

Англійська мова • English

Project Explore



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«Англійська мова (8-й рік навчання)»
підручник для 8 класу закладів загальної середньої освіти
(з аудіосупроводом)

Видавництво «Ранок»

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Коропецька І. Б., Якоб О. М., Самойлюкевич І. В., Добра О. М., Кіор Т. М.)

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Based on an original concept
by Tom Hutchinson

Project Explore

Student's Book
8
with audio

Англійська мова (8-й рік навчання)

Підручник для 8 класу
закладів загальної середньої освіти (з аудіосупроводом)

English (Year 8)

A textbook for the eighth form of secondary schools
(with audio)

Рекомендовано Міністерством освіти і науки України



Інтерактивний
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Передмова

Вітаємо українських восьмикласників і восьмикласниць і пропонуємо продовжувати вивчення англійської мови за серією «**Project Explore**».

Цього року ми поговоримо про такі актуальні теми, як екологія, соціальні мережі, друзі й родина, побудова стосунків, захоплення сучасних підлітків, кіно, шкільне життя, чудеса світу, наукові дослідження й методи їх проведення, особливості вивчення природничих наук у Великій Британії, подорожі та підготовка до них, різні засоби пересування, мандрівки в часі, види транспорту майбутнього, глобалізацію, сучасне життя й винаходи, які пройшли випробування часом, інтернет-містифікації, наші девайси й проблеми, що пов'язані з ними, а також про моду й покупки, у різних цікавих форматах (форуми, підкасти, листи, чати тощо).

Ці рубрики допоможуть вам під час навчання:



— відповідайте на запитання, обмінюйтеся досвідом з однокласниками й занурюйтеся в тему уроку



Get ready to write — складайте власні усні чи письмові висловлювання,



Get ready to speak — спираючись на підказки

Over to you! — вправляйтеся у висловлюванні власного погляду та веденні дискусій

Everyday English — запам'ятовуйте корисні повсякденні фрази й застосовуйте їх у мовленні

Spoken English — навчайтеся використовувати молодіжний сленг

Pronunciation

— тренуйтеся правильно вимовляти звуки



— виконуйте додаткові завдання



Video game technology — дивіться цікаві відео й удосконалюйте свою англійську

Бажаємо успіхів у навчанні! 😊

Світлана Печенізька (Губарева),
кандидатка філологічних наук, доцентка, провідна наукова співробітниця відділу
навчання іноземних мов Інституту педагогіки НАПН України

Contents

Page	Grammar	Vocabulary
Introduction		
6	A Keeping in touch	Present tense review
8	B Stories	Pronouns and possessives
1 Social circles		
10	A Classmates	Present perfect
12	B Group instinct	Past simple and past continuous
14	C Starting points	Conjunctions
16	D A piece of cake	
Revision: 18 My project: My social circle 19 Culture: Charles Darwin 20 🇺🇦, Famous Ukrainian inventors 21		
2 New horizons		
24	A Awesome	will and going to
26	B Collaborate	Present tenses for future arrangements
28	C Taking a risk	First conditional
30	D Sorted!	
Revision: 32 My project: Our town 33 Culture: New York 34 🇺🇦, Kyiv 35		
The Museum of the Strange Episode 1 38		
3 Respect		
40	A Testing	Modals – advice, obligation and necessity
42	B Young at heart	Permission: <i>can, could, be allowed to</i>
44	C Finding solutions	Possibility: <i>can, could, may, might</i>
46	D Emil's petition	
Revision: 48 My project: Read all about it! 49 Culture: Australia under attack 50 🇺🇦, Ukraine 51		
4 Travel		
54	A Wonders of the world	Second conditional
56	B Ticket to ride	Comparatives and superlatives; <i>too/enough</i>
58	C Off the beaten track	Adverbs of frequency, manner, place and time
60	D Hard to believe	
Revision: 62 My project: The trip of a lifetime! 63 Culture: As British as...? 64 🇺🇦, Historic castles 65		
The Museum of the Strange Episode 2 68		
5 Heritage		
70	A Surviving the test of time	The passive
72	B Globalization	Defining and non-defining relative clauses
74	C Modern life	Countable and uncountable nouns and determiners
76	D Stereotypes	
Revision: 78 My project: Celebrations in Barcelona 79 Culture: Irish heritage 80 🇺🇦, Ukraine in esports 81		
6 Our world		
84	A Online hoaxes	Reported speech
86	B Shopping	Reported commands and requests
88	C Fashion	Subject and object questions
90	D Life hacks	
Revision: 92 My project: Creating a video 93 Culture: Sporting giants 94 🇺🇦, Kharakternyky 95		
The Museum of the Strange Episode 3 98		

Reading / Writing	Listening / Speaking	Pronunciation
R A dialogue: Friends online	S Welcoming a new student	
R W Film posters and characters		
R A forum: What makes a good classmate	L S Talking about activities	
R An article: The Dunbar number	L S Storytelling	
R W An online article	L A podcast	
R A dialogue: A team project	L S Using online material	Silent or pronounced 'e'?
Song 22 ◀ Learn through English: Six degrees of separation 22, My image in the world 23		
R Reviews: Day trips/Online chat	L A monologue / L S Previewing	
R W A website: Citizenship project	L Garden project plans / S Community activities	
R W Travel blogs	L An advertisement	
R A dialogue: Honeymoon plans	L S Types of holidays	Linking
Learn through English: Art styles and periods 36, Ukrainian painters 37		
R UK Science lessons / W A lab report	L A monologue: An experiment / L S Animals in medicine	
R An article: As young as you feel	L S A podcast: Is it legal?	
R A website: The scientific method / W Reporting conclusions	L S A dialogue: A problem	
R A dialogue: Save our park!	L S A campaign	Sentence stress
Song 52 ◀ Learn through English: Water 52, Natural resources of Ukraine 53		
R An advertisement: The New Seven Wonders of the World	L S A dialogue: A travel competition	
R A leaflet: Interrail advice / W A journal entry	L A dialogue: Identifying a route / S Role-play: Train information	
R An article: The modern Phileas Fogg / W A tourist leaflet	L Talking about trips	
R A dialogue: Off to Mars!	L S Transport for the future	/aɪ/ /i/ /j/
Learn through English: The invention of travel 66, World-famous Ukrainian names 67		
R A museum guide: Inventions that have stood the test of time	L S A dialogue: Guessing an object	
R Forum posts: Globalization / R W Quiz and report	S Are you global or local?	
R Has life changed? (Mind maps)	L S Describing adverts	
R A dialogue: I completely disagree!	S A discussion: Teenage stereotypes	Word stress
Song 82 ◀ Learn through English: Techniques from literature 82, Stereotypes 83		
R Articles: Was it true? / W A review of digital media	S Talking about digital media	
R Forum posts: Bargain hunting	L S My best bargain / S A sales campaign	
R A dialogue: A guessing game	L S A quiz show / S Describing clothing / Your image	
R A dialogue: Trust me!	L A dialogue: TV series / S Choosing a life hack	/ɪ/ /u:/
Learn through English: Be active! 96, Life hacks for staying active 97		
Activities for student A and B 100 Irregular verbs 102		

Introduction

A Keeping in touch



How easy is it for young people to keep in touch with friends in other towns or countries? What should a new person to your town do to make new friends?

1 a 1.02 Read and listen. What is the relationship between Liza and Emil?



Danny Hi Liza.
Liza Oh...hi Danny.
Danny Who are you texting?
Liza Oh, just Emil.
Danny Emil? That Danish guy you met in Paris last summer?
Liza Yep.
Danny You still keep in touch?
Liza Oh yeah! We get on very well. We're into all the same things.
Danny Sounds like you really hit it off.
Liza We did. He's a really nice guy.
Liza This is him now!
Danny OK, see you later.
Liza No, talk to him. I'm sure you'll get on!

2
Emil Hi Liza! I see you're with a friend!
Liza This is Danny.
Danny Hello.
Emil Ah, Danny! Liza has told me a lot about you!
Danny Really?
Liza Er, yeah, er...I told him about...how much you like playing video games. What are you playing now, Emil?
Emil Oh, I'm not playing anything exciting. Just *Mission Accepted* for the fiftieth time!
Danny *Mission Accepted?! I love that game! I often play it at the weekends if I don't hang out with my friends.*
Emil Me too! Do you like playing online?
Danny Yeah!
Emil Let's arrange something!
Liza Emil, let's catch up later... about that thing.
Emil Thanks, Liza. See you, guys!
Danny What's 'that thing'?
Liza Nothing...



3
Danny Hello?
Liza Hi Danny. Erm, are you playing with Emil?
Danny Yeah...
Liza Let me guess, *Mission Accepted*. I wondered why I couldn't get through.
Danny Yeah.
Liza Can you ask him to call me?
Danny Yeah.
Liza Promise?
Danny Yeah...yes, I will. We never play after eight, so he'll ring you then.
Liza OK. Bye, Danny!
Danny Bye!

b What is the relationship between Liza and Danny?

c Decide if the sentences are true (T), false (F) or not mentioned (NM).

- 1 Liza and Emil have similar interests.
- 2 Emil hasn't heard anything about Danny.
- 3 Emil and Danny like doing the same things.
- 4 Liza and Danny have started playing online during the week.
- 5 Danny wants to go out with Liza.

d Spoken English What do these expressions mean? How do you say them in your own language?

a guy

Let me guess.

we're into

I couldn't get through.

Vocabulary Phrasal verbs for relationships

2 a Read the advice about what a student at a new school should do. Do you agree with it? Why? / Why not?



New friends

You should keep ¹ touch with your old friends and catch ² with what they're doing, but you should also get to know your new classmates.

You might not hit it ³ with people immediately. Be patient and hang ⁴ with your new classmates and put ⁵ with conversations about people and things that you don't know anything about. You soon will!

If you fall out with someone, try and make up with them soon. Of course, it depends on the problem, but most arguments are about unimportant things and it's better to try to find out what people are ⁶ and get ⁷ well with everybody.

b Complete the phrasal verbs with the prepositions. Use the dialogue in exercise 1a to help you.

in off on out up (x2) into

c  **1.03** Listen and check.

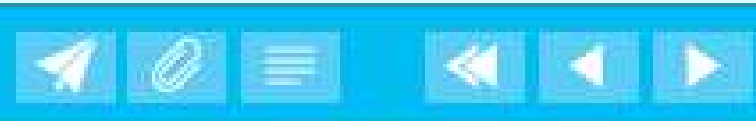
Grammar Present tense review

3 a Read the underlined sentences in exercise 1a and answer the questions.

- 1 Which sentences are in the present simple and which are in the present continuous? Find examples of the affirmative, negative and question forms for each tense.
- 2 Which sentences talk about habits?
- 3 Which sentences talk about activities that are happening now?
- 4 Can you find adverbs of frequency in the sentences?
- 5 Which verbs do we always use in the present simple and never in the present continuous?

b Complete the email with the correct form of the verbs in the box.

enjoy get have text wait write



Hi Tom, how are you? I ¹ to you during my first week at my new school! To be honest, I was nervous the first day, but my new classmates are great. I ² lunch with them every day and they tell me everything about the school. Actually, at this moment I ³ for my new classmates outside the cinema because we're going to see a film together. Anyway, ⁴ you the first week back after the summer holidays? I often ⁵ Emer and Jake and they said we should meet up next Saturday. We ⁶ lots of homework every day but I'll do it on Friday so I can see you. See you then! Jasmine

Speaking

4 a Work with a partner. Discuss the question: what can you do to make a new student welcome?

b Work in a group. Make a list of the six best ideas.

I think we should introduce new students to our friends.

Good idea. We should also show them around the school.

c Explain your group's six ideas to the class. Decide on the best ideas from the whole class.



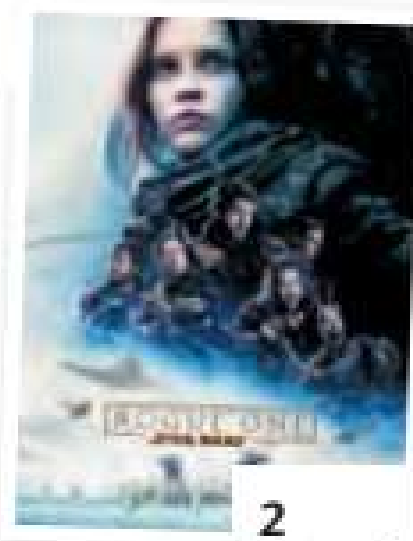
Write a short paragraph about the best ideas.



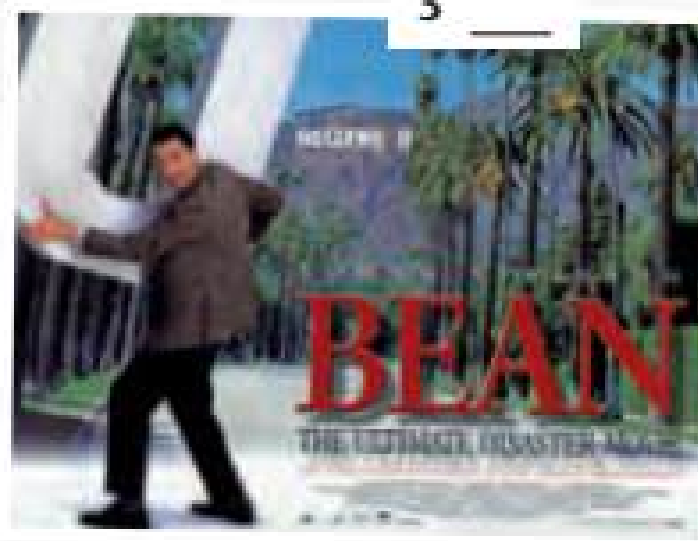
What is the best story that you have read or seen at the cinema or at home during the summer? What did you like about it?

Vocabulary and Reading Genres

1 animation, comedy



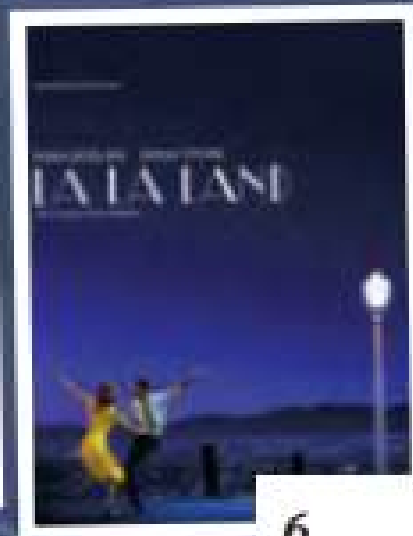
2



3



5



6



4

1 a Match the films to the genres. Some films match more than one genre.

action and adventure animation comedy crime drama musical sci-fi

MY FAVOURITE CHARACTER

KATNISS EVERDEEN



My favourite character of all time is Katniss Everdeen from the series of **fantasy** novels *The Hunger Games*. The action takes place in the country of Panem. Its capital is wealthy but there also are 12 poor districts and every year they have to send a group of their children to participate in a televised fight to the death: the winner is the last child alive. You could say that *The Hunger Games* are also **horror** stories because they are really frightening at times. One of the children is 16-year-old Katniss. She is poor but she is a survivor and ready to fight for what is hers. However, things become difficult for Katniss when her friendships with a boy, Peeta, from District 12 and a girl from District 11, Rue, become strong. The book plays with your feelings because you want Katniss to win but at the same time you don't want her to kill her friends! In the end, Katniss becomes a real hero and she leads them all to victory.

CHRISTOPHER



A character that I really like is Christopher from the novel *The Curious Incident of the Dog in the Night-time*.

The novel is a **mystery** and a **drama** but it's also like a **detective story** because 15-year-old Christopher investigates the death of a dog and why it happened. The action takes place in Christopher's home and school and on a train journey. Christopher lives in a world that is different to ours.

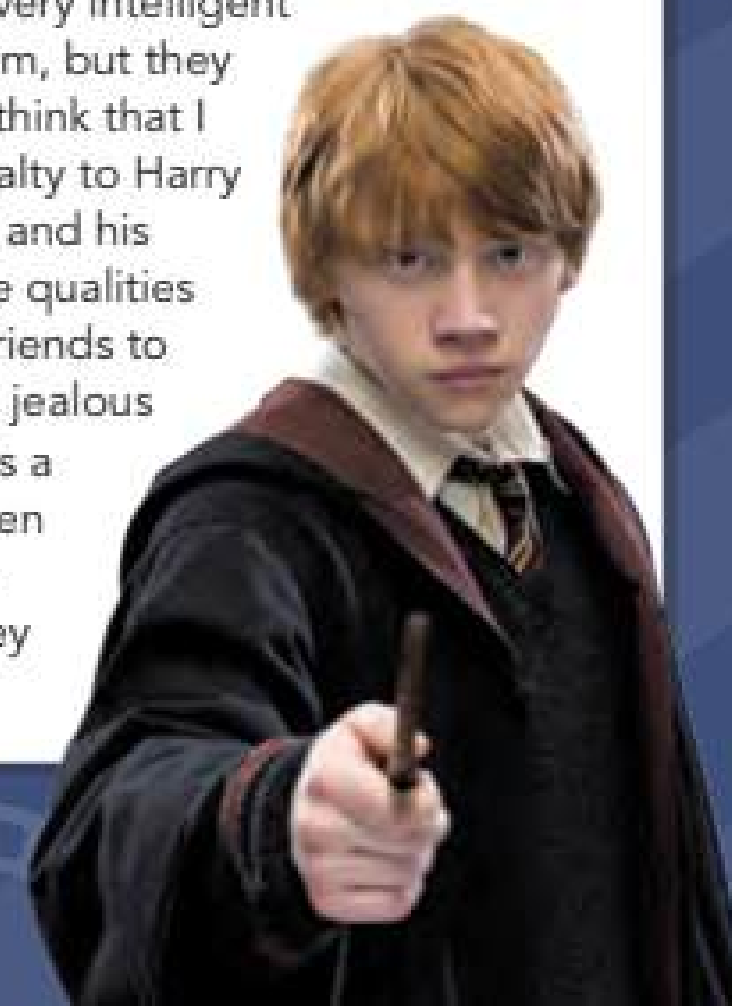
He is excellent at maths but he has problems with relationships. His dad tells him that his mum died two years ago but when he discovers it isn't true, he tries to find her. He goes on a journey to London that becomes a dangerous adventure because of his problems. I admire Christopher because he is determined to find answers to the mysteries that he finds around him and although he has problems, in the end he helps his parents with theirs.



RON WEASLEY



Ron Weasley from the Harry Potter stories is a favourite character of mine. The stories take place at a special school, Hogwarts, and its students all have unusual powers. The Harry Potter stories are examples of fantasy literature and although each story is a separate mystery they are also all connected. The hero of the stories, Harry, and the very intelligent Hermione always solve them, but they need Ron's help to do it. I think that I like Ron because of his loyalty to Harry and Hermione, his bravery and his sense of humour. These are qualities that we would like all our friends to have. Ron sometimes feels jealous about Harry's skills but he is a true friend to Harry and even when they fall out, he isn't angry for very long and they soon make up.



b Match the definitions to the **highlighted** words in the text.

A film, book or play...

- 1 often about an activity that is not legal or a murder, with a surprise ending that explains all the events
- 2 with an exciting story and a lot of action
- 3 about frightening things such as dead people coming alive again
- 4 about an imaginary world
- 5 about the search for information and clues to solve a crime

c Make a list of examples for each type of film in exercises 1a and 1b.

Animation – Cars

d Work with a partner. Compare your lists. Do you agree with the examples?

2 a Work in groups of three and read about your character. What is special about them?

Group A Read about Katniss Everdeen.

Group B Read about Christopher.

Group C Read about Ron Weasley.

b Work in new groups of three with students from groups A, B and C. Ask and answer questions about your article.

- 1 Which novel or series does the character appear in?
- 2 What kind of story is it?
- 3 Who are the other characters in the story?
- 4 Where does the story take place?
- 5 What does the character do?
- 6 Why does the writer like the character?

c Work in groups of three. Answer the questions.

- Which story do you think is, or sounds, the most interesting or boring? Why?
- Which is better, the book or film of a story? Why?

Grammar Pronouns and possessives

3 a Complete A–D with the words in the box.

adjectives Object Possessive Subject

A pronouns	B pronouns	Possessive C _____	D pronouns
I	me	⁴ _____	mine
you	you	your	⁶ _____
he	him	⁵ _____	his
she	² _____	her	hers
¹ _____	it	its	its
we	us	our	⁷ _____
they	³ _____	their	theirs

b Complete 1–7 in the table.

c Complete the text with pronouns and possessive adjectives.

I'm always arguing with ¹ _____ best friends about books and films and my ideas are very different to ² _____. I love Jane Austen's stories and I think we can learn a lot from ³ _____ characters. I know that 200 years ago they lived a very different life to ⁴ _____, but ⁵ _____ relationship problems today are not so different. Strangely, although my friends don't read Jane Austen's books, ⁶ _____ all love the film versions of her novels!

d Replace the **underlined** words with a possessive pronoun.

- 1 Is that Sam's book? No, it's my book.
No, it's mine.
- 2 Whose rucksack is this? Is it Hannah's rucksack?
- 3 Where's my mobile? Your mobile is on the table.
- 4 Whose tickets are these? They're Alex and Mia's tickets.
- 5 Whose jacket is this? It's Harry's jacket.
- 6 Is that your laptop? No, my laptop is really old!
- 7 Tom and Zac, are these your pens?
Yes, they're our pens.

Writing

4 a Work with a partner. Write some notes on a character from a book, film or TV series that you like.

- What's the name of the book, film or TV series?
- What type of book, film or TV series is it?
- Where does the action take place?
- Who is the character?
- What does he/she do?
- What is he/she like?
- Why do you like him/her?

b Write a paragraph about the character with the information from your notes.



Describe a film or book. Guess the film or book that your partner describes.

Describe...

- the type of film or book it is
- the characters
- what happens

This film is an animation and the two most important characters are a cowboy and an astronaut.

1

Social circles

1A Classmates



What makes a good classmate? Work with a partner and make a list of as many qualities as you can.

Reading and Vocabulary

Relationship adjectives

- 1 Read the forum posts. Which posts do you agree with the most? Why?
- 2 a Complete the table with the **highlighted** adjectives.

Positive	Negative	Both

b ◀ 1.04 Listen and check, then repeat.

- 3 Over to you! Discuss with a partner. Which three adjectives would you like people to use about you? Which three wouldn't you like them to use? Why?

I would like people to say that I'm loyal. I think it's important to help your friends when they need you. I would also like...

► **Workbook** page 2, exercises 1–2

WHAT MAKES A GOOD CLASSMATE?



SkaterJack 12th September 3.55 p.m.

A good classmate... doesn't get **jealous** if I do well in an exam.



CharlieBoy 12th September 5.23 p.m.

is **sensitive** to people's feelings and doesn't make **cruel** jokes.



HarryK 12th September 4.05 p.m.

isn't **selfish** and shares their ideas when we do group projects.



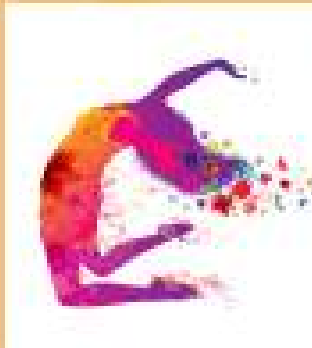
DaisyS 12th September 5.32 p.m.

is **sensible** most of the time, but knows how to have fun!



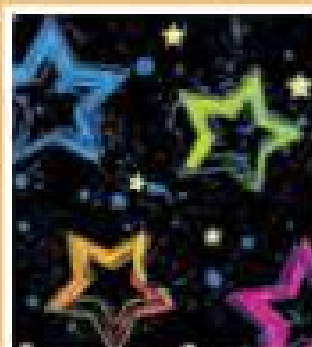
QueenChloe 12th September 4.13 p.m.

is **caring** when someone has a problem.



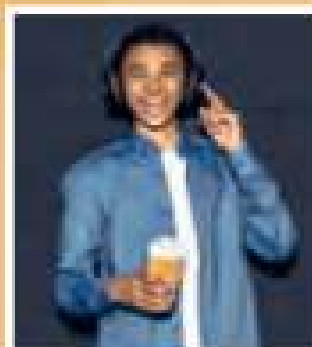
Freya 12th September 5.49 p.m.

understands that some people are **moody** and can quickly change from happy to sad for no reason at all!



RubyStar 12th September 4.45 p.m.

is **self-confident** enough to believe in themselves and their abilities.



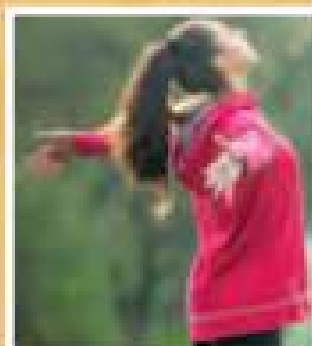
MrLogan 12th September 6.02 p.m.

is **loyal** to their friends and doesn't leave them to hang out with the cool guys.



Noah365 12th September 5.10 p.m.

knows the difference between being **aggressive** and being **competitive**.



MaxOut 12th September 6.27 p.m.

is **honest** and someone that I can trust.

Reading and Grammar Present perfect

4 a **1.05** Read and listen to the conversation. Why did Max decide to take up judo?

Amy Hi Max, where have you been?

Max I've just finished my judo training. I'm a member of the martial arts club.

Amy Wow, I'm impressed! How long have you been a member?

Max I've been at the club for about three years. Have you ever tried martial arts?

Amy No. Why did you join?

Max I've never enjoyed sports like football, so I decided to try something different and I'm glad I did. It's a competitive sport, but everyone can take part. I've felt more self-confident since I started judo and I love it.

Amy What are the other club members like?

Max Very friendly. They've become my best mates.

Amy You make it sound great. I think I'll have to come and see what it's like.

Max Good idea! I'm sure you'll want to join when you've tried it!



b Read the conversation again and complete the rule.

To form the present perfect, we use the verb ____ and the *past / present* participle. We use it to give information about recent events or about past events when the time is not specified.

Present perfect with *How long*

5 Look at the conversation. When do we use *How long*?

To talk about: 1 cost 2 distance 3 time

Present perfect with *for, since, ever, never* and *just*

6 a Complete the sentences from the text with *for, since, ever, never* and *just*.

1 I've ____ finished my judo training.

2 I've been at the club ____ about three years.

3 Have you ____ tried martial arts?

4 I've ____ enjoyed sports like football.

5 I've felt more self-confident ____ I started judo.

b When do we use *for, since, ever, never* and *just* with the present perfect? Complete the rules. Write A-E.

1 We use *for* ____.

4 We use *never* ____.

2 We use *since* ____.

5 We use *just* ____.

3 We use *ever* ____.

A to talk about how long something has happened

B to ask if an event has happened at any time in the past

C to say something took place a short time before now

D to talk about when something started

E to say an event hasn't happened at any time in the past

7 a Complete the dialogues.

1 A ____ have you been in this class?

B I've been in this class ____ three weeks.

2 A Has Hannah ____ lived in another town?

B Yes, her family has ____ moved here.

3 A Where have they been?

B They've ____ had lunch in the canteen.

4 A ____ has Poppy had a dog?

B She's had a dog ____ Christmas.

5 A Have you ____ run a marathon?

B No, we've ____ run more than 5 km!

6 A ____ has Joe been in the chess club?

B He's been in the club ____ September.

b **1.06** Listen and check, then repeat.

> Workbook pages 2-3, exercises 3-6

Listening and Speaking

8 **1.07** Listen to three conversations and complete the information.

	Jake	Ruby	Lucy
What is the activity?			
How long have they done it?			
What is good about it?			

9 a **Get ready to speak** Look at the list. Add two more activities. Which things do you do? How long have you done them? What is good about these activities? Write some notes.

play a sport

play an instrument

do voluntary work

do art classes

b Work with a partner. Talk about the activities in exercise 9a that you do.

> Workbook page 3, exercises 7-8



Write some *How long* questions that you would like to ask a celebrity. Use the verbs in the box.

be have know live want

1B Group instinct



How many friends do we need?

Reading and Listening

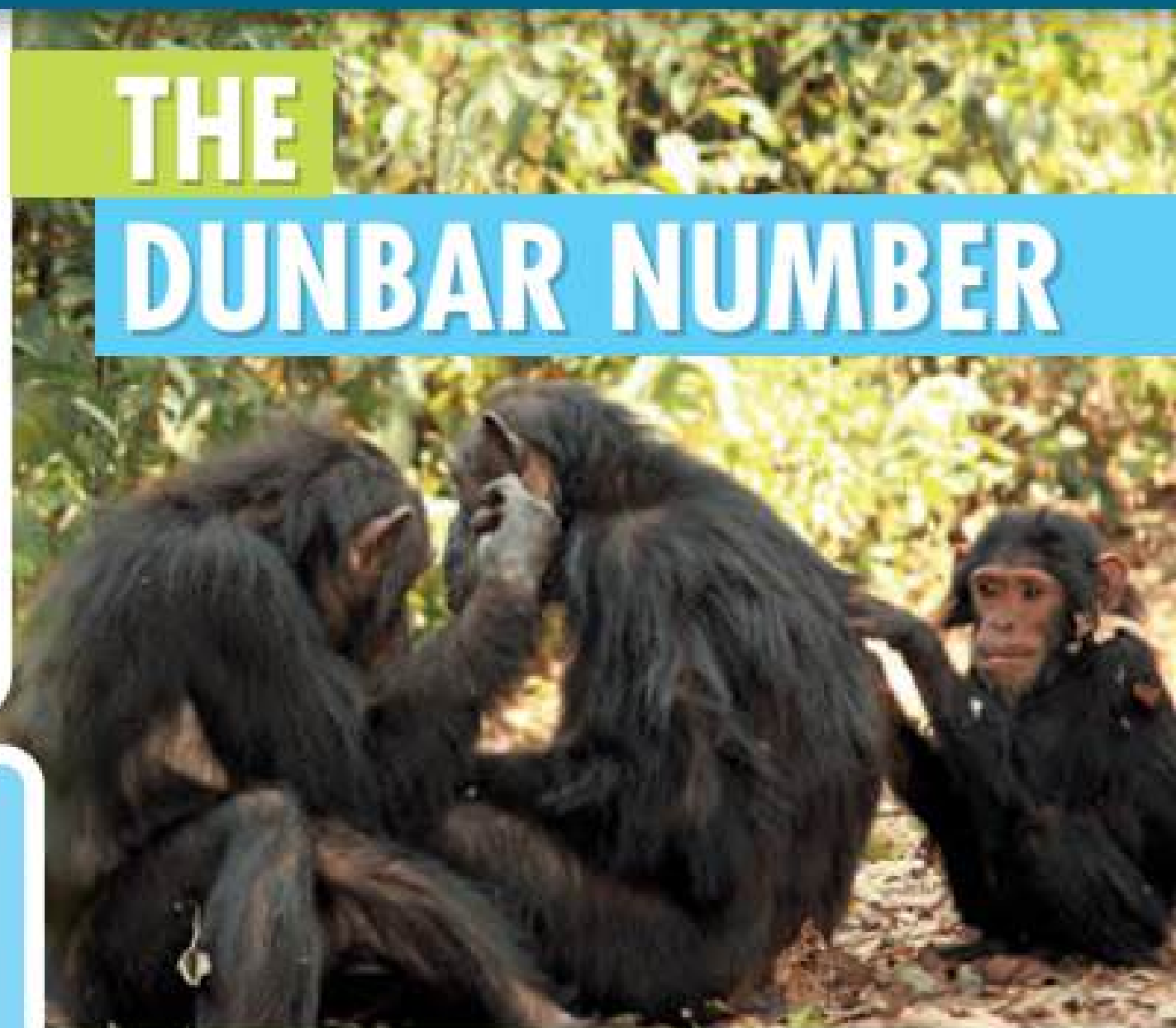
- 1 Look at the photos. Describe what you can see. What are the similarities?
- 2 **a** **1.08** Read and listen to the article. Complete the infographic with the correct numbers.
b According to Dunbar, what do we need to make real friendships? Do you agree? Why? / Why not?

When Robin Dunbar invented the Dunbar number, he was studying the social habits of monkeys. The Oxford University professor was watching the way monkeys clean each other when he realized that intelligent animals have big social groups. He found that this was true for humans, too. Dunbar also discovered some unknown facts about our past while he was studying relationships between humans. While humans were living in small communities thousands of years ago, they were more successful when the group had 150 members. That was the Dunbar number: 150. The perfect number for a group of humans to work and socialize with each other.

One hundred and fifty, however, was not the only Dunbar number; there are others. The smallest is five. This is the number of people that we trust the most and they are usually the members of our families and our best friends. The next group has 15 members and they are people that we are fond of. These people won't let you down and they will keep their promises. Then there is a group of 50 people that you have something in common with such as studying, working or playing sports together. Finally, there is the biggest group, 150 people. You might not be keen on all of them and might even hate one or two of them. However, because they include your friends' friends or their boyfriends or girlfriends, you accept them all.

Of course, thanks to social media we can easily get in touch with old friends, like and dislike the things they do and get to know new friends all over the planet. Dunbar says, however, that we need a real contact with people to build real relationships. We might fancy a boy or girl in a photo, but we have to meet them to find out what they are really like. We have to do things with someone if we want to become true friends. We can share photos and videos through social media, but we can't share real experiences together online: at least not yet.

THE DUNBAR NUMBER



1. _____
The perfect number for humans to work and socialize together.



2. _____
The people that you have something in common with.



3. _____
The people that you are fond of.



4. _____
Family members and best friends.



Vocabulary Relationship expressions

3 a Choose the correct words to complete the sentences.

- 1 I *got in touch with* / *'m not keen on* Alex because of the cruel jokes that he often makes.
- 2 My dad *gets in touch with* / *is fond of* his best friends on the internet every weekend.
- 3 I *fancied* / *disliked* him until I spoke to him! He really loves himself!
- 4 I *socialize* / *hate* people that take football so seriously!
- 5 We've *got a lot in common* / *let each other down* and like doing things together.
- 6 I asked Ann to keep my secret, but she *got to know* / *let me down* and told everybody!
- 7 Sam *dislikes* / *fancies* people that don't share his interests.
- 8 Kate *is fond of* / *hates* Harry and she enjoys his company.
- 9 We're all good friends in the basketball team and we always *have got a lot in common* / *socialize* together after every match.
- 10 I started a new school this year, but I *'m not keen on* / *got to know* my classmates quickly and made friends.

b Work with a partner. Ask and answer questions.

get to know / this school
socialize with / at the weekends
get in touch with / by text message (phone / email)

Who did you first get to know when you started this school?

► **Workbook** page 4, exercises 1–3

Grammar Past simple and past continuous

4 a Find the missing words in the article.

- 1 ___ Robin Dunbar invented the Dunbar number, he was studying the social habits of monkeys.
- 2 The Oxford University professor was watching the way monkeys clean each other ___ he realized...
- 3 Dunbar also discovered... ___ he was studying...
- 4 ___ humans were living in small communities...

b Choose the correct words to complete the rules.

- 1 We use the *past simple* / *past continuous* to talk about an action in progress when another action happened in the past.
- 2 We use the *past simple* / *past continuous* to talk about one or more completed actions in the past.
- 3 We usually use *when* / *while* with the past continuous.
- 4 We usually use *when* / *while* with the past simple.

c Choose *when* or *while* and complete the sentences with the correct past form of the verbs in brackets.

- 1 *When* / *While* Dad ___ (drive) home, he ___ (have) an accident.
- 2 Chloe ___ (socialize) with Tom for the first time *when* / *while* she ___ (visit) her cousins.
- 3 I ___ (not get on) well with your mum *when* / *while* we ___ (study) at university together.

- 4 *When* / *While* I ___ (wait) for my friends at the cinema, I ___ (not think) about buying the tickets.

- 5 ___ we ___ (have) lunch *when* / *while* we ___ (hear) the news?

- 6 *When* / *While* the coach ___ (break down), we ___ (not travel) on the motorway.

► **Workbook** pages 4–5, exercises 4–6

Listening and Speaking

5 a ◀ 1.09 Listen to Alex's story. What did he learn?

- b ◀ 1.09 Listen again. Which picture shows Alex's story? What are the differences between the two pictures?



► **Workbook** page 5, exercises 7–9

6 a Get ready to speak Tell a short story. It can be true or invented.

- b Work in a group. Tell your story to your group.

- c Which story did you like best? Why?



Write three true sentences and two false sentences about things that happened while you were doing something last weekend. Listen to your partner's sentences and decide which are true and which are false. Explain why you think two sentences are false.

1C Starting points



When did your family move to your town? Do you know why? Why do people move to or leave your town?

Vocabulary and Reading Origins

- 1 a Read the online article. Why did people leave Africa 200,000 years ago?

Thanks to science, we can now look at people's DNA, information about their ¹ _____, and say where their families and older ² _____ came from. The *National Geographic* magazine organizes the Genographic Project, which helps people find this information. Over 700,000 people have taken part since the project started. We now know that the first humans lived in Africa 200,000 years ago, but then there was a big ³ _____ and a lot of people travelled north, east and west. Scientists think that there were not enough ⁴ _____ such as food and water, so some people decided to leave. While the people from Africa were looking for new ⁵ _____ to live in, they met the Neanderthals. The humans and the Neanderthals probably became good friends because today most of the world's ⁶ _____ has between 1% and 2% Neanderthal DNA. Africans don't have any Neanderthal DNA because Neanderthals never lived in Africa.



Glossary

DNA Neanderthal



- b What information surprised you the most?

- c Match the nouns (1–6) to the definitions (a–f). Check your answers with a partner.

- | | |
|--------------|---|
| 1 Ancestors | a is the number of people that live in a place. |
| 2 Genes | b is the movement of large numbers of people. |
| 3 Habitats | c are things such as water, wood, etc. that people can use. |
| 4 Migration | d are people in your family who lived a long time ago. |
| 5 Population | e are places where a type of plant or animal is found. |
| 6 Resources | f are parts of cells that parents pass onto their children. |

- d ◀ 1.10 Complete the online article with the nouns. Listen and check, then repeat.

ancestors genes habitats
migration population resources

▶ Workbook page 6, exercises 1–2

Listening

- 2 a ◀ 1.11 Listen to the podcast. What did the *National Geographic* look at to discover where the Darwins came from?

