw that it was very hot.

“This island is where the water comes from. We’re close to the centre.”

Then, the electric light coming from the rocks over our heads began to make explosions.

“What’s happening?”

“It’s an electrical storm!”

Suddenly, a large ball of white electric light fell onto the boat and exploded. Then a huge wave threw us into the water.

Hans had the Professor in one arm and me in the other. I don’t know how he did it, but he got us to land safely. I began to think that all the energy he saved by not talking made him the strongest man on Earth.

The Professor and I wondered where we were. I thought we were underneath the Mediterranean sea in Southern Europe. We looked at the compass and could not believe what we saw. We were near the beach where we started!

We found lots of bones and old shells on the beach. Then, the Professor found something different.

“Axel, look! A human head! If other scientists could see me now! This could be the oldest skeleton ever found!”

We walked further down the beach. Suddenly, I saw something move behind the trees. It was a family of mammoths from thousands of years ago, and there was a giant man with long hair and a beard behind them. He looked dangerous, so we decided to run back to the boat.

Back at the beach, I found an old knife on a rock.

“Axel, don’t you understand what this is? It’s made of metal. It is only two or three hundred years old.”

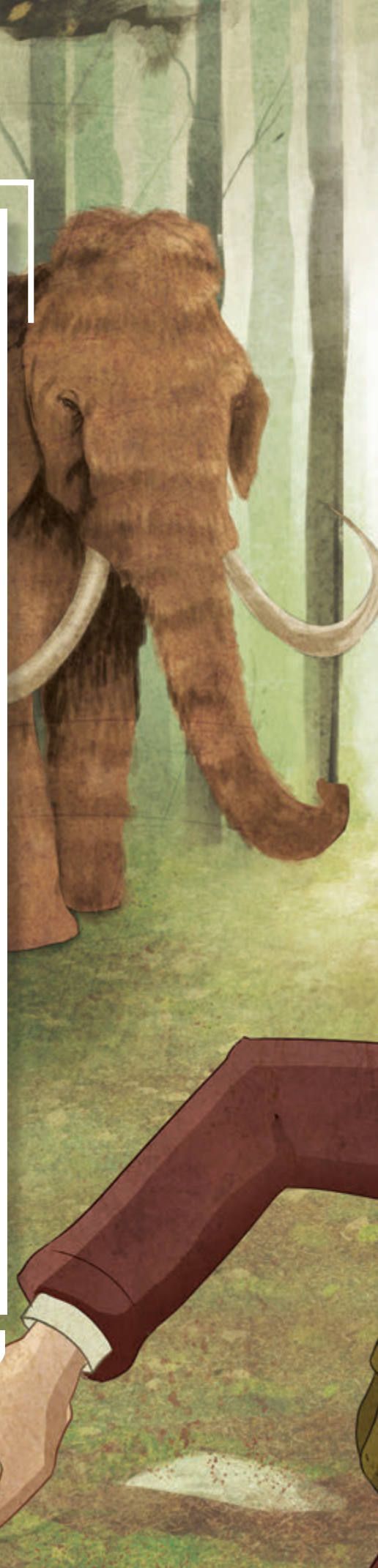
“Do you mean ...”

“Yes, Arne Saknussem!”

The Professor ran to a cave nearby. On the rock, next to the entrance, there were two letters in old Icelandic: A.S.

“Axel, it’s him! This must be the entrance we are looking for.”

”







## Before you read

- 1 Look at the title. What do you think was 'lost' in this strange place?
- 2 Look at the picture.
  - 1 Who is the man with the beard?
  - 2 What are the animals in the picture?
  - 3 Who is the man running away?
  - 4 Why do you think he is running away?

## While you read

- 3  Choose the correct answer.
  - 1 The Professor wants to **stop/continue**.
  - 2 A ball of **electricity/hot water** crashes into the boat.
  - 3 The group have returned to **Europe/the beach**.
  - 4 Axel found an old **boat/knife**.
  - 5 There is **writing/a skeleton** next to the cave.
- 4 Answer the questions.
  - 1 Name two things that the Professor finds in this chapter.
  - 2 Where does the water in the sea come from?
  - 3 Why do the characters fall into the water?
  - 4 Why does Axel think Hans is so strong?

## After you read

- 5 Discuss the worst storm that you experienced. Were you scared?
- 6  Imagine one of you is Axel and the other is Professor Lidenbrock. Do you continue the journey or return? Write a dialogue. Give two reasons for your decision.



# The Last Tunnel

“

We tied the boat to a rock in the water and took our bags to the cave.

“Will we use the boat again?”

“I don’t know. Who knows where this new tunnel will take us.”

Inside the cave, we saw a huge rock blocking the tunnel.

“How did Arne Saknussemm get around this rock?”

The Professor thought for a moment.

“Maybe it fell after his journey in the last two hundred years, after an earthquake or a terrible storm.”

Then the Professor had an idea.

“We can use the gunpowder to move this rock again!”

We still had some extra gunpowder with us for the guns. Hans made a hole in the rock with his pickaxe, then we put the gunpowder inside. We used the rope to light it, but we made it very long to give us time to move back and hide.

We got into the boat and moved fifty feet out to sea. Waiting for the explosion made us very nervous. Suddenly, the rocks on the beach opened like two curtains. The earth shook and everything fell into a huge hole. The explosion made a huge wave. This pushed us back to the beach. We were in the air, on top of the water, and the hole was below us.

“We’re going down into the hole!”

“That’s what we want!”

The boat moved like a train through the tunnel, then we crashed into a new river of fresh water. We held onto the sides of the boat with all of our strength.

The water was very hot, and the walls had the red colour of lava.

“Professor, are we under another volcano?”

Then we heard a loud roar from behind us. Water and air pushed us forward faster. The walls began to shake and rocks began to fall.

Then it was clear. We were inside a volcano and it was going to explode. I could see the blue sky through the top of the volcano. There was one more terrible roar and we were flying up into the air!

”





## Before you read

**1** a) Look at the picture. Which of the sentences do you think are true?

- 1 The group see a new monster.
- 2 Hans gets lost.
- 3 The group find a secret river.
- 4 They find a way out of the underground sea.

b) Now answer the questions.

- 1 Where are the men?
- 2 What is happening?

**2** Look at the picture. What do you think the man is looking at?

## While you read

**3**  Are the sentences *T* (true) or *F* (false)? Correct the false sentences.

- 1 The way to the centre of the Earth is blocked.
- 2 They find gunpowder under a rock.
- 3 They get on the boat to be safe from the explosion.
- 4 The explosion causes an earthquake.

## After you read

**4** As they are flying through the air, Axel can see the sky through the top of the volcano. Where do you think the water will take the group? Do you think they will arrive at the same volcano where their journey started? Discuss in groups.

**5** a)  Do you think it was a good idea to use gunpowder to blow up the rock? Why/why not?

b)  What would you do to move the rock?



# Back Home

“

The volcano threw us into the sea. Hans saved us again with his amazing strength. But where were we? There were small boats in the water and olive and fruit trees on the land. We saw a little boy. We tried to go near him, but he was afraid of us. After all our strange adventures, we looked horrible. The Professor spoke to him in German, French and English, but he did not understand. Finally, the boy spoke in Italian.

“What did he say?”

“He said we’re in Stromboli, Italy.”

“You mean we went in one volcano in Iceland and came out of another in Italy?”

“Yes, and that one there is Mount Etna.”

And that was how our journey ended. The Professor was not happy that he didn’t get to the centre of the Earth, but when we got back to Germany, he felt better. Martha told everyone in Hamburg about our journey, and when we arrived, everyone in the city was at the train station.

The only person I looked for was Grauben. I saw her, moving past the others, and then I held her.

“Oh, Axel! I thought of you every day and sometimes I was afraid, but somehow I knew you were all right.”

“Well, I never felt safe, but I did want to come back to you, every minute of every day.”

The journalists at the station asked the Professor to talk about our journey. Uncle Otto was tired, but he agreed.

“My nephew Axel and I are now back from an incredible journey. We saw things that scientists still do not know about. There is life in the heart of this planet. There is water and beaches and trees. Arne Saknussemm, a famous scientist from the sixteenth century, was the first to travel under the Earth. We are the second. I do not know if others will try this dangerous adventure in the future. If other people try it, they will need someone like our guide Hans with them, or I’m afraid they will not survive.”