- b Listen again and look at the map. Which route is the Darwins'?



- c ◀ 1.11 Listen again. Complete the fact file.

THE DARWIN FAMILY

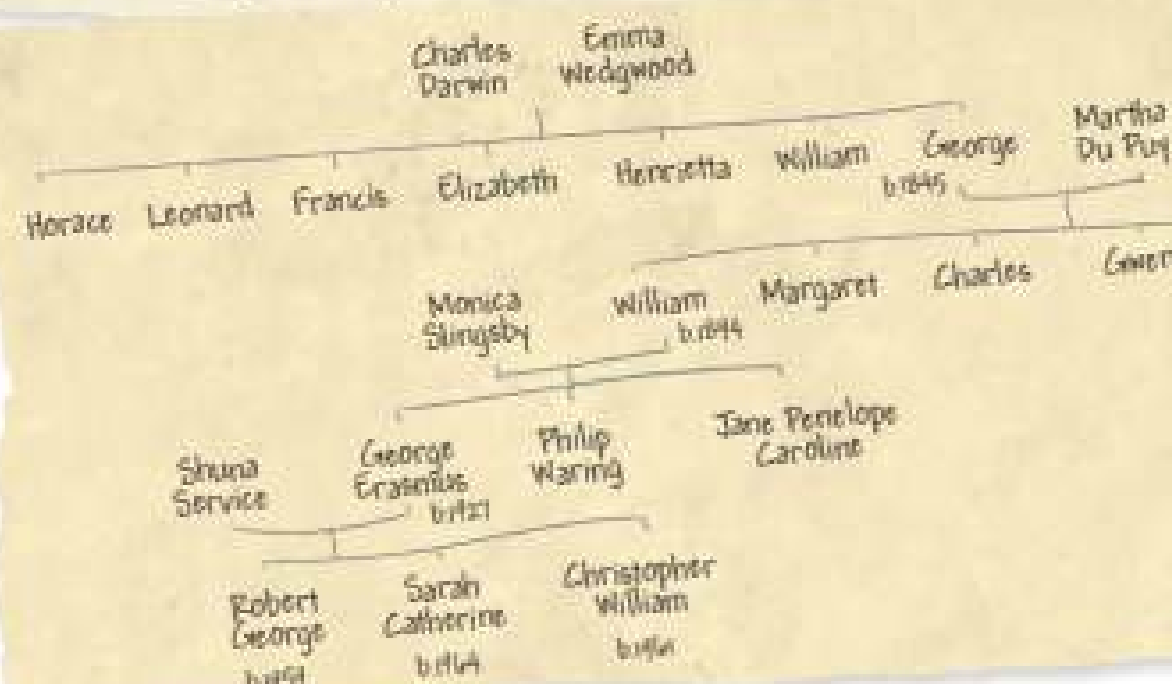
Charles Darwin, famous ¹ _____ who was born in 1809 and died in ² _____.

His book, *On the Origin of Species*, says people and animals have the same ³ _____.

Chris Darwin, great-great-⁴ _____ of Charles Darwin.

Lives in ⁵ _____ where he works for the Charles Darwin Reserve that protects plants and ⁶ _____.

The Darwins left Africa ⁷ _____ years ago and arrived in Britain ⁸ _____ years ago.



- 3 Over to you! What do you know about the history of your family or your ancestors? Tell a partner.

Grammar Conjunctions

- 4 a** Read the sentences from the online article and the podcast. Complete the table with the underlined words.

Africans don't have any Neanderthal DNA because Neanderthals never lived in Africa.

While the people from Africa were looking for new habitats to live in, they met the Neanderthals.

Charles Darwin died in 1882, but he has a great-great-grandson.

Chris lived in Britain until he was 25.

When Chris heard about the *National Geographic* project, he wanted to take part.

He wanted to take part, so the *National Geographic* examined his DNA.

Most of the family stayed in Britain, although Chris is now in Australia.

Conjunctions	
reason	¹ <u>because</u>
time	² _____, ³ _____, ⁴ _____
contrast	⁵ _____, ⁶ _____
result	⁷ _____

- b** Choose the correct answers.

WHO ARE YOUR ANCESTORS?

THE NEANDERTHALS... OR THE DENISOVANS?

¹Until/While scientists were studying human bones from a cave in North Asia in 2008, they discovered a small bone from a girl's finger. ²Although/So the bone didn't look very different to the others, they decided to do a test on its DNA. ³Because/When the results of the test came back, the scientists realized the bone was from a new type of people: the Denisovans. ⁴Until/But the discovery of the Denisovans, scientists believed that early human populations only shared the planet with Neanderthals. Now scientists are studying people's DNA ⁵although/because they want to discover where the Denisovans lived on the planet. Lots of people from South East Asia have some Denisovan DNA, ⁶so/while they know that the Denisovans lived in Asia, ⁷when/but few Europeans have Denisovan DNA; they have Neanderthal DNA.

► **Workbook** page 6, exercises 3–5

Writing

- 5 a** Get ready to write Work with a partner. Join the sentence halves with conjunctions. You can use more than one conjunction for some sentences.

The history of human life

- a humans survived and the Neanderthals and Denisovans disappeared / humans were more competitive for resources
Humans survived and the Neanderthals and Denisovans disappeared because humans were more competitive for resources.
- b we have a negative image of the Neanderthals / they had a culture and looked after the sick members of their group
- c the first humans came from Africa / they lived with the Neanderthals
- d today, all Europeans have about 1% Neanderthal DNA / some people in South East Asia have between 3% and 5% Denisovan DNA
- e the Neanderthals were hunting in Europe / the Denisovans were doing the same in Asia
- f the Neanderthals didn't have much imagination / their culture didn't change in 170,000 years
- g scientists thought the Neanderthals were alone / they discovered the Denisovans in 2008

- b** Work with a partner. Put the sentences in exercise 5a into the correct order to make up a paragraph. Use capital letters and the correct punctuation.

- c** Look at the fact file in exercise 2c. Use the information to write short fact files of Charles and Chris Darwin.

Include information about...

- dates of birth (and death of Charles)
- the relationship between the two Darwins
- where they were born and where they lived / live
- what they did / do now

► **Workbook** page 7, exercises 6–8

- d** Write the biographies.

- Organize your notes into paragraphs.
- Use as many conjunctions as you can.



Do some research on DNA.

- What is DNA?
- Who discovered it?
- In what ways can we use the information from DNA?

1D A piece of cake



Where do you find information for school work? Do you find information for different subjects in different places?

1 a 1.12 Read and listen. What do Liza, Danny and Oliver disagree about?



- Danny** ...so what do you think about this project for Miss Hamilton?
- Liza** I'm not sure. It could be interesting...
- Oliver** Interesting? It's a project about searching online!
- Liza** Not exactly...
- Oliver** Well, I think I can use a search engine!
- Erika** So you'll get an 'A' then?
- Oliver** Look, I grew up with the internet. I go online all the time. We all do!
- Erika** That's a good point.
- Liza** I see what you mean, but I feel we should be open-minded. We can always learn more.
- Oliver** As far as I'm concerned, I already know it all.
- Liza** Oh, come on! You don't really think that.
- Oliver** That's exactly what I think!
- Danny** I'm not sure about that, Oliver.
- Oliver** OK, look, Erika, you be on my team. I'll do all the work and we'll definitely get an 'A'.
- Erika** Hmm...
- Oliver** And we'll beat these two as well!
- Erika** OK – let's do it!
- Danny** Sounds good to me.

b Answer the questions with the names *Liza, Oliver, Danny* or *Erika*. Who...?

- 1 doesn't think they will learn anything
- 2 thinks there is more to learn about searching online
- 3 makes the project into a competition
- 4 seems happy to let another person do all the work
- 5 thinks of three words to get information online

2



- Liza** OK, what's your opinion on 'ancestors', 'genes' and 'Neanderthals' as search terms? Do you think they work?
- Danny** Yeah, my view is that we try those first. OK, let's check this one out... *Live Science*.
- Oliver** What's up, guys? Still doing your project? Wow, you're slow.
- Danny** Have you finished?
- Oliver** Yep.
- Liza** How?
- Oliver** It was a piece of cake! Three words: Find. Copy. Paste.
- Liza** You copied!
- Danny** You can't do that!
- Oliver** Oh, yes, I can. You wait and see. Erika and I will get an 'A' on our project.
- Liza** I think you're in for a surprise, Oliver...

- 3 **Liza** What's up?
- Oliver** It's Erika. I think she's angry.



2 a **Spoken English** What do these expressions mean? How do you say them in your own language?

Check...out

Wow!

What's up?

A piece of cake!

Oh, come on!

You're in for a surprise!

b Work with a partner. Write short dialogues for three of the expressions from exercise 2a. Role-play the conversations for another pair. Decide if the conversations use the expressions correctly.

➤ **Workbook** page 8, exercise 1

3 a What do you think will happen next?

b ◀ 1.13 ▶ Listen and check.

4 Over to you! What do you think?

- 1 Is the bad grade only Oliver's fault or does Erika have some responsibility, too?
- 2 Why is 'Find. Copy. Paste.' not a good idea?
- 3 What should you do when you include other people's ideas and work in your schoolwork?

Everyday English Expressing opinions

5 a Look at the useful phrases. Find examples in the dialogue in exercise 1a.

Useful phrases: asking for opinions

What do you think about...?

What's your opinion about/on/of...?

Do you think it works/they work?

Useful phrases: giving opinions

As far as I'm concerned...

My view/opinion is that...

I feel we should...

Useful phrases: agreeing and disagreeing with opinions

That's exactly what I think.

That's a good point.

I see what you mean, but...

I'm not sure.

b ◀ 1.14 Listen and repeat the phrases. Try to copy the intonation.

▶ **Workbook** pages 8–9, exercises 2–4

Listening and Speaking

7 a ◀ 1.17 Listen. Which rule are they talking about?

Can I use material I find online for schoolwork?

Today, we can find digital material everywhere, but if we use it in our work, we have to say where it comes from. Use these three rules to help you:

- 1 If the material comes from different pages of a website, give the address of the website, e.g. <http://global.oup.com/>
- 2 If the information is from one page or one article on a website, a book, a newspaper, etc., give the name of the author, the date, the title and the website, e.g. Stephen S. Hall, October 2006, *Last of the Neanderthals*, <http://ngm.nationalgeographic.com>
- 3 If there is no author and date, include other available information. You can also put a link into your document so readers can click on it and go to the document.

b ◀ 1.17 Listen again. Answer the questions.

- 1 Where are people happy to share their ideas?
- 2 What do people use the internet for?
- 3 What has Miss Hamilton given the students?
- 4 What do we not want people to do?

▶ **Workbook** page 9, exercise 6

8 a 🗉 Get ready to speak Make a note of your opinions about using the following online material for your schoolwork. When do you think it is right/wrong to use it?

an essay from a homework site
material from an e-book
a YouTube video made by students
articles from news/magazine sites
photos from a social networking site

b Work with a partner. Discuss your notes from exercise 8a.

What's your opinion of using an essay from a homework site?

That's a good point.

My view is that it's dangerous! The essay might be wrong!



Think of three tasks to give a student who copies material and doesn't say where it is from.

Pronunciation Silent or pronounced 'e'?

6 a ◀ 1.15 Listen and repeat the words in the box.

ancestors copied exactly finished
internet online paste project

b Decide if the underlined letter 'e' is silent or pronounced.

silent	pronounced
copied	ancestors

c ◀ 1.16 Listen and check.

▶ **Workbook** page 9, exercise 5

1 Revision

Vocabulary Relationships

1 Choose the correct adjectives to complete the sentences.

- 1 I think the *caring* / *sensible* / *sensitive* thing to do is to ask your teacher for help.
- 2 Children are sometimes very *jealous* / *cruel* / *self-confident* to each other and say unpleasant things.
- 3 Kate is quite *moody* / *honest* / *sensible* and can go from happy to sad in seconds!
- 4 Andy is really *loyal* / *selfish* / *sensitive* and only thinks about himself.
- 5 They're a *cruel* / *jealous* / *competitive* team and they always try hard to win.
- 6 My grandmother is very *self-confident* / *caring* / *aggressive* and always looks after us when we are ill.

2 Complete the text with the words in the box.

common fancied fond keen know socialized

My mum and dad got to ¹ ___ each other at university, although at first my mum wasn't very ² ___ on my dad. They didn't have a lot in ³ ___ and when they ⁴ ___ at student parties, he only talked about football. My dad, however, really ⁵ ___ my mum and he found out she loved dancing, so he learned to dance! They started going to dances together and my mum soon became ⁶ ___ of my dad and they fell in love!

Origins

3 Complete the sentences with the words in the box.

ancestors genes habitat
migration population resource

- 1 The birds' ___ has disappeared because the forest has been cut down.
- 2 There was a big ___ of agricultural workers from the countryside to the big cities in the 1990s.
- 3 There are pictures of his grandparents and other ___ on all the walls of the house.
- 4 Saudi Arabia's main natural ___ is oil.
- 5 The ___ of Tokyo is over 33 million!
- 6 Eye colour is controlled by the DNA in our ___.

Grammar Present perfect

4 Complete the conversation.

- Anna ¹ ___ have you been at this school?
Martin I've been here ² ___ I was six.
Anna Have you ³ ___ studied at a different school?
Martin No, I've ⁴ ___ been to another school. And you? You've ⁵ ___ started here, haven't you?
Anna No, I haven't. I've been here ⁶ ___ a year!
Martin Well, we've ⁷ ___ met before because it's a big school!

Past simple and past continuous

5 Complete the sentences with the correct form of the verbs in brackets. Then choose *when* or *while*.

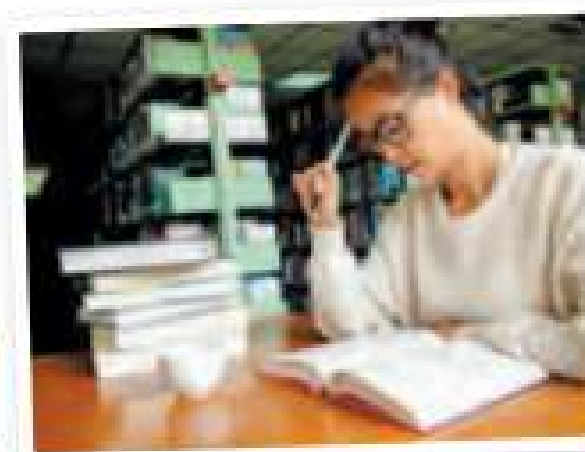
- 1 We ___ (not chat) *when* / *while* the head teacher came into the library.
- 2 *When* / *While* we were watching the film, Dad ___ (cook) dinner.
- 3 We ___ (take) videos on our phones *when* / *while* we were visiting Paris.
- 4 Jack ___ (wear) his new suit *when* / *while* he dropped food on it.
- 5 ___ Sam ___ (fall) asleep *when* / *while* we were listening to the presentation?
- 6 *When* / *While* my brother ___ (live) in Washington, he met the president.

Conjunctions

6 Complete the text with the conjunctions.

although because
but so until while

- ¹ ___ I enjoy studying, I don't like spending every weekend in the library! I often stay there ² ___ they close ³ ___ I have a lot of work. ⁴ ___ I'm working, my sister is having fun. It's the same every weekend, ⁵ ___ the next one is going to be different. It's my 17th birthday, ⁶ ___ I'm organizing a party!



Everyday English Expressing opinions

7 Complete the dialogue with the words in the box.

exactly far feel mean opinion point

- A What's your ¹ ___ of our new coach?
B As ² ___ as I'm concerned, she's great.
A That's ³ ___ what I think, but the others ⁴ ___ she shouldn't make us train so hard.
B I see what they ⁵ ___, but if we want to win games, we have to be fit.
A That's a good ⁶ ___. I think you should make it clear to the others.

Learning to learn Formal and informal English

When we write letters or emails to people that we don't know, or essays, we usually use formal English with longer sentences and linking words.

When we speak or write to friends (text messages, emails, etc.), we use informal expressions, contractions and shorter sentences.

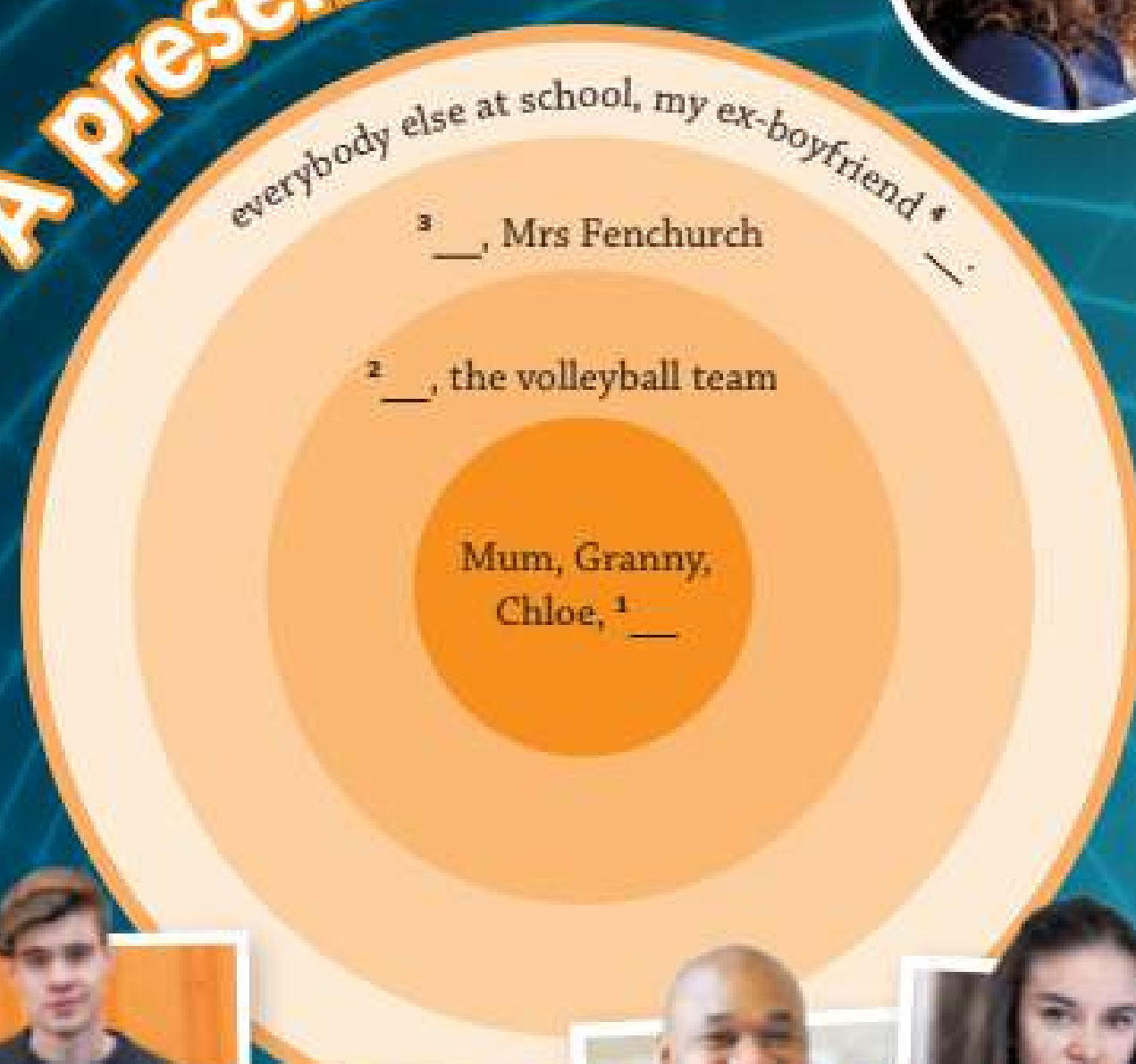
► **Workbook** pages 10–11, exercises 1–9



Who would you speak to if you had a problem? Who do you see when you want to have a good time? Are they the same or different people? What different types of relationships do they represent?



A presentation



MY SOCIAL CIRCLE

There are four people that are **really** close to me: my mum, my sister Chloe, my granny Sandra, who has lived with us since my parents divorced, and my best friend Laura. My sister Chloe and I are really different; I'm shy and she's **extremely** sociable and has lots of friends, but we get on very well. Laura and I go to the same school and we have lots of things in common!

In my second circle, I've put my dad. I love my dad, but I don't see him very often and we don't always agree on things! I've also included the girls from the school volleyball team. They're **quite** competitive when they play games, but they are really loyal friends.

In my third social circle, I've got all my classmates from class 10B. I've been with some of them since we started primary school and there's a good atmosphere in the class; nobody is ever aggressive and there's no bullying. I've also included our class tutor, Mrs Fenchurch, because she wants everybody to do well.

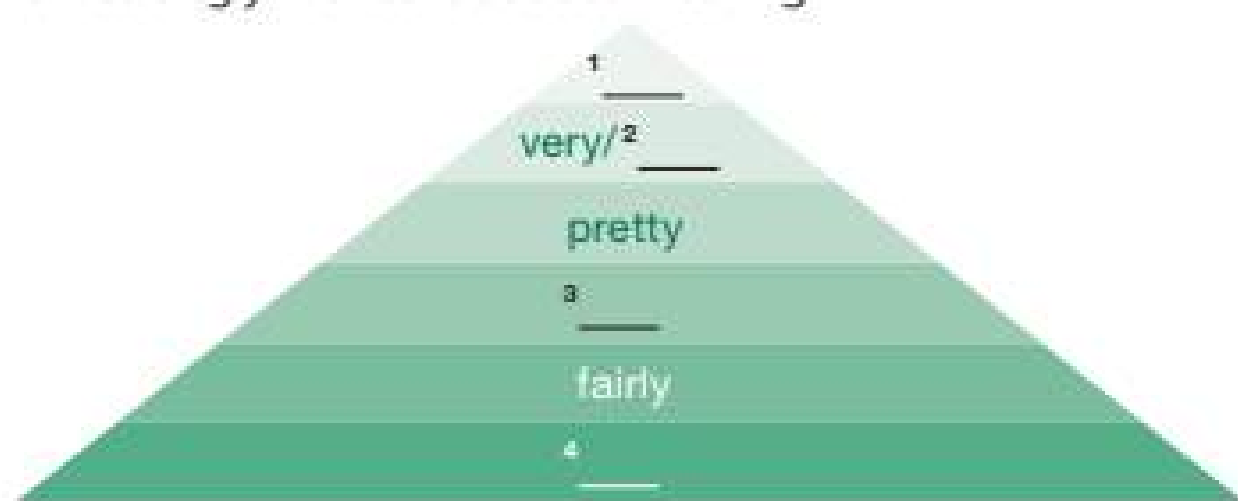
Finally, in my last circle, I've put all the other people that I know at school. There's also my ex-boyfriend, Andy Barton. He's **a bit** selfish, but I've included him because he was my first boyfriend and he's still in my group of friends!

1 a Get ready to write ◀ 1.18 Read and listen to the student's project. Complete the social circles with the names of the people.

b Read the Look! box. Complete it with the **highlighted** adverbs from the text above.

Look! Adverbs of degree

We can use adverbs of degree with adjectives to express how strongly we feel about something.



c Make a list of the people that you see frequently.

d Organize the people in your list into different groups according to the Dunbar Number (see page 12).

2 a Start writing Make notes about the relationship that you have with each person. Think of an adjective or adjectives to describe each person.

b Draw your circles and write the names in them.

c Use your notes to prepare what you are going to say.

d Try to use some adverbs of degree.

3 a Complete your project Try and include a photo in each social circle.

b Practise your presentation.

c Present your project to the class. Listen to them and discuss your classmates' presentations. Which adjective is used most?

1 Culture



What can we learn when we travel to different towns, regions or countries?

Charles Darwin

EARLY YEARS

Charles Darwin was one of six children from a wealthy family. His grandfather and father were doctors and young Charles went to Edinburgh University to study Medicine. However, he hated the sight of blood and soon realized that he couldn't be a doctor. He was also bored by the lectures! He then went to Cambridge University and discovered that he had a great interest in studying plants, insects and animals. Fortunately, one of his university professors recommended Darwin for the perfect trip for a biologist: a voyage around the world to investigate nature.

THE BEAGLE

In 1831, Charles Darwin left Plymouth on *The Beagle*, a ship that took him around the world for five years. While he was travelling, he studied the plants and animals in the countries and on the islands that the ship visited. He also ate quite a few of them! As a student, he was a member of a university club that ate unusual animals and on *The Beagle* he tried armadillo, ostrich and puma! Darwin also spent his time on *The Beagle* in his cabin writing notes about the things he had seen and when he finally arrived back in Britain, Darwin was already starting to create his famous theory that all living things had a common ancestor.

DOWN HOUSE

At home at Down House, a place that you can still visit today, Darwin wrote many articles and books about his travels, but he didn't want to publish anything about his theory. He worked in his study, where he wrote 250,000 words about his theory of evolution, but he was frightened about what people might say about his idea that monkeys were the ancestors of humans. He expected the public and the Church to be against it and became so frightened that he became ill with worry. However, when another scientist started to write about similar ideas, Darwin decided to publish his book, *On the Origin of Species*. Most scientists accepted Darwin's theory and they continue to accept it today.



Glossary

lectures	armadillo	puma	theory
voyage	ostrich	cabin	publish

1 Look at the photos. What can you see?

2 a Read the article and match the photos to the sections.

b Work with a partner. Discuss and decide if these facts are true (T) or false (F).

- 1 Charles Darwin changed his mind about his future at Edinburgh University.
- 2 Darwin received help to get a place on a voyage around the world.
- 3 Darwin didn't have time for study on the ship.
- 4 The trip gave Darwin ideas about the beginnings of human life.
- 5 He thought that people and the church would support his ideas.
- 6 Darwin finally published his famous book because of another scientist's work.

c 1.19 Listen and complete the fact file.

ASCENSION ISLAND

Ascension is a ¹ _____ island.
In the 19th century, ² _____ didn't want to visit it.
No ³ _____ water or plants.
Thanks to Darwin and Hooker, it now has a nice habitat and a population of over ⁴ _____ people.
Scientists study it because of possible future visits to ⁵ _____.



3 Over to you! Charles Darwin said that animals change throughout history. Today, more and more people sit and work with computers. We play video games and we text messages to our friends. How do you think our bodies will change in the distant future? With your partner, write a list of ideas. Use the words in the box to help you. Discuss your ideas with your classmates.

brains eyes fingers and thumbs legs muscles



Many famous inventors and scientists whose inventions changed the world in the course of history were born in Ukraine. But what do we know about modern inventions made in Ukraine? Share your ideas with your classmates.

In the mid-2000s, Anatoliy Malykhin, a researcher at the Kharkiv Institute of Neurology, Psychiatry, and Narcology, in cooperation with Biopromin LLC and its director Anatoliy Pulavsky, created a non-invasive blood analyzer called **Biopromin**. This device analyzes blood for over 130 indicators without taking any drop of blood, with an error margin of less than 2% which equals the conventional testing error margin and provides results within 180–720 seconds. It is registered in 28 countries, including the Czech Republic, China, and the UAE. In China and Mexico, Biopromin is used at the state level.

Olga Brovarets, a researcher in Molecular and Quantum Biophysics, discovered how pairs of chromosomes with mutations fit into human DNA, leading to dangerous diseases like cancer. This discovery gives hope for curing cancer and other diseases caused by mutations in the future.

Olga and Dmytro Hovorun won the 2016 Scopus Awards Ukraine for their independent work. Their research could lead to complete recovery from cancer.

Oleksiy Onipko, a Ukrainian physicist, is known for his many inventions and scientific papers (over 150 to his name). He is most famous for creating the Onipko Rotor wind turbine. This turbine is unique because its wind wheel has a special 3D (three-dimensional) shape that captures the most wind energy and creates minimal resistance while rotating. This design allows the turbine to start turning with just a slight breeze (0.5 m/s) and generate electricity, which can be stored in batteries. The scientist has received numerous awards for his invention, including the Leonardo da Vinci Medal, the Green Oscar Award, and recognition at the GREENEXPO/Alternative Energy Exhibition.



1 a Look at the pictures. What inventions do you think they illustrate?

b Look at the headlines below. Match the texts with the headlines:

- 1 Blood-free blood testing
- 2 Capturing wind energy with more efficiency
- 3 A Step Closer to Beating Cancer

2 Read the texts and match the pictures to the corresponding inventions.

3 Work with a partner. Decide if the following information is true (T) or false (F):

- 1 The non-invasive blood testing means doctors must make a small cut on the patient's skin to test their blood.
- 2 Mutation means the changing of structure.
- 3 The Onipko Rotor wind turbine is just a bigger battery that can hold more energy.

4 Over to you! Think over and discuss with your partner what inventions would be required most nowadays. Which field of science requires special attention of inventors? Use the words given in the box below. What inventions would be more valuable for Ukraine? What inventions would be required in the world? Together with your partner write a list of ideas. Discuss your ideas with your classmates.

Biology Chemistry Physics
Artificial Intelligence Psychology Linguistics

Learn through English



Have you or your friends ever met anyone famous? Who would you like to meet? What could you do to meet them?

1 ◀ 1.20 Listen and complete the sentences.

Six degrees of separation – the facts!

- A theory claims that we are six ¹ ____ away from every person on the planet.
- In 1929, Hungarian writer Karinthy Frigyes wrote a ² ____, *Chains*, where he talked about the theory for the first time.
- Mathematicians have used ³ ____ to show it is possible.
- Researchers showed that that we are all six ⁴ ____ or fewer away from any person in the world.
- Scientists are interested because they can use the theory to understand how ⁵ ____ and disease move and they can also use it to stop terrorism.

2 a Get ready to speak You are going to discuss two experiments.

Student A Read about The Milgram Experiment.

Student B Read about The Kenya Experiment.

b Work with a partner. Discuss the similarities and differences between the two experiments.

THE MILGRAM EXPERIMENT

In the late 1960s, psychologist Stanley Milgram did an experiment to discover just how close the connections between humans are. Milgram asked people in different US states to send a letter to a businessman in Boston. He gave letters to 160 people and asked them to send them to friends who they thought could help get the letters to Boston. The people who received the letters had to do the same thing: send the letters to someone who could help get the letters to Boston. The letters reached the businessman in five or six steps. Milgram's experiment demonstrated that the six degrees of separation theory worked in one country.

THE KENYA EXPERIMENT

A few years ago, a TV company decided to see if the six degrees of separation theory would work between countries. They asked Nyaloka Auma, who lives in a small village in Kenya, to send a package to a scientist in Boston, USA. Nyaloka could only send the package to someone that she knew well. At first, she had a problem passing it on. Nyaloka couldn't think of anybody who could take the package out of her village, which was a closed social circle. Then an aunt from the capital of Kenya, Nairobi, visited her and provided the solution. She had a friend in New York and she promised to send the package to her. Nyaloka's aunt sent it to her friend in New York, who then sent it to a friend in Boston and the package arrived at the scientist's house in six steps.

3 Work with a partner. Look at your answers to the YOU FIRST! questions. What would be the first step that you would take to meet a famous person?

4 a Make a list of five people that you know from different places: school, a sports club, etc.

b Draw a diagram with you at the centre and the names of the five people around your name. Are there any connections between these people?

c Explain the relationships. How did you meet these people? Which ones know each other? How?



I'm Zoe. I met Harry at a friend's party and we've been going out for a year. He introduced me to Sam, who is his best friend, and he invited me along to the basketball team that he trains.



How often do you use social media? Have you got a lot of friends on social networking sites? How many of them are from other parts of the world?

My Image in the World: How Social Media Shapes Us

We all want to be seen and heard, especially as teenagers. We're all part of this huge global community, and it's natural to try to stand out and get in touch with as many people as possible. Thanks to the internet, social media, and globalization, now it is easy to reach out to almost anyone and anywhere.

In the past, people mostly knew the people they lived close to—their families, friends, and neighbors. But today, with just a few clicks, we can find new friends, follow other people, and chat with someone on the other side of the globe. Sounds awesome, right?

But here comes a big question: Do we really need to connect with everyone? How well do we actually know the hundreds of people in our social media circles? When do we say, "Okay, that's enough"?

It's cool to have a wide social network, but sometimes it's worth thinking about the quality of those connections. Are we really getting connected or just collecting contacts? And how does this shape our image in the world?

3 a Match the pictures with the word combinations below that describe the level of social activity:



- ___ The most popular TikTok blogger in the world
- ___ Solitude
- ___ Family person
- ___ Active blogger
- ___ Small social gathering

b Order the pictures based on the number of people involved in the communication. Order the pictures based on how valuable for you personally the time spent like that is.

c Discuss in pairs: Are your two lists the same? If not, why do you think they differ?

4 a Discuss in pairs. Popularity and having a lot of friends (both in real life and on the Internet) can have both good and bad sides. Do you agree? Make a list: What are the pros and cons of being popular and having a high level of social activity? Write them down and talk about your ideas with your partner.

b The amount of personal information you share online should be carefully controlled. Why do you think there are privacy rules on the internet? Are they really important, or do you think they make socializing harder? Write a short guide on how to use the internet safely. Share your guide with your partner and discuss your ideas.

1 Let's analyze the social profile you created in ex. 2 and 3 above.

Look at each circle and the names in them.

Are you happy with what you see?

Or would you like to increase or decrease the number of people in each circle?

How many people do you think are OK for your comfortable social interaction?

2 Read the strategies below. For each strategy, think about whether it could help you change the number of people in each of your social circles. Tick the box if you think the strategy works for that circle.

Strategy	Circle			
	1	2	3	4
1) Create a Facebook profile with your photo and contact details.				
2) Become a blogger.				
3) Start a TikTok account and post videos and challenges.				
4) Comment on other people's posts.				
5) Ask for phone numbers directly and add people on messaging apps like Telegram or WhatsApp.				
6) Regularly meet up with people in person.				



What was the last day trip that you went on? Would you recommend the place to friends? Why? / Why not?

Reading

1 Read the reviews. Which trip would be best for the following people?

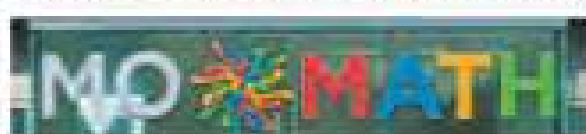
- 1 Matt loves wild animals.
- 2 Alice really likes science.
- 3 Andy likes nature and wild places.



12:35

MUSEUM OF MATHEMATICS, NEW YORK

When you visit New York, this isn't the first place that you think of, but it's fun and full of great ¹ and lots of ² that you can do. You can ride a bike with square wheels, participate in a car race and make designs with different shapes! There's also a ³ that uses artwork and light to show the importance of maths in art. It's awesome!



14:55

BLUE ⁴ OF BISEVO, CROATIA

We got up early to visit one of the most popular ⁵ on the Croatian island of Vis. We went on a ⁶ by boat from Vis to the island of Bisevo and the ⁷ was incredible as we travelled along the coast. We changed to a smaller boat so that we could get through the ⁸ to the cave. I couldn't believe how beautiful it was when we got inside. If you get to Croatia, you have to go!



08:14

LONGLEAT SAFARI PARK, ENGLAND

We went to Longleat for my younger brother's birthday and had a great time watching the lions, tigers and other animals as we drove through the park. The only problem was that the monkeys tried to take the car mirrors off! Later, we visited the ⁹ and my dad needed an hour to find his way out! My brother also went on a few ¹⁰, such as a children's railway, and then we stayed for the ¹¹ of light at night. It was a fantastic ¹² that involved the use of lights in the trees and on the buildings to tell stories. It was a great day out and I'd recommend it to everybody!

Vocabulary Day trip attractions

2 a ◀ 1.22 Choose the correct answers to complete the reviews. Then listen and check.

- | | | |
|-----------------|-------------|------------|
| 1 A scenery | B entrances | C exhibits |
| 2 A activities | B tours | C mazes |
| 3 A ride | B gallery | C festival |
| 4 A Exhibit | B Cave | C Gallery |
| 5 A attractions | B mazes | C shows |
| 6 A activity | B scenery | C tour |
| 7 A scenery | B gallery | C cave |
| 8 A entrance | B festival | C maze |
| 9 A tour | B entrance | C maze |
| 10 A exhibits | B shows | C rides |
| 11 A festival | B activity | C scenery |
| 12 A gallery | B show | C entrance |

b ◀ 1.23 Listen and repeat.



3 a ◀ 1.24 Listen and choose the correct photo.

b ◀ 1.24 Listen again and complete the review.



11:06

MUSÉE DES ARTS FORAINS, PARIS

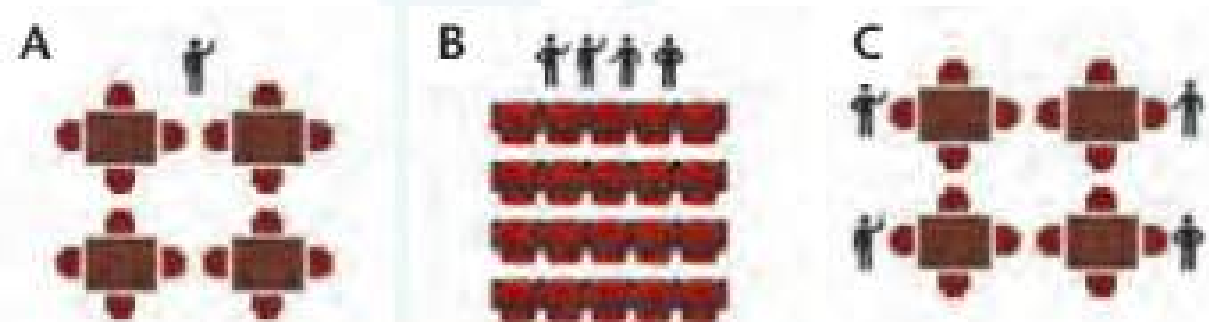
This is a fantastic museum of ¹ and rides from old amusement parks in Europe. There are lots of ² that you can do and you can even go on some of the rides. The man who started the museum said that there are lots of museums about ³, but none about people having a good time and ⁴. The museum is very ⁵ and you should book tickets on their ⁶ as soon as you can.