For a moment, I thought I saw a smile on Hans’ face as the people clapped and cheered. But, as usual, the quiet Icelandic didn’t say a word.

”







## Before you read

**1** The following sentences are from this chapter. Read them and say what you think happens in this episode.

- But where were we?
- Martha told everyone in Hamburg about our journey.
- My nephew Axel and I are now back from an incredible journey.

**2** Look at the picture and answer the questions.

- 1 Who is with Axel?
- 2 How is Hans feeling?

## While you read

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

- 1 Hans / with / like / someone / them / our / need / They / guide / will / .
- 2 Italy / We're / in / .
- 3 the / of / Earth / We / didn't / centre / make / it / to / the / .
- 4 out / and / came / one / in / went / We / Iceland / of / volcano / in / Italy / into / a / .

**4** Match the sentences (1-4) to the characters (a-d).

- |                                                |                    |
|------------------------------------------------|--------------------|
| 1 "There is life in the heart of this planet." | <b>a</b> Grauben   |
| 2 "I thought of you every day."                | <b>b</b> Professor |
| 3 "I never felt safe."                         | <b>c</b> Child     |
| 4 "Stromboli."                                 | <b>d</b> Axel      |

## After you read

**5**  If Professor Lidenbrock does decide to go on another journey, do you think Hans and Axel will want to go with him? Discuss in groups. Give reasons.

## Vocabulary

- 1** Look at the list of free-time activities young people in Britain do. Fill in: *watch, go, surf, play, do*.



- 2** Complete the gaps. Use: *have breakfast, have dinner, do his homework, go back, watch TV, go to bed, surf the Net, get up, catch the bus, make his bed, have a shower, tidy his room in the correct form.*

Peter 1) ... at 7 o'clock in the morning. He 2) ..., then he 3) ... . After that, he 4) ... . He 5) ... to school at 8:00. School finishes at 3:00 and Peter 6) ... home. He has a snack, then he 7) ... . After that, he 8) ... . Peter and his family 9) ... at 7:00, then he 10) ... . Sometimes, he 11) ... . He usually 12) ... at about 10 o'clock on weekdays.

- 3** Circle the odd word out.

- 1 coat – jacket – skirt – T-shirt
- 2 flat – casual – heavy – formal
- 3 suit – shirt – tie – shorts
- 4 hat – gloves – dress – belt
- 5 trainers – high-heeled shoes – socks – boots

- 4** Choose the correct option.

## The Bright Side of Being Connected

Teenagers no longer just watch traditional shows on TV. Instead, they use

**1) phishing/streaming/connecting/chatting** services and visit their favourite social media **2) forums/tutorials/memes/sites** to view content from different **3) influencers/gamers/servers/moderators**. Pretty much all 13- to 19-year-olds have a(n)

**4) network/comment/username/profile** on at least one of these **5) banners/platforms/algorithms/trends** and that's bad, right? Well, not necessarily. There are a lot of downsides to social media use but there are also some positives. It's a great way to stay in **6) request/notification/touch/content** with friends and family, an easy means of sourcing information and teens who become content **7) creators/managers/editors/users** have a creative outlet where they can express themselves. So, as long as teens maintain their **8) highlights/bio/likes/privacy**, make sure they **9) unfollow/post/edit/subscribe**

safely and avoid **10) scams/spams/hashtags/feeds**, being connected can be a rewarding experience.

being connected can be a rewarding experience.



- 5** Look at the gadgets below and complete the instructions with: *record, enter, connect* and *activate*.

## Gadget

## Instructions



To see if your home is safe, you must **1**) ... these motion sensors to your local Wi-Fi.



To check how many calories you burn, you need to **2**) ... your height and weight into the device.



To take notes at meetings you need to **3**) ... what people said using your device.



To change the temperature in your house, you need to **4**) ... the device with your voice.

- 6** Find six types of music.

|   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|
| N | V | C | N | L | G | U | Y | U | B |
| B | H | H | L | R | J | A | Z | Z | C |
| D | I | S | C | O | Y | T | C | U | A |
| O | P | N | M | C | T | Y | F | D | T |
| G | H | G | R | K | T | H | B | Z | Z |
| P | O | D | E | F | V | G | Y | Q | X |
| R | P | J | G | R | T | T | Z | U | W |
| F | U | I | G | N | M | H | G | R | Y |
| T | C | L | A | S | S | I | C | A | L |
| C | W | P | E | I | S | Y | T | M | N |

## Grammar

- 7** Choose the correct option.

- 1 Rachel **used/would** to train five days a week before she was injured.
- 2 **Did you use to/Did you used to** write a blog when you were younger?
- 3 Callum **use to/would** go surfing every day when he lived by the ocean.
- 4 Rupert **didn't use to/wouldn't** worry about online safety until he got catfished.
- 5 When my grandma was at school, she **would/use to** do all her assignments by hand.
- 6 I **would/used to** love going to my friend's house for a sleepover when I was little.

- 8** Put the verbs in brackets into the *past continuous*, the *past perfect* or the *past perfect continuous*.

- A: Hi, Bob. Sorry I didn't call you last night at 8 o'clock as we **1**) ... (**arrange**) but I **2**) ... (**work on**) my video.
- B: Hey Andy, that's OK. I **3**) ... (**still/do**) my homework then anyway. Did you finish the video?
- A: No, and I didn't realise until I checked the time that I **4**) ... (**edit**) it for almost 8 hours. That's when I stopped!
- B: Wow! I don't think I have ever spent so much time on a single task.
- A: I **5**) ... (**not/plan**) to spend so much time before I started editing but I just couldn't get it right.
- B: **6**) ... (**you/sit**) at the computer the entire time?
- A: I was. I **7**) ... (**hope**) the whole time to post it before I went to bed but, no luck. I have to finish it today.
- B: Well, make sure you take plenty of breaks.
- A: For sure!



# 1

## Evaluation

### Modules 1-5

- 9** Fill in the correct form of the verb in brackets using *future perfect*.



I believe robots **1** ... **(become)** much more advanced by 2126.

I think that scientists **2** ... **(invent)** AI-powered cars that fly before 2126.




In my opinion, by 2126 robots **3** ... **(not/replace)** doctors in hospitals.

By 2126, AI **4** ... **(change)** the working world forever.




By the time we reach 2126, people **5** ... **(not/visit)** other planets.

- 10** Complete each sentence with two to five words, including the word in **bold**.

- "We can get some food before the film starts," George said. **(COULD)**  
George said that ... before the film started.
- "Gail went to a live performance a week ago," she said. **(GONE)**  
She said that ... a live performance the week before.
- "What time does the documentary start tonight?" he asked. **(TIME)**  
He asked ... that night.
- "Did you see the news on TV last night?" he asked me. **(WHETHER)**  
He asked me ... the news on TV the night before.

- 11** Complete the process by putting the verbs into the correct *passive* form.

- Chocolate **1** ... **(make)** in Africa and South America from cacao beans which **2** ... **(pick)** by hand. Then, the beans **3** ... **(roast)** in huge ovens.
- After the beans **4** ... **(dry)** in the ovens, the outer shells **5** ... **(remove)** and the beans **6** ... **(break)** into tiny pieces called nibs. Then, these nibs **7** ... **(crush)** and made into a paste in order to produce the chocolate.
- Sugar **8** ... **(add)** to the paste, along with vanilla and milk. Then the mixture **9** ... **(heat)**, stirred and cooled several times before it **10** ... **(pour)** into moulds.

## Everyday English

- 12** Choose the correct option.

- A: **a** You shouldn't have posted that video.  
**b** I wish I hadn't done that.  
B: I know, I feel like such an idiot.
- A: I wish I hadn't put my address on my account.  
B: **a** That wasn't a smart move.  
**b** You ought to feel guilty.
- A: Why did you share my secret on your social media?  
B: **a** I feel bad about social media.  
**b** I'm sorry. It was a huge mistake.
- A: **a** I didn't mean to hurt anyone's feelings.  
**b** I really regret it.  
B: Well, you did. What were you thinking?
- A: I hate pop music.  
B: **a** Me too, but now I like pop music.  
**b** I don't mind it.
- A: **a** Could you help me set up my AI app?  
**b** What's the best way to set up my AI app?  
B: Sure!
- A: Do you fancy going to the cinema tomorrow?  
B: **a** What's on?  
**b** What's the main plot?
- A: **a** Could you explain how this works?  
**b** Then, what do I do?  
B: Plug the other end into a power source.