4 Over to you! Put the four activities on this page in order of preference. Compare your lists. Do you agree / disagree?

► Workbook page 12, exercises 1–3

Reading and Grammar *will and going to*

5 Read the chat. Which diagram illustrates the show?



Julia

Plans for Saturday? I'm buying tickets from the website of the Magic Circle. Interested?

Sounds cool! ¹What are you going to see exactly?

The magic museum and a show in the evening.

I'm really into magic.

That's why I'm texting you!!! 😊

How much?

£20.

Two minutes! ²I'll ask my mum.

Buy me one! ³I'll give you the money tomorrow – promise! 😊

You will!

What's in the museum?

⁴I think we'll see things that magicians use for tricks – not sure – website says it's a 'mystery'! 😊

And the show?

They divide the audience into four groups and you sit at a table with your group. Each group has a different magician. They change after 20 mins.

We're going to see four different magicians?

Wow! ⁵I'm sure we're going to enjoy it!

6 Look back at exercise 5. Match the ideas in blue to the meanings a–e.

- a a prediction based on what we know or can see
- b a promise
- c a spontaneous decision
- d a prediction based on what we think is true
- e a future plan or intention

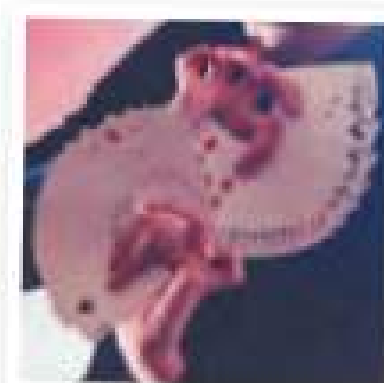
7 Choose the correct answers. Match each sentence to one of the meanings in exercise 6.

- 1 That suitcase is heavy. *I'll / I'm going to* carry it for you.
- 2 The school rugby coach has asked me to play for the team next year! *I'll / I'm going to* play in defence.
- 3 Sorry, I forgot your book. *I'll / I'm going to* bring it for the next class. I promise.
- 4 Do you think people *will / are going to* live on Mars?
- 5 Look at that sky. It *isn't going to / won't* rain today.

➤ **Workbook** pages 12–13, exercises 4–7

Listening and Speaking

8 a **1.25** Listen to the presenter of the *Magic Circle* show. Where do the four magicians come from?



b Answer the questions.

- 1 What does the presenter promise?
- 2 What is each magician going to show?
- 3 How is Henry going to make things move?
- 4 What is the presenter confident about?
- 5 What is going to happen after the first two acts?

9 Get ready to speak Work with a partner. Read the questions and make some notes.

- Choose a place in your country for a day trip.
- Decide what you are going to do there.
- Make predictions about the things that you think you will enjoy.

10 a **Over to you!** Present the place from exercise 9 without naming it for a new partner to guess. Then change roles.

We're going to visit a place that is in the capital city. It isn't very famous, so I don't think you will know it. We're going to...

b Listen to other descriptions. Which places would you like to visit on a day trip?

➤ **Workbook** page 13, exercises 8–9



Make a list of the five best places to visit for a day trip in your town, region or country. Compare your list with other students.

2B Collaborate



What do you think of volunteering? Do you know anyone who has helped in the community? What did they do?

Reading and Vocabulary

Volunteering verbs



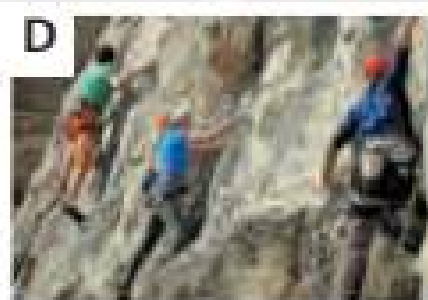
A



B



C



D



E

- 1 a Check the meanings of the verbs in the box. Use some of the verbs to describe the photos.

build create collaborate deliver
develop improve monitor organize
participate plan protect raise

The young people are chatting with the business people because they want to collaborate with them and...

- b Read the text. Match the photos (A–E) to Phases 1–3.

- c 1.26 Choose the correct verbs to complete the text. Then listen and check.

- d 1.27 Listen and repeat.

➤ **Workbook** page 14, exercises 1–3

- 2 Answer the questions with the numbers 1, 2 and 3.

In this phase, you will...

- a learn how to participate in meetings
- b provide something for people in your area
- c learn something new
- d do physical activities
- e decide on how to do something
- f learn how to work with others

Writing and Speaking

- 3 a Work with a partner. Do some research and discover the type of community activities that young people can do in your town or region. Use the words in the box to help you.

animals children culture
elderly people environment sport

- b Write a short description of one of the community activities that you found in exercise 3a. Use some of the verbs from exercise 1a.

- What is the community activity?
- Who does it want to help? / What does it want to improve / protect?
- Who participates in it?
- Who organizes it?
- When do volunteers participate?

- 4 Over to you! Explain your community activity to the class. Which community activity do you think is the most useful? Why?

NATIONAL CITIZEN SERVICE

Life is too short to spend it at home! NCS is a great chance for 14–18-year-olds to ¹participate / monitor in amazing activities together and to ²plan / improve their communities at the same time! Your National Citizen Service experience has three phases:

PHASE 1 ADVENTURE

You'll spend five days living with a team of 12–15 young people that you've never met before! Our team leaders ³organize / build adventure activities such as rock-climbing, hiking and abseiling that will encourage you and your new friends to work in a team. The team leaders will ⁴deliver / monitor everything you do and make sure that everybody enjoys the challenge.

PHASE 2 DISCOVERY

Time to study! This is where you and your team ⁵collaborate / create to learn a new skill in media, photography, business, music, drama or art. You'll also ⁶organize / develop your confidence, leadership and communication skills, and meet organizations and important people from your community.

PHASE 3 SOCIAL ACTION

Time to make a difference! You and your team will put your new skills to good use and ⁷participate / deliver a social action project for your community. First you have to ⁸plan / raise the project, then show you can pay for it and finally carry it out. Will you ⁹protect / build a space that blind people can enjoy, ¹⁰raise / improve money for homeless people, or ¹¹create / participate a campaign to help ¹²collaborate / protect the environment?

Listening

5 a ◀ 1.28 Which community project are they doing? Listen and choose the correct photo.



b ◀ 1.28 Listen again and complete the sentences.

- 1 This National Citizen Service project ends on ____.
- 2 What are you doing ____, Adam?
- 3 Eva and I are meeting local business people ____.
- 4 The meeting starts at ____.
- 5 I'm giving a presentation with Lucas to the council on ____.
- 6 The council holds a meeting on the first Tuesday of ____.

Grammar Present tenses for future arrangements

6 a Say if the sentences from exercise 5b are in the present simple or present continuous.

b Complete the rules with the words in the box.

continuous dates people simple times

- 1 We can use the present ____ to talk about future events which are part of a timetable. We often use ____ and ____ in these sentences.
- 2 We can use the present ____ to talk about fixed plans for the future. We have often arranged to do these things with other ____.

c Complete the email with the correct present simple or present continuous form of the verbs.

We've only got one week to build the garden. We ¹ ____ (start) on Monday 27th August and ² ____ (finish) on Friday 31st! On Wednesday a lorry ³ ____ (arrive) to take all the rubbish away, so we've got to work hard to clean it up by then! Gardeners from the Bilton Garden Centre ⁴ ____ (deliver) the plants and trees on Thursday morning. Then on Saturday 1st September at five o'clock the garden ⁵ ____ (open)! The Mayor and her husband ⁶ ____ (come) to open it and we've also invited the local media, so it has to be ready!

► Workbook pages 14–15, exercises 4–7

Speaking

7 a Get ready to speak You are going to talk about the two other community projects in the photos.

Student A Look at page 100.

Student B Look at page 101.

b Ask and answer questions to find out more about each other's project.

What's your project about?

In the first week we are starting a campaign to tell people about...

► Workbook page 15, exercises 8–9



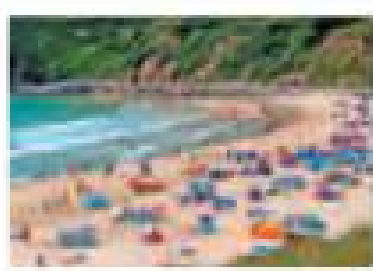
Write a short paragraph explaining which of the three community projects on this page you would like to do.

As far as I'm concerned, the community project that I would like to do is...

2C Taking a risk



Which type of holiday do you prefer? Why? Why do some people do activities such as climbing, bungee jumping or kayaking on holiday?



Reading

1 a **1.29** Read and listen to the blog. Answer the questions.

Which activity takes place...?

- 1 for seven days
2 in the dark 3 once a year

b Which activity do you think is the most dangerous? Which activity would you like to try?

WILD ITALY!

Let our local bloggers show you the Italy that your parents don't want you to see!

PLACE: BRENTA DOLOMITES BLOGGER: GIANNA POSTED: AUGUST 25TH

If you like adventure holidays in **unspoiled** environments, try the Via Ferrata in the **remote** Dolomite Mountains. The Via Ferrata, 'iron road' in Italian, is a climbing and walking route through some of the most incredible scenery that you'll ever see. Italian soldiers opened the first Via Ferrata during the First World War and today trekkers and climbers spend a week on the same route. However, unless you feel comfortable in high places, you won't enjoy looking at the **panoramic** views! Many of the paths are cut out of the rock and although you're connected to a rope so you can't fall, the view down the sides of the mountains is frightening!



PLACE: IVREA, PIEDMONT BLOGGER: PAOLA POSTED: AUGUST 17TH



Like a lot of Italian towns, the town of Ivrea has a **picturesque** centre with lots of **historic** buildings. However, a month before Easter, it becomes a war zone! Thousands of **local** people meet in the town square to throw oranges at each other: 200,000 kilos of oranges! The town is **crowded** for three days as the fight takes place and unless you want to get hit by an orange, you'll feel safer watching from a balcony. Local people say that the **traditional** Battle of the Oranges represents a 13th-century fight between the rich and the poor of the town, although they probably used something even more dangerous than fruit!

Vocabulary Adjectives to describe places

2 a Match the **highlighted** adjectives to the definitions.

- 1 offering a wide view
- 2 far away from places
- 3 something from the past
- 4 full of people
- 5 something you will always remember
- 6 not changed or damaged
- 7 bright and full of colour
- 8 important in history
- 9 connected to the area
- 10 attractive in an old-fashioned way

b Complete the sentences with the adjectives from above.

- 1 Although the mountain village is ___ and hard to get to, you should go to see the ___ views of the valley.
- 2 They've preserved the ___ buildings and they build all new buildings in the ___ style of the region, so the town streets have an old-fashioned feel.
- 3 They can't build on the coast, so the beaches are ___. The fields, the sand and the sea create a colourful and ___ sight!
- 4 I think it's a good restaurant because it's always ___ with a lot of ___ people from the town.
- 5 Scuba diving was so exciting; swimming with the ___ tropical fish and the sharks was an ___ experience!

PLACE: STROMBOLI, AEOLIAN ISLANDS BLOGGER: GIULIANI POSTED: AUGUST 13TH

If you want to feel the power of nature, walk up the volcano on the island of Stromboli. Stromboli is one of the world's most active volcanoes. There's volcanic activity every 30 minutes and you'll have to join an official group if you want to go. On the day I went, we left at 6 p.m. and it took three hours to climb the 924 metres to the top. I've never been on such a frightening walk: I could feel the mountain shake as I was going up it! Stromboli threw fire and burning rocks into the night sky four times while we were there...a **colourful** sight and an **unforgettable** experience!



3 Over to you! Work with a partner. Create a poster for a famous tourist site you know.

- Find suitable photos
- Research information about the site
- Write short explanations for the photos
- Use some of the adjectives on page 28
- Present your poster to the class

This place is unspoiled because it is quite remote. In the summer...

► **Workbook** page 16, exercises 1–3

Grammar First conditional

4 a Complete the sentences from the blog.

- 1 If you want to feel the power of nature, ____ up the volcano on the island of Stromboli.
- 2 You ____ to join an official group if you want to go.
- 3 ____ you want to get hit by an orange, you'll feel safer watching from a balcony.
- 4 If you like adventure holidays in unspoiled environments, ____ the Via Ferrata...
- 5 Unless you feel comfortable in high places, you ____ looking at the panoramic views!

b Are the sentences about the first conditional true (T) or false (F)? Correct the false sentences.

- 1 *Unless* + affirmative verb has the same meaning as *if* + negative verb.
- 2 *If* must come at the beginning of the sentence.
- 3 Instead of *will* + verb, we can use an imperative to give advice and make recommendations.
- 4 We always use a comma.

c Choose the correct answers.

- 1 Unless you want to get wet, *take* / *you'll take* an umbrella.
- 2 If they go with a guide, *they* / *they'll* enjoy it more.
- 3 *You'll buy* / *Buy* tickets for the museum online if you want to avoid queues.
- 4 We'll have a great time in Ivrea *unless* / *if* we get hit by oranges.
- 5 We'll eat at the *hotel*, / *hotel* if we arrive late.
- 6 *Unless* / *If* you are fit, you'll be able to complete the historic Via Ferrata route.

d Complete the sentences so that they are true for you and your friends. Use commas when necessary.

- 1 Unless you study hard ____.
- 2 If we go to bed late tonight ____.
- 3 ____ unless we get up early.
- 4 Unless we get fit ____.
- 5 ____ if we save some money.

► **Workbook** pages 16–17, exercises 4–6

Listening

5 a Read the advertisement. Choose the correct answer: *if* or *unless*.

¹*If/Unless* you like speed, you'll love the Flight of the Angel in the historic town of Basilicata, Italy.

²*If/Unless* you go on the zip wire, you'll enjoy incredible panoramic views as you travel ³ ____ metres above the ground and at a speed of ⁴ ____ km/h!

⁵*If/Unless* you want to travel with a friend, buy a ticket to fly together. ⁶*If/Unless* you're over ⁷ ____, you'll have to go with somebody.

The Flight of the Angel zip wire is really popular. ⁸*if/unless* you arrive before ⁹ ____ a.m., you'll probably have to wait, but we're sure you'll agree it's worth it!



b ◀ 1.30 Listen, check and complete the advertisement with numbers.

Writing

6 a Get ready to write Work with a partner. You're going to write a blog entry called 'Wild ____!' for a holiday activity in your town, region or country.

- Which place are you going to write about?
- What can you do there?
- What will visitors experience if they do the activity?
- What advice or recommendations can you make?

► **Workbook** page 17, exercises 7–9

b Write the blog entry and choose a photo or photos to illustrate it. Use the first conditional and adjectives to describe places.

c Exchange your blog entries with other students. Would you like to try the activity? Have you already tried it? Is the blog entry a good description?

d Vote on the best three entries for a 'Wild ____!' blog about activities in your country.



Create an advertisement for a risk-taking activity for your parents. Explain what will happen and how they will feel if they do it.



How do couples celebrate getting married in your country?
What events do they organize just before and just after the wedding?

1 a 1.31 Read and listen. Why did Danny choose Paris as a holiday destination?



Liza Hi Danny. Are you OK?
Danny My sister is getting married.
Erika So, what's the problem?
Danny My parents are paying for their honeymoon and I volunteered to plan it!
Liza Oh. I see.
Erika What? That's no big deal – just sort it out online.
Danny I have no idea what kind of holiday they want. My sister just said 'something unforgettable'!
Erika Ah...
Danny Exactly! I need some ideas!



Erika Oh, I'd love to go on a beach holiday. Could that work?
Danny A beach holiday? I'd prefer not to play it so safe.

b Answer the questions.

- 1 What did Danny volunteer to do?
- 2 Where does Erika say Danny can organize it?
- 3 What's more interesting than a beach holiday?
- 4 Who got married last year?
- 5 What is expensive?
- 6 What is stressful?



Liza What about skiing? I'm not very keen on it, but some people love it.
Danny That sounds more interesting than a beach holiday...but for a honeymoon? No way!
Liza OK, let me ask Emil. His brother got married last year.
Danny Emil! That's it! You met him in Paris, didn't you? The city of love!
Liza Isn't Paris too full of tourists? I think I'd rather go somewhere quiet for a honeymoon.



Erika And isn't it really expensive? I'd rather not worry about money on my honeymoon!
Danny It's a bit pricey...
Liza And Emil says a honeymoon should be relaxing.
Danny I reckon Paris is a great idea. It's romantic! It sounds much better than a beach or skiing holiday.
Liza We are trying to help, you know.
Danny I'm sorry. It's so stressful! My parents need to know soon. I'd prefer just to decide on Paris now!
Liza If you're sure...
Danny I am! Sorted!

- 2 a Spoken English** What do these expressions mean? How do you say them in your own language?

That's no big deal

sort it out

play it safe

No way!

It's pricey

I reckon...

Sorted!

- b** Work with a partner. Practise the dialogue from 'I'd love to...' to '...better than a beach or skiing holiday'.

► **Workbook** page 18, exercises 1–2

- 3 a** How successful do you think the honeymoon was?



- b** ◀ 1.32 ▶ Listen and check.

- 4 Over to you!** Answer the questions.

- 1 What were the three problems with the honeymoon?
- 2 How do you think Danny's sister felt about going to Paris?
- 3 What are the dangers of giving and receiving surprise presents? Have you ever done it? What happened?

Everyday English Expressing preferences

- 5 a** Look at the useful phrases. Find examples in the dialogue in exercise 1a.

Useful phrases: expressing preferences

I'd prefer to...

I'd love to...

I'd rather...

I'd prefer not to...

I'd rather not...

I'm not very keen on...

It sounds much better than...

That sounds more interesting than...

- b** ◀ 1.33 Listen and repeat the phrases. Try to copy the intonation.

► **Workbook** page 18, exercises 3–4

Pronunciation Linking

- 6** ◀ 1.34 We link the consonant at the end of a word onto the next word if it starts with a vowel. When you speak, imagine that the consonant is at the beginning of the next word. Listen and repeat the expressions.

What's up?

What about skiing?

I'm not very keen on it

for a honeymoon

That's it!

better than a beach or skiing holiday

they enjoyed it

► **Workbook** page 19, exercise 5

Listening and Speaking

- 7 a** ◀ 1.35 Listen. What type of holiday do they choose and where do they decide to go?

- b** Answer the questions.

- 1 Why would Mark's mum and dad rather not stay at a youth hostel?
- 2 What is Mark not keen on at the youth hostel?
- 3 Why does Madrid sound more interesting?

► **Workbook** page 19, exercise 6

- 8 a** 📄 Get ready to speak Choose one of the holidays in the photos. Make notes about why you would prefer it. Make notes about why you would rather not do the others.



- b** Work with a partner. Explain your preferences and try to agree on one of the holidays.



Talk about what you would like to do next weekend and the things that you don't want to do.

2 Revision

Vocabulary Day trip attractions

1 Choose the correct answers.

We went on ¹a ride / an exhibit / a tour of the Scottish Highlands last year. We didn't see the Loch Ness monster, but we did see beautiful ²mazes / scenery / activities! We also visited a ³festival / tour / scenery of Scottish culture. There was music and dancing and a sound and light ⁴show / entrance / cave. There was also an art ⁵ride / gallery / maze and museum with ⁶festivals / exhibits / tours about the Highlands in the past. Life was very hard – I'm glad it's changed!

Volunteering verbs

2 Replace the underlined words with the correct form of the verbs.

collaborate improve monitor organize participate protect

- 1 We need to look after the environment, not destroy it.
- 2 I hope my English will get better when I'm in London.
- 3 A 'cobot' is a robot that works with humans in the same place.
- 4 He watched and checked the children while they were working.
- 5 Who is preparing and arranging the school trip to Milan?
- 6 Alice never takes part in the after-school activities.

Adjectives to describe places

3 Complete the sentences with an adjective.

- 1 The river in the town isn't polluted. It's clean and ____.
- 2 It isn't a new festival. It's a / an ____ one that they've celebrated since the 17th century.
- 3 The show is on at a / an ____ theatre, only ten minutes from home.
- 4 The village isn't near any towns. Actually, it's very ____.
- 5 The shops weren't empty! In fact, they were really ____.
- 6 Our school isn't in a modern building. It's in a / an ____ one.

Grammar will and going to

4 Choose the correct answers.

- A We're lost, aren't we? Where are we? I ¹ll / 'm going to ask that man.
- B Wait, I ²ll / 'm going to use my smartphone. Look, it says we're 3 km from the hotel.
- A Hmm, we don't want to go to the hotel. We ³ll / 're going to meet the others at Piccadilly Circus at 7 p.m. How far is it?
- B Two kilometres.
- A But it ⁴ll / 's going to rain any minute. Look at those clouds!
- B I think we ⁵ll / 're going to get there before it rains if we hurry.

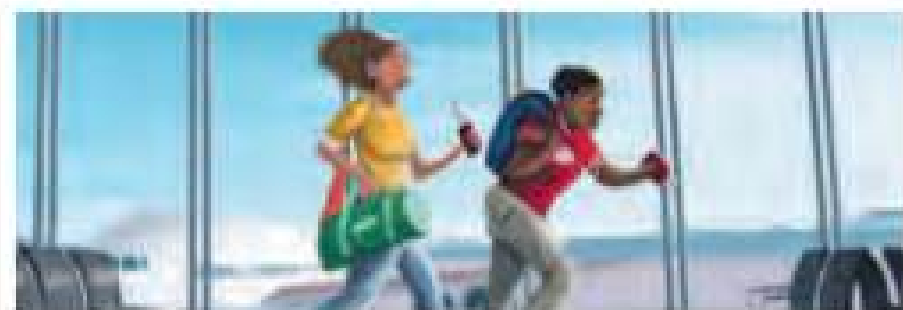
Present tenses for future arrangements

5 Complete the sentences with the correct present simple or present continuous form of the verb in brackets.

- 1 What time ____ the train ____ (leave)?
- 2 We ____ (have) dinner at Luigi's on Saturday evening.
- 3 Dad's flight ____ (arrive) at 9 a.m. tomorrow morning.
- 4 Our holidays ____ (start) on 22nd December this year.
- 5 Luca ____ (not see) his girlfriend at the weekend.
- 6 Our Maths teacher ____ (get) married next month.

First conditional

6 Complete the sentences with *if*, *unless* and the correct form of the verbs in brackets.



- 1 ____ we hurry up, we'll miss the plane!
- 2 If Alex gets up early, he ____ (not have) to queue at the ski station.
- 3 Take a map ____ you want to get lost.
- 4 I won't have enough money for the trip unless I ____ (get) a job.
- 5 ____ you want to practise your English, speak to local people.
- 6 What ____ (they / do) if it rains?

Everyday English

Expressing preferences

7 Match the sentence halves.

- 1 I'm not very keen
 - 2 We'd
 - 3 My sister would rather
 - 4 I'd prefer
 - 5 That sounds much better
- a prefer to visit museums.
b read all day.
c than a tent.
d on crowded places.
e not to go to the beach.

Learning to learn Taking risks

Studies have found that teenagers who take risks in their learning can make more progress. This is especially true of learning a language. Try these things:

- Tell the class about a time when you learned something from a mistake.
- Work with different partners for pair or group work. You can learn new things by working with different people.
- Think of a question about a hobby, interest, etc. and find an online forum in English to answer it. However, don't take risks with safety by giving too much information about yourself on the forum.

► **Workbook** pages 20–21, exercises 1–8



Which places in your town or region are the most popular with visitors? Which less known places do you think people should visit?

A team presentation

OUR TOWN



1 a Get ready to write Work with a partner and make a list of five interesting things about your town, city or region.

b ◀ 1.36 Read and listen to the presentation. Put the photos in the order that the speakers talk about them.

c ◀ 1.36 Listen again and tick (✓) the topics that you hear.

- | | |
|--------------------|-----------------|
| • buildings | • history |
| • music | • famous people |
| • sport | • environment |
| • events/festivals | • industry |

2 Choose one of the topics from exercise 1c for your presentation. Make some notes.

3 a Start writing Look at your notes in exercise 2 again. Divide the bullet points into two and decide which of you is going to present each point. Write full sentences.

b Check you use adjectives in the right order.

c Choose some photos to show during the presentation. Decide when you will use them.

d Practise your presentation together.



Orla Hello and welcome to our town, Tullamore. It has a population of just over 14,000 and it's right in the middle of Ireland. You can get to anywhere in the country from Tullamore in about two hours! However, there are lots of good reasons for staying here and we're going to introduce you to one, a place that we love in our town. Now over to Liam.

Liam Here you can see the historic Charleville Castle. It's a large, grey castle that was built in 1814. It's just outside the town and it was home to a number of wealthy people, including the famous English poet Lord Byron, who organized some incredible parties there. However, the castle was empty for many, many years and after a long time nobody wanted a forgotten, old building.

Orla Today, volunteers have repaired the castle and it's started a new life. As you can see, it's been used in films and TV shows, and lots of tourists come to visit the castle and the gardens during the day. They also visit at night. If you visit, you'll have to stay at the castle during a 'fright night'. They say there's a ghost, a young, blonde girl, who walks around the castle only when it's dark. On 'fright nights' people stay to try and see her. A lot of people say that they've heard laughing and screams, and a few say they've seen the girl in a long, blue and white dress!

Liam If you don't like ghosts, visit the castle in July, when there is, according to the media, the 'best little music festival in Ireland'. For three days you can hear some of the best musicians in the country. So there you have it. Charleville Castle: just one of many reasons why you should visit our town, Tullamore!

4 a Complete your project Give your presentation to other students. Use some of the presentation expressions that Orla and Liam used.

b Listen to and discuss your classmates' presentations. What have you learned about your town?



Which places can people visit for free in your town?
What events or festivals are free?

THE SMART TOURIST'S GUIDE TO NEW YORK

WHAT DO YOU KNOW ABOUT THE CITY THAT NEVER SLEEPS?

- 1 Which singer is from New York?
A Taylor Swift
B Selena Gomez
C Lady Gaga
- 2 Which film series does New York appear in?
A Spider-Man
B Batman
C Wonder Woman
- 3 There are five boroughs in New York: the Bronx, Brooklyn, Queens, Staten Island and...
A Washington
B Manhattan
C Chicago
- 4 Which building is the tallest in New York?
A One World Trade Center
B Rockefeller Center
C Empire State Building
- 5 What is the name that people sometimes give to New York?
A The Big Orange
B The Big Apple
C The Big Banana

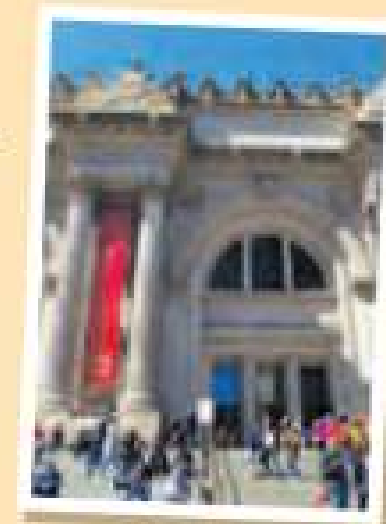
Although New York is the most expensive city in the USA, that doesn't stop people from wanting to visit it. However, unless you're on a big budget, you'll be happy to hear that there are still some things in the city that are free...or at least, almost free!

THE BEST VIEW IN TOWN

Everybody wants to see a panoramic view of the New York skyline, but a trip to the top of the Empire State Building, The Rockefeller Center or One World Trade Center is expensive. The solution? For the price of a drink, you can sit in the bar on the roof of the Standard Hotel and admire the Manhattan skyscrapers as you relax and drink.

FOR ART LOVERS

The Metropolitan Museum of Art in Central Park attracts art lovers for two reasons. First, it has incredible collections of Greek, Roman, Egyptian, European and American art. Secondly, it's almost free! If you enter the museum, you'll see a sign that says that it costs \$25 to go in, but that is just a recommendation! You can pay as much...or as little...as you like!



FREEDOM FERRY

Can you imagine going to New York without seeing the Statue of Liberty? No, we can't either! You can get great views and photos of the statue and Ellis Island from the ferry that travels between Manhattan and Staten Island. The ferry goes back and forward across New York Bay all day and it's free for all passengers.



ROCK AND POP IN THE PARK

If you want to chill out after a hard day in New York in the summer, go to Prospect Park in Brooklyn and watch a free concert. Folk, rock and pop are just some of the sounds that New Yorkers and visitors can listen to while they lie on the grass and relax.

THE BRIDGE OF SELFIES

Are you looking for the perfect selfie? Then walk across the Brooklyn Bridge as you return to Manhattan from Prospect Park. The city opened the bridge in 1883 and it is one of New York's best. From the Brooklyn side of the bridge, you'll have the skyline of Manhattan in front of you: turn around and you've got the perfect background for that special selfie that you can upload to your social media page! However, be careful with the cyclists...they don't like anybody standing in the cycle lane and they'll let you know if they're angry!



1 C 2 A 3 B 4 A 5 B

Glossary

budget	skyscraper	chill out
skyline	ferry	cycle lane

1 Work with a partner. Answer the quiz questions. Then check your answers.

2 Read the online article. Which place(s) or event(s) would you recommend to someone who likes...?

- | | |
|-------------------|-----------------|
| 1 culture | 3 taking photos |
| 2 seeing the city | 4 relaxing |

3 Work with a partner. Discuss which activities from the article you would most / least like to do. Why?

4 Over to you! Write five sentences about what you'll do in New York if you travel there in the future.





Kyiv, the capital of Ukraine, is famous worldwide for its unique style and rich history. With countless sights to explore, it's a fantastic city for both locals and tourists. Here are some must-see attractions that won't leave you penniless but will help you feel the city's atmosphere.

KHRESHCHATYI PARK AND VOLODYMYR'S HILL

These places are a must-visit, especially the modern glass bridge connecting them, which offers breathtaking views of Kyiv and the Dnipro River. By day, enjoy the rich greenery and reflective waters; by night, the city lights create a magical atmosphere.



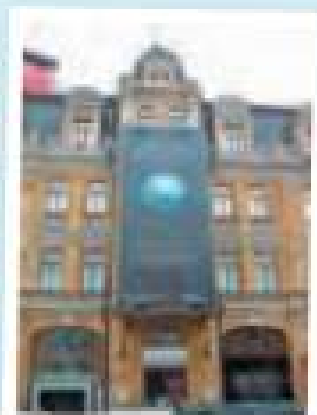
GRYSHKO BOTANICAL GARDEN

A paradise for nature lovers, this garden is stunning in spring with its blooming plants. It also offers incredible views of the Dnipro River, Vydubitsky Monastery, and beyond.



PINCHUK ART CENTRE

Art enthusiasts will love this international centre for contemporary art. It's a free platform presenting modern art and promoting Ukraine's cultural scene.



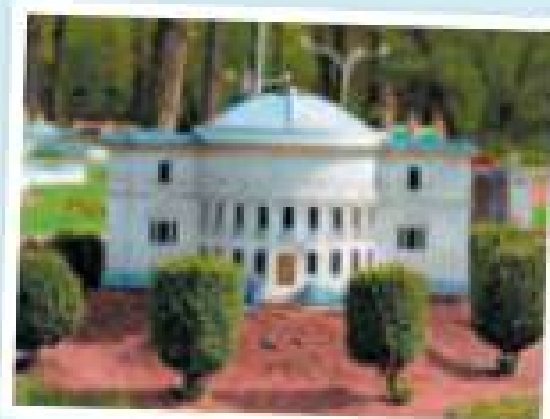
THE LANDSCAPE ALLEY

Having recently become a hotspot, this alley is known for its unusual sculptures, fairy-tale characters, and fun benches, making it a perfect place for creative selfies. This pedestrian pathway offers stunning views and is a great family area with playgrounds and funny art.



UKRAINE IN MINIATURE PARK AND MUSEUM

Located in Hydropark, this open-air exhibition features models of Ukraine's famous landmarks. With about 50 models at a 1:33 scale in size, it's a fantastic way to see lots of legendary sites from across Ukraine, all in one place.



These attractions highlight Kyiv's mix of history, nature, art, and culture, making it a charming city to explore.

1. What is the unofficial name of Kyiv?

- A A city of chestnuts;
- B A city of museums;
- C A city of selfies.

2. Which of these famous Ukrainians was born in Kyiv?

- A Viacheslav Vakarchuk
- B Serhii Zhadan
- C Les Podereviansky

3. Which of the following places is NOT situated in Kyiv?

- A Derybasivska street;
- B Peizazhna alley;
- C Khreshchatyk.

4. The biggest river of Kyiv is the ...

- A Lohan;
- B Dnipro;
- C Desna.

5. The deepest underground station in Kyiv and in Europe is...

- A Zoloti Vorota;
- B Maidan Nezalezhnosti;
- C Arsenalna.

1 A, 2 C, 3 A, 4 B, 5 C

Glossary

a must-see/a must-visit
by day/by night
stunning
pedestrian pathway

unusual art
to highlight
charming

1 Work with a partner. Answer the quiz questions. Then check your answers.

2 Read the text about Kyiv. Which place would you recommend to visit to someone who likes ... ?

- 1 making ticktock videos
- 2 modern art
- 3 nature
- 4 sightseeing

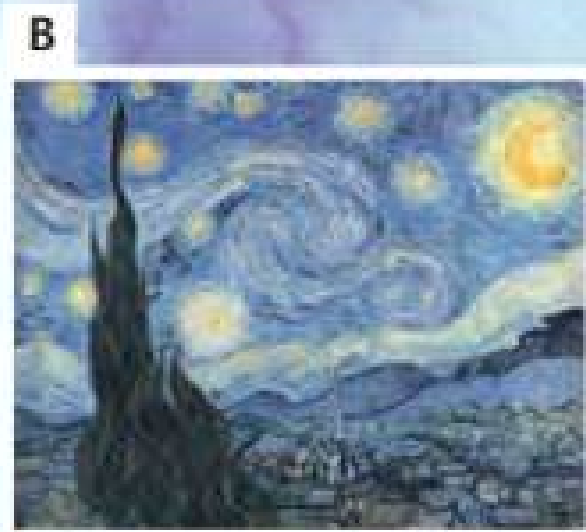
3 Make a list of places of interest in Kyiv you know. Compare your list with your partner's, describe the places and discuss the lists.

4 Over to you! Imagine that you want to show Kyiv to your friend from the UK. What places would you visit and how would you spend the day? Choose the season and give your suggestions and tips.

2 Learn through English



Which are the most famous art galleries in your region or country? What type of paintings can you see in them? Which is your favourite painting? Why?



Art styles and periods

Art galleries are popular places for family and school day trips, but they're also a key part of one of the world's most important businesses – the buying and selling of art. However, what makes one piece of artwork more valuable than others?

Art and artists started to attract the interest of wealthy Europeans during the Medieval and Renaissance periods. Many of the works by Leonardo da Vinci or Michelangelo, for instance, were created thanks to the support of families such as the Medici of Florence. Wealthy people wanted to improve their social status by buying art and this resulted in an increase in the value of art. It also made some artists famous and everything that they painted had a high price. Buying art became a way of investing money.

So what makes a painting valuable today? Works by Velázquez, Rubens, Monet and other famous painters are always going to be popular and so there will always be wealthy people happy to buy them. However, tastes in the art world change just as in any field. This can happen when a painting attracts the attention of art critics. For contemporary artists, it is particularly good news when their work is displayed in a top gallery. Furthermore, if the media and public are enthusiastic about it, then the value of their work immediately increases.

The artist's biography can also affect the price of a painting. One of the most obvious examples is the Dutch painter Vincent Van Gogh, whose problems with mental illness had an important influence on his artistic production and on public interest. Other life events that seem to have a positive effect on how an artist's work is viewed include unhappy love affairs and even lawbreaking!

Finally, one of the most important factors for buyers is the artist's style. If someone spends millions of dollars on a Picasso, they want it to be immediately clear to visitors in their home or office that it is a Picasso. If people don't recognize it, they will feel that they have wasted their money.

Glossary

valuable	field	contemporary
social status	critics	affair

- 1 a Match six of the artists in the box to their paintings. Whose work is not shown? Have you seen paintings by this artist?

Da Vinci Michelangelo Monet
Picasso Rubens Van Gogh Velázquez

- b Match the styles and periods in the box with the paintings in exercise 1a.

Baroque Impressionism
Post-Impressionism Renaissance

- 2 a 1.37 Read and listen to the article. Match four of the artists from exercise 1a to the notes.

- health problems
- a way of painting
- helped create the art business

- b Read the article again. Answer the questions.

- What did the Medici family do?
- Why did people start buying art?
- What can increase the value of a work of art?
- What can affect the price of a painting?
- What do owners of famous paintings want?

- 3 a Prepare a description of one of the paintings that you like on this page.

- Which colours did the painter use?
- What can you see in the picture?
- Why do you like it?

- b Work with a partner. Take turns to describe your painting and identify your partner's.



Are you into art and painting? How much do you know about them? What genres and what painters do you like most?

Did you know that **Taras Shevchenko** was not only a genius poet but also an amazing portrait artist? In fact, his talent as a painter emerged even before his writing talent. His first literary works appeared in 1836–1837, but his earliest surviving drawing, *Bust of a Woman*, dates back to 1830. This marked the start of his artistic career. Shevchenko's works are known for their natural beauty, vibrant colours, and deep psychological analysis. He influenced the Ukrainian art greatly, especially in portrait painting and describing scenes of everyday life, mythology, history, and landscapes.

Mariia Prymachenko, born in 1908 in the Kyiv region, is one of Ukraine's most celebrated artists in the genre of 'naïve art' or 'primitivism'. Her style developed from ancient art and Slavic mythology, as a mixture of bright, colourful images of mythical creatures and domestic scenes. Blending drawing with painting, her work promotes intuition, fantasy, and imagination.