### Vocabulary

**1** Fill in the table with the words or phrases from the list.

- awful weather • cruise • cabin
- missed flight • dog sledding • safari
- crowded beach • skiing • sightseeing
- adventure • polluted sea • cottage
- windsurfing • boat trip • guesthouse
- B & B • apartment • long queues

**Types of holiday**

**Accommodation**

**Activities**

**Problems**

**2** Put the words into the correct box.

- bicycle • coach • car • tram • motorbike
- van • taxi • helicopter • scooter • plane

**Drive**

**Fly**

**Ride**

**3** Label the pictures. Use: *e-bike, tram, carpooling, e-scooter, electric bus, electric car.*



**4** Label the pictures.



1 b... f...



2 h... p...



3 s... p...



4 g... p...



5 t... e...



6 w... p...

**5** Fill in each gap with: *unlimited, low, cleaner, reduced, cost-effective, affordable, long-term, cheaper.*

Wind, solar and tidal energy are important for the world's future. Here are a few of the amazing advantages of using green energy.

- produces very **1)** ... carbon emissions that are almost zero
- provides us with a(n) **2)** ... energy supply that never runs out
- is a(n) **3)** ... alternative to dirty fossil fuels
- is very **4)** ... by giving great value for the money spent
- creates **5)** ... amounts of environmental waste compared to oil and gas
- over time, gives **6)** ... savings that get better year by year
- is a(n) **7)** ... form of electricity than expensive fossil fuels
- doesn't cost a lot of money because it's very **8)** ... to set up

**6** Circle the odd word out.

- unhappy – sad – exhausted
- ashamed – excited – pleased
- tired – depressed – bored
- furious – frustrated – frightened
- amazed – happy – shocked

## Grammar

**7** Match the items (1-9) to their synonyms (a-i).

- 1 You should/ought to ...
  - 2 Would you like me to ...
  - 3 She had better ...
  - 4 You should have ...
  - 5 You must ...
  - 6 He has to ...
  - 7 She can ...
  - 8 They may ...
  - 9 They couldn't have ...
- 
- a She is allowed to ...
  - b They wouldn't have been able to ...
  - c It's your duty to ...
  - d It's possible that they ...
  - e She is strongly advised to ...
  - f It's a good idea to ...
  - g It's necessary for him to ...
  - h Shall I ...
  - i It was your responsibility to ...

**8** Complete the sentence with two to five words, including the word in bold.

- 1 I'm sure she isn't still on holiday. (**CAN'T**)  
She ... on holiday.
- 2 It is possible that she is sightseeing. (**MAY**)  
She ... sightseeing.
- 3 I'm sure that there's a hostel in town. (**MUST**)  
There ... in town.
- 4 Perhaps he is at the nature reserve. (**MIGHT**)  
He ... the nature reserve.



**9** Choose the correct option.

- 1 We ... fewer greenhouse gases if we weren't so reliant on fossil fuels for transport.  
A will produce      C produce  
B produced      D would produce
- 2 If I ... about the importance of green energy, I would have supported it from the start.  
A will know  
B would know  
C had known  
D knew
- 3 If we ... less fossil fuels, we would create fewer emissions.  
A use      C will use  
B used      D would use
- 4 ... fewer environmental pollutants if everyone used hydroelectric power?  
A Would there be      C Will there be  
B Were there      D Are there
- 5 If I ... you were interested in geothermal power, I would have invited you to the talk about it yesterday.  
A would know      C had known  
B have known      D know
- 6 We would have some wind turbines here in my village if they ... so much maintenance.  
A don't require      C didn't require  
B won't require      D wouldn't require
- 7 If Cathy had had some free time at the weekend, she ... a seminar on geothermal power.  
A would attend  
B would have attend  
C attends  
D would have attended
- 8 I wouldn't have learned about tidal energy if I ... a documentary.  
A wouldn't watch  
B didn't watch  
C wouldn't have watched  
D hadn't watched