Throughout her life, Prymachenko created over 650 works and became famous all over the world, winning a gold medal at the Paris exhibition in 1937. In 1988, she was awarded the title of People's Artist of Ukraine. UNESCO declared 2009 the Year of Mariia Prymachenko.

Ivan Marchuk, a well-known artist and pioneer of avant-garde Ukrainian painting, created nearly 5,000 works throughout his career. He held over 150 solo and 50 group exhibitions and developed his unique style, 'pliontanism', inspired by the Western Ukrainian word 'pliontaty', which means 'to weave', the term his mother used while combing her hair.

Marchuk's art is represented in museums across five continents. He was named one of the '100 Best Living Geniuses' by the *Daily Telegraph* and inducted into the Golden Guild by the International Academy of Contemporary Art in Rome, also being an honorary member of its Academic Senate.

Marchuk divided his work into 13 distinct cycles, each with its own style. He often noted that these were like 13 different artists, and many visitors at exhibitions didn't realize that the various cycles were created by the same person. Marchuk passed away at the age of 80 in 2021.

Eugenia Hapchynska, born in Kharkiv in 1974, has become one of Ukraine's most famous artists of today. She is known for her unique art-deco style, presenting charming, angelic characters. Her work is known for strict regularity, bold geometric lines, ethnic patterns, and a muted colour palette with intricate designs.

In 2008, Ukrposhta issued stamps which presented her Zodiac Signs series. Hapchynska has participated in over 35 exhibitions and has personal galleries in Kyiv, Dnipro, and Odesa. Each year, she organizes numerous exhibitions all over the world. Her artworks have found their place in European museums and private collections around the world.

1 Look at the pictures above and match the pictures to the names of the artists.

- | | |
|----------------------|----------------------|
| A Eugenia Hapchynska | C Taras Shevchenko |
| B Ivan Marchuk | D Mariia Prymachenko |

2 Find the following 4 artistic styles in the text and describe them, based on the text. If necessary, look for additional information on the Net. Which style do you like most?

- | | |
|---------------|---------------|
| A primitivism | C pliontanism |
| B portrait | D art-deco |

3 Read the text, look at the pictures and choose the correct answer:

- 1) Mariia Prymachenko worked in the style of:
A expressionism B naïve art C realism
- 2) Taras Shevchenko's works reflected:
A character and fate of people
B mythical creatures
C future technical development
- 3) Ivan Marchuk named the style he invented after:
A his mother B his grandfather
C a famous foreign artist
- 4) Eugenia Hapchynska's unique characters are:
A solid and tragic B sly and cunning
C funny and adorable

Answers: 1 B, 2 A, 3 A, 4 C



4 a Identify the styles. From the texts provided, do you recognize naïve art, primitivism, or art-deco? Can you name any famous artists known for working in those styles? Which art style would you like to try in your own drawings? Why?

b Work in Pairs. Choose one of the artworks. Describe a picture to your partner. Let your partner guess which artwork you're describing. Explain why you chose that particular picture and what makes it special to you.

The Museum of the Strange Episode 1

1 1.38 Read and listen to the story.

'It's raining,' said Laura. 'Again!'
Declan laughed. 'Don't you like the rain?'
'It hasn't stopped since we arrived,' said Ben.
The friends were on a school trip in the north of England.
They were in a small town by the sea.
'Look,' Laura pointed at a building on a little side street. 'There's a little museum. Why don't we look around?' she said.
'A museum?' Declan shook his head. 'No, thanks! I'll see you later!'



Inside the museum a tall man sat at the front desk.
He looked up and a big smile appeared on his face.
'Welcome to the Museum of the Strange,' he said.
'You'll want to spend a long time here, I'm sure.'
Laura tried not to laugh. 'Um - thanks.'
'I'll give you a tour, of course,' continued the tall man.
'No, that's OK,' said Ben, but the man was already standing.
'If I don't give you a full tour, you'll miss our best exhibits.'

A sign in the museum's first room said THE PAST. The room was full of things from all different times and places - a sword, an old watch, an early bicycle, clothes from many years ago ...

Laura stopped in front of a very simple painting of a horse.
'This looks really old,' she said. 'Is it?'

The museum guide's smile grew wider. 'I'll tell you the story of our famous cave painting. A few years ago there was a young man called Dan. His family moved to a small village near here and Dan wasn't happy about it. He didn't have any friends. He didn't know what to do with his life when school finished.'



Dan didn't want to answer lots of questions. He ran.

But the ground was soft after weeks of rain. There was a hole...

Oh no!

Dan was in a dark cave. He pulled out his phone and turned on the light.

Wow! This is incredible.

Somebody stood here and painted these, probably thousands of years ago.

Are you OK? You were running, and then I couldn't see you!

I've phoned for help. They'll be here soon.

That's OK. I'm happy to wait here.

Dan thought about the person who made those paintings – that person was talking to him across the centuries through his art. Dan decided something that afternoon...

I know what I want to do with my life. I'm going to be an artist.

'And he was successful in his ambition,' the guide explained. 'Today, you can see his art in galleries around the country. In some of his work, he liked to copy parts of the ancient cave art that he found that day... like this one.'

'You mean... this painting isn't very old?' asked Laura.

The guide laughed. 'Look closer.'

Behind the red horse, they could see other things – a bridge and a train.

'I didn't see them at first,' said Ben. 'That's strange.'

'Of course,' said the guide. 'That's what we collect here – strange and interesting things.'








Do you like to watch or do experiments?
Why do they help us learn?

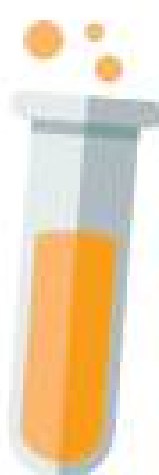
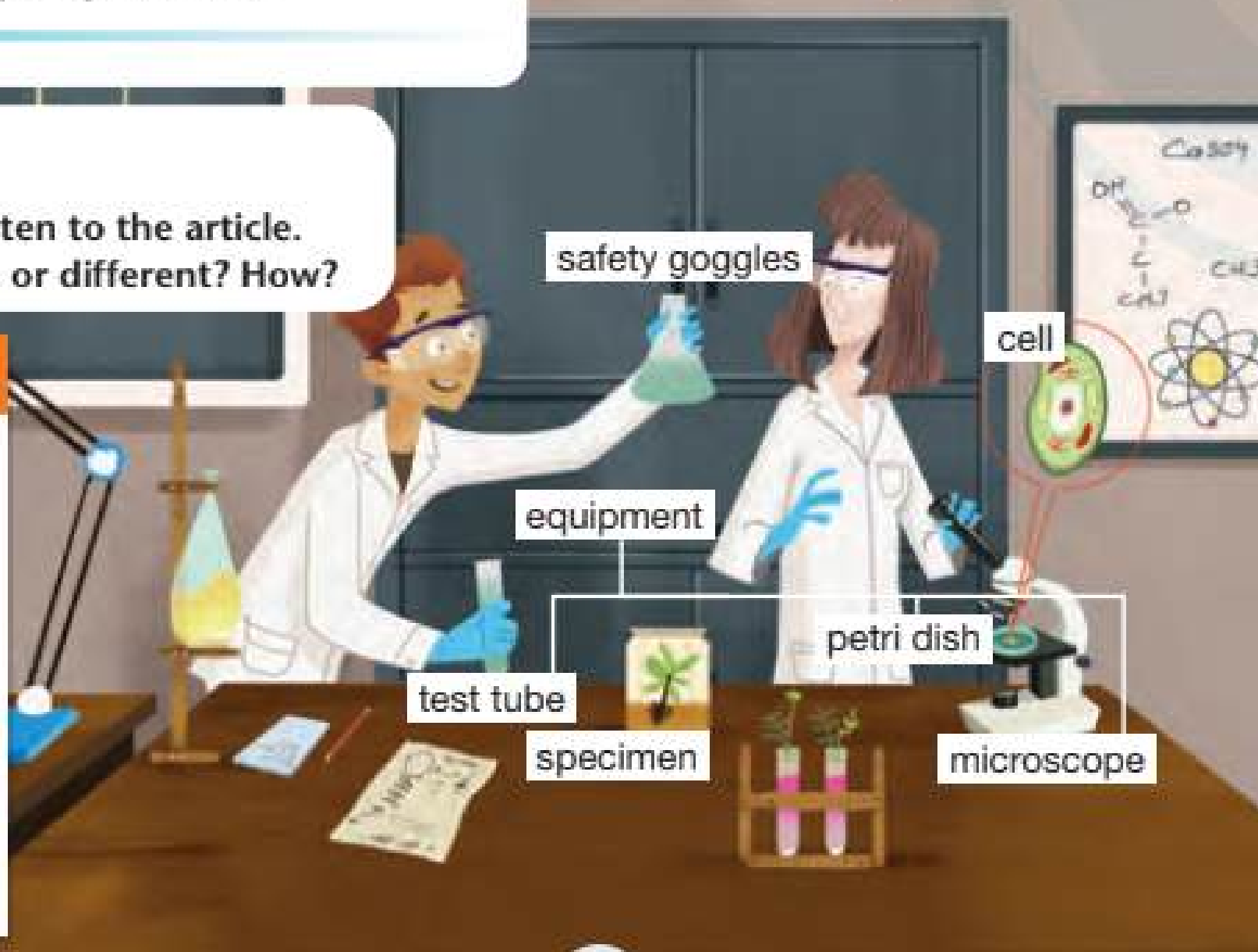
A laboratory

Vocabulary Practical science nouns

- 1 a ◀ 2.02 Look at the picture. Read and listen to the article.
Are Science lessons at your school the same or different? How?

UK SCIENCE LESSONS

From the age of 11, students in British secondary schools learn how to use **equipment** such as **microscopes**, **test tubes** and **petri dishes** in scientific tests and **experiments**. They can see how the **theories** and ideas in their textbooks work. They wear **safety goggles** and white coats. Students carry out studies and **investigations** into cells and different types of **specimens**. After a test, the students put the **cells** and specimens under **observation** so they can see the effects. They then study the **results** and the information from the test and decide if it was a success.



b Match the definitions with the highlighted nouns from the article.

- 1 scientific tests to show that something is true or to discover something new ____
- 2 thin glass tubes that scientists use ____
- 3 the act of watching something carefully ____
- 4 the final situation at the end of a number of actions ____
- 5 flat glass containers ____
- 6 the things that you need to do something ____
- 7 the smallest parts of an animal or plant ____
- 8 something that makes small things big enough so that you can see them ____
- 9 special glasses that protect your eyes ____
- 10 studies of the facts to find out the truth about something ____
- 11 ideas that explain something ____
- 12 examples of a type of thing that scientists study ____

c ◀ 2.03 Listen and check, then repeat.

► **Workbook** page 24, exercises 1–3

Lab report: DNA experiment	
Equipment and material:	A ¹ ____, a sports ² ____, pineapple juice and alcohol for cleaning.
Process:	<p>*Put the alcohol in the ³ ____ the night before.</p> <p>*Drink a little of the sports drink and move it around your mouth for two minutes to collect ⁴ ____.</p> <p>*Put the liquid from your mouth into the test tube. Add a little ⁵ ____ liquid, pineapple juice and the alcohol.</p>
Results:	During a short period of ⁶ ____, we will see white material form on top of the liquid. This is your DNA.

Listening and Writing

- 2 a ◀ 2.04 Listen to a scientist explaining the experiment above. Complete the lab report.

b Write a lab report about an experiment that you have done or watched in a Science lesson. Use the example above.

- 3 **Over to you!** Work in a group. Explain your experiment. Which experiments were the most interesting and why?

We did this experiment in the science lab last month. We wanted to find out... First, we... Then, we... After that, we... Finally, we...

Grammar and Reading

Modals – advice, obligation and necessity

4 ◀ 2.05 Read and listen.

What opinions do Lucy and James have on the use of animals in experiments?

Lucy Hey, have you seen the new rules for the science lab?

James Well, we know most of them: we mustn't work in the lab alone, we must wear safety goggles and a lab coat...

Lucy I know, but now there's even a rule about the clothes we have to wear under our lab coats!

James In my opinion, we need another rule – one about using animals and insects in experiments. There are lots of great computer programs for studying Biology, so we don't have to use them at all.

Lucy But studying real animals is one of the best ways of learning about Biology.

James What? It's cruel.

Lucy Cruel? We use dead mice and frogs!

James Yes, but what happens before they arrive at our school? You should look online and discover how science uses animals. It's a big business!

Lucy Well you ought to read about how, thanks to experiments on animals, we can save human lives.

James Look, let's talk later. I'd like to tell you why testing on animals is wrong.

Lucy Fine, and I'd like to explain why it's sometimes right!



5 a Complete the sentences from the conversation.

- 1 We ___ work in the lab alone.
- 2 We ___ wear safety goggles.
- 3 ...the clothes we ___ wear under our lab coats!
- 4 We ___ use them at all.
- 5 You ___ look online.
- 6 You ___ read.

b Complete the rules with your answers from exercise 5a.

- 1 We use ___ to say that you can't do something.
- 2 We use ___ and ___ to say that it's necessary to do something.
- 3 We use ___ to say that it isn't necessary to do something. You can choose.
- 4 We use ___ and ___ to give advice or make recommendations.

c Use modal verbs to write sentences about your school.

school uniform school meals classroom science lab

We don't have to wear a uniform at my school.

They should offer more vegetables and fruit at lunchtime.

► **Workbook** pages 24–25, exercises 4–7

Listening and Speaking

6 a Read the sentences. Who do you think says them: Lucy or James?

- 1 Sometimes scientists have to use animals in experiments.
- 2 We can use computer programs to do experiments on drugs.
- 3 Some experiments with animals didn't help scientists discover if drugs were safe or not.
- 4 Human lives are more important than animal lives.

b ◀ 2.06 Listen and check.

c ◀ 2.06 Listen again. What points do Lucy and James use in favour of and against medical experiments on animals?

Points in favour	Points against

► **Workbook** page 25, exercises 8–10

7 a Get ready to speak Who do you agree with?

b 📝 Make notes in favour of and against the topics.

- doing science experiments at school
- testing new medicines on humans
- using animals to test beauty products

c Over to you! Work with a partner. Discuss the topics. Say if you agree or disagree with each other's opinions.

In my view, scientists shouldn't use people in their experiments. I think it's dangerous!

That's a good point, but I think it depends on the type of experiment. I think they should use people when their investigations are about sleep or things like that. That isn't dangerous and the results...

d Compare your opinions with the class.



Create an experiment that tests what happens when students don't use social media for a week. What should / shouldn't they do?

3B Young at heart



Do you think there is a right age for some activities? Why? / Why not?

Reading

1 a ◀ 2.07 Read and listen to the introduction to the article. What are the projects in the article trying to do?

b ◀ 2.08 Read and listen to the rest of the article. Match the sentences to the project.

Project (A / B / C)...

- 1 encourages people to take part in a competition
- 2 puts young and old people together
- 3 shows what people do on the internet
- 4 allowed people to enjoy themselves and tell others about their situation
- 5 helps some people save some money
- 6 made some people famous

Vocabulary Phrasal verbs for socializing

2 a Choose the correct words.

- 1 come in / cheer up / stay over: sleep at someone's house
- 2 get into / go out / hang out: become interested in an activity
- 3 take sb out / get together / move in: meet someone
- 4 pick up / go out / come in: leave a place to go and do something interesting
- 5 move in / join in / stay over: start living in a new place
- 6 drop by / get into / hang out: spend time with someone
- 7 drop by / go out / take sb out: visit someone
- 8 move in / get together / pick up: collect someone
- 9 join in / stay over / hang out: participate in an activity
- 10 hang out / come in / move in: enter a place
- 11 cheer up / get into / go out: feel happier
- 12 join in / take sb out / drop by: go somewhere with someone

b ◀ 2.09 Listen and check, then repeat.

▶ Workbook page 26, exercises 1–3

As YOUNG as you feel

All human beings need to socialize, but it can become more difficult as we get older if we live alone. Although care homes offer a solution, the residents can't always do activities that really interest them because there aren't enough staff. They sometimes feel that they have no freedom and that they are cut off from the rest of society. As a result, some organizations and care homes started setting up projects that connect elderly people with others and encourage them to be active.

A Your right to party



Alf Carretta wasn't expecting to become a rock star at 90, but he did. Alf and the other 40 members of the pop group The Zimmers made a recording of the famous rock song *My Generation* and it became a hit. The elderly rock stars really got into music, appeared on TV and made more recordings of famous songs such as *You Gotta Fight For Your Right To Party*. However, although The Zimmers were a success, they didn't just want to cheer up their audiences with great performances. They wanted to tell the world about life in some care homes where they weren't allowed to do much more than watch TV or where family could only visit them for a short time. They wanted people to know about elderly people who couldn't go out because they had nobody to meet. They also wanted to show that elderly people could have fun when they were allowed to join in and take part in activities.

B Care Home Idol

When elderly people are allowed to use their talents or learn new skills, they enjoy the same feelings of satisfaction that we all do. To make sure their residents continue to have those positive feelings, a group of care homes has created a website that copies a popular TV programme, Pop Idol, which allowed viewers to vote for the best new singer on the show. In Care Home Idol, residents can sing, play musical instruments, act or dance. They get together to film their performances, upload them to the website and wait to see how many votes they get by the end of the year. The winners are just as excited as the ones on the TV show!

C Meet my new flatmate

Many care homes have strict rules about when family and friends can come in and visit residents. Now, however, in some European countries that is changing. University students are moving in to care homes and living there free; in exchange they spend 30 hours a month with the elderly residents. The students and residents play games together or just hang out and chat, with the elderly residents even offering advice to their young friends on relationship problems! Some students teach their older 'flatmates' new skills, including how to paint graffiti! The students' friends can also drop by and even stay over for the night. The idea has been a big success and other countries want to copy it.

These projects aren't simply about picking up elderly people and taking them out for the day. They encourage the residents to learn new things, be creative and feel good about themselves.

- 3 a** Work with a partner. Use the phrasal verbs in exercise 2a to talk about a typical weekend.

My friends and I got into skateboarding last year, so we often get together at...

- b** Work in a group. Listen to your classmates. Who used the most phrasal verbs? Whose weekend was the best?

- c Over to you!** Work with a partner. Repeat sentences from your group with gaps for your partner to guess the correct phrasal verb.

On Saturdays, I...with my friends at the shopping centre.

The phrasal verb is...hang out!

Grammar

Permission: *can, could, be allowed to*

- 4 a** Complete the sentences from the article.

- The students' friends ___ also drop by...
- They ___ do much more than watch TV.
- When elderly people ___ use...
- Family ___ only visit them for...

- b** Complete the rules with the words.

(not) be allowed to
can / can't could / couldn't

To talk about permission, we use:

- ___ in the present
- ___ in the past
- ___ in the present and the past

- c** Complete each gap with one word.

Now that I'm 15, I ¹ ___ go out more than I ² ___ when I was younger. Two years ago, I ³ ___ go to a party because it finished late, but now I ⁴ ___ allowed to stay out later. Last Saturday I ⁵ ___ allowed to stay at a friend's house until 11 p.m.! However, I still ⁶ ___ come back on my own and I have to wait for Dad to pick me up.

- d** You are going to ask and answer about Jack and his dad and complete a table.

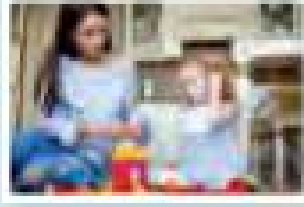
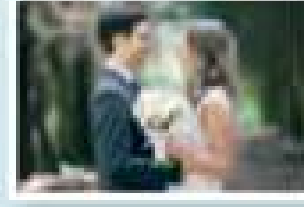
Student A Look at page 100.

Student B Look at page 101.

► **Workbook** pages 26–27, exercises 4–7

Listening and Speaking

- 5 a** **2.10** Listen to the podcast. Complete the England column.

	England	My country
drive a car 		
ride a moped 		
start a full-time job 		
start a part-time job 		
get a tattoo 		
get married 		

- b** Answer the questions about England.

- Which vehicles can you drive at 16?
- What's the problem with riding a moped?
- How many hours can teenagers work on a school day?
- What percentage of people want to remove their tattoos?
- What age do most people get married?

- c** Find information about your country and complete the table.

► **Workbook** page 27, exercises 8–10

- 6 a** **Get ready to speak** Interview an elderly relative / neighbour. Ask them about the things they were and weren't allowed to do when they were your age. Use the words in the box to help you.

drive leave home parties ride a moped school work

- b** Work with a partner. Ask and answer questions. Then compare your relatives' / neighbours' lives with yours.

Was your aunt allowed to...on her own?

No, she wasn't. She could..., but only if her brother went, too.

EXTRA

Write sentences about the rules in your house.

I'm not allowed to stay over at a friend's house if I haven't done my homework.

3C Finding solutions



How scientific do you think you are? When was the last time you found your own solution to a problem? How did you feel?

Reading and Vocabulary

The scientific method

1 a Which step is the Science lesson from 3A?

The six steps of the scientific method

1

ASK A QUESTION.

The scientific method begins with making a question about something that you have seen or noticed.

2

DO SOME RESEARCH.

Use different **sources** such as the internet, a library or experts such as your teachers to find the new information that you need.

3

MAKE A HYPOTHESIS.

A hypothesis is a guess about why something happens or how something works. A good one will help you make a **prediction**: If I do this, this will happen.

4

TEST THE HYPOTHESIS IN AN EXPERIMENT.

The experiment tests if your prediction is a good one.

5

CARRY OUT A CAREFUL ANALYSIS OF THE DATA.

A careful analysis will see if your data supports your prediction.

6

WRITE A CONCLUSION.

In the conclusion, explain the **procedure** that you followed and describe the results and your **findings**.

b Match the **highlighted** words to the definitions.

- 1 your opinion about something after you have thought about the information that you have ____
- 2 what you think will happen in the future ____
- 3 a possible explanation for why something has happened ____
- 4 a careful study of new information that you find in an experiment, etc. ____
- 5 the way of doing something ____
- 6 information that you discover at the end of a careful study of something ____
- 7 the different parts of a plan, experiment, etc. ____
- 8 information, especially facts and numbers, that you collect to study ____
- 9 a careful study that looks for new information or a new understanding about something ____
- 10 the places where you get information ____

c ◀ 2.11 Listen and check, then repeat the words.

▶ Workbook page 28, exercises 1–3

Listening and Speaking

2 a ◀ 2.12 Listen to two friends, Lucas and Ivy, talking about a problem. What is the problem?



b Complete steps 1–5 of the table with a–e.

- a Ivy deletes her recent post and apologizes in a new post.
- b Ivy has got 43 likes on her new post, 7 positive comments about her apology and a message from Ruby.
- c Lucas thinks that if Ivy deletes the first post and apologizes, Ruby might be her friend again.
- d Ivy spoke to Olivia and Jenna. Then Ivy looked at her own post on social media.
- e Why isn't she talking to Ivy?

Step 1: Observation and question	Ruby isn't talking to Ivy. _____
Step 2: Research	_____
Step 3: Hypothesis and prediction	_____
Step 4: Experiment	_____
Step 5: Analysis of the data	_____
Step 6: Conclusion and findings	_____

3 a 📄 Over to you! Work with a partner. Make notes about the following for step 6 in exercise 2b:

- an analysis of the data from Lucas and Ivy's experiment
- the findings from the experiment

b Work in a group. Compare your notes. Which conclusions do you agree with? Why?

Grammar

Possibility: *can, could, may, might*

4 a Read the sentences from the conversation and complete the rules.

- 1 People can get angry about anything.
- 2 It may not have anything to do with you.
- 3 We could try an experiment.
- 4 I think you might be friends with Ruby again.

A We use *could*, and to talk about the possibility of something really happening.

B We use *might not* and for the negative. We don't use *couldn't*.

C We use to say things are possible in general.

D We use to talk about making a choice or a decision.

b Complete the sentences with *can, may, might* and *could* and the verb in brackets. More than one answer is sometimes possible.

- 1 I (not go) to Kate's party tonight.
- 2 You (find) advertisements everywhere on social media.
- 3 Hey, we (post) the news on Facebook so everyone can see it.
- 4 Andy (not cook) anything for dinner tonight.
- 5 There (be) something interesting to read on the website.
- 6 You (use) this app to send photos.

► **Workbook** pages 28–29, exercises 4–6

Speaking

5 a Read the conversation. Answer the questions.

Lucas I've made an observation that some people use social media to be cruel.

Ivy Not the scientific method again!

Lucas I'm afraid so! I'm going to use it to help me do my project for English.

Ivy Good idea. So your hypothesis is that some classmates may feel that others don't always show respect.

Lucas Unfortunately yes, but instead of doing an experiment, I'm going to write a short questionnaire.

- 1 What is Lucas's hypothesis?
- 2 How is he going to test it?

b Work with a partner. Read the questionnaire about social media use. Add two more questions.

What type of social media user are YOU?

The aim of this survey is to help you find out what type of social media person you are. Just answer each question with 'yes' or 'no'.

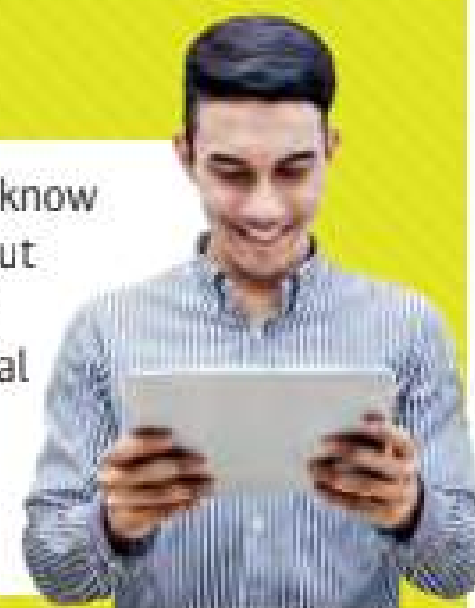
1 Do you try to avoid making jokes about friends online? **YES / NO**

2 Do you ask your friends if you can upload photos of them to social media? **YES / NO**

3 Do you tell someone who has posted a cruel comment that they should delete it? **YES / NO**

4 **5**

If your answers are mostly 'yes', then you probably know that you have to be careful about what you say about people online. However, if your answers are mostly 'no', you need to think about how you're using social media. You probably don't want to hurt anyone's feelings, but you need to be more careful about what you say and upload.



c Work with your partner. Ask the five questions to the other students in the class. Make a note of their answers.

Writing

6 a Get ready to write Work with your partner. Prepare to write about your findings. Use the conversation in exercise 5a to help you.

- What was the hypothesis?
- What did you do to find out if the hypothesis is correct?
- What were the answers to your questions?
- What were the findings and the conclusion?

► **Workbook** page 29, exercises 7–9

b Write your report.

We wanted to find out if some people can be cruel on social media. We wrote a short questionnaire and...

c Compare your findings with other students.



Write a class contract for using social media. Say what *may / might / could* happen because of what people write on social media.

Be careful when you write jokes; people might feel hurt by them.

Tell people about things that are happening at school; other students could find the information useful.

3D Emil's petition



How can people raise awareness of issues that affect them?
What ways of raising awareness do you know?



contact the media



sign a petition

1 Read the newspaper report. How can people fight to save the park?

Norton council has given permission to build a new shopping centre on Merton Park. Local people were very surprised to hear the news and have promised that they will fight to save the park. Apart from being popular with parents with young children, many sports teams use the park to play their matches at the weekends. According to...

2 a 2.13 Read and listen. How successful is the activity that the friends choose to do?



- Liza** Oh no! They want to turn the park into a shopping centre!
- Danny** What park? This park?!
- Liza** Yeah! It says that the arguments in favour are more shops, more people and more business!
- Erika** What about the arguments against?! Like, no green areas or nowhere for children to play!
- Danny** We have to do something about this!
- Oliver** Let's demonstrate! 'Save our park! Save our park!'
- Erika** We definitely shouldn't do that.
- Oliver** Why's that? It'll be a laugh!
- Erika** Er...well, one disadvantage is that it will annoy everybody. No, we need a petition.
- Oliver** A petition? That'll fail!
- Liza** Hmmm, I think that would work. It's a great way to show people we care.
- Erika** And it'll be really useful for explaining our position, too.
- Danny** Yeah, I'd go along with that. Let's give it a go!

2 Later



- Erika** Thank you...There's one more.
- Danny** But we still only have 37 people. This isn't working!
- Liza** Hey guys, check this out! I told Emil about the park. He's already built a website *and* started an online petition! He says he does this kind of thing all the time!



@saveourpark

Save Merton Park Petition votes

Sign now **Comment** **Share** **0 0 8 3 4/5**

- Danny** He's got 835 people already!
- Liza** I know and look – there are comments!

@saveourpark

Where else can we hang out?

@benm435 This can't be allowed to happen!

@ecogirl Thanks guys – we all need to do something!

- Liza** 'This can't be allowed to happen', 'Thanks guys – we all need to do something!' This is brilliant!
- Danny** I guess a benefit of doing it online is that you can reach loads of people.
- Erika** And quickly, too! I knew a petition would be a good idea!
- Oliver** Yeah, Emil's petition. Not yours!
- Danny** Oh, come off it, Oliver!
- Oliver** OK, OK – it was a good idea.
- Liza** And the best thing is we might actually save our park!

b Are the sentences true (T) or false (F)?

- 1 The sign says the area needs somewhere for children to play.
- 2 Oliver wants to organize a demonstration.
- 3 Erika thinks a petition will annoy people.
- 4 Danny agrees that a petition will allow them to explain their ideas.
- 5 A lot of people have signed Danny's petition.
- 6 Emil gives Liza an idea.

c Spoken English What do these expressions mean? How do you say them in your own language?

It'll be a laugh.

I'd go along with that.

Let's give it a go.

I guess...

Come off it!

► **Workbook** page 30, exercises 1–2

3 a What do you think will happen next?

b ◀ 2.14 ▶ Listen and check.

4 Over to you! Do you think the newspaper article will help save the park? Why? / Why not?

Everyday English

Expressing advantages and disadvantages

5 a Look at the useful phrases. Find examples in the dialogue in exercise 2a.

Useful phrases: expressing advantages and disadvantages

One advantage / disadvantage is that...

The arguments in favour / against are that...

A benefit / drawback of doing... is that...

...is a great way to...

...is / isn't really useful for...

Useful phrases: asking for and giving reasons

Why's that?

I think that would work.

b ◀ 2.15 Listen and repeat the phrases. Try to copy the intonation.

► **Workbook** pages 30–31, exercises 3–5

Pronunciation Sentence stress

6 a ◀ 2.16 Listen and repeat the expressions in the box.

It'll be a laugh! Come off it!
I'd go along with that. Let's give it a go.
I knew it! This is brilliant!

b ◀ 2.16 Listen again. Which word is stressed in each sentence?

c Practise saying the expressions in exercise 6a.

► **Workbook** page 31, exercise 6

Listening and Speaking

7 a ◀ 2.17 Listen. How many new activities do the speakers mention?

b ◀ 2.17 Listen again. What are the advantages of each activity?

► **Workbook** page 31, exercise 7

8 a 🗉 **Get ready to speak** Work with a partner. Agree on who is A and who is B. Read your situation and make notes about what you want to do.

A

You and your friends have discovered that a cosmetics company in your town uses dogs, cats and rabbits in experiments for new products. The company doesn't want anybody to know and wants to continue the experiments. You want to make the information public and to stop the experiments.

B

Your school wants to replace the unhealthy snacks and soft drinks that it sells in the school canteen with fruit, healthy snacks (such as nuts) and bottles of water. You and your friends want to be able to buy both.

b Explain your suggestions to your partner. Ask your partner to give reasons for their suggestions.



Choose an issue that affects your town, region or country. How are you going to raise awareness about the issue?

3 Revision

Vocabulary Practical science nouns

1 Write the words for pictures 1–5.



Phrasal verbs for socializing

2 Complete the sentences with the correct preposition.

- I hang ____ with my friends at the weekends.
a over b up c out
- When the sun came out, everyone cheered ____.
a up b in c out
- Will your sister join ____? We need one more player.
a over b in c together
- Zoe is staying ____ at her cousin's house tonight.
a out b over c by
- My classmates dropped ____ to see me when I was ill.
a by b up c out
- I love Christmas when we get ____ with the family.
a over b up c together

The scientific method

3 Complete the text with the words in the box.

analysis findings hypothesis
prediction procedure steps

Before we start an experiment we have to make a ¹ ____ about the way we think something works and then make a ² ____ about what we think will happen because of the experiment. We also have to consider the ³ ____ and how we're going to do it and the different ⁴ ____ that we will have to take. When we have finished, we have to make an ⁵ ____ of the data from the experiment and write a conclusion with our ⁶ ____.

Grammar

Modals – advice, obligation and necessity

4 Choose the correct answers.

- You *should* / *mustn't* study for the exam tonight.
- I *don't have to* / *mustn't* get up early on Saturdays.
- You *mustn't* / *ought to* clean your shoes before the interview.
- We *have to* / *should* arrive on time for training or we won't be allowed to play on Saturday.
- You *must* / *don't have to* try the free offer at the new Italian restaurant.
- I *must* / *mustn't* forget to email Sam with some more information for our project.

Permission: *can, could, be allowed to*

5 Correct the underlined mistakes.

- When I was younger, I didn't allowed to use the computer.
- I hope I could sleep over at my friend's this weekend.
- We can't use a dictionary in last week's English exam.
- My brother is only eight, so he doesn't allowed to go out on his own.
- Girls were allowed to wear trousers to school now.
- Last year I can't hang out with my friends in town.

Possibility: *can, could, may, might*

6 Complete the sentences with *can, could, may* and *might*. More than one answer is sometimes possible.

- Advertisers ____ tell the truth about food products for a change, but they won't!
- A What are you doing tonight?
B I'm not sure, but I ____ go to the cinema.
- A Is the new football computer game available yet?
B Yes, you ____ buy it online.
- I ____ not sign the petition. I'm not really sure what I think about the situation.

Everyday English

Expressing advantages and disadvantages

7 Complete the dialogue with the phrases.

argument in explain why main problem
one disadvantage reason is Why's that?

- A I think a sports day is a great way to let people know about the plans to sell the school sports field.
- B ¹ ____
- A The ² ____ that people know that keeping fit is important and they want their children to do sport.
- B Perhaps, but I think ³ ____ is that it will be difficult to organize.
- A Can you ⁴ ____?
- B Well, the ⁵ ____ with the idea is that sport is popular and a lot of people will come.
- A Exactly! That's an ⁶ ____ favour of a sports day because lots of people want to use it!

Learning to learn Brainstorming

Brainstorming is about producing ideas. When you're brainstorming, you should write down everything that you can think of that is connected to the topic; all ideas are good ideas! When you can't think of any more ideas, read through your list and choose the best ideas for the task.

➤ **Workbook** pages 32–33, exercises 1–8



What are the biggest issues in the world at the moment?
Do they affect where you live? How can we solve them?

Read all about it!

- A** Although the town of Gorsham may seem a happy place, there is an organization that is not very pleased with local industry and the council. A group of about 50 members of the local community have set up a website that is inviting people to join in and help them save the River Sheldon that runs through the centre of the town. According to the organization, the town council is allowing the local paint factory to pollute the river with chemicals. Of course, the council should be trying to clean it up and turn it into a tourist attraction for visitors and local people.
- B** If you take a walk along the river, you will see that the organization, Save Our Sheldon, has a point. The river smells terrible and it is an unattractive brown colour. Furthermore, there is no wildlife in, on or around it – a definite sign that something is wrong. However, the council is also in a difficult position. The council has ask the paint factory to stop polluting the river, but the factory has replied that the cost of removing and transporting the chemicals would be very high, and people would lose their jobs. Over 400 people from Gorsham work in the riverside factory.
- C** To sum up, both sides have strong arguments to support their positions, but this newspaper believes that a solution is possible. Many towns have made their factories more environmentally-friendly and cleaned their rivers and they have not lost their industry. There is no doubt that Gorsham ought to be able to do the same.



- 1 a** **Get ready to write** Work with a partner. You are going to write an article about an important issue. Choose a topic from the box or choose your own topic.

the environment caring for the elderly animal testing
climate change school leaving age advertising to children

- b** **2.18** Read and listen to the article. Which one of the issues is it about?

c Answer the questions.

Which paragraph...?

- 1 presents both sides of the situation
- 2 offers an opinion
- 3 introduces the topic

An article

Audience: Think about who will read your article and choose a topic that will interest them.

Research: Only use correct information. Say in the article where you got the information from.

Notes: Make notes about the information that you want to include. Organize your notes into a paragraph plan.

Introduction: *Gorsham – pollution of River Sheldon

Paragraph 1: *organization Save Our Sheldon – council lets paint factory pollute river
*want river to be an attraction for local people and tourists

Paragraph 2: *river smells/brown colour

Edit: Check that the style is easy to read and that there are no grammar or vocabulary errors.

- 2** Read the Look! box. Match the underlined words in the article to the definitions.

Look! Phrases for articles

- 1 to introduce what somebody said
- 2 to introduce a conclusion
- 3 to introduce extra information
- 4 to say that something is obvious
- 5 to contrast earlier information

- 3** **Start writing** Plan and write your article. Look at the student's notes about the article on Gorsham to help you.

- 4** **Complete your project** Publish your article.

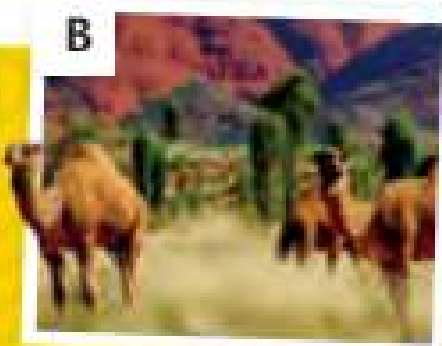
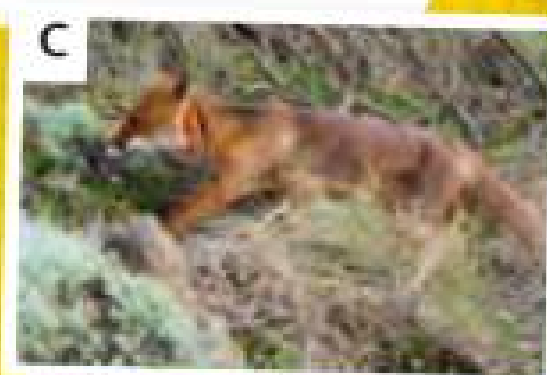
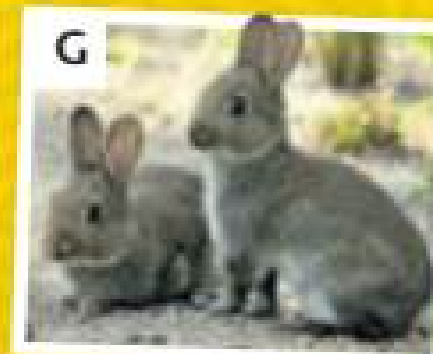
- Decide if you are going to print it or present it online.
- Choose or take good photos to illustrate it.
- Tell your classmates where they can read it.

- 5** **Read your classmates' articles.** Choose the most interesting facts from each article.

3 Culture



What do you think of when you hear the word 'Australia'? What do you think Australia is like?



AUSTRALIA UNDER ATTACK

Australia is home to a group of animals that you won't find anywhere else in the world. Kangaroos, koalas, wombats and emus are just some of the creatures that have become symbols of the country. Australia also has some of the most spectacular countryside and coasts in the world: the outback (the Australian desert), tropical rainforests and incredible coral reefs give Australia one of the most varied environments in the world. However, both the animals and the environment are under attack – under attack from human activity and visiting plants and animals.

ARE WE IN THE SAHARA OR THE OUTBACK?

When you hear the word 'camel', which region of the world comes to mind? Well, if you said the Sahara, think again because the biggest herd of camels in the world is in Australia. At one stage, there were one million of them living wild in the outback. People have introduced approximately 25 different types of animals to the country and some, such as camels, rabbits and foxes, damage the environment and have made some local animals almost become extinct. This has made life difficult for some of the world's oldest communities, the indigenous people of Australia, who have survived the extremely high temperatures and difficult conditions of the outback in the same way for over 60,000 years.

A UNIQUE COASTLINE



The Great Barrier Reef is a series of thousands of small islands that covers more than 2,300 km of the coast of the state of Queensland. The reef is actually alive and it is also home to turtles, dolphins, whales and many different species of tropical fish. Unfortunately, because of global warming and pollution from coastal towns and cities, parts of the reef are beginning to die. Some scientists say that if the temperatures of the oceans don't fall soon, the Great Barrier Reef will all die.

IT ISN'T ALL DESERT



Although Australia is one of the driest countries on the planet, over 16% of the land is rainforest. These rainforests are home to many plants, trees, birds and insects that are unique to Australia. In fact, some of the trees and plants are so old that the Australian rainforests are the planet's real Jurassic Parks! The wet rainforests also stop fires spreading across the country. However, the government has allowed the paper industry to cut down thousands of trees and, as a result, some plants that could survive drought and fire have also disappeared. Naturally, this reduces the ability of the rainforests to stop fires. Furthermore, farmers sometimes introduce plants and trees from other countries, but they burn easily and Australia now has more and more fires every summer.

THE FUTURE



Although human activity has so far damaged a lot of Australia's environment, the Australian Government and voluntary organizations are hoping that people will have a more positive effect in the future. They are encouraging Australians to protect the environment and there are various projects that involve planting more trees in the rainforests and saving the Great Barrier Reef and local animals.

Glossary

varied herd indigenous unique drought

3 Over to you! Work with a partner. Write a short list of the plants, trees and animals that are typical of your region. Translate their names into English.





What makes Ukraine's geographical location unique? How does this location benefit or challenge the country? Which natural landmarks or landscapes are commonly associated with Ukraine?

Ukraine

When people think of Ukraine, they often picture vast wheat fields, lush forests, and green orchards. But Ukraine is also home to an incredible variety of unique natural landscapes. From mountains to deserts and canyons to seas, Ukraine offers a stunning diversity of scenery that is often overlooked.

Did you know that Ukraine has its own active volcano? **The Starunya Mud Volcano** in the Ivano-Frankivsk region is a geological marvel and the only active volcano in the country. What makes it truly unique is its sensitivity to seismic activity up to 6,000 kilometers away, reacting with eruptions of mud and gas whenever distant earthquakes occur. The volcano, with its healing mud and mineral waters, is not only a natural wonder but also a tiny health resort.

Another extraordinary spot is the **Kytsiv Desert**, located just 50 kilometers from Kharkiv. This sandy, hilly area is unlike any other in Ukraine, with a landscape that resembles the deserts of Africa more than the typical Ukrainian territory. It is a perfect playground for those people who prefer off-road racing or just hiking.

Buky Canyon in Cherkasy region, popularly known as 'Little Switzerland', is another breathtaking natural

wonder. Carved out of ancient granite, this 2.5-kilometer-long canyon is a paradise for rock climbers and kayakers, especially during floods when the river transforms into a roaring waterfall.

And let's not forget the majestic **Carpathian Mountains**, which stretch across four regions of western Ukraine. Covering over 21,000 square kilometers, these mountains are a haven for nature lovers and adventure seekers. Hoverla, the highest mountain peak in Ukraine and part of the Carpathian Mountains, welcomes tourists all year round and creates unforgettable memories.

Ukraine is also a country of seas. **The Black Sea** and the unique **Azov Sea** not only offer beautiful resorts and a mild climate but are also crucial to the country's economy. They provide endless opportunities for work and leisure, adding to the richness of Ukraine's natural beauty.

Glossary

seismic activity volcano geological marvel
eruption earthquake tapestry granite
recreation

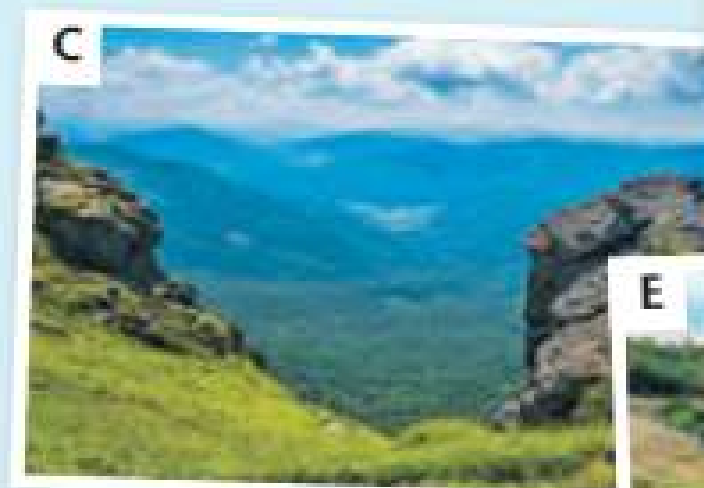
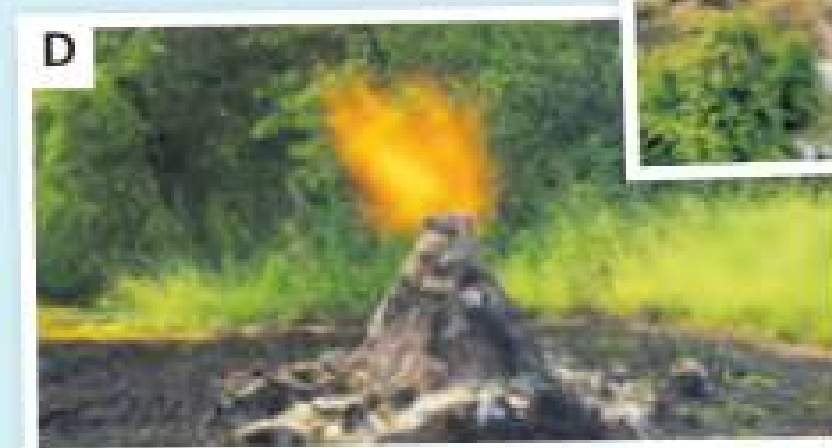
1 Look at the photos and match them to the following nature reserves of Ukraine.

- 1 the Carpathian Mountains
- 2 the Azov Sea
- 3 Buky Canyon
- 4 the Kytsiv Desert
- 5 the Starunya Mud Volcano

Answers: 1 C, 2 B, 3 E, 4 A, 5 D

2 Mark the following statements as true (T) or false (F).

- 1 There are 8 active volcanoes in Ukraine. ____
- 2 Hoverla is the highest mountain peak of the Carpathians in Ukraine. ____
- 3 There are no desert regions in Ukraine. ____
- 4 Ukraine does not have mountain ranges on its territory. ____
- 5 Ukraine has access to the sea. ____
- 6 The rocks in Buky Canyon consist of granite. ____



3 Over to you! Pick one of the above-mentioned places in Ukraine or find an alternative interesting spot on the Internet. Think of a day tour you could organize for a foreigner to that place. Think what you can tell them about that unique place and what they can do there. Make a short presentation of that place to advertise your tour.

3 Learn through English



Why do you think people chose to create a town or city in the place where you live? What is good about its location?

Water

Water: the essential ingredient

Look at a population distribution map of any country in the world and you'll see that most people live close to water. The world's biggest cities are on rivers or next to the coast. This isn't an accident, of course. Water is essential for everyday life, for farming and for the economy.

Water has been important in creating jobs and, at the end of the 18th century, it was essential in the development of the Industrial Revolution. Water provided steam to power the very first machines that inventor Richard Arkwright created for the clothes industry. The rivers and oceans then became a natural network to send the products from the world's first factories in England around the planet. As a result, coastal and river cities grew larger because of the job opportunities that they offered.

In 2008, for the first time in history, more than half of the world's population was living in cities and nearly all these urban areas are on the coast or by rivers. Cities need water for people's homes, industry, business, tourism and leisure activities. Because of this, cities have started to realize how important water is for their survival. Water helped create cities; we now have to make sure that cities don't cause the disappearance of water.



1 a Make a list of the advantages and disadvantages of living in a city near a coast, river or lake.

b Work with a partner. Compare your lists. Are your ideas similar or different?

2 Work with a partner. Read one of the fact sheets. Make notes to answer the questions. Use your notes to tell your partner about your fact sheet.

Student A Read about Water: the essential ingredient.

- 1 Where are the world's biggest cities?
- 2 What three things do we need water for?
- 3 How was water important during the Industrial Revolution?
- 4 What was true for the first time in 2008?
- 5 What have cities realized?

THE GREAT PACIFIC GARBAGE PATCH

Fourteen of the world's 17 largest cities are on the coast and you can see the negative effects this can have on the oceans by visiting the Great Pacific Garbage Patch. This is an enormous collection of floating rubbish that covers the Pacific Ocean from near the coast of Japan to the coast of California in the USA.

Most of the rubbish consists of millions of pieces of plastic that float on and under the water. Scientists say that 80% of this plastic comes from human activities on the coasts of North America and Asia. The other 20% comes from ships travelling between major cities, and from fishing nets.

With time, the sun breaks the plastic into tiny pieces. The plastic then falls to the bottom of the ocean and stops the food that fish and turtles eat from growing. This means that the populations of these animals become smaller and, as a result, there is less seafood for humans. Fortunately, international organizations are now trying to reduce the patch and make coastal populations aware of the need to protect the oceans.



Student B Read about The Great Pacific Garbage Patch.

- 1 Where are most of the world's biggest cities?
- 2 What is the Great Pacific Garbage Patch and where is it?
- 3 Where does the rubbish in the Great Pacific Garbage Patch come from?
- 4 What happens to the plastic?
- 5 What problems does it cause?

3 Work with a partner. What ideas are behind the phrases? Which phrase would you choose to persuade people to save water in your community? Why?

Water is life!

You can't wash dirty water!

Save water and save your future!

Little actions make a big difference!

Save the world's blood!



What are Ukraine's most important natural resources? Which resources are limited in Ukraine, and what causes this scarcity? Should Ukrainians actively participate in environmental conservation, or can global issues be ignored if they seem less relevant locally?

Who would have thought that Ukraine could face water shortage? It sounds strange, but it's true. Ukraine ranks 32nd out of 40 European countries in terms of drinking water provision and is on the list of countries threatened by water scarcity. Only 4% of our country is covered by water, and most of our water supply comes from rainfall. With the increasing heatwaves in recent years, this has become a serious problem. In the last decade alone, summer rainfall has dropped by 15-27%, meaning there's less water available and what's left is often more polluted.

Most Ukrainians don't consider our country to be at risk of running out of water. We're used to thinking that water will always be there when we need it. But if we don't take action now, that might not be the case in the future.

It's not just the weather causing problems. Human activities also play a big role in polluting our water. The housing and utilities sector is the first to blame, responsible for 77% of water pollution. Industry follows at 22%, and agriculture contributes about 0.5%, though experts believe this number is actually much higher.

We need to pay attention to this issue and start taking steps to keep Ukraine's water resources safe and sustainable. It's time to act before it's too late! Any ideas?



1 a Look at the pictures above and sort them into two categories: responsible and irresponsible water usage. Describe the pictures and explain your choice to the class.

b Consider which of the situations in the pictures you can personally avoid and which you could follow to conserve water.

c Think of other ways you could use water more responsibly, such as not leaving the tap running while waiting for it to reach the desired temperature or flushing the toilet thoughtfully. Make a list and discuss your ideas with the class.

2 Answer the following questions.

1 According to the survey, which sector is responsible for the most water pollution?

- A Industry
- B Agriculture
- C Households

2 Which category does Ukraine fall into regarding water availability?

- A Rich in water
- B Scarce in water
- C Reasonable amount of water

3 What is the main source of water provision in Ukraine?

- A Rainfall
- B Underground water
- C Melting of icebergs

4 What is the forecast for Ukraine's water supply in the future?

- A Ukraine will have plenty of water
- B Water shortage is highly possible
- C The amount of water will remain the same

3 Think of any English-speaking countries that face water shortages. How do these countries promote responsible water usage? What measures do they take to reduce water pollution? Which of these strategies do you find most effective? Can we apply them in Ukraine? Share your thoughts with the class.

4 Discuss in pairs. Consider effective ways to raise awareness about water shortages in Ukraine. Which target groups would you focus on? What strategies would you propose? Would you prioritize saving water or reducing water pollution? Share your ideas with your partner.

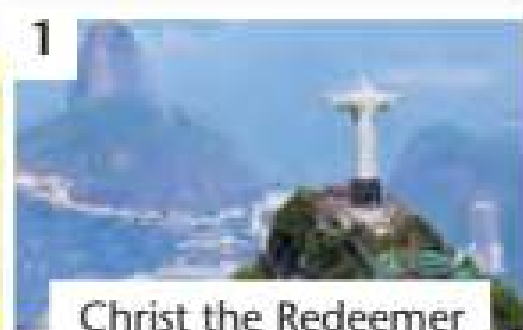
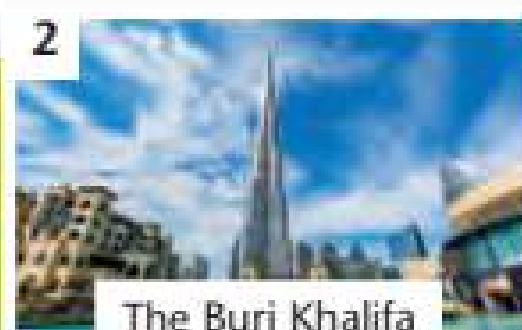
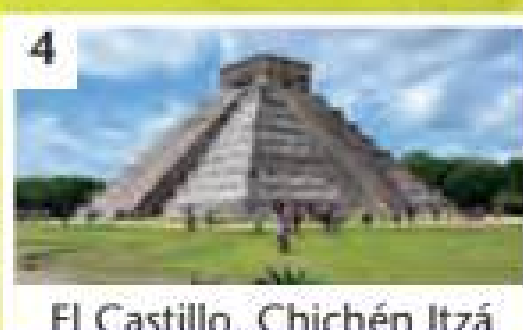
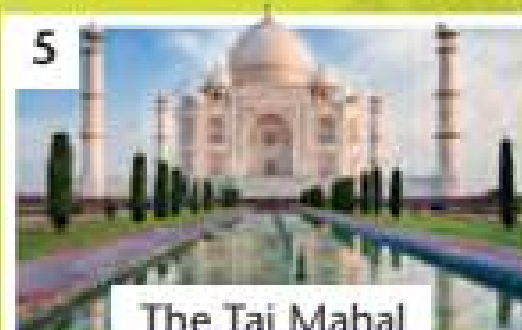
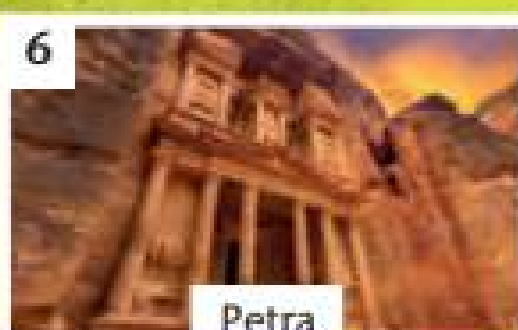
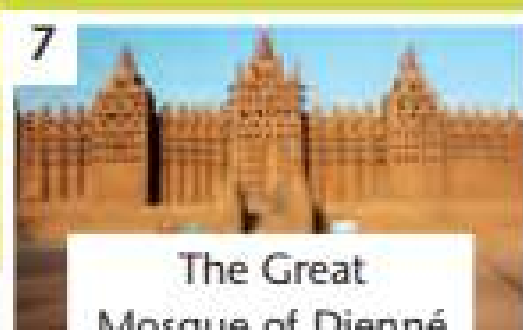
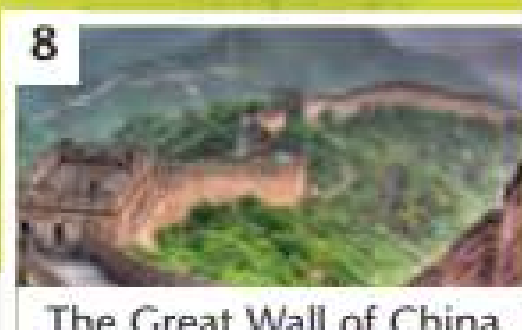
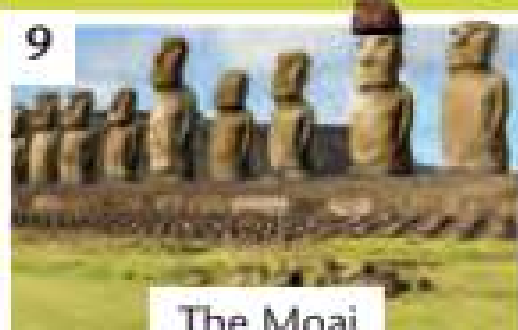
4A Wonders of the world



Which are the most famous buildings and monuments in your town, region or country? Why are they well known?

Reading and Vocabulary Buildings

1 a Look at the photos and read the advertisement. Where are these famous monuments?



What are the New Seven Wonders of the World?

If you had the time and money to travel, where would you go? Over 2,000 years ago, the world's first tourists, travellers from Greece, had a list of the best places to visit: the Seven Wonders of the World. However, you would be disappointed if you visited them today. Only one of them still exists! If modern travellers made a list, they'd have to choose new places and that's exactly what we want you to do: choose the New Seven Wonders of the World!

b ◀ 2.20 Listen and repeat the words in the box. Find examples in the photos.

arch brickwork column dome floor pyramid
ruin skyscraper statue steps stone tower

c Complete the descriptions of four places from exercise 1a with the correct form of the words in brackets. Can you name the places?

- 1 You can see the sea and the desert from the top of this _____. It's 828 metres tall and has 163 _____. (floor/skyscraper)
- 2 This building has four tall _____. There is one big _____ and two smaller ones on the roof. There is one big _____ at the entrance and a lot of smaller ones in front of the windows. The _____ is white. (arch/brickwork/dome/tower)
- 3 This _____ has _____ on the four _____ sides so that people can walk to the top. It was a monument to the Mayan god Kukulcan. (pyramid/step/stone)
- 4 They are repairing these _____ in this famous old city. There are lots of _____ that support the roofs of the buildings. There were _____ of famous people, but they have disappeared. (column/ruin/statue)

► Workbook page 34, exercises 1–3

Listening

2 a ◀ 2.21 Listen to two friends, Alex and Daisy. Which three places in the photos do they mention?

b Answer the questions.

- 1 What do the winners of the competition get?
- 2 What is interesting about the statues?
- 3 What do you have to do to visit the towers on the wall?
- 4 What is a problem with some of the wall?
- 5 What is special about the Burj Khalifa?

3 a Work with a partner. Make a list of seven wonders in your town, region or country. Only include buildings and monuments.

b Over to you! Work in a group. Read out your list. Explain why you have chosen the buildings. Use some of the words from exercise 1b. Decide on a final list of seven wonders.

The first monument on the list is the church in the town square. You can visit the tower and see great views of the town, although you have to walk up lots of steps to get there!

Grammar Second conditional

- 4 a** Read the sentences from the advertisement. Complete the rules with the words in the box.
- If you had the time and money to travel, where would you go?
- You would be disappointed if you visited them today. If modern travellers made a list, they'd have to choose new places.

comma if past result unreal or unlikely would

We use the second conditional to talk about an ¹ ___ situation or event in the present or future and its ² ___. We form the second conditional with *if* + ³ ___ simple + ⁴ ___ + infinitive. When a conditional begins with ⁵ ___, we use a ⁶ ___ at the end of the *if* clause.

- b** Complete the sentences with the correct form of the verbs in brackets.

- If time travel ___ (exist), I would go back to the Roman period.
- What would you say if a friend ___ (not invite) you to a party?
- They ___ (have) fewer problems if they planned their trips.
- If they ___ (clean) the statue, it would look better.
- If they repaired the castle, it ___ (not be) a ruin.
- Harry would be there now if he ___ (have) an app with maps on his smartphone.

- c** Complete the sentences. Think about what you would do in these situations.

- If I lived in the Arctic,...
- If I had a lot of money,...
- If it was the weekend,...
- If I spoke fluent English,...

► **Workbook** pages 34–35, exercises 4–6

Listening

- 5 a** ◀ 2.22 Listen to Alex and Daisy. Which places in the photos are natural wonders and which are man-made?



- b** Complete the sentences with one word or number.

- Alex would include natural wonders as well as buildings and ___.
- Table Mountain is in South ___.
- Alex thinks they would need a ___ list if they included different types of wonders.
- Alex thinks they can only present ___ list.
- Daisy doesn't want to miss the trip because of a ___.

Speaking

- 6 a** Get ready to speak Work with a partner. Describe a place in the photos on pages 46–47. Your partner names the place.

This photo shows a man-made monument. There are some... / It's...

- b** Work on your own. Choose a monument, a building or a natural wonder anywhere in the world. Make notes about why you would like to visit it.

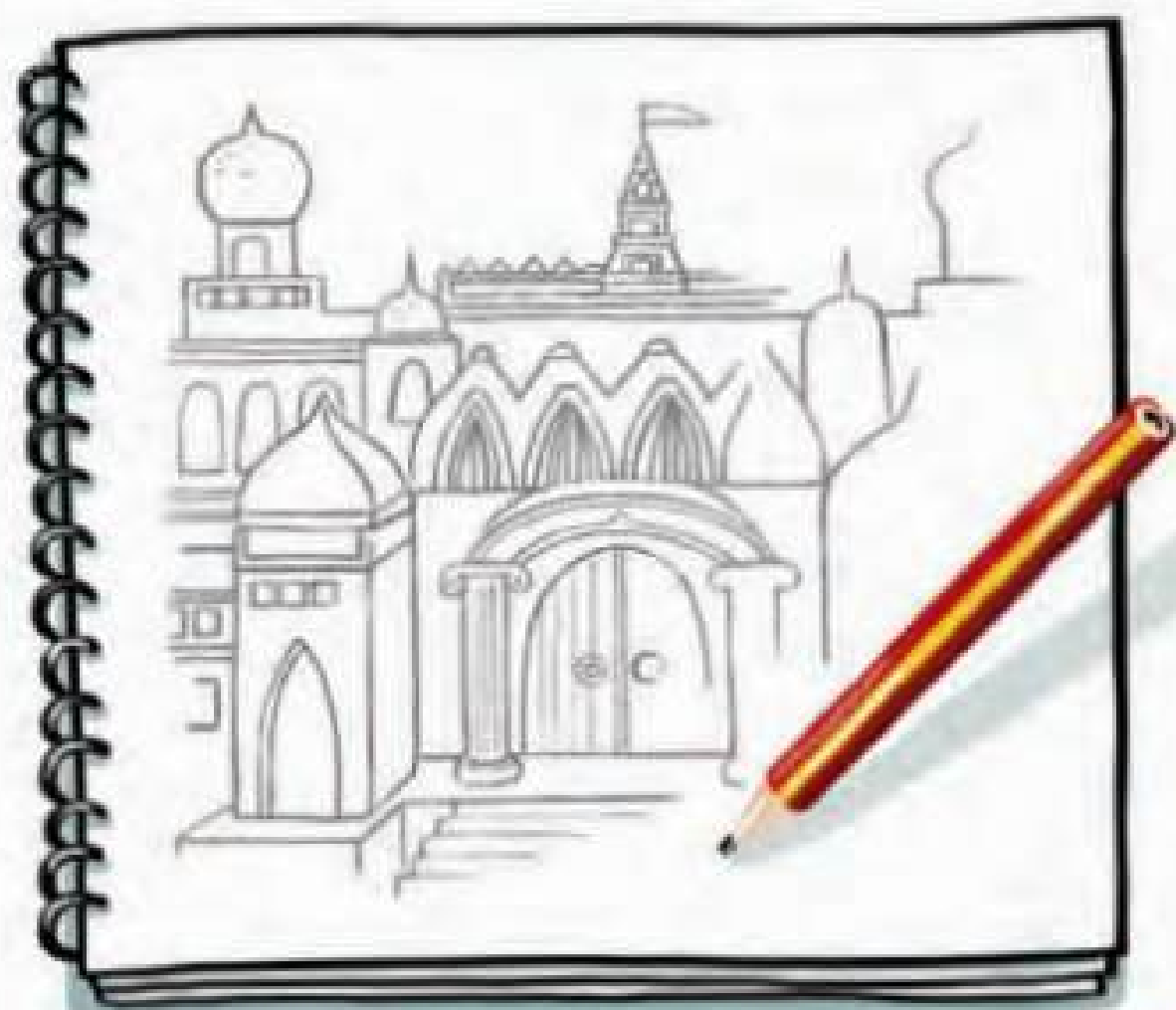
- c** Work in a group. Tell the other students why they should visit the place you chose in exercise 6b. Say why you would / wouldn't want to visit the places they chose. Vote for one place to visit with the group.

If I could, I'd like to visit Manhattan and go up the tallest skyscraper, the One World Trade Center, to the top floor. We should visit it because...

► **Workbook** page 35, exercises 7–9



Create a wonder of the world. If you put it in your town, where would you build it? How many columns, arches, steps, etc. would it have? Draw it and name the parts.



4B Ticket to ride



When was the last time you travelled by train? What are trains like in your country? Do you like travelling by train? Why? / Why not?



Reading and Vocabulary Train travel

- 1 a ◀ 2.23 Read and listen to the webpage about Interrail travel. What will help you enjoy your visits to each place?

HOME | DESTINATIONS | TICKETS | HELP

MAKING INTERRAIL A SUCCESS

If you plan carefully, you'll have a good interrail trip. The first thing to consider is your budget: decide how much money you can spend. You also need to agree the following things with your friends: the dates and an itinerary with a route to the places that you want to visit, and the arrival and departure times for each train journey. When you do this, make sure that you leave enough time for sightseeing when you arrive at each destination and buy a good travel guide so you can read about the monuments and buildings that you're looking at. You should also think about accommodation before you leave. If you're going to stay on campsites or in hostels, you might need to make a reservation so you definitely have somewhere to stay. There's a lot to think about before you go, but a good plan will help you have a great time!

b Complete the definitions with the highlighted words on the webpage.

- 1 A ___ is a book that gives you information about the places you visit.
- 2 When you go on a ___, you go to a place or places and return home again.
- 3 ___ involves visiting interesting places when you are on holiday.
- 4 A ___ is an arrangement to keep a hotel room, restaurant table, etc. for you.
- 5 The ___ is the place that you are going to.
- 6 ___ is a place to live or stay.
- 7 Someone's ___ is the moment when they get somewhere.
- 8 An ___ is a plan with the places you want to visit and a timetable for travelling to them.
- 9 When you go on a ___, you travel from one place to another.
- 10 Your ___ tells you how much money you have got to spend.
- 11 A ___ is a way for travelling from one place to another.
- 12 Someone's ___ is when they leave somewhere.

c ◀ 2.24 Listen and check. Mark the stressed syllable in each word. Then listen again and repeat.

► Workbook page 36, exercises 1-3

Listening

- 2 a** Work with a partner. Look at the map on page 56. Describe one of the buildings or monuments. Can your classmate identify it?

This place is a ruin. It has lots of columns...

- b** **2.25** Listen to three friends talking about an interrail trip. List the cities in the order that they plan to visit them.

c Answer the questions.

- 1 Which two cities do they say are very expensive?
- 2 When are they travelling?
- 3 Which two cities have they already visited?
- 4 What can't you see on high-speed trains?
- 5 What do they need time for?
- 6 What type of accommodation do they agree on?

Speaking

- 3 a** Look at the map and make a list of six destinations. Why have you chosen these places? Which route will you follow?

b Work in a group. Present your list and give your reasons. Compare your lists and decide on the best six cities to visit.

I really want to go to Athens because we could do a lot of sightseeing, but I agree that it's one of the busiest cities.

c You are going to buy and sell tickets for a train journey. Student A Look at page 100. Student B Look at page 101.

Grammar Comparatives and superlatives; too / enough

- 4 a** **2.26** Complete the sentences from the dialogue. Listen and check. Which forms are irregular?

- 1 Cities like Copenhagen and Vienna are some of ____ in Europe.
- 2 Food and accommodation would be ____ than in Copenhagen or Vienna.
- 3 Travelling to Copenhagen or Vienna after that would be ____ than travelling to Barcelona or Athens.
- 4 I simply reckon that Copenhagen or Vienna will be ____.
- 5 I don't want to get up before 9 o'clock at ____.
- 6 I think hostels would be ____, don't you?
- 7 Campsites are also ____ from the centre of cities than hostels.

b Read the sentences from the dialogue and complete the rules.

Copenhagen or Vienna will be as busy as Barcelona...

Barcelona and Athens won't be so cheap as you think.

as + adjective + as not as / so + adjective + as

- 1 We use ____ to say that two things are the same.
- 2 We use ____ to say that two things are different.

c Read the sentences and complete the rules with *before* and *after*.

That's fine if those places are close enough to the capital cities.

They won't be too crowded.

- 1 We use *too* ____ an adjective to say there is more than is needed or wanted.
- 2 We use *enough* ____ an adjective to say there is as much as is needed or wanted.

d Complete the sentences with the words in the box.

as enough more most so too

- 1 I've never eaten a pizza as bad ____ that!
- 2 The castle is ____ far for a day trip.
- 3 This travel guide is not ____ good as the one I found online.
- 4 That museum was the ____ interesting that I've ever visited.
- 5 That hostel will be ____ expensive than the campsite.
- 6 The hostel room isn't big ____ for us.

➤ **Workbook** page 36, exercises 4–6

Writing

- 5 a** Get ready to write Work with a partner. Write sentences comparing two possible trips you're planning.

bad cheap comfortable
expensive good

A tent isn't as comfortable as a hotel.

A sandwich is good enough for lunch.

b Compare your sentences in groups.

➤ **Workbook** page 37, exercises 7–9

c Write a short journal entry about the last two places that you visited. Use comparative structures and the vocabulary from exercise 1b.

The last two places that I visited were Salisbury and Leicester. Our accommodation in both places was the same, hostels, but the one in Salisbury was cleaner and more comfortable. Our itinerary was...



Write sentences comparing your hometown with a nearby town.

4C Off the beaten track



Why do you think people like to travel?
Would you like to travel in the future? Why? / Why not?

Reading

- 1 a **2.27** Read and listen to the article.
Whose route does the map show?
- b What do these numbers in the article refer to?

14 16 17 24 27 54



Everybody has dreamed of **getting away** from the routine of home life and travelling around the world, but only a few of us manage to turn that dream into reality. This week, we look at three young people who were determined to do exactly that.

Lachlan Smart

18-year-old Lachlan Smart **took off** in a small aeroplane from the Sunshine Coast Airport in Queensland, Australia, on the 4th of July to fly into the record books. His family and friends **saw him off** then and 54 days later they were there again to welcome him home, as the youngest pilot to fly around the world alone. During his flight, Lachlan **stopped over** at 24 locations in 15 different countries and even had time to visit relatives in Britain. However, when he got back to Queensland, he explained it wasn't always an easy trip. He sometimes experienced language problems with airport staff in different countries and this **slowed him down**. Furthermore, some bad instructions in South Asia almost made him fly into a mountain! Fortunately, however, Lachlan corrected the mistake and he was able to fly safely home to a big celebration.



The modern Phileas Fogg

Laura Dekker

14-year-old Laura Dekker's plans to sail around the world alone got her a lot of media attention, but it was usually for the wrong reasons. The authorities in Dekker's home country, Holland, said she was too young to go off on such a journey and she wasn't allowed to leave. Fortunately for Laura, they then decided she could set off when she was 15 if she promised to study while she was sailing. She finally left the Caribbean island of St Maarten and sailed through the Panama Canal and into the Pacific Ocean. Despite her young age, Laura sailed her boat skilfully, thanks to the fact that she was born at sea. Her parents are also enthusiastic sailors and Laura spent the first five years of her life living on a boat, an experience that helped her to sail the world's oceans confidently. She **got back** to the island of St Maarten after 518 days and, at just 16, she became the youngest person to sail around the world alone. However, she was in trouble again with the Dutch authorities because in one of her blog entries during the trip she explained that she never had time to study!



Tom Davies

18-year-old Tom Davies is a cyclist who always wanted to travel abroad, so going by bicycle seemed to be the obvious way to do it. He left his home in London on the 17th of January and crossed Europe and Asia covering 160 kilometres a day at an average speed of 27 km/h, before heading to Australia and New Zealand. He then flew to San Francisco, got on his bike again, crossed the USA and arrived in Boston, where he caught another plane to Lisbon in Portugal to start the last part of the trip. Although he finished each day exhausted, the help and generosity of people that he met on the route helped him to keep going. He also had a few interesting experiences with animals. In Albania he had to **speed up** when a group of wild dogs chased him and he had to do the same in Thailand when a monkey wanted to join him on his bicycle! In Australia he **came across** an emu in the outback that raced him! After seven months' cycling and visiting 17 countries on four continents, he finally got off his bicycle for the last time to celebrate his return home to London with his family and 100 friends and neighbours. He was officially the youngest person to have ever cycled around the world.



c Answer the questions with LS (Lachlan Smart), LD (Laura Dekker) and TD (Tom Davies). Who...?

- | | |
|---|--|
| 1 was nearly attacked | 4 didn't do enough schoolwork |
| 2 met members of their family during their trip | 5 didn't always understand what people were saying |
| 3 used more than one type of transport | 6 had a family life that helped them succeed on their trip |

Vocabulary Phrasal verbs for travel

2 Complete the sentences with the correct form of the **highlighted** phrasal verbs in the article.

- 1 Flight A98T ____ from Paris at 08.17...
- 2 It was 11 p.m. when we ____ home after the school trip...
- 3 Could you ____ please! I can't run that fast!
- 4 Ann's not here. She's ____ with her friends...
- 5 We've decided to go to the Scottish Highlands for a few days to ____ from the noise of London.
- 6 I ____ these old silver earrings when we were at a market in Florence.
- 7 They are ____ in New York for a night when they fly from London to Los Angeles.
- 8 If you want to win the race, you need to ____!
- 9 My parents have just ____ on a cruise around the Mediterranean that will last for two weeks.
- 10 My grandparents come to ____ me ____ at the bus stop every morning when I go to school.

► **Workbook** page 38, exercises 1–3

Speaking

3 a  Make notes about one of the trips on page 58 that you would most like to go on. Use the phrasal verbs in exercise 2 in your answers.

- Which trip would you like to go on?
- Why would you like to do it?
- What do you admire about the person who did it?
- What would you do differently?

cycling trip – good fun – go at your own speed – meet people – see nature

b Work in a group. Say which trip you have chosen and why.

c Choose the best trip for the group.

Grammar

Adverbs of frequency, manner, place and time

4 a Read the sentences from the article. Decide if the **highlighted** adverbs are adverbs of frequency, manner, place or time.

- 1 His family and friends saw him off **then**.
- 2 They were there again to welcome him **home**.
- 3 It wasn't **always** an easy trip.
- 4 He **sometimes** experienced language problems.
- 5 He was able to fly **safely** home to a big celebration.
- 6 Laura sailed her boat **skilfully**.
- 7 The school bus is **always** on time.
- 8 Tom Davies is a cyclist who always wanted to travel **abroad**.

b Complete the rules with *after*, *before* or *end*.

- 1 Adverbs of frequency tell us how often we do something. We put adverbs of frequency ¹ ____ the main verb, or ² ____ the verb *be* or auxiliary verb.
- 2 Adverbs of manner describe how we do something. They come ³ ____ the main verb or at the ⁴ ____ of the sentence.
- 3 Adverbs of place and time tell us where and when we do something. They usually come ⁵ ____ the main verb or at the ⁶ ____ of the sentence.

c Read the sentence and choose the correct answer to complete the rule.

I went home early.

When we use adverbs of place and time together, the adverb of place comes *before* / *after* the adverb of time.

d Put the words in the correct order to form sentences. Then say if the adverb is an adverb of frequency, manner, place or time.