## 10 Choose the correct option and complete the gaps.



Hey bloggers! Recently, I decided to take **1) up/on** hiking because I wanted a new hobby and I'm crazy **2) ...** nature. I went **3) in/on** my first hike last weekend and it was a nice way to escape **4) ...** city life and the stress that comes with it. I saw lots of nice views from the hills and it was a great way to work **5) out/about** and get some fresh air. I'm really keen **6) ...** hiking now that I've tried it and I'm really looking **7) forward/away** to my next hike! I didn't expect to get so addicted **8) ...** it but it's awesome! I ordered some new hiking boots today and I'm excited to try them **9) out/off**. Give hiking a try and you might end up being a huge fan **10) ...** it, too!

## 11 Complete the second sentence so that it means the same as the first. Use two to five words including the word in bold.

- 1 "Are you happy in your new job?" Michael asked me. **IF**  
Michael ... happy in my new job.
- 2 "Don't throw away your plastic bottle," she said to Louise. **NOT**  
She told Louise ... plastic bottle.
- 3 "I've agreed to help at the homeless shelter tomorrow," said Justin. **HAD**  
Justin said that ... at the homeless shelter the following day.
- 4 "I can't run in the marathon because I've hurt my leg," said Abigail. **SHE**  
Abigail said that ... in the marathon because she had hurt her leg.
- 5 "Switch off the light to save energy, please," the teacher said to us. **TO**  
The teacher ... the light to save energy.
- 6 "When will you start working at the community centre?" Carol asked Philip. **WHEN**  
Carol asked Philip ... start working at the community centre.

## Everyday English

### 12 Choose the correct item.

- 1 A: Do you play games a lot?  
B: **a** No, I prefer coding to playing games.  
**b** No, because it's more interesting.
- 2 A: I suggest we write a letter.  
B: **a** How about we write a letter?  
**b** That's a great idea!
- 3 A: What would you rather do?  
B: **a** I'd much sooner make Tik-Tok videos.  
**b** Do you prefer Tik-Tok videos?
- 4 A: Can you help me think of a way to change things?  
B: **a** That's a start!  
**b** Let's speak to the council.
- 5 A: Do you prefer baking or knitting?  
B: **a** I'd prefer to knit.  
**b** Yes, since I find it boring.
- 6 A: How about we make leaflets?  
B: **a** What do you think?  
**b** Certainly!
- 7 A: What would you rather try?  
B: **a** The reason for that is skateboarding is fun.  
**b** I'd sooner do yoga than go skateboarding.
- 8 A: Can you recommend anything?  
B: **a** We could plant trees.  
**b** I think you're wrong.
- 9 A: Do I have to sign up online to volunteer?  
B: **a** Not much.  
**b** Actually, you can sign up here.
- 10 A: I've just got accepted to the course of my dreams.  
B: **a** That's incredible.  
**b** Certainly!
- 11 A: I've just found out that you won an award for baking.  
B: **a** Oh, yes, that's right.  
**b** Oh, I didn't know that.
- 12 A: **a** Could you tell me what time the community centre opens?  
**b** Is it necessary to be here when the community centre opens?  
B: Of course, we open at 10 o'clock.

# Irregular Verbs

| Infinitive        | Past                              | Past Participle                   | Infinitive              | Past                            | Past Participle                 |
|-------------------|-----------------------------------|-----------------------------------|-------------------------|---------------------------------|---------------------------------|
| be /bi:/          | was /wɒz/                         | been /bi:n/                       | leave /li:v/            | left /left/                     | left /left/                     |
| bear /beə/        | bore /bɔ:/                        | born(e) /bɔ:n/                    | lend /lend/             | lent /lent/                     | lent /lent/                     |
| beat /bi:t/       | beat /bi:t/                       | beaten /bi:tən/                   | let /let/               | let /let/                       | let /let/                       |
| become /br'kʌm/   | became /br'keɪm/                  | become /br'kʌm/                   | lie /laɪ/               | lay /leɪ/                       | lain /leɪn/                     |
| begin /br'gɪn/    | began /br'gæn/                    | begun /br'gʌn/                    | light /laɪt/            | lit /lɪt/                       | lit /lɪt/                       |
| bite /baɪt/       | bit /bɪt/                         | bitten /bɪtən/                    | lose /lu:z/             | lost /lɒst/                     | lost /lɒst/                     |
| blow /bləʊ/       | blew /blu:/                       | blown /bləʊn/                     | make /meɪk/             | made /meɪd/                     | made /meɪd/                     |
| break /breɪk/     | broke /brəʊk/                     | broken /brəʊkən/                  | mean /mi:n/             | meant /ment/                    | meant /ment/                    |
| bring /brɪŋ/      | brought /brɔ:t/                   | brought /brɔ:t/                   | meet /mi:t/             | met /met/                       | met /met/                       |
| build /bɪld/      | built /bɪlt/                      | built /bɪlt/                      | pay /peɪ/               | paid /peɪd/                     | paid /peɪd/                     |
| burn /bɜ:n/       | burnt (burned) /bɜ:nt (bɜ:nd)/    | burnt (burned) /bɜ:nt (bɜ:nd)/    | put /pʊt/               | put /pʊt/                       | put /pʊt/                       |
| burst /bɜ:st/     | burst /bɜ:st/                     | burst /bɜ:st/                     | read /ri:d/             | read /red/                      | read /red/                      |
| buy /baɪ/         | bought /bɔ:t/                     | bought /bɔ:t/                     | ride /raɪd/             | rode /rəʊd/                     | ridden /rɪdn/                   |
| can /kæn/         | could /kʊd/                       | (been able to /bɪn (eɪbəl tə)/    | ring /rɪŋ/              | rang /ræŋ/                      | rung /rʌŋ/                      |
| catch /kætʃ/      | caught /kɔ:t/                     | caught /kɔ:t/                     | rise /raɪz/             | rose /rəʊz/                     | risen /rɪzn/                    |
| choose /tʃu:z/    | chose /tʃəʊz/                     | chosen /tʃəʊzn/                   | run /rʌn/               | ran /ræn/                       | run /rʌn/                       |
| come /kʌm/        | came /keɪm/                       | come /kʌm/                        | say /seɪ/               | said /sed/                      | said /sed/                      |
| cost /kɒst/       | cost /kɒst/                       | cost /kɒst/                       | see /si:/               | saw /sɔ:/                       | seen /si:n/                     |
| cut /kʌt/         | cut /kʌt/                         | cut /kʌt/                         | sell /sel/              | sold /səʊld/                    | sold /səʊld/                    |
| deal /di:l/       | dealt /delt/                      | dealt /delt/                      | send /send/             | sent /sent/                     | sent /sent/                     |
| dig /dɪg/         | dug /dʌg/                         | dug /dʌg/                         | set /set/               | set /set/                       | set /set/                       |
| do /du:/          | did /dɪd/                         | done /dʌn/                        | sew /səʊ/               | sewed /səʊd/                    | sewn /səʊn/                     |
| draw /drɔ:/       | drew /dru:/                       | drawn /drɔ:n/                     | shake /ʃeɪk/            | shook /ʃʊk/                     | shaken /ʃeɪkən/                 |
| dream /dri:m/     | dreamt (dreamed) /dremt (dri:md)/ | dreamt (dreamed) /dremt (dri:md)/ | shine /ʃaɪn/            | shone /ʃɒn/                     | shone /ʃɒn/                     |
| drink /drɪŋk/     | drank /dræŋk/                     | drunk /drʌŋk/                     | shoot /ʃʊt/             | shot /ʃɒt/                      | shot /ʃɒt/                      |
| drive /draɪv/     | drove /drəʊv/                     | driven /drɪvn/                    | show /ʃəʊ/              | showed /ʃəʊd/                   | shown /ʃəʊn/                    |