- 1 his dad's / Mike / car / confidently / drives.
- 2 Kate / in Manchester / I / on Monday / with / had / evening / dinner.
- 3 buy / on the train / can / You / food / usually.
- 4 for the bus / patiently / waited / Lisa.
- 5 never / abroad / Sam's / travel / cousins.
- 6 at midnight / train / Our / at the station / arrives.
- 7 was / for breakfast / sometimes / late / Frank.
- 8 slowly / Mara / the exam questions / read.

► **Workbook** pages 38–39, exercises 4–7

Writing

5 a Get ready to write Work with a partner. Think about tourists visiting your capital city.

destinations itineraries sightseeing transport

b Write a leaflet for tourists visiting your capital city. Explain the things that they can do. Use the phrasal verbs from exercise 2 and adverbs.

Welcome to...!

Your first visit should be to the old town. Get up early so you can set off before it gets crowded.

There is a market in the main square at the weekends and you might be able to come across some...

c Read the leaflets that other students have written. Which is the most interesting? Why?

► **Workbook** page 39, exercises 8–10



Write sentences for a travel competition for a trip you would love to make.

4D Hard to believe



Why do you think people are interested in the topics of time and space travel?
Would you like to be able to travel through time or space? Why? / Why not?

1 a 2.28 Read and listen.
Why does Oliver want to study?



Erika What are you guys up to?
Liza I'm sure that's him!
Danny Really?
Liza Yeah! I'm certain that it is!
Danny Oliver! He's...he's in the library.
Erika Who? Oliver? Are you having me on?! I'm not really sure he knows what a library is.
Liza Check it out!
Erika That is definitely Oliver.
Liza What is he doing in there?
Danny I can't believe that he's studying! He already thinks he knows it all!
Erika It is very unlikely that he's studying. He's up to something!

b Complete the sentences with the names *Oliver*, *Liza*, *Danny* and *Erika*.

- 1 ___ finds ___ and ___ outside the library.
- 2 ___ is working in the library.
- 3 ___ asks ___ about what he is doing.
- 4 ___ doesn't believe ___ is going to travel to another planet.
- 5 ___ and ___ find the idea of travelling to Mars difficult to understand.
- 6 ___ knows a lot about space travel.

2 **Spoken English** What do these expressions mean?
How do you say them in your own language?

What are you up to?

Are you having me on?

Hang on a minute!

Says who?

I can't get my head around this.

You bet we could!

► **Workbook** page 40, exercises 1–3

2



Erika What are you up to?!
Oliver Shhh! I'm trying to study.
Erika It's hard to believe you are studying! Why?
Oliver Because I'm going to Mars.
Erika Really? When? Today?
Oliver I'm not joking.
Liza Whoa – hang on a minute, Oliver. OK, I believe you're studying, but I doubt you're going to Mars!
Oliver It's possible!
Danny Says who?
Oliver NASA. They say it's very likely we'll be able to fly there by the 2030s.
Liza Sorry. I can't get my head around this.
Danny Me neither. You're saying that humans could reach Mars in 15 years' time...
Oliver There's no doubt we can.
Danny ...and that you want to be one of them?
Oliver Yep.
Erika So it is possible we could go, too?
Oliver You bet we could!
Erika That is so cool! Let us have a look!
Danny Yes, let's see!

3



Danny Have you seen this? Oliver made it.
Liza What is it?

- 3 a** What do you think will happen next?
- b** ◀ 2.29 ▶ Listen and check.
- c** ◀ 2.29 ▶ Listen again. Answer the questions.
- 1 What has Oliver made?
 - 2 Why has he made it?
 - 3 What two other things does he have to do?
 - 4 What is the prize?
 - 5 What do Danny and Liza think of Oliver's work?

Everyday English

Expressing belief and doubt

- 4 a** Look at the useful phrases. Find examples in the dialogue in exercise 1a.

Useful phrases: expressing belief

I'm sure (that)...

I'm certain (that)...

It's (very) likely (that)...

There's no doubt (that)...

That is definitely/clearly (+ noun/adjective)

Useful phrases: expressing doubt

I doubt (that)...

I'm not really sure (that)...

It's (very) unlikely (that)...

I can't believe (that)...

It's hard to believe (that)...

- b** ◀ 2.30 ▶ Listen and repeat the phrases. Try to copy the intonation.

▶ **Workbook** pages 40–41, exercises 4–7

Pronunciation

/aɪ/

/i/

/j/

- 5 a** ◀ 2.31 ▶ Listen and repeat the words in the box. How is the letter 'y' pronounced?

definitely fly guy library really
try unlikely why yes you

- b** Put the words from exercise 5a in the correct column.

/aɪ/	/i/	/j/
fly	definitely	yes
—	—	—

- c** ◀ 2.32 ▶ Listen and check.

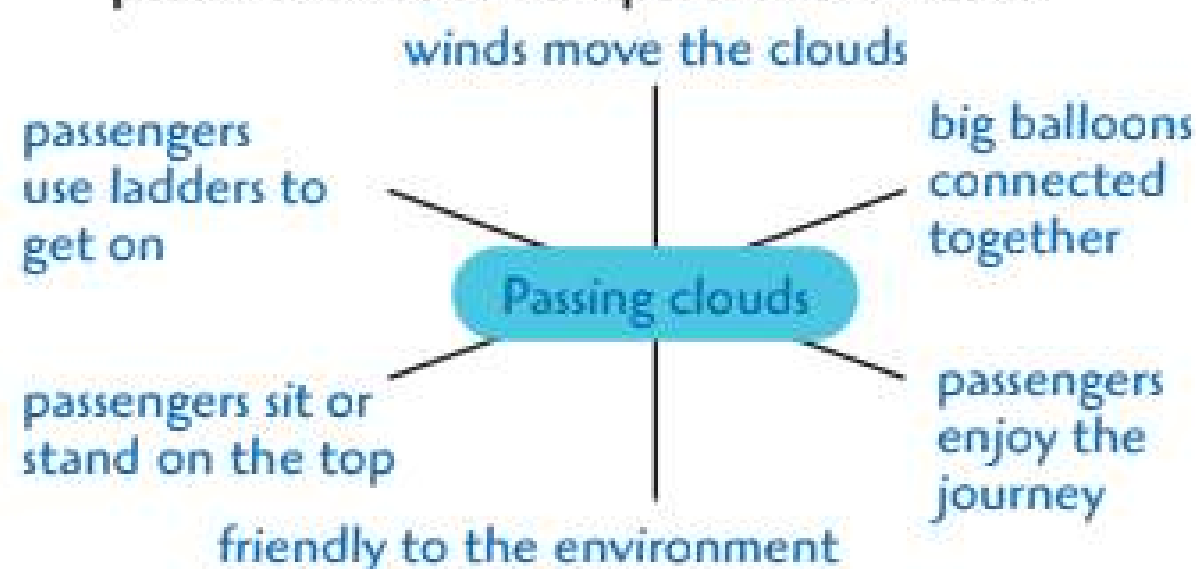
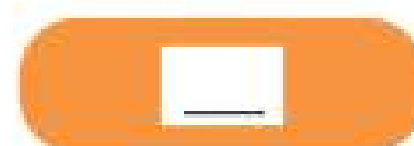
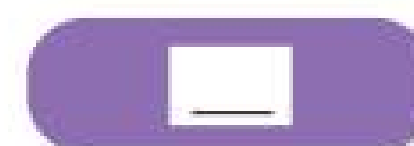
▶ **Workbook** page 41, exercise 8

Listening and Speaking

- 6 a** ◀ 2.33 ▶ Listen. Which form of transport do Amy and John talk about?
- b** Why doesn't Amy think it will work?



- 7 a** 🗒️ **Get ready to speak** Make mind maps with notes about what you think of three of the possible forms of transport for the future.



▶ **Workbook** page 41, exercise 9

- b** Work with a partner. Talk about the three forms of transport. Express your beliefs and doubts.

I can't believe that anyone would want to travel on passing clouds.

There are bound to be some people who would enjoy the experience.

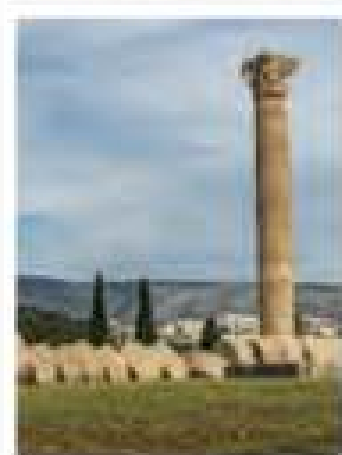


Make suggestions for alternative forms of personal transport.

4 Revision

Vocabulary Buildings

1 Write the words for photos 1–6.



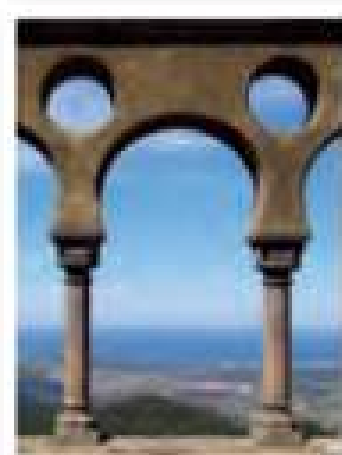
1 _ o _ u _ _



2 _ _ a _ _ _



3 _ _ _ _ p _



4 a _ _ _



5 _ _ m _



6 _ _ _ _ n

Train travel

2 Choose the correct answers.

My parents are taking us on a ¹*trip / journey / travel guide* of a lifetime this summer: we're going to the USA for three weeks! My dad is on the internet all the time, planning our ²*reservation / destination / route* around the country and making hotel ³*accommodation / reservations / budgets*. He's also buying tickets for the most famous monuments and museums so ⁴*journeys / budget / sightseeing* will be easier. He's made ⁵*an itinerary / a travel guide / an arrival* for the three weeks and we already know what we will do from the day of our ⁶*arrival / departure / sightseeing* at JFK airport in New York to the day we leave!

Phrasal verbs for travel

3 Complete the sentences with the prepositions.

across away back down off over

- My grandparents took us to the airport and saw us ____.
- We had a great time, but I was quite pleased to get ____ home.
- We came ____ this great pizzeria while we were sightseeing in Manhattan.
- When we flew to Australia we stopped ____ in Singapore for a night.
- The coach was really old and it slowed ____ every time it went up a hill.
- My mum says she's looking forward to getting ____ and having a holiday.

Grammar Second conditional

4 Match the sentence halves. Complete them with the correct form of the verbs in brackets.

- If I ____ (be) rich,
- We would ____ (go) camping
- If we ____ (have) a travel guide,
- If we ____ (not sleep) so much,
- We would ____ (not be) late
 - if we ____ (have) a tent.
 - we ____ (do) more sightseeing.
 - if Jack ____ (be) faster.
 - I ____ (travel) around the world.
 - we ____ (know) the name of the monument.

Comparatives and superlatives

5 Correct the underlined mistakes.

- The bedroom isn't big too enough for everybody.
- Their hostel isn't as nicer as ours.
- The hostel was so good as it looked on the website.
- The town centre was too busier.
- The campsite is the most small that I've ever seen!

Adverbs of frequency, manner, place and time

6 Cross out the adverb in the wrong position.

- ~~There~~ Zoe left her bag there.
- Anna read perfectly the poem perfectly.
- I never have never lived in London.
- Alex went last month abroad last month.
- Owen often isn't often late for training.

Everyday English

Expressing belief and doubt

7 Choose the correct answers.

- I'm ____ that the trip will be a success.
 - bound
 - sure
- I'm ____ that we'll all use electric vehicles.
 - no doubt
 - certain
- There's ____ that we will win the match.
 - no doubt
 - bound
- It's very ____ that people will use flying cars.
 - clearly
 - unlikely

Learning to learn English in the real world

The internet is great for studying and practising English. You can use it to follow your hobbies and interests in English, too.

Remember: stay safe online.

► **Workbook** pages 42–43, exercises 1–7



Are you good at planning things, or do you prefer to let other people to do it? When you plan to do things with your friends, what are the most important things to think about?

PLANNING AN INTERRAIL TRIP *The trip of a lifetime!*



- 1 a** You are planning an interrail trip. Which things should you plan before you leave? Write them in the order of importance.

accommodation budget charging your mobile clothes documents entertainment food photos sightseeing souvenirs transport weather

- b** Work with a partner. Compare your lists. Do you agree / disagree?

- 2 a** ◀ 2.34 Listen to an interview. Put the questions in the order that you hear them.

- Why have you chosen these cities?
- Where will you go after that?
- How will you get around in each city?
- What will you eat?
- What will you bring back as souvenirs or presents?
- When are you going?
- Where will you stay in each place?
- Have you decided on your route yet?
- Where will you go first?
- How much money do you think you'll need?

- b** Which of the topics from exercise 1a do they mention in the interview?

- 3** Read the Look! box and do the task.

Look! Adverbs and adjectives with the same form

Some adjectives and adverbs have the same form. Adjectives come before a noun or after the verb *to be*. Adverbs come after the verb or after the verb and its object. Decide if the underlined words are adjectives or adverbs.

- Hopefully the trains won't be late!
- Everybody's happy to go to the museums late.
- You can enter some museums and galleries free.
- There are also free tours.
- We don't really want to walk far.
- Some of the campsites are far from the city centres.
- We'll try hard to save some money.
- After a lot of hard work, we've finally agreed on one.

- 4 a** Work with a partner. Plan an interrail route around Europe. Choose six places. Make notes about the following:

- the reason for visiting these places
- accommodation
- transport
- food
- budget

- b** Work with another partner. Interview each other about your interrail trips. Would you like to join your new partner's trip? Why? / Why not?

4 Culture



What are the colours of the national flag of your country? What is the piece of music that they play at national events? Do you know why they chose the colours or the music?

AS BRITISH AS...?

FISH AND CHIPS Potatoes arrived in Britain from South America in about 1580 and Portuguese and Spanish immigrants brought a recipe for fried fish with them in the 17th century. However, it wasn't until about 1860 that the two ingredients were sold together to form Britain's favourite takeaway meal: fish and chips. Historians argue about who had the idea of offering the two foods together. However, the first person to open a fish and chip shop was Joseph Malin, an immigrant from Eastern Europe who arrived in London in 1860. To make it as easy as possible for his customers to carry the hot food, he put pages from newspapers around it. It obviously worked because many shops still sell fish and chips this way today, but they use white paper instead.

MARKS AND SPENCER Ask someone in Britain what the country's most popular department store is and they will probably answer 'Marks and Spencer'. However, although many people think of Marks and Spencer as typically British, it was an immigrant that started the company. Michael Marks arrived in Britain in the 1880s and he went to live in Leeds, in the north of England. After travelling around local villages to sell goods, in 1884 he had enough money to start a business. He asked an English accountant, Tom Spencer, to join him and the two businessmen opened a stall, Marks and Spencer, at Leeds market. The stall was a success and they soon opened 36 shops across the north of England. Today, there are about 1,000 Marks and Spencer stores in the UK. It was the first British store to make £1 billion profit.

THE MINI British motor companies such as Jaguar, Aston Martin and Rolls Royce have produced many famous cars, but the biggest-selling British car of all time was small and had a price that made it popular all over the world: the Mini. The Mini became a symbol of Britain in the 1960s, but its inventor was a Greek immigrant. Alec Issigonis arrived in Britain in 1923 to escape the Greek-Turkish war and he studied to become an engineer. After Issigonis had completed his studies, the British Motor Corporation asked him to design a small car that would be better than the German cars on the market. Issigonis decided to make some big changes to car design: he changed the position of the engine and he took out everything that wasn't necessary for driving, including the radio! He started work on the car in 1957 and it went on sale in 1959. Five million sales between 1959 and 2000 demonstrated that Issigonis' changes were right. Today, the German carmaker BMW continues to make the Mini.



Glossary

department store accountant
stall engine

- 1 Look at the photos. Do you know other symbols for Britain?
- 2 Work in groups of three. Read one of the texts. Ask and answer the questions about the other texts and complete the table.

	Fish and chips	Marks and Spencer	The Mini
What is the symbol?	a takeaway meal	a department store	a car
Who created it?			
When did they create it?			
What is the situation today?			

- 3 **a** Over to you! Write a list of symbols for your country.
b Work in groups of three. Compare your lists and say if you think they are good symbols for your country.





What types of housing are common in Ukraine? What remarkable structures or buildings is Ukraine known for? Can you think of examples that showcase the architectural diversity of both ancient and modern Ukraine?

Ukraine is home to numerous historic castles and fortresses, each a demonstration of the country's rich history and architectural diversity. These landmarks are more than just ancient structures; they are windows into the past, each telling a unique story of the times they have survived.

Olesko Castle

The Olesko Castle, one of the oldest (around XIII century) and best-preserved castles in Ukraine, sits on a hill in the Lviv region. In its long history, the castle belonged to many owners, most of whom were Polish and Lithuanian monarchs. Today, the castle houses a museum and a prestigious restaurant, attracting visitors from both Ukraine and Poland.



Lutsk Castle

Built on the site of ancient wooden fortifications, Lutsk Castle, also known as Liubart's Castle, is a prime example of medieval (XIV-XV centuries) defensive architecture in Ukraine. The well-preserved Upper Castle features towering walls and museums, while what's left of the Lower Castle mixes with the city's later developments. This castle will not leave anyone indifferent, impressing with its Gothic towers and excellent panoramic view.



Sydoriv Castle

Located on a high hill in Ternopil region's village of Sydoriv, this castle-ship is surrounded by a river on three sides, making it a rare and amazing architectural structure of XVII century. Once having seven towers and a curved shape, the castle was heavily damaged during the Turkish invasion and now stands as an impressive ruin, offering visitors a look into its storied past.



Kamianets-Podilskyi Castle

Perhaps the most recognised fortress in Ukraine, Kamianets-Podilskyi Castle sits on top of a rocky hill above the Smotrych River canyon. This medieval (XI-XII centuries) fortress is large in its size — it stretches over more than one and a half hectares and consists of Old and New castles. Today the fortress is a part of the Kamianets Nature Reserve, where different traditional crafts, such as pottery and baking, take place.



Khotyn Fortress

The Khotyn Fortress, dating back to the 10th century, is a fortification complex located on the right bank of the Dniester River, near the famous Kamianets-Podilskyi Castle. It witnessed great historical battles and now serves as a State Historical and Architectural Reserve. The fortress, included in the list of the Seven Wonders of Ukraine, hosts national holidays, film shoots, and festivals, celebrating its rich heritage.



1 Read the text and look at the pictures. Rate the castles in the chronological order. Which castle is the oldest? Which castle is the best preserved?

- 1 Lutsk Castle
- 2 Kamianets-Podilskyi Castle
- 3 Khotyn Fortress
- 4 Olesko Castle
- 5 Sydoriv Castle

2 The UK is home to many beautiful and majestic castles. Do you know who built them and when? Can you name any of them? Can you identify which ones were featured in popular films and TV series? Use the internet to help you find out more.

3 a Over to you! Pick one castle or fortress in Ukraine: the oldest, the most beautiful, the largest etc. Prepare a presentation on it, mentioning its origin, history and purpose.

b Discuss your presentations in groups of 4. Compare the features of the castles and their purposes. Are they the same for all castles and fortresses in the world? Discuss the differences if any.

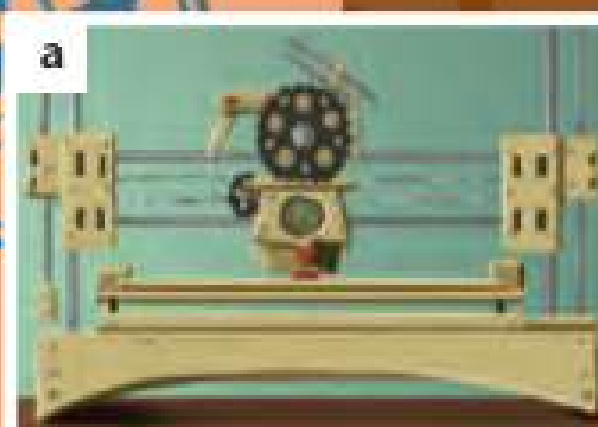
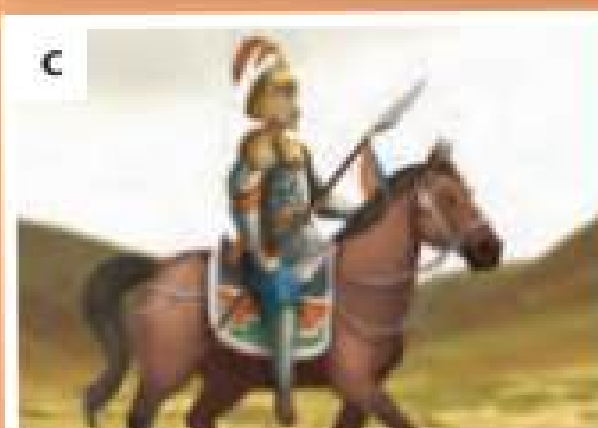
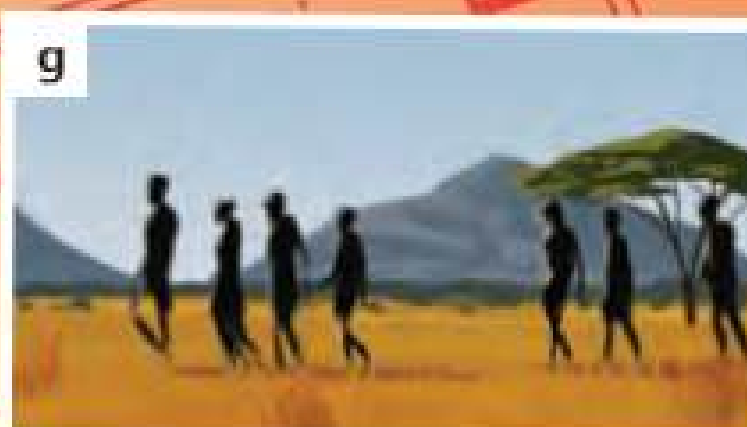
4 Learn through English



What are the main transport routes from your town?
Which ones would you use for transporting goods? Why?

The invention of travel

- A** When the first humans decided to leave Africa over 100,000 years ago to find new homes and sources of food, they did it on foot. Humans continued walking across the globe for the next 94,000 years, until about 6,000 years ago when a number of important changes took place. First, in the central Asian country of Kazakhstan, people started to ride horses as well as to eat them. However, although this meant that people could travel further and faster, transporting large amounts of goods was still a difficult job. That all changed, however, a few hundred years later with the invention of the wheel.
- B** Nobody really knows who first invented the wheel. Some historians think it appeared at more or less the same time in Mesopotamia (modern day Iraq), central European countries such as Poland and Slovenia and in the Caucasus (between Europe and Asia). In fact, the inventors of wheels first used them for making pottery before they realized that they could also use them to transport people and things. They soon attached wheels to vehicles that horses pulled and farmers and craftsmen were suddenly able to transport their goods to distant markets, increasing national and international trade.
- C** Although the wheel changed the way villages, towns and even countries did business with each other, it wasn't perfect. The new roads that people took their wheeled vehicles on were old walking paths and they quickly became extremely difficult to use in wet weather. As a result, the first roads made of stone appeared a thousand years after the arrival of the wheel in places such as India and Mesopotamia. The Romans then introduced new road-building techniques all across their empire so that they could move soldiers and goods as quickly as possible. They built such good roads that we still use some of them today.
- D** The wheel dramatically changed the way humans move, but it also allowed us to build all types of incredible machines. Wheelbarrows, windmills and clocks all use wheels to work and the Industrial Revolution depended on the wheel. Even in our digitized world, we still use wheels in devices such as 3D printers. Without doubt, the wheel is one of the most important inventions of all time.



Glossary

source	craftsman	empire
pottery	technique	wheelbarrow

- 2 a** **2.35** Read and listen to the article.
Put the pictures a–g in the order of the article.

b Match the headings to the paragraphs.
There is one extra heading.

- Wheels are everywhere
- From road to railways
- If it rains, stay at home
- Travelling was hard work
- An international invention

- 3 a** Make a list of all the things that you have used today that have wheels.

b Work with a partner. Compare your lists.
Who has the most examples?



How is modern Ukraine perceived in the world today? In which areas could Ukraine be among the world's leading countries? Are there any achievements Ukrainians take for granted but should celebrate as world-class?

In recent years, Ukrainian fashion has gained significant global recognition. Designers like Ruslan Baginskiy have captured the attention of celebrities such as Madonna, Gigi Hadid, and Miley Cyrus with their stylish hats. Baginskiy's creations have been featured on the Vogue covers and sold on Net-A-Porter, making him a prominent name in the fashion world. Another standout is Ksenia Schneider, a leading denim brand known for its innovative designs and environmental focus. The brand's iconic Demi-Denims have set trends worldwide, with even mass-market giants like Mango getting inspiration from their creations.



Ukraine's athletes continue to bring pride to their nation on the global stage. In 2022, Yuriy Anikeev and Viktoriya Motrichko became world champions in 100 Draughts at the World Championships in Curacao. Pavlo Korostylov secured a gold medal in bullet shooting, while the women's national sabre fencing team triumphed at the 2024 Summer Olympics in Paris. High jumper Yaroslava Mahuchikh also won gold, and Ukraine's rhythmic swimming team achieved gold at the World Championships. Oleksandr Usyk has made his mark by becoming the undisputed heavyweight world champion in boxing, further cementing Ukraine's reputation in the world of sports.

Ukraine's modern achievements demonstrate the country's dynamic contributions to the world.



Ukrainian cuisine, particularly borscht, has also gained international recognition. Borscht, a traditional beetroot soup, is a cultural symbol deeply rooted in Ukrainian heritage. Each region of Ukraine offers its own unique version of the dish, reflecting local ingredients and customs (and every Ukrainian woman keeps her own personal recipe). Whether as part of a family meal, a culinary competition, or a tourist attraction, borscht is an integral part of Ukrainian identity. Moreover, borscht cooking has been added to the list of endangered cultural traditions by the United Nations, highlighting its significance to Ukrainian culture.



Ukraine also succeeds in scientific research and technology. Esper Bionics is a pioneering company, specializing in mechatronics, AI, and IoT technologies. They have developed the Esper Hand, a self-learning robotic prosthetic that adapts to the user's muscle activity, enabling more natural movements. This innovative technology is part of a larger bionic ecosystem aimed at improving human capabilities and restoring the ability of people to live their life to the fullest.



b Look at the topics below and think of any other examples of the world-famous Ukrainian names or notions in these spheres.

- 1 Fashion
- 2 Food and Culinary
- 3 Traditional Offline and Cyber Sports
- 4 Scientific Innovations and Research
- 5 Art and Literature
- 6 Traditional Arts and Historical Events

3 a Choose an English-speaking country and identify a significant achievement in one of the areas mentioned in the text above. Create a list of these achievements.

b Discuss your list with a partner. Can you add more information to each other's lists?

1 Discuss how Ukraine is seen on the world stage. Can you think of examples where Ukraine has made notable achievements? What areas of life are these accomplishments in? Is there a particular field you'd like to contribute to in the future?

2 a Match the headings to the paragraphs. One heading is missing. Suggest a heading for the remaining paragraph.

- 1 Scientific Research and Innovation
- 2 Ukrainian Culinary Heritage
- 3 Global Fashion Icons

The Museum of the Strange Episode 2

1 2.36 Read and listen to the story.

'Shall we leave now?' Ben whispered to Laura. 'This place is weird!' But it was still raining outside and the museum guide was waiting for them at the door to the next room. 'Are you ready?' he asked. 'I think you're going to like the exhibits in our second room.' The sign over the door said THE PRESENT.

This room was as full as the first one, but all of the exhibits seemed to be things from everyday life in the modern world.

'I don't understand,' said Laura. 'Why have you got a smartphone in the museum?'

'Just think...' said the guide. 'If you lived only a few years ago and someone showed you a smartphone, it would look like magic to you!'

Ben was looking at a school notebook. It was open to a page with lots of writing in pencil. There were advanced mathematical formulas and sketches. Ben couldn't understand any of it.

'What about this?' he asked. 'What is it?'

'That is one of the most important documents ever,' said the guide. 'It belonged to a girl called Maddy. She was a brilliant child, but to her older sister she was just an annoying little sister...'



Maddy's big sister was called Jen and she was very different from Maddy.

I can't believe we've got another History essay to write. 300 words on 'If time travel existed, what moment in history would you visit?'

I know. I'd visit Roman times and watch the gladiator games!

It's a nice day. We should share our ideas. We're near your house, Jen - can we sit in your back garden?

OK, but remember - my weird little sister will be around.

Jen was right. Soon Maddy walked out towards the shed at the bottom of the garden.

Hello Maddy. What have you got there?

Just equipment I need for a science experiment.

Jen and her friends continued to talk, while Maddy worked in the shed.



When the guide finished, Laura shook her head. 'It's just a story, isn't it? I mean, time travel isn't real. There are no real time machines.'

The museum guide looked surprised. 'Aren't there?' He opened the glass case and reached for the notebook. 'I paid a lot of money for this. Oh well...'

He threw the notebook into the rubbish bin. Then he began to walk to the next room. 'Come along, please... We've saved the best until last.'

'This place just gets stranger and stranger,' Ben whispered.

Laura looked up at the sign over the door to the third room. It said THE FUTURE.

What could be in there?



5A Surviving the test of time



Which personal objects have you had for a very long time? Why do you think you are still using them?

Listening



- 1 **a** Work with a partner. Look at the photos. Which inventions do you think people will still use in 100 years' time? Why do you think we will continue to use them?

b ▶ 3.02 Listen to a lecture. Choose the correct answers.

- 1 Some of the best examples of technology are things that have ____
 - a recently been invented.
 - b existed for years.
 - c incredible designs.
- 2 When Professor Stevenson mentions one example of technology, his students think it is ____
 - a funny.
 - b a well known one.
 - c a mistake.
- 3 The bucket was invented ____ years ago.
 - a 1,000 b 500
 - c 5,000
- 4 ____ invented the chair.
 - a The Greeks
 - b Nobody knows who
 - c The Egyptians
- 5 Today, everyone can afford a chair thanks to changes in ____
 - a the design. b materials.
 - c society.

Vocabulary Verbs and dependent prepositions

- 2 **a** ▶ 3.02 Listen again. Match the prepositions to the verbs. Use some prepositions more than once.

about at for in into on to with

- | | | |
|---------------|----------------|----------------|
| 1 speak ____ | 5 laugh ____ | 9 agree ____ |
| 2 listen ____ | 6 look ____ | 10 divide ____ |
| 3 think ____ | 7 explain ____ | 11 depend ____ |
| 4 search ____ | 8 succeed ____ | 12 belong ____ |

b Choose the correct prepositions to complete the sentences.

- 1 We didn't look *in / to / at* all the paintings in the exhibition.
- 2 Our teacher divided the class *with / into / about* four groups.
- 3 That tablet doesn't belong *to / for / with* you!
- 4 I like listening *about / to / with* podcasts about science.
- 5 If you have a problem, speak *on / into / to* your teacher.
- 6 What do you think *about / in / on* the new desks?
- 7 I don't agree *for / with / about* you about the future of TV.
- 8 He didn't like it when we didn't laugh *on / at / with* his jokes.
- 9 How did the search *into / for / about* a new mobile phone go?
- 10 Everything depends *into / with / on* my exam results.
- 11 We succeeded *on / in / for* persuading John to come with us.
- 12 The story that he explained *at / to / on* me didn't seem true.

▶ **Workbook** page 46, exercises 1–3

Speaking

- 3 **a** 🗣️ **Get ready to speak** Write a list of the three most important objects that belong to you. Make notes to answer the questions. Use the verbs and prepositions on this page.

- What do you use them for?
- Do you need them to do something useful?
- How long have you had them? Were they presents?

b **Over to you!** Work with a partner. Explain to each other your three objects from exercise 3a.

Well, the first object is my mountain bike. It belonged to...

c **Work in a group.** Choose the most important of your three objects. Compare your objects and decide which are the most interesting / surprising.

Reading

4 a Read the museum guide. How have the objects changed over the years?

b Complete the museum guide with the words in the box.

design historians leather materials printers wood

Inventions that have survived the test of time!



THE BUCKET

The bucket has been around for at least 5,000 years. ^aThe first buckets were usually made of animal skins or ¹ _____. Today, ^bthey are made of ² _____ like plastic and metal. In the future, ^cnew materials will be used, but the design will probably stay the same.



THE SHOE

Experts believe ^dthe first shoes were worn 40,000 years ago. ^eThey were made of soft ³ _____ from animal skins. Until 1850, ^fshoes weren't shaped differently for each foot, so there was no difference between left and right. Shoes in the future will be made by 3D ⁴ _____, but ^gwill they be designed by people or computers?



THE CHAIR

^h_____ think ⁱthe chair was invented by the Greeks over 5,000 years ago. ^jIt was used by rich Egyptians as a symbol of power. Today, ^klots of different materials are used to make chairs, but the ^l_____ hasn't changed a lot.



c ◀ 3.03 Listen and check.

Grammar The passive

5 a Read the sentences from the guide. Complete the rules for the passive with the correct words.

The chair was invented by the Greeks.

Lots of different materials are used.

by participle be

- We often use the passive when the action is the most important thing. It's formed with the present/past/future simple form of the verb _____ and the past _____.
- We don't always need to say who does the action. If we do, we use the preposition _____.

b Which tense are sentences A–J? Complete the table.

The passive	
present simple	
past simple	A,
future simple	

c Make the sentences passive. Use *by* if necessary.

- How many hamburgers do Americans eat a year?
How many hamburgers are eaten by Americans every year?
- They invented trousers in Asia about 3,000 years ago.
- The Spanish imported chocolate to Europe in the 16th century.
- How many journeys do people make on the London underground every day?
- The government will send astronauts to Mars in 2030.
- He won't install solar panels on the school roof.

▶ **Workbook** pages 46–47, exercises 4–6

Listening and speaking

6 a ◀ 3.04 Listen to Julia and Tom. Which object does Julia describe?



b Answer the questions.

- When was it invented?
- What is it usually made of?
- What is it usually covered in?
- Where are bigger ones sold?
- What will it be connected to?

7 a Get ready to speak Work with a partner. Choose a common object. Answer the questions about it.

- What is it used for?
- When or where was it invented?
- What is it made of?
- Where is it used?
- How will it be developed in the future?

b Over to you! Work with a new partner. Present and guess your objects.

▶ **Workbook** page 47, exercises 7–8



Describe the unusual uses that are made of objects at home.

I know hairdryers are sometimes used to dry wet clothes.

5B Globalization



Where were the things that you use at home and at school made? Which things were made locally and which things were made globally, in another country?

Reading

- 1 a **3.05** Read and listen to the forum posts. Which posts are positive about globalization?
- b Use the names from the forum. Who says...?
- 1 we can learn about ourselves by studying languages
 - 2 we get too much entertainment from one country
 - 3 what we eat should be included in the essay
 - 4 they aren't happy about what you can find in shops
 - 5 free movement helps us learn about each other

Vocabulary Compound nouns

- 2 a Complete the sentences with the **highlighted** words.
- 1 I hate our ___ where people buy things that they don't really need.
 - 2 Toronto is the city with the most ___ in the world with people from 200 different cultures!
 - 3 My dad has worked for a few ___ and he's often travelled to their offices in other countries.
 - 4 We crossed lots of ___ when we went on our interrail trip across Europe.
 - 5 Everybody needs to know something about ___ because we all depend on computers.
 - 6 ___ such as TV, radio and newspapers doesn't have as much power as it used to.
 - 7 I prefer a ___ such as a concert to watching TV.
 - 8 My sister went on a ___ for a month to Slovakia.
 - 9 The internet is the best example of a ___ that allows people everywhere to communicate.
 - 10 In the past, poetry was part of ___, but today few people are interested in it.
 - 11 There's an online job advertisement about some interesting ___ in Lisbon.
 - 12 Shops all over the world sell the same ___.

b **3.06** Listen and check, then repeat.

► **Workbook** page 48, exercises 1–3

Speaking

- 3 a Work with a partner. Make a list of examples of the things in the box that you can find in your town, region or country.

cultural activities cultural diversity
global brands mass media
multinational companies popular culture

b Work with another pair. Compare your lists. Which ones are the most well known? Why?

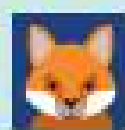
c Which forum posts do you agree with?



GlobalGirl22

Globalization essay 22nd April 17:18

Hey guys, I need your help. I've got to write an essay about the effects of globalization on culture. Any ideas? Please reply 😊



TheFoxes16

Globalization essay 22nd April 17:42

It depends on what you mean by 'culture'. Is shopping a **cultural activity**? If it is, then I don't think globalization is good for the town where I live: Leicester in the UK. There's no variety in the shops; it's all **global brands**. It's really boring! Not long ago, there were local shop owners whose knowledge of their products was incredible. And of course you could find bookshops! **Multinational companies** aren't interested in culture; they just want to create a **consumer society**.



InterrailMan

Globalization essay 22nd April 17:59

If shopping is culture, then travelling definitely is! It's great that there are fewer **international borders** and that moving is easier than it used to be. That's good for **employment opportunities**, but it also encourages **cultural exchange**. My sister, who finished school last June, spent a year working in Germany and Poland and she learned a lot about the two countries.



SnowMan

Globalization essay 22nd April 18:35

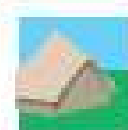
I'm glad your sister had a great time, InterrailMan, but globalization doesn't promote **cultural diversity** in **popular culture**. Last weekend, nearly all the films here in Helsinki were made in Hollywood! It's the same with online TV series and pop music; most of it is American. Don't get me wrong; I like American culture, but some variety would be nice!



DownUnder44

Globalization essay 22nd April 19:04

I've lived in Australia, where we speak over 150 languages, for over ten years. I think that globalization is actually making people around the world more interested in our languages. There are more and more people who realize that we can learn a lot about human history by studying languages – and thanks to **mass media** and **information technology**, we can preserve them. There's also a growing **global network** which defends these **languages**; that wouldn't be possible without globalization!



GlobalGirl22

Globalization essay 22nd April 19:23

Thanks for some great ideas, guys – both positive and negative! TheFoxes16, whose post asks what we mean by culture, makes a **good point**. I'll include food and cooking, which I think is part of culture, like shopping and travelling. My hometown is full of international fast food restaurants. Anyway, next time you need some help, I'll be there for you! Thanks! 😊

Grammar

Defining and non-defining relative clauses

4 a Read the sentences. Complete the rules with the **highlighted** words.

- There are more and more people **who** realize that we can learn a lot.
- I'll include food and cooking, **which** I think is part of culture, like...
- There were local shop owners **whose** knowledge of their products was...
- I've lived in Australia, **where** we speak over 150 languages, for over 10 years.

We use for people,
 for places, for things
and for possessions.

b Read the rules for defining and non-defining relative clauses. Match the sentences from exercise 4a to the rules.

- A** A defining relative clause gives us information to identify the noun.
B A non-defining relative clause adds extra information about the noun. We use commas. We can't use *that*.

c Find the four **underlined** sentences in the forum on page 72. Which ones are defining relative clauses and which are non-defining?

d Complete the sentences with *who*, *which*, *where* and *whose*. Add commas if necessary.

- That's the art teacher paintings are going to be in the exhibition.
- My eldest brother lives in Prague speaks four languages.
- The Four Seasons pizza is my favourite was first eaten in Naples, Italy.
- We went to the fast food restaurant we ate last weekend.
- Her wedding dress was made by a famous designer cost €3,000!
- Aberdeen my dad was born is on the east coast of Scotland.

e Work with a partner. Use relative clauses to describe the people and things, then identify them.

an actor a capital city
a global brand a TV series
a multinational company a singer

► **Workbook** pages 48–49, exercises 4–6

Speaking

5 a Get ready to speak Answer the questions in the questionnaire.

Are you global or local? Find out with our quiz!



Where were your clothes made?

- ☐ **a** locally ☐ **b** in Europe ☐ **c** in another continent

Which fashion styles do you follow?

- ☐ **a** local styles ☐ **b** national styles ☐ **c** international styles

Where is the food that you eat produced?

- ☐ **a** locally ☐ **b** in Europe ☐ **c** in another continent

Where do you eat out with friends or family?

- ☐ **a** at places that offer local dishes
☐ **b** at places that offer international dishes
☐ **c** at multinational fast food restaurants

What is your favourite type of music?

- ☐ **a** local folk songs
☐ **b** national pop music
☐ **c** international pop music

Where was your favourite TV series made?

- ☐ **a** locally ☐ **b** nationally ☐ **c** in another country



b Work with a partner. Compare your answers. Who is more local / global? Can you replace the global things with local things? Why? / Why not?

I don't like the clothes which are made locally because...

Writing

6 a Get ready to write Prepare a report on your answers to the quiz.

- Make notes on the answers that you gave to the quiz.

trainers - global brand - made in Vietnam

► **Workbook** page 49, exercises 7–8

b Write the report.

- Organize your notes into paragraphs using relative clauses.
Clothes *My trainers, which were made in..., are...*
Food *The places where I often eat...*
Popular culture *The pop groups which I listen to most are...*
- Write a conclusion. *In conclusion, I'm a person who's...*

c Read some of your classmates' reports. Do you think your class is local or global? Why?



Think of local products that could become global brands. What images and messages would you use?

5C Modern life

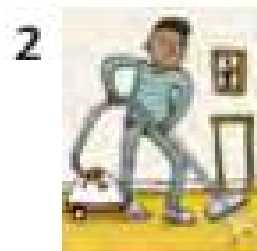
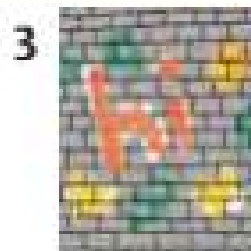


What do you think are the big differences between the lives of a teenager today and the teenager of 100 years ago? Whose life is/was better? Why?

Vocabulary Modern life nouns

1 a Match the words to the pictures.

advertising business data
entertainment graffiti housework
leisure litter news pollution

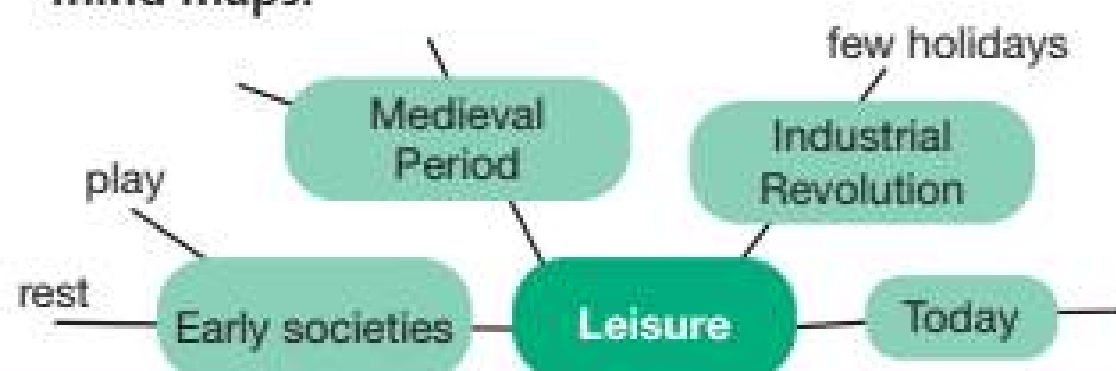


b 3.07 Listen and check, then repeat.

Workbook page 50, exercises 1–3

Reading

2 a Read the first text and complete the mind map. Then read the other texts and make mind maps.



Leisure

In very early societies, people didn't have much work. People hunted for food, cooked, made clothes, etc. when necessary and then had time to rest and play. As societies became more organized, we started to work more. Most people had little time for leisure. Five hundred years ago, in the Medieval Period, only a few rich people had time for activities such as hunting and writing and reading poetry. With the arrival of factory work and the Industrial Revolution in the 18th century, there were few holidays for workers but working conditions slowly improved. Today, most people who have jobs have some time for leisure activities. In fact, our consumer society has turned leisure into a money-making industry.



The first examples of graffiti appeared on walls in Ancient Greece and Rome over 2,000 years ago. A little graffiti from that time has survived and shows that people wrote their names, poems and even advertisements. Modern graffiti first appeared in New York in the 1960s. Some experts in graffiti have named a Greek-American, Demetrius, as the first modern graffiti artist. Demetrius worked as a messenger and travelled all over the city on the subway. On every journey he used to write 'Taki 183' on the trains and station walls. Soon, others copied him and more colourful graffiti started to appear. Today, many graffiti artists show their work in art galleries and graffiti has become part of popular culture.

ADVERTISING

Modern advertising started with the arrival of weekly newspapers in Britain in the 18th century. More and more people could read and all newspaper owners realized they could earn money from sales and by charging for each advertisement. With the arrival of the radio, the cinema and TV in the 20th century, advertising became a form of industry. Today, no important TV programme or film is made without money from advertising. Furthermore, local government and private businesses make money by allowing advertising to appear on public transport and in public places. The internet has also introduced new forms of personalized advertising and posters in shopping centres and city streets will soon be digital. It seems that modern life would be impossible without any advertising.



b Put the history of leisure in the correct order.

- A Only the wealthy had free time.
- B People's work situation got better.
- C People only worked when they had to.
- D People work and have free time.

Speaking

3 a Work with a partner. Write two more questions with words from exercise 1a.

- How do you find out about what is in the news?
- How much leisure time do you have?
- How much graffiti is there in your neighbourhood?
- What kind of advertising annoys you?

b Work with a different partner. Ask and answer the questions.

I use social media and I also read my mum's newspaper when...

We don't get a newspaper at home, so we watch the news...

Grammar

Countable and uncountable nouns and determiners

- 4 a Are these nouns from the texts countable or uncountable? Put them in the correct column.

advertisement advertising expert
graffiti holiday journey time work

Countable	Uncountable

- b Complete the rules with the words in the box.

ideas never numbers plural

Countable nouns are things that we can count using ¹ _____. They have a singular and a ² _____ form. Countable nouns often refer to physical objects. Uncountable nouns are things that we can't count. Uncountable nouns include food and liquid, ³ _____ and qualities. They ⁴ _____ have a plural form.

- c Complete the table. Use the underlined> phrases from the texts and Grammar summary in the Workbook.

	+ singular countable noun	+ plural noun	+ uncountable noun
every	✓		
each	✓		
no			✓
any			
some			
all			
most			
much			
many			
few / a few			
little / a little			

- d Read the rule and choose the correct answers.

We use *few* and *little* to stress that something is very small. *Few* and *little* usually have a negative meaning. *A few* and *a little* are more positive.

- I felt sorry for Zoe. *A few / Few* people came to see her graffiti exhibition.
- We had *a little / little* time between exams so we went for a coffee.
- My sister's company is in trouble. There's *a little / little* money coming in.
- You were in the USA for *a few / few* weeks – wow!

► **Workbook** page 50, exercises 4–6

Listening

- 5 ◀ 3.08 Listen and complete the notes about the advertisement.



My favourite advertisement

Reason for enjoying the advertisement: it made me _____.

The product: tinned _____

What happens? The advertisement shows a fisherman who wants to _____ some fish that a few bears have caught in a _____. One of the bears and the fisherman have a _____ fight.

Conclusion: Few advertisements are so funny, but perhaps it's not a _____ advertisement.

Speaking

- 6 a Get ready to speak Work with a partner. Make notes about an important aspect of modern life. Use the ideas in the box to help you.

communication entertainment exercise
school shopping social media travel

- Why is it important?
- What important event(s) has / have happened in this area?
- How would our lives be different without it?

► **Workbook** page 51, exercises 7–8

- b Work with a partner. Prepare a short lecture on your subject.

- c Work in different group from your partner. Give your lecture. Ask questions about the other lectures.

I'm going to start this lecture by talking about one of the most important...



Make a list of five things in modern life that you think it would be difficult to live without. Compare your list with a partner's. Do you have similar or different ideas?

5D Stereotypes



What do adults think of young people?
Are their opinions correct?

1 a 3.09 Read and listen. List the stereotypes about girls, boys and teenagers that are mentioned.



- Liza** I am so fed up with this.
Danny Fed up with what?
Liza This! Isn't it just awful?
Danny Oh yeah. Absolutely!
Liza You don't even know what I'm getting at, do you?
Danny Er no...not exactly.
Liza This article! It's just full of stereotypes. Girls only wear pink and talk about make-up...sport is just for boys...and every teenager in the world is on social media all the time!
Danny That's so true!
Liza It isn't, Danny. It's a stereotype. A lazy stereotype!
Danny Yeah, you're right about that, but...
Liza But what, Danny? But it's no big deal?
Danny No, I wouldn't say that. But magazine articles are always written about what's popular.
Liza So girls *do* only talk about make-up? Whose side are you on?
Danny I'm not on anybody's side! I'm just saying, you can't always change these things.
Liza Can't I? Well, I...completely...disagree!
Danny I'm not sure tweeting the magazine will help...
Liza Really? Five tweets already – looks like most people completely agree with me. Ha! Look at this one. 'More people need to say this! Boys don't get it!' Spot on! Just what I was thinking!
Danny No, that's not always true.
Liza Isn't it?

b Answer the questions.

- 1 Why is Liza angry about the article?
- 2 What does Danny say about magazine articles?
- 3 What does Danny say Liza can't change?
- 4 How does Liza know some people agree with her?
- 5 What is Liza going to do?
- 6 What has a magazine asked Liza to do?



- Danny** No way! Anyway, I thought we said teenagers don't use social media all the time.
Liza Oh, forget it!
Danny Where are you going?
Liza To put my make-up on.
Danny Really?
Liza No, not really! As you said, you can't change things...if you don't try. I'm going to try.



- Oliver** ...and he was the one that said it first! Hey, it's Liza. Hi Liza! Come over here!
Danny Don't!
Oliver What?
Danny Nothing.
Liza Hi Oliver. Hi Danny.
Oliver Hey! Erika said you're a writer now!
Liza Oh...yeah. *Switched* magazine want me to write an article for them. Danny?

2 Spoken English What do these expressions mean? How do you say them in your own language?

I'm fed up with...

You don't know what I'm getting at

It's no big deal

Whose side are you on?

Spot on!

Forget it!

► Workbook page 52, exercises 1–3

3 a What do you think will happen next?

b ◀ 3.10 ▶ Listen and check.

c ◀ 3.10 ▶ Listen again. Are the sentences true (T) or false (F)?

- 1 Danny still thinks he was right.
- 2 Liza wants Danny to help her.
- 3 Danny isn't keen on helping.
- 4 Oliver suggests something that Liza and Danny haven't thought about.

Everyday English Agreeing and disagreeing

4 a Look at the useful phrases. Find examples in the dialogue in exercise 1a.

Useful phrases: agreeing

I (completely) agree (with you).

You're right about that.

That's so true!

Absolutely!

Useful phrases: disagreeing

I (completely) disagree (with you).

No way!

I wouldn't say that.

No, that's not always true.

b ◀ 3.11 ▶ Listen and repeat the phrases. Try to copy the intonation.

► Workbook page 52, exercises 4–6

Pronunciation Word stress

5 a ◀ 3.12 ▶ Listen and repeat the words in the box. How many syllables are there in each word? Which syllable is stressed?

already anyway article
completely disagree exactly
magazine media popular teenager

b Put the words from exercise 5a in the correct column.

1 Ooo	2 oOo	3 ooO
anyway	already	disagree
—	—	—

c ◀ 3.13 ▶ Listen and check.

► Workbook page 53, exercise 7

Speaking

6 a Work with a partner. Read the comments. What do they mean? Do you think they are negative or positive about youth and young people?



Oscar Wilde: I am not young enough to know everything.



Margaret Mead: I was wise enough never to grow up, whilst fooling people into believing I had.



George Bernard Shaw: Youth is wonderful. It is a crime to waste it on children.

b Work with a partner. Read the stereotypes about teenagers. Add three more.

http://www.teenmetak/mylife/stereotypes

Stereotypes about teenagers that need to disappear...NOW!

- Teenagers don't know what real music is.
- Teenagers love themselves and spend all day taking selfies.
- Teenagers are too young to understand anything about life.
- Teenagers never help anyone.
- Teenagers' favourite pastime is lying on a sofa.

c Work with a partner. Discuss the stereotypes in exercise 6b and the ones that you have added. Decide on the three that you think are the worst and say why.

d Work with another pair and discuss your lists. Are any of the stereotypes the same? Choose three and present them to the class.

► Workbook page 53, exercise 8



Write five stereotypes about elderly people. Why do you think these stereotypes exist?

5 Revision

Vocabulary Verbs and prepositions

- 1 Complete the text with the correct prepositions.

Last week, I spoke ¹ ___ my uncle who had lived with the Piraha people in the Amazon jungle in Brazil. It was incredible to listen ² ___ his stories about how these people live and think ³ ___ the world. He explained ⁴ ___ me that teenagers like me don't go to school, but go hunting and searching ⁵ ___ food in the jungle. He said the Piraha people teach their children to depend ⁶ ___ themselves to survive because life in the jungle is hard.

Compound nouns

- 2 Match a word from A to a word from B to form a compound noun.

A consumer cultural employment
global mass popular

B brand culture diversity media
opportunity society

Modern life nouns

- 3 Match the words to the situations.

business entertainment housework
litter news pollution

- 1 Jack, please do the washing up.
- 2 Pick that up and put it in the bin!
- 3 The president is in Paris this week.
- 4 That film was great. I really enjoyed watching it.
- 5 We're hoping to open a new office.
- 6 Don't swim in the river. It's a strange brown colour!

Grammar The passive

- 4 Complete the sentences with the correct passive form of the verb in brackets.

- 1 Who ___ *Hamlet* ___ (write) by?
- 2 Electric cars ___ (drive) by everybody in the future.
- 3 Hats ___ (not wear) very often these days.
- 4 When ___ the World Wide Web ___ (invent)?
- 5 A lot of tea ___ (drink) in Ireland every year.
- 6 Global brand trainers ___ (not make) at our local factory after next year.

Defining and non-defining relative clauses

- 5 Complete the text with the relative pronouns. Add commas where necessary.

where which (x3) who whose

BerlinBaby

Globalization essay 22nd April 21.09

There is a lot of cultural diversity in Berlin ¹ ___ I live and it's great. There are lots of restaurants ² ___ serve food from all over the world and you can listen to musicians ³ ___ songs talk about their culture; much more interesting than the usual pop songs ⁴ ___ we sing! My brother ⁵ ___ lived in Australia for three years played a didgeridoo in a concert here. A didgeridoo ⁶ ___ is an Aboriginal instrument makes a very unusual sound and it's fantastic!

Countable and uncountable nouns and determiners

- 6 Choose the correct answers.

- 1 Give a leaflet to ___ student in the group.
a every b all c some
- 2 I'm afraid I haven't got ___ money and can't come on the trip.
a few b much c a little
- 3 ___ graffiti is not art in my opinion.
a No b Any c Most
- 4 The exhibition is on ___ months.
a most b all c any
- 5 There are ___ tickets left. How many would you like?
a few b no c a few
- 6 ___ story comes from a different culture.
a Some b Each c Many

Everyday English Agreeing and disagreeing

- 7 Match the sentence halves.

- | | |
|-------------------------|--------------------|
| 1 I completely disagree | a about that. |
| 2 I was just going | b not always true. |
| 3 That's so | c with you. |
| 4 No, that's | d say that. |
| 5 I wouldn't | e to say that. |
| 6 You're right | f true! |

Learning to learn Expanding ideas

Adding information makes our writing more interesting. On page 79, the writer tells us that Castellers are human towers. The writer then answers questions which a reader might have about Castellers: where they build them, when they first built them, how they build them, etc. If you answer *what*, *when*, *where*, *how*, *who* and *why* questions in your writing, your readers will find it much more interesting.

► **Workbook** pages 54–55, exercises 1–9



What are the most popular celebrations in your town or region? What happens during these celebrations? Do people from other towns come to take part?

A report

CELEBRATIONS

Report: the celebrations of Barcelona

There are a few celebrations that take place in Barcelona during the year. In the following report, we will look at two of the most famous events.

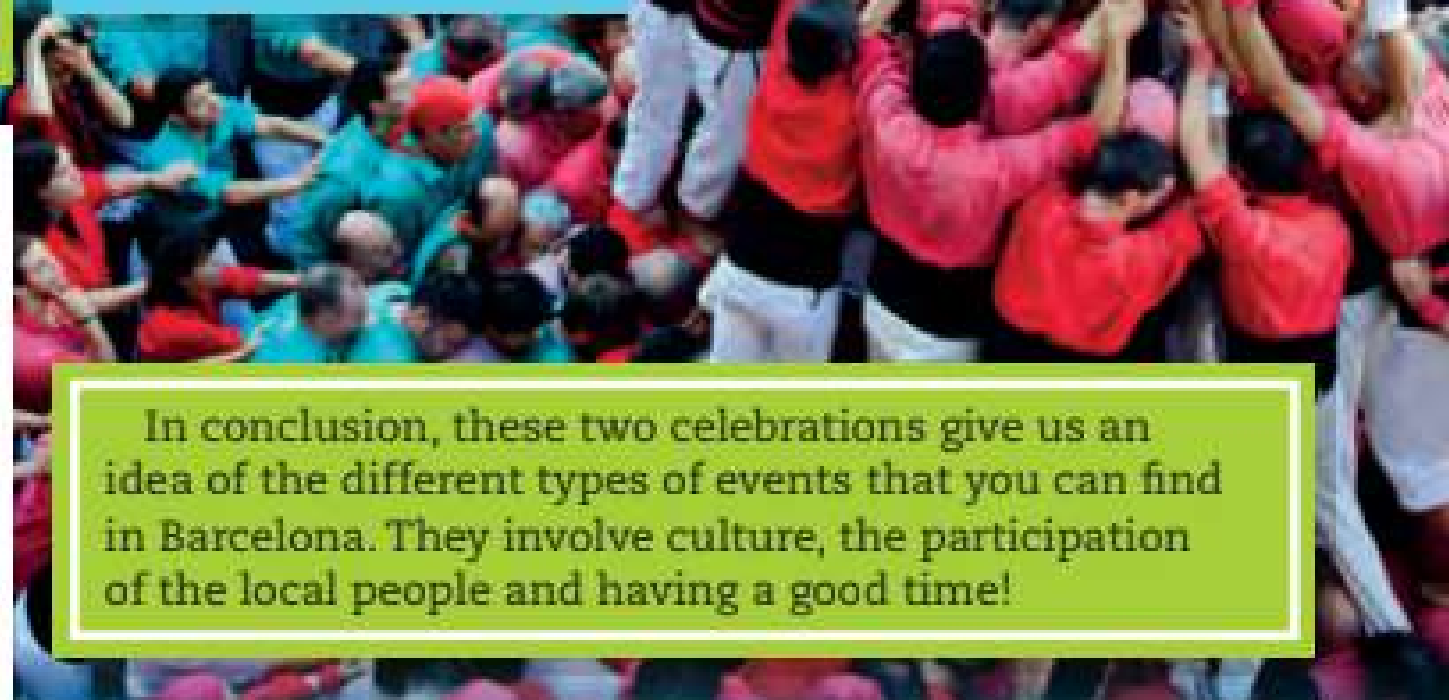
Saint George's Day

We share Saint George's day, 23rd April, with many places, but the way we celebrate it in Barcelona is very special. The rose has become a symbol of St George's Day and here all the men are expected to buy a rose for their girlfriends or wives and the women have to buy a book for their partners. Many of the city's streets become crowded with flower and book stalls and there is a great atmosphere. The day is such a success that UNESCO has turned it into World Book Day all around the world.



Castellers

Castellers are human towers and the Catalan word 'castell' means castle. Human towers were first built in the 18th century in a small town not far from Barcelona and today you can see them at different events in Barcelona and towns near the city from the spring until the autumn. They also travel the world and appear at international events. There are almost 100 people in a human tower group, although only a few of them actually form part of the tower. Most of the group stay on the ground to form the base. The base needs to be strong because the tower can have as many as nine or ten levels!



In conclusion, these two celebrations give us an idea of the different types of events that you can find in Barcelona. They involve culture, the participation of the local people and having a good time!

1 a Read the report about festivals and celebrations in Barcelona.

Which celebration...?

- 1 also takes place in towns near Barcelona
- 2 has been made international by UNESCO

b Complete the information.

Event: St George's Day Date: ¹ _____

What happens: All the men buy a rose for the women and all the women buy a ² _____ for the men.

Event: Castellers Date: From the spring to the ³ _____

What happens: Groups of nearly a ⁴ _____ people form human towers that can have as many as nine or ten levels.

c Exchange information about two more celebrations in Barcelona.

Student A Look at page 100.

Student B Look at page 101.

What is it called?

When does it take place?

2 a Get ready to write Make a list of the most important festivals and celebrations that take place in your town or region.

b Work with a partner. Compare your lists. Choose two for your report.

c Start writing Make notes about when the events take place and what happens. Organize your notes into paragraphs.

d Complete your project Check your texts and arrange the photos with them to make your report.

e Present and share the reports. Which events did you not know about? Would you like to go to them? Why?/Why not?



Which are the most popular stories in your heritage?
Who are the main characters and heroes in these stories?

Irish heritage

A nation of storytellers

The Irish are well known for being great storytellers. Bram Stoker invented Dracula, Jonathan Swift created Gulliver and Oscar Wilde gave us Dorian Gray, just a few of the great characters that have entertained the world's readers. However, the Irish are not just good at telling tales with pen and paper; they also tell a good tale through other art forms and this week, we look at two of them.



Folk music

For a lot of music lovers there is only one group when they think of Irish music: the Dubliners. In 1962, a group of friends were playing Irish folk music in a pub in Dublin, when they decided to form the group. They have played together since then and celebrated their fiftieth anniversary in 2012. The Dubliners have always sung traditional songs such as *I'll Tell Me Ma*, *Spencil Hill*, *The Black Velvet Band* and *Molly Malone*.

The songs are really short stories about important events in people's lives that are often very moving and sometimes quite amusing.



Glossary

tale	moving
folk	mythology

Dance

Traditional dancing was uncool in Ireland until Irish TV created *Riverdance* for the *Eurovision Song Contest* that took place in Dublin. The dance was so incredibly successful that young Irish people suddenly wanted to go to dancing classes and people all around the world continue to go to see the *Riverdance* show. Dance has always been an important part of Ireland's mythology and history and the show depicts this. It celebrates the power of nature and reflects the themes that historians believe that the Irish celebrated at dances at important historical sites such as Tara, 4,000 years ago.

- 2 a** **3.14** Listen to an explanation about the meaning of the popular Irish song *Molly Malone*. What do you think 'chorus' means?



- b** Complete the sentences about the song. Use one or two words.

- It seems that the writer based the song *Molly Malone* on the young girls that ____ around Dublin in the ____.
- The song tells us that Molly was ____ and she ____ fish.
- As part of the chorus the song adds a few lines that explain ____ that Molly shouted.
- The song then ends sadly because Molly ____ ill and ____ of ____.
- I like the song because the writer tells a ____ with just a few words.
- Go to an Irish ____ and you'll see how much ____ like ____!

- 3 a** **Over to you!** Prepare a short presentation about a story in your heritage.

- b** Work in a group. Give your presentations.

- 1 a** Look at the photos. What type of stories do you think these art forms can tell?



- b** Read the text. Choose the correct answers.

- Bram Stoker, Jonathan Swift and Oscar Wilde were *authors / characters*.
- The Dubliners *were / weren't* already playing together when they decided to form a group.
- Thanks to *Riverdance*, young people *lost interest / became interested* in Irish dancing.





Do you like computer games? How often do you play them? Do you know what Esports is?

UKRAINE IN ESPORTS: FUN AND FAME IN THE DIGITAL ARENA

You might think of Ukraine as a country known for achievements in sports, music, or fashion. But did you know Ukraine is also making waves in the world of *esports*? Yes, Ukrainians are winning some of the biggest gaming tournaments on the planet!

Esports is the competitive world of video games, where players from all over the globe face off in virtual battles. When computers and the internet first appeared, people used them mainly for practical things. But as technology advanced and more people got connected, gaming became a massive part of our lives. Today, there are thousands of video games, and some have even become classics, like *Counter-Strike* and *Dota 2*.

In this world of digital competition, teams are formed to compete not just for fun, but for fame and big prizes! One famous team from Ukraine, called NAVI (short for "Natus Vincere," Latin for "born to win", though the name originates from James Cameron's movie AVATAR), started making headlines worldwide. Founded in 2009 and based in Kyiv, NAVI

became a leading esports organization, with players competing in games like *Counter-Strike 2*, *Dota 2*, *FIFA*, *Fortnite*, and many more.

NAVI's *Counter-Strike* team made history in 2010 by winning three major tournaments — the Intel Extreme Masters, the Electronic Sports World Cup, and the World Cyber Games — all in the same year! Then, in 2011, NAVI's *Dota 2* team won The International, the biggest tournament for the game at that time. They quickly became one of the most successful esports teams in the world.

And it's not just about the games. Winning in esports also brings serious rewards! NAVI has earned large prize money from various tournaments, and they even decided to give back by donating \$125,000 of their recent winnings to support unmanned robotic technology.

So, who would have thought playing video games could lead to such success? NAVI shows us that gaming can be more than just fun — it can be a way to earn a living and even give back to the world.

- 1 a** Read the title and look at the pictures below. Which sports do you think the article refers to?



- b** Read the text and name the games mentioned in it. Are the games familiar to you? Describe them if they are. Have you ever played them?

- 2** Read the text and choose the correct answer.

- Speaking of Esports we mean ____ .
A Video Games
B Outdoor Sports
C Water sports
- The name "NAVI" originates from ____ .
A non-aggressive video
B navigation system
C name of people featured in a Hollywood movie
- In Esports contestants play to win ____ .
A special subscriptions to their favourite games
B substantial prizes
C world fame and recognition
- Esports unite gamers from ____ .
A the whole world
B the Silicon Valley
C European countries

- 3 a** Project. Think of possibilities when a hobby can become a profession and bring a steady income. Do you know any real-life examples of that?

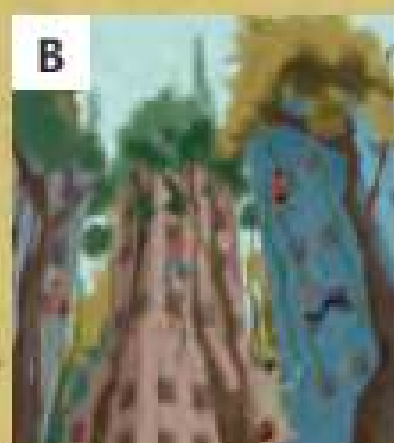
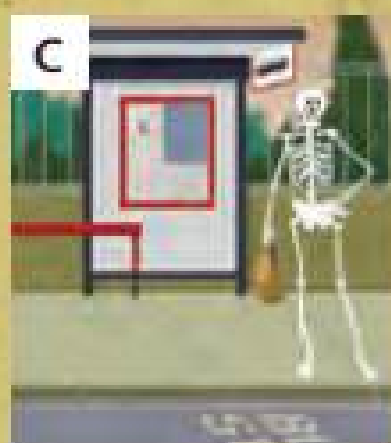
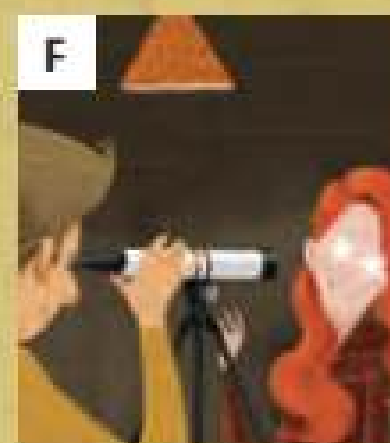
- b** Discuss your projects in groups of 4.

5 Learn through English



How can you make your writing more interesting?
What techniques do you use in your language?

Techniques from literature



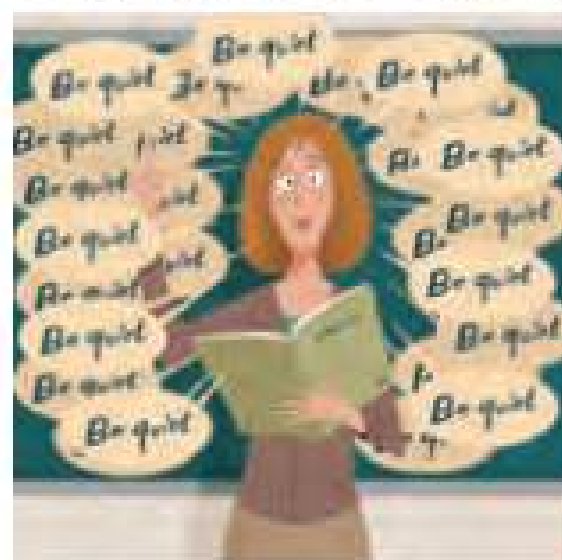
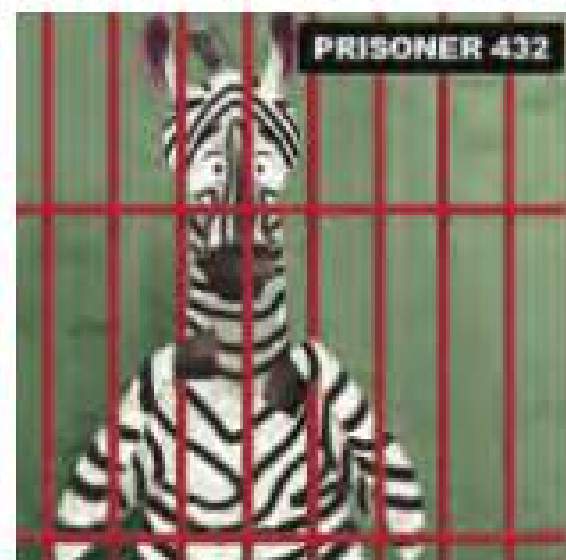
1 a Work with a partner. Match the sentences (1–6) to the pictures (A–F).

- 1 This city is a jungle.
- 2 Sara would die without her smartphone.
- 3 My dad was as brave as a lion!
- 4 Your eyes are like stars.
- 5 Laughter is music to my ears.
- 6 We had to wait for a bus forever!

b Which sentences are types of comparisons?

2 **3.15** Read and listen to the text. Match two sentences from exercise 1a to each literary technique.

3 a Use one of the literary techniques to improve each sentence. Use the pictures to give you ideas.



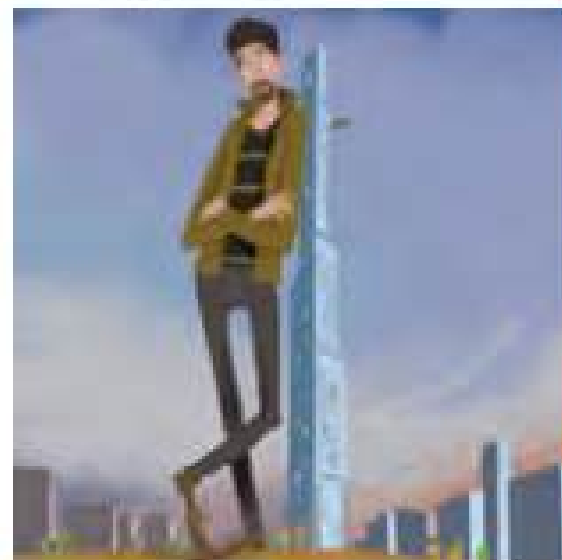
1 The teacher asked us to be quiet very often.
The teacher asked us to be quiet a thousand times.

2 The animals in the zoo don't have any freedom.



3 Our brains control everything that we do.

4 I really need some new trainers.



5 The man was very tall.

6 I was very hot on the bus.

b Work with a partner. Compare your sentences. Which do you think are the best?

Literary techniques

Simile

Similes talk about similarities between things. Of course, there may not be any obvious similarity between the two things, but the writer uses simile to try and create an image in the reader's mind. Similes are formed by using *like* or comparative structures such as *as...as*. There are lots of well-known similes and the comparisons that they make are often funny.

Metaphor

A metaphor is a way of describing something by saying it is another thing. A metaphor forces the reader to try and see the similarities that the writer suggests exist between the two things. Many of the common expressions that we use every day are metaphors.

Hyperbole

Hyperbole describes the language a writer uses to make something or someone seem better, worse, or more or less important than they really are. Hyperbole is used to make a situation appear dramatic or funny, so the reader is not expected to take it seriously. We can often find hyperbole in funny stories, comedy films and advertising.



Do you often meet people who think in patterns?
Are you usually influenced by stereotypes?

Stereotypes

Every culture is surrounded by stereotypes — a set of qualities or traits people often associate with its members. Think of Italians loving pizza, Canadians being polite, or Germans being punctual. Ukrainians also have their share of stereotypes. But which ones stand out the most? Let's explore three common ones.

First, Ukrainians are known for their **hospitality**. It's said that if you visit a Ukrainian household, you'll be greeted with a warm smile and a table overflowing with food. Hosts take pride in making guests feel welcome, offering traditional dishes like borshch (beet soup) and varenyky (dumplings), even if it's a surprise visit. This strong tradition of generosity has earned Ukrainians a reputation for being some of the most welcoming people in the world.

Another well-known stereotype is their **connection to traditions**. Ukrainians cherish their cultural heritage, from wearing beautifully embroidered shirts called vyshyvanky to celebrating unique holidays like Malanka (Ukrainian New Year). Folk dances like the energetic Hopak and elaborate Easter rituals highlight their deep respect for history and customs, passed down through generations.

Another stereotype is that Ukraine is a country of farmers because of its fertile lands. While agriculture remains a significant part of the economy, Ukraine has also become a hub for modern industries.

Did you know that Ukraine's IT sector is among the top 3 in Central and Eastern Europe? This shows that Ukrainians are as innovative as they are hardworking.

Lastly, Ukrainians are often seen as **resilient**. Their history is full of challenges, yet they've always found ways to adapt and move forward. Whether it's through farming, craftsmanship, or modern industries like IT, Ukrainians are admired for their determination and ability to overcome obstacles while staying optimistic.

Do you think these stereotypes are true?

Like any nation, Ukrainians are more than the stereotypes associated with them. While some of these traits may hold, they don't define every individual. When we interact with people from other cultures, we have the power to break, reinforce, or create new perceptions. What kind of image do you want to leave about your culture?

#BreakTheBias



1 Choose the correct definition of the word "stereotype":

- A A type of behaviour when two people move synchronically, producing a stereo effect.
- B A person, who looks exactly like their respective parent.
- C A widely popular, fixed and oversimplified image or idea of a particular type about a person or thing.

2 a Think about Ukrainians as a nation. What stereotypical traits would you name? Which of them are positive and which are negative?

b After reading the text, can you say that those stereotypes can be applied to you? To any of your friends?

3 Match nations and their respective stereotypes.

Italians	apologetic and friendly
Germans	stylish and romantic
French	having a peculiar sense of humour
Chinese	loving outdoors
British	hardworking and highly disciplined
Africans	loud and ambitious
Canadians	punctual
Americans	talkative and overly expressive
Australian	naturally talented in athletic sports

4 Over to you! Make a list of your own typical qualities that might be called stereotypic. Think of stereotypes of other nations. Compare them. Judging by the stereotypic traits, would you be considered rather as Ukrainian or representative of another nation?

6A Online hoaxes



How do you know that the information that you read and see on the internet is true? How can you check that a website is trustworthy?

Reading and Vocabulary

Digital media

- 1 a Look at the photos in the three articles. Match the titles (1–3) to the articles (A–C).

- 1 Lonelygirl15
- 2 The Derbyshire fairy
- 3 The onion charger

b Work in groups of three.

Student A Read about The Derbyshire fairy.

Student B Read about Lonelygirl15.

Student C Read about The onion charger.

c Ask and answer questions about your article.

- 1 What was the hoax?
- 2 What did the creators use to make their hoaxes?
- 3 How did people find out about the hoax?
- 4 How did people respond to the hoax?
- 5 Why do you think they created the hoax?

- 2 a Match the **highlighted** words in the article with the definitions.

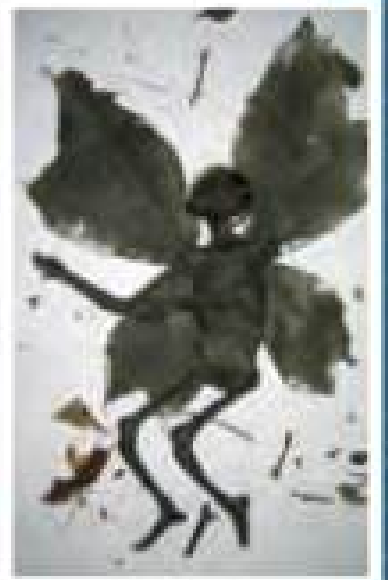
- 1 the act of watching an online video
- 2 a person who has a blog that shows mostly videos
- 3 something or someone that isn't real
- 4 a short film that people share online quickly
- 5 a visit to a webpage
- 6 methods of doing activities in a better way
- 7 a place where visitors can write their opinions
- 8 TV, radio and newspapers
- 9 people who support or admire another person a lot
- 10 someone with a special skill, talent, etc. that attracts attention on the internet

b 3.17 Listen and check, then repeat.

► **Workbook** page 56, exercises 1–3

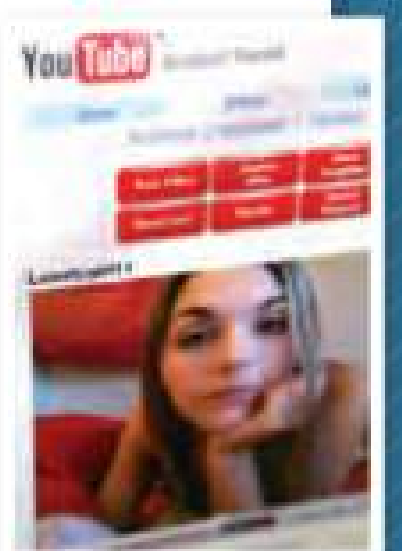
A

Artist Dan Baines thought that nobody believed in fairies. Small creatures with special powers that usually live in woods or big gardens, fairies only ever appear in children's folk stories. However, Dan decided to create a modern folk tale and he made a model of a fairy and took some photos of it. He then posted the pictures on his website and he said that a man had found a dead fairy in the countryside. He also said that medical experts were examining the body and they believed that it was real. His site soon received thousands of **hits** and the photos quickly appeared in the **mainstream media** such as newspapers and on other websites. After a few days, Baines admitted that it was a hoax, but he was surprised to discover that some people didn't believe him. He received hundreds of emails from people who said they had also found dead fairies!



B

16-year-old Bree Avery was just like any other young YouTube **vlogger**, or so people thought. Sat alone in her bedroom, she told the world that her life was boring at that moment. Bree was nice and her video blogs managed to get about 50,000 **views** a week, not exactly an incredible number for YouTube. Things changed, however, when Bree said that her parents hadn't allowed her to go hiking the weekend before with her best friend Daniel. She told viewers she was upset about that and then talked about her parents' strange ideas. Bree's problems suddenly attracted half a million views and some **loyal followers** expressed their support for her in the **comments section** under the video. Others, however, started to think that Lonelygirl15 was a **fake** and when Bree's parents mysteriously disappeared, they were sure of it. An online investigation discovered that Bree was really actress Jessica Rose and the whole Lonelygirl15 blog was part of an internet 'show', but this news didn't end Bree's blog. In fact, 'Bree' became an **online sensation** and made 400 more blogs.



C

Thousands of people, a number of TV shows and scientists from Cambridge University have all tried it. They've all taken a white onion, made a hole in it and then left it in a bowl full of a sports drink for 30 minutes. Why? Because according to a **viral video** with more than 10 million views on the HouseholdHacker website, the onion becomes a charger for an MP3 music player or a mobile phone. The video explained that you had to connect the onion to the MP3 player with a USB cable and said that it would charge the player for



15 to 20 minutes. However, there was one small problem; it was a hoax! That didn't worry the creators of the video because they received a lot of attention. The channel posts videos of various **life hacks** to everyday problems and they have become very popular, even when they are hoaxes!

Speaking

3 a  Study a website that you visit frequently or a vlog that you follow. Make notes and answer the questions about the site or vlog. Use the vocabulary from exercise 2a.

- Who organizes the site/vlog?
- Who or what is it for?
- Where does the information on the site/vlog come from?
- How often is the site/vlog updated?

I'm a subscriber to a vlogger who presents a weekly vlog on sport. The vlog is organized by...

b Work in a group. Tell each other about your websites/vlogs. Put the websites/vlogs that you have talked about in different orders:

- the most interesting
- the most entertaining
- the most useful

c Present the websites/vlogs for each category to the class. Choose with the class the best three websites/vlogs.

Grammar Reported speech

4 a Complete the examples of reported speech (underlined) from the articles.

- 1 He said that a man...
- 2 He also said that medical experts were...
- 3 She told the world that her life...
- 4 Bree said that her parents...
- 5 She told viewers...

b Complete the original direct speech for exercise 4a.

- 1 'A man...'
- 2 'Medical experts...'
- 3 'My life...'
- 4 'My parents...me to go hiking last weekend.'
- 5 'I...about this.'

c Compare the reported and direct sentences. Complete the rules for reported speech.

adjectives adverbs pronouns tenses *this*

- 1 The ___ change in reported speech and move back in time.
- 2 The subject ___ (*I, you, etc.*) and possessive ___ (*my, your, etc.*) sometimes change.
- 3 ___ of time and other words (such as ___, which becomes *that*) can also change.

Look!

We often introduce reported speech with *say* and *tell*. We follow *tell* with a personal object (the person that we are speaking to). We don't follow *say* with a personal object.

He also told me that medical experts were examining the body.

He also said that medical experts were examining the body.

► **Workbook** pages 56–57, exercises 4–6

Speaking and Writing

5 Work with a partner. Ask your partner about their use of smartphone apps and websites. Take notes of what they say.

- Which apps/sites do you usually use or follow?
- Which apps/sites are the best? Why? What are the good points?
- Which apps/sites are the worst? Why? What are the weak points?

► **Workbook** page 57, exercises 7–9

6 a **Get ready to write** Write a review of the websites/apps based on your partner's answers.

- Organize your review into three short paragraphs: introduction – name of the website/app user's opinions – what did the user tell you about the website/app? conclusion – will you use/follow it or not?
- Use some of the vocabulary from exercise 2a.
- Use reported speech.

b Work with a group. Read your review to your group. Who uses the same websites as you and your partner? Do they agree?

In this review, we are going to talk about...

Dara told me that the app was good for...



Interview another student about the last time they wrote something online. Use reported speech to tell the class about it.

I made a holiday vlog when I...

Marta said she had made a holiday blog when she...

6B Shopping



Do you like shopping? Why? / Why not? Where do you go shopping? Who do you go shopping with?

Vocabulary and Reading Shopping nouns

1 a Read the online forum. What are the advantages and disadvantages of shopping online?

b Work with a partner. Answer the questions.

- Do people in your family shop online? Why? / Why not?
- Are you allowed to shop online? Why? / Why not?

2 a Match the words to the definitions.

alterations bargain brand
changing room consumer discount
outfit receipt refund rip-off sales size

- 1 the place where you try on clothes in a shop
- 2 a person who buys products or services
- 3 a set of clothes that you wear for a particular occasion
- 4 something that is not worth the money that you pay for
- 5 a thing that you buy for a really good price
- 6 money you get back when you return something to a shop
- 7 the time when most shops sell things for a cheaper price
- 8 small, medium, large and extra large
- 9 a type of product that is made by one company
- 10 changes that you ask a shop make to your clothes
- 11 a piece of paper that shows that you have paid
- 12 the amount of money taken off the usual price

b Work with a partner. Compare your answers.

c ◀ 3.18 Listen and check, then repeat.

d Work with a partner. Describe some of the places and things in the photos. Use the words in exercise 2a to identify them.

It's a place where people try on new clothes.

It's the...

e ◀ 3.19 Complete the forum with the correct form of the words from exercise 2a. Then listen and check.

► Workbook page 58, exercises 1–3



Sassy10
bargain hunting May 2nd 18.32

It's party time, but I've got nothing to wear! I've had all my clothes for years and I need a new ¹ _____. The problem is... I can't afford it! Can someone help me find a ² _____?



TeKn0123
re: bargain hunting May 2nd 18.36

Shop online. Things cost less and if you have a problem, you can return the product and they'll give you a ³ _____.



NBAJack
re: bargain hunting May 2nd 18.39

My brother told me to be careful with websites that offer famous ⁴ _____ at low prices. He bought a pair of basketball boots and they've fallen apart after only two weeks! He asked them to return his money, but they haven't replied to his email! They didn't even send a ⁵ _____ with the boots. What a ⁶ _____!



FashionVictim
re: bargain hunting May 2nd 18.41

You're taking a risk buying clothes online. What if you get the ⁷ _____ wrong? It's better to go to a shop and use their ⁸ _____. If you ask them, some shops will also make ⁹ _____ quickly. I bought a dress at a local shop and asked them to shorten it and it was ready the same day!



Jules
re: bargain hunting May 2nd 18.44

Online is great for buying electronics. You can get big ¹⁰ _____ and if you live in a small town like me, it means you can buy brands that aren't in the local shops. You can also find things that are difficult to find in shops. I bought a mobile phone from a Chinese website; I asked them to send me a yellow one and I had it in two days!



LadyStyle
re: bargain hunting May 2nd 18.47

I can't shop online because my parents told me not to use their credit cards! I go to markets. Some of the clothes are second-hand, but they're in great condition. I got a leather jacket that I haven't taken off since I bought it!



Sassy10
re: bargain hunting May 2nd 18.56

Sounds cool!



TomTom9
re: bargain hunting May 2nd 18.59

Wait for the ¹¹ _____ after Christmas and at the end of the summer holidays! My sister told me to arrive early and it was good advice! We were first in the queue and found some really good bargains!



BestMates
re: bargain hunting May 2nd 19.02

Don't be a ¹² _____! Borrow clothes from your friends! I've had a friend's hoodie and jacket for a fortnight and she's wearing my sweaters at the moment. It costs nothing!



Listening and Speaking

3 a **3.20** Listen to a teenager describing his best bargain. What is it?

b Answer the questions.

- 1 Where did he buy it? 3 Why did he buy it?
- 2 How long has he had it? 4 Why does he like it?

4 a Make notes about the best possession that you have. Answer the questions in exercise 3b.

b Work in a group. Describe your favourite possession. Who bought it? What is special about it?

Grammar Reported commands and requests

5 a Read the reported sentences from the forum and their direct forms. Which sentences are reported commands and which are reported requests?

- 1 My brother told me to be careful.
'Be careful!'
- 2 My parents told me not to use their credit cards.
'Don't use our credit cards!'
- 3 He asked them to return his money.
'Can you return my money?'
- 4 I asked them to send me a yellow one.
'Could you send me a yellow one?'

b Answer the questions about the sentences in exercise 5a.

- 1 Which reporting verb do we use in reported requests?
a tell b ask
- 2 Which reporting verb do we use in reported commands?
a tell b ask
- 3 What tense comes after the reporting verb in reported requests and commands?
a past simple b infinitive
- 4 Where do we use *not* in a negative reported command?
a after the infinitive b before the infinitive

c Complete the reported commands and requests.

- 1 'Can you show me a pair of trainers?'
I asked him **to show me a pair of trainers**.
- 2 'Don't remove the price tag before you try on the dress.'
He told me ____.
- 3 'Could you give me a discount?'
I asked him ____.
- 4 'Don't take more than four items into the changing room.'
She told me ____.
- 5 'Can you help me find a suitable computer?'
I asked her ____.
- 6 'Download the operating program at home.'
He told me ____.

► **Workbook** pages 58–59, exercises 4–6

Speaking



6 a **Get ready to speak** Work with a partner. Create a sales campaign to attract customers to shop A away from shops 1–3. Use the words in the box to help you make notes.

discount display lighting
music opening hours posters
price sales special offers

b Work with a new partner. Compare your campaigns. Make notes about the similarities and differences. Create a new campaign based on your best ideas.

c Present your campaign to the class. Which campaign do you think is the best? Why?

► **Workbook** page 59, exercises 7–9



How do shops in your town try to persuade people to spend money in them? Are there differences between different types of shops? Make a list of five shops and the ways they try to persuade people to spend money in them. Compare your list with a partner's.



Why do people follow fashion? Do you think image is important? Why? / Why not?

Vocabulary Fashion adjectives

1 a Look at the pictures. Use the adjectives to talk about them.



casual colourful comfortable ethnic
glamorous old-fashioned practical
smart trendy vintage well dressed

b Replace the underlined words with the adjectives in exercise 1a.

- 1 You should wear clothes that are suitable for the occasion when you go walking in the countryside.
- 2 These shoes are really nice to wear.
- 3 My grandad never wears informal clothes.
- 4 Mum always looks clean and tidy for work.
- 5 Ewan's jeans are not modern at all.
- 6 All the family will be in their best clothes for the wedding.
- 7 Sean wears very modern, fashionable clothes.
- 8 Lara loves buying old style clothing.
- 9 Alice's dress is from a culture that is different to ours.
- 10 Mara was wearing a very attractive, special dress at the party.
- 11 Jack's wearing an interesting bright yellow, green and blue jersey!

c ◀ 3.21 Listen and check, then repeat.

➤ **Workbook** page 60, exercises 1–3

Listening and Speaking

2 a ◀ 3.22 Listen to a quiz show. Which items from the pictures do they talk about?

b Answer the questions.

1 How many questions can the teams ask?



- a two b three c five
- 2 Who invented the Hawaiian shirt?
a a Chinese person b a Hawaiian
c a Japanese person
- 3 What type of clothing is a kimono?
a smart b casual c trendy
- 4 Which material didn't the Japanese use to make zori sandals?
a wood b plastic c leather
- 5 Who looked glamorous in aviator sunglasses?
a soldiers b fans of vintage clothing
c actors

c ◀ 3.23 Which country connects the items of clothing? Listen to the team's answer and check.

a China b Japan c America

3 a Think about a piece of clothing that you really like wearing. Make notes for a short description using the adjectives from exercise 1a.

- Describe it (material, colour, pattern, etc.).
- How long have you had it for?
- Why do you like wearing it?

b Work with a partner. Describe your piece of clothing and explain why you like it. Then listen to your partner's description and guess which piece of clothing it is.

I've had them for over a year and I only take them off to go to bed! They're really comfortable and practical and although they're supposed to be for sport, I wear them for everything!

Let me see...your trainers!

Grammar Subject and object questions

- 4 a Read the rules. Then decide if the **highlighted** question words from the quiz are asking questions about the subject (SQ) or the object (OQ).

Questions with *who*, *what* and *which* can be subject or object questions.

In object questions, when we want to find out about the object, we use the auxiliary verb *do / does / did*.

Who did the designer speak to?

The designer (subject) spoke (verb) to a model (object).

In subject questions, where we want to find out about the subject, we DON'T use auxiliary verbs.

Who spoke to a model?

The designer (subject) spoke (verb) to a model (object).

- 1 Which jeans did you buy? (OQ)
- 2 Who bought the black jeans? (SQ)
- 3 Which place connects these three items of clothing?
- 4 What do you think, guys?
- 5 Who invented the three items?
- 6 Which country does Hawaii belong to?
- 7 Who did he say invented aviator glasses?

b Write subject and object questions for the answers. Use the words in brackets. Then write OQ or SQ after each question.

- 1 Luke caught the number 44 bus.
(Which bus / Luke) ____
(Who / number 44 bus) ____
- 2 Adam texted Sara about the party.
(Who / Sara) ____
(What / Sara) ____
- 3 A surprising event took place at school yesterday.
(What / at school) ____
(Where / a surprising event) ____
- 4 The number 44 bus goes into town.
(Which bus / into town) ____
(Where / the number 44 bus) ____
- 5 Chloe emailed Sam last night.
(Who / Chloe) ____
(Who / Sam) ____
- 6 Harry bought some new trainers last weekend.
(What / Harry) ____
(Who / some new trainers) ____

► **Workbook** pages 60–61, exercises 4–6

- 5 a Which item of clothing are they talking about?

Adam Guess the item of clothing I'm thinking of.

Kate OK, first question: who ¹does buy / buys them?

Adam Well, I suppose everybody can, but they are sometimes expensive.

Kate OK, so they aren't really for teenagers.
Who ²does wear / wears them?

Adam Both men and women wear them, but I would say more men than women.

Kate I see. When ³do people wear / people wear them?

Adam Some people wear them for work, but others only wear them for special occasions.

Kate Right. What ⁴does go/goes with them?

Adam Erm, a nice shirt and a smart pair of shoes...oh, and most men also wear a tie.

Kate That last clue has made it really easy! It's a...

b Read and choose the correct answers.

c ◀ 3.24 Listen and check.

Speaking

- 6 a Get ready to speak Read the comments and answer the questions.

- Are they good or bad advice? Why?
- Could they be good and bad advice in different situations? When?



Change your image and dress better. Buy some new clothes and change your hairstyle.

Change the way you see your image. Don't be critical and don't compare yourself to others. Think about your positive points as a person.

- b Work with a partner. Give your opinions on the comments. What do you agree and disagree on?

In my opinion, I think the way we look is important, so I agree with the first comment.

I'm not sure. I think we have to be happy about ourselves, but the media...

► **Workbook** page 61, exercises 7–8



Who decides what we should wear? Write a short list of the things / people that influence fashion and style in your country.

6D Life hacks



What do you do if you have a problem with one of your devices? Who do you ask for advice about repairing it? Where can you get information about repairing a device?

1 a 3.25 Read and listen. Who does Danny phone?

Erika Hello?
Danny Erika, you've got to help me!
Erika Danny? What's with the strange number?
Danny I'm using my mum's phone. I dropped mine in the sink!
Erika Oh no! Have you dried it? The first thing you should do is dry it...immediately.
Danny Yeah, I've done that, but it still isn't working. What am I going to do? It's got all my notes for Wednesday's exam!
Erika I don't know – maybe ask Liza?
Danny I don't want to. It's late and she's studying for the same exam. I know, I'll try Oliver.



Oliver Hello?
Danny Hi, it's Danny.
Oliver What's up?
Danny I dropped my phone in water.
Oliver Wet phone, eh? That's not good.
Danny No, it isn't!
Oliver But don't worry – I've had a brainwave. I had this problem with a hard drive, so I know what to do.
Danny You do? Oliver – you've made my day!
Oliver OK, before you begin, turn off the phone.
Danny I've done that.
Oliver Excellent. Now start by drying it.
Danny I've done that, too!
Oliver Very good. The next step is to put the phone in a plastic bag...
Danny OK.
Oliver And when you've done that, wrap it in a towel.
Danny Right...
Oliver Finally, put the towel in the freezer.
Danny Really?
Oliver Yes. For thirty minutes. Trust me!
Danny If you say so.

3 35 minutes later



Liza Hello?
Danny Liza, it's Danny. I'm so sorry for waking you up, but I dropped my phone in water. Then I asked Oliver for help and now it's worse than ever!
Liza Danny – don't worry!
Danny Sorry – it's just all my exam notes are on that phone. I don't know what to do.
Liza It's OK. Let me think – do you have any rice?
Danny Yes...
Liza So...turn the phone off and after that, you should dry it. The last thing you do is put it in rice and leave it overnight.
Danny What?! Are you serious?
Liza Give it a go. You've got nothing to lose!
Danny That's true!

b Answer the questions.

- 1 Why is Danny using his mum's phone?
- 2 What was on his phone?
- 3 What does Oliver tell Danny to do?
- 4 How long should Danny put his phone in the freezer?
- 5 What does Liza tell Danny to do?
- 6 How long should Danny leave his phone in rice?

- 2 Spoken English** What do these everyday expressions mean? How do you say them in your own language?

If you say so.

I've had a brainwave.

Let me think.

What's with...?

You've got nothing to lose.

You've made my day!

► **Workbook** page 62, exercises 1–3

- 3 a** What do you think will happen next?
b ◀ **3.26** ▶ Listen and check. Is Liza pleased?

Everyday English Giving instructions

- 4 a** Look at the useful phrases. Find examples in exercise 1. Who says them?

The first thing you should do is (+ infinitive)

Before you begin, (+ imperative)

Start by (+ -ing)

The next step / thing is to (+ infinitive)

When you've done that, (+ imperative)

Finally, (+ imperative)

After that, you should (+ infinitive)

The last thing you do is

- b** ◀ **3.27** Listen and repeat the sentences. Try to copy the intonation.

► **Workbook** pages 62–63, exercises 4–6

Pronunciation

/ʌ/

/u:/

- 5 a** ◀ **3.28** Listen and repeat the words in the box. How are the underlined letters pronounced?

lose nothing studying true trust you

- b** Put the words from exercise 5a in the correct column.

/ʌ/	/u:/
no <u>n</u> ing	lo <u>u</u> se
_____	_____

- c** ◀ **3.29** Listen and check.

► **Workbook** page 63, exercise 7

Listening

- 6** ◀ **3.30** Listen to two teenagers talking about watching TV series. Complete the sentences.



- 1 Poppy's parents have become subscribers to a video-on-demand ____.
- 2 Liam thinks Poppy is ____.
- 3 Liam went to the ____.
- 4 The doctor said he would have problems with his ____.
- 5 Liam's ____ have stopped using the channel.
- 6 Liam promised not to use his ____ to watch series.

► **Workbook** page 63, exercise 8

Speaking

- 7 a** Work with a partner. Think of or research a life hack.

Choose a life hack that...

- is useful for your classmates
- is easy to do and practical
- doesn't involve spending money

- b** Work in a group. Explain your life hack.

- Explain when the life hack is useful.
- Describe the materials that are needed.
- Use the expressions for instructions to explain how to do it.

- c** Listen to the life hacks that other groups have presented. Which three life hacks do you think are the most useful? Why?



Research and describe a life hack that an older member of your family uses.

6 Revision

Vocabulary Digital media

1 Choose the correct answers.

It's very difficult to be a successful ¹loyal supporter/ vlogger and get thousands or even millions of ²views/ hits for your videos, but everyone agrees that nobody becomes an ³online sensation/ mainstream media without working very hard at it. They also say that you can't be ⁴viral/ fake and you have to really believe in what you are doing if you want people to become ⁵subscribers/ life hacks to your ⁶comments section/ channel.

Shopping nouns

2 Complete the sentences with the words.

alterations changing room
outfit receipt sales size

- I don't want to spend so much on a dress and then pay for ____.
- My mum has bought a lovely blue ____ for my brother's wedding.
- Sam has lost the ____, so he can't ask for a refund.
- I like the colour, but it's too big. Have you got one in a smaller ____?
- Let's go next week when the ____ are on and we'll get a discount.
- I left all the clothes that I tried on in the ____.

Fashion adjectives

3 Choose the correct adjectives for each comment.

1 It looks good and you can wear it on lots of different occasions.

2 The colours and design are very Indian.

3 The jacket has a 1940s American pilot design.

4 Anyone wearing it will look like a rainbow on legs!

5 That style is so last year that I don't think anyone will wear it now!

- | | | |
|-----------------|-----------------|----------------|
| 1 A ethnic | B casual | C practical |
| 2 A comfortable | B ethnic | C smart |
| 3 A vintage | B glamorous | C trendy |
| 4 A trendy | B practical | C colourful |
| 5 A casual | B old-fashioned | C well dressed |

Grammar Reported speech

4 Use the words in brackets to finish the dialogues.

- A Andy has a website. (blog)
B Really? I thought he said **he had a blog**.
- A Class 4A will go to the museum. (the theatre)
B Really? I thought the teacher said ____.
- A I'm a subscriber to a sports channel. (film channel)
B Really? I thought you said ____.
- A Rachel loves watching crime series. (dramas)
B Really? I thought she said ____.
- A We're revising for a Maths exam. (History exam)
B Really? I thought Liam said ____.

Reported commands and requests

5 Answer the questions with the words in brackets.

- What did Tom ask you to open? (window)
Tom asked me to open the window.
- What did they ask the audience to switch off? (mobile phones)
- What did the librarian tell us to do? (be quiet)
- What did Lilly ask you to buy? (popcorn)
- What did the teacher tell us not to do? (be late)

Subject and object questions

6 Choose the correct answers.

- Which shirt *does cost / costs* €30?
- Who *did buy / bought* a new dress?
- Who *did your sister see / did see*?
- What *did Mara say / said* Mara?
- Which book *do you want / want you*?
- What *did happen / happened* at the shopping centre?

Everyday English Giving instructions

7 Complete the sentences with the words.

before done last should start thing

- The first ____ you should do is switch it off.
- When you've ____ that, dry the inside.
- ____ by opening the back of the computer.
- The ____ thing you do is switch it on.
- After that, you ____ clean the screen.
- ____ you begin, check you've got some glue.

Learning to learn Flashcards

Use flashcards to revise. Write a new word on one side and a definition and a translation on the other. For grammar, write the structure on one side and an example on the other.

bargain

something that you buy for a really good price

► **Workbook** pages 64–65, exercises 1–9



What is your favourite online video? What do you like about it? Why would you recommend it?



CREATING A VIDEO

HOW TO CREATE A VIDEO

Think of an ¹ ____!

Look at a website to see what is popular. You could:

- ▶ create a ² ____ about something that interests you
- ▶ do a how-to video and show people how to do a dance / move, etc.
- ▶ present a video of photos and videos of school, friends or family to music
- ▶ do a ³ ____ of a product, film, place that you have visited, etc.
- ▶ do some acting

Recording equipment

Recording

Editing

- ▶ Use a smartphone with a big enough ⁴ ____.
- ▶ Use a webcam for a vlog.

- ▶ Use a free editing program.
- ▶ Add music, ⁶ ____ or images to your video.

- ▶ Check you have everything you need.
- ▶ Make sure there is enough light.
- ▶ Rehearse and ⁵ ____ before you record.



Upload your video

1 a ◀ 3.31 Listen to a tutorial about creating a video. Put the pictures in the order that you hear.

b ◀ 3.31 Listen again and complete the information in the infographic.

2 Read the Look! box and complete the sentences with *so* and *such*.

Look! *so* and *such*

We use *so* and *such* to emphasize an opinion.

We use *so* with an adjective and *such* with an adjective + a singular or plural noun.

Most people don't need one that is so professional.

Don't use one that has such a small memory that you can't store your recording.

- 1 The new video is ____ exciting, but it's very long!
- 2 The dog in the video has ____ a friendly face.
- 3 The video had ____ a strange name that I can't remember it!
- 4 This week's vlog is great, but it's ____ short!
- 5 The explanation was ____ complicated that I couldn't understand it!
- 6 The presenters are ____ perfect people that they aren't believable.

3 a Work in a group. Create a video. Decide on the type of video that you want to make.

b Plan the video.

Decide the following together:

- the setting
- the content
- the music, text and images

c Record the video.

d Edit the video.

4 Present your video to the class.

5 Over to you! Write a short review of one of the other videos that you have seen.

6 Culture



Do you think some countries are better at sport than others? Why? / Why not? Which countries are the most successful at sport at the moment?

Glossary

sprinter
inspire

compete
train

Small nations, sporting giants



Sporting nations fact file: Jamaica

Population: 2,950,210

Capital: Kingston

Major sports: athletics, cricket,
football, basketball



Sporting nations fact file: New Zealand

Population: 4,790,390

Capital: Wellington

Major sports: rugby, cricket,
sailing, football



THE GLOBAL SPORTS BLOG

This week, I'm reporting on two nations that are small geographically, but giants in the world of sport: Jamaica and New Zealand. If we divide a country's population by the points it obtains for its sporting achievements, then these two island nations are regularly the best in the world. Let's look at what makes the people of these nations such sporting champions.

Jamaica – a nation of sprinters

Jamaicans love athletics! Every international championship is followed closely in the media and youngsters are inspired by every Olympic gold medal success to become athletes, too. The nation's schools encourage children to take part in athletics at a very early age, and secondary students compete in the world's biggest athletics championship for schools: The Champs. The interest in the competition is incredible and the event is watched by 30,000 people in the stadium and thousands more on TV. The winners can receive huge contracts to represent the world's biggest sportswear manufacturers. Some are also offered the opportunity to study and continue doing sport with excellent coaches at some of the best universities in the world. What could be more motivating than that?

New Zealand – home of the All Blacks

The New Zealand rugby team, the All Blacks, is considered to be the best sports team in the world. It has won over 75% of all the games it has ever played, more than any other team in the history of sport. Rugby is the country's national sport and the best children start to train in children's teams, called the Small Blacks, when they are just five years old. Crowds of 7,000 watch matches between secondary schools and they are reported in the mainstream media. The same schools also go on international tours and the students get experience of playing against teams in Argentina, France and Britain.



1 a Read the introduction. Answer the questions.

- 1 What are the similarities between Jamaica and New Zealand?
- 2 What calculation is used to show that Jamaica and New Zealand are great sporting nations?

b Work with a partner. Ask and answer the questions about each text.

- 1 When do children start to do the sport?
- 2 What competitions are organized for school students?
- 3 How interested are people in these competitions?

2 Work with a partner. Ask and answer questions about an interesting fact.

Student A Look at page 100.

Student B Look at page 101.

3 a Over to you! Work with a partner. Write a paragraph for a sports blog about a sport that your country is good at.

Include the following:

- the age when children start playing it
- competitions that school students play in
- public interest
- other factors
- photos of sporting events

b Work with a different partner. Read your blog to them. Have you chosen the same or different sports? Do you agree with the information that they have included?





What do you know about the Zaporizka Sich? What traditions do you think were the most interesting? Which leaders of the Zaporizka Sich were the most prominent?

The Myth and Magic of the Kharakternyky: The Legendary Cossack Warriors

Among Ukraine's many fascinating myths and legends, none are as captivating as those surrounding the Cossacks and their mysterious *kharakternystvo*. These proud and fearless protectors of the Ukrainian lands were not just warriors; according to legends, they were extraordinary beings with supernatural powers.

Ivan Sirko's legacy goes beyond the battlefield. Some believe he was so accomplished that he even gave lectures at Sorbonne University while waiting for payment for his services in France. True or not, these stories underline the Cossacks' reputation as fearless defenders of freedom, cunning diplomats, and exceptional leaders. Although much of what we know about *kharakternystvo* remains in the realm of legends, these tales highlight the pride and resilience of the Cossacks. Whether as historical fact or myth, they symbolize the glory of Ukraine's Cossack era and continue to inspire people to this day. Do you believe in the magic of the *kharakternyky*, or do you think they were just extraordinary warriors? Whatever the truth, the legends remind us of the power of courage, skill, and pride in defending one's land.

The myth of the *kharakternyky* combines elements of Ukraine's *bohatyr* epics (heroic tales), ancestor worship, and a deep sense of pride in the Cossacks' strength and courage. Historians believe that these stories were spread by the Cossacks themselves to intimidate their enemies and boost morale.

However, modern researchers suggest that *kharakternyky* were not magicians but incredibly skilled and highly trained warriors. Their "superhuman" abilities might have been advanced combat strategies, psychological tactics, and unparalleled bravery that seemed like magic to their enemies.

The term *kharakternystvo* describes a unique phenomenon tied to Cossack leaders like Ivan Sirko, Petro Sahaidachnyi, and Maksym Kryvonis. These legendary figures were believed to possess magical abilities that set them apart from ordinary warriors. Stories about the *kharakternyky* describe them as sorcerers who could foresee the future, heal deadly wounds, influence others' minds, and even catch bullets with their teeth!

The most famous *kharakternyk* of all was Ivan Sirko, the legendary ataman of the Zaporizka Sich. He is said to have led 55 battles without a single defeat, earning the fear and respect of his enemies, who called him "the devil". Some legends even claim Sirko could walk across rivers on felt carpets and escape from any danger unharmed.

1 Match the paragraphs and their titles.

- A Who Were the Kharakternyky?
- B Legacy of Courage
- C Legends or Reality?

2 Fill in the table.

	Historical Facts	Myths and Legends
Establishing the Zaporizka Sich as a proto-state of Cossacks		
Fighting for independence		
All Cossacks were magicians with superpowers		
All Cossacks wore wide red trousers called <i>sharovary</i> as a uniform		

3 Answer the questions.

- 1 What led to the creation of the *kharakternyky* legend?
- 2 What beliefs or history might explain these Cossack traditions and stereotypes: wearing *sharovary*, the *oseledets* hairstyle, and the existence of *kharakternyky*?
- 3 Which traditions from the Sich era do you think are worth preserving today?

4 Over to you!

Ukrainian culture is rich with magic, blending into everyday life and traditions. Legends of *mavky*, *poterchata*, *molfars*, and *kharakternyky* reveal a deep connection to the supernatural.

Choose one of these legends, explore its meaning, and present it to your class. Which topics were the most popular, and why?

6 Learn through English



How much exercise do you do every week?
Do you enjoy doing exercise? Why? / Why not?

Be active!

Move it!

We all know that exercise is good for us, don't we? But we also know that not everybody loves doing it! Just thinking about having to run, swim or do exercise in a gym class can be enough to make some people want to go and lie down! However, did you know that exercise is not all about doing sport or going to a gym? There are other ways that we can keep fit, but before we look at those, let's remind ourselves why keeping fit is actually quite good for us.

For a start, exercise is not just about the body. Moving our bodies causes our brains to release chemicals that create a feel-good sensation and just ten minutes of working out can leave us feeling happier. Moreover, regular exercise increases our energy levels and improves the quality of our sleep. Finally, if we combine our exercise with a healthy diet, we will feel and look healthier and feel more confident about ourselves. Sounds like a good deal, doesn't it?

Start small! If exercise hasn't been part of your life for a long time, there is no point training for a marathon or signing up for the gym: you will soon give up and go back to your old ways! Walking, jogging or cycling around the local park for ten minutes every day are great ways to develop a fitness habit.

Make exercise part of your life and do it at more or less the same time every day so it really becomes part of your daily routine. Make the experience even more enjoyable by downloading some music to your smartphone and move to the beat as you work out! Instead of music, you could try a podcast or even an audio book: this way, you'll exercise your brain as well as your body!

Exercise forces your muscles, lungs and heart to work harder, but you don't have to go to a gym or do individual or team sports to give your body a workout. Some people simply stop using private and public transport and walk or cycle everywhere. Others take up activities such as dancing, yoga, swimming or even rock climbing. Choose an activity that not only exercises your body, but that you also enjoy. That way, you'll never give it up!

It doesn't matter how much we exercise, few of us are ever going to achieve athletic bodies like international sports stars, but doing regular exercise isn't about image. It's about being healthier, having more energy and feeling happier. Who wouldn't want that?



Reading

1 a Complete the table.

How much time do you spend...?	on weekdays	at the weekends
sitting		
lying		
moving		

b Work with a partner. Compare your tables. Do you think you need to change anything? Which do you think you should do more / less of?

2 a Read the leaflet. Who do you think it is for?

People who...

- a like sport but don't do it
- b are very sporty and play organized sports
- c don't like sport and are not very active
- d want to change sports

b Match the headings to the paragraphs.

Choosing your exercise Final thoughts
Getting started The benefits Making it a routine

3 a Work with a partner. Create an exercise programme for someone who does not like organized sport.

Consider the following:

- daily activities that can provide good exercise
- going to and from school
- parks and other open spaces in your town
- social activities
- owning a pet

b Work with a different partner. Explain your programme. Which programme do you think would be more effective? Why?



What do you usually do to stay active and alert? Do you follow a healthy lifestyle?
What would you like to change about your habits?

LIFE HACKS FOR STAYING ACTIVE

Today, technology makes life easier, but it also makes us less active. We drive instead of walk, use elevators instead of stairs, and spend too much time on our phones. But there are simple ways to stay active without thinking about it. Here are some life hacks to help!

Life Hack 3: Take the Stairs

Instead of using the elevator, choose the stairs. It strengthens your legs and gets your heart pumping.



Life Hack 1: Move While You Read

When you're reading messages in bed, try bending your legs or holding them up. You can stretch and strengthen your muscles without stopping what you're doing.

Life Hack 4: Exercise While Doing Housework

When doing chores, add stretching or balancing exercises. For example, balance on one leg while waiting for the kettle to boil.

Small movements like dancing while you cook or walking during phone calls can make a big difference. Stay active by making exercise fun and easy! With these life hacks, you can make sport a part of your everyday life without even noticing it!

Life Hack 2: Exercise While Brushing Your Teeth

While brushing your teeth, walk on your tiptoes or bend your body to the right and left. It's an easy way to add movement to your routine.

1 a Look at the pictures below and choose those that relate to being active.



b Explain what "being active" means.

When can you call a person active? Discuss it with your partner.

2 Consider the pairs of words, explain positive and negative aspects of being active.

Social activity: engaged / obtrusive

Doing sports: fit and healthy / overexerted

Taking energy from food: balanced diet / restrictive diet
Extra energy: eating an apple / consuming energy drinks

3 Find synonyms for the words from each paragraph of the text.

2. Draw out (stretch)
3. Regular (usually boring) activities (routine)
4. Lift (elevator)
5. Housekeeping tasks (chores)

4 a Project: Life Coaching in Groups of 4

Work together in a group of four to create a balanced plan to reach a specific goal. Choose one of the following aims:

- Losing or gaining weight
- Becoming fitter or healthier
- Expanding your circle of friends
- Becoming more active in your community

After choosing your goal, develop a month-long activity plan with weekly steps that will help you reach that goal. Make sure your plan is balanced and realistic.

b Compare Your Project with Other Teams

After creating your plan, compare it with the plans made by other teams. Discuss similarities, differences, and the effectiveness of the different approaches.

The Museum of the Strange Episode 3

3.32 Read and listen to the story.

The third room was very different from the other two. This one was dark and almost empty. The only thing in it was a mirror on one wall.

'I don't get it,' said Laura.

'Go and look in the mirror if you want to see the future,' said the guide quietly.

Laura felt a little afraid, but she was curious to look in the mirror, too.

Slowly the two friends walked