| eat /i:t/         | ate /eɪt/                         | eaten /i:tən/                     | shut /ʃʌt/              | shut /ʃʌt/                      | shut /ʃʌt/                      |
| fall /fɔ:l/       | fell /fel/                        | fallen /fɔ:lən/                   | sing /sɪŋ/              | sang /sæŋ/                      | sung /sʌŋ/                      |
| feed /fi:d/       | fed /fed/                         | fed /fed/                         | sit /sɪt/               | sat /sæt/                       | sat /sæt/                       |
| feel /fi:l/       | felt /felt/                       | felt /felt/                       | sleep /sli:p/           | slept /slept/                   | slept /slept/                   |
| fight /faɪt/      | fought /fɔ:t/                     | fought /fɔ:t/                     | smell /smel/            | smelt (smelled) /smelt (smeld)/ | smelt (smelled) /smelt (smeld)/ |
| find /faɪnd/      | found /faʊnd/                     | found /faʊnd/                     | speak /spi:k/           | spoke /spəʊk/                   | spoken /spəʊkən/                |
| fly /flaɪ/        | flew /flu:/                       | flown /fləʊn/                     | spell /spel/            | spelt (spelled) /spelt (speld)/ | spelt (spelled) /spelt (speld)/ |
| forbid /fə'bɪd/   | forbade /fə'beɪd/                 | forbidden /fə'bɪdn/               | spend /spend/           | spent /spent/                   | spent /spent/                   |
| forget /fə'get/   | forgot /fə'gɒt/                   | forgotten /fə'gɒtn/               | stand /stænd/           | stood /stud/                    | stood /stud/                    |
| forgive /fə'grɪv/ | forgave /fə'geɪv/                 | forgiven /fə'grɪvn/               | steal /sti:l/           | stole /stəʊl/                   | stolen /stəʊlən/                |
| freeze /fri:z/    | froze /frəʊz/                     | frozen /frəʊzn/                   | stick /stɪk/            | stuck /stʌk/                    | stuck /stʌk/                    |
| get /get/         | got /gɒt/                         | got /gɒt/                         | sting /stɪŋ/            | stung /stʌŋ/                    | stung /stʌŋ/                    |
| give /gɪv/        | gave /geɪv/                       | given /gɪvn/                      | swear /sweə/            | swore /swɔ:/                    | sworn /swɔ:n/                   |
| go /gəʊ/          | went /went/                       | gone /gɒn/                        | sweep /swi:p/           | swept /swept/                   | swept /swept/                   |
| grow /grəʊ/       | grew /gru:/                       | grown /grəʊn/                     | swim /swɪm/             | swam /swæm/                     | swum /swʌm/                     |
| hang /hæŋ/        | hung (hanged) /hʌŋ (hæŋd)/        | hung (hanged) /hʌŋ (hæŋd)/        | take /teɪk/             | took /tu:k/                     | taken /teɪkən/                  |
| have /hæv/        | had /hæd/                         | had /hæd/                         | teach /ti:tʃ/           | taught /tɔ:t/                   | taught /tɔ:t/                   |
| hear /hɪə/        | heard /hɜ:d/                      | heard /hɜ:d/                      | tear /teə/              | tore /tɔ:/                      | torn /tɔ:n/                     |
| hide /haɪd/       | hid /hɪd/                         | hidden /hɪdn/                     | tell /tel/              | told /təʊld/                    | told /təʊld/                    |
| hit /hɪt/         | hit /hɪt/                         | hit /hɪt/                         | think /θɪŋk/            | thought /θɔ:t/                  | thought /θɔ:t/                  |
| hold /həʊld/      | held /held/                       | held /held/                       | throw /θrəʊ/            | threw /θru:/                    | thrown /θrəʊn/                  |
| hurt /hɜ:t/       | hurt /hɜ:t/                       | hurt /hɜ:t/                       | understand /ʌndə'stænd/ | understood /ʌndə'stʊd/          | understood /ʌndə'stʊd/          |
| keep /ki:p/       | kept /kept/                       | kept /kept/                       | wake /weɪk/             | woke /wəʊk/                     | woken /wəʊkən/                  |
| know /nəʊ/        | knew /nju:/                       | known /nəʊn/                      | wear /weə/              | wore /wɔ:/                      | worn /wɔ:n/                     |
| lay /leɪ/         | laid /leɪd/                       | laid /leɪd/                       | win /wɪn/               | won /wɒn/                       | won /wɒn/                       |
| lead /li:d/       | led /led/                         | led /led/                         | write /raɪt/            | wrote /rəʊt/                    | written /rɪtən/                 |
| learn /lɜ:n/      | learnt (learned) /lɜ:nt (lɜ:nd)/  | learnt (learned) /lɜ:nt (lɜ:nd)/  |                         |                                 |                                 |

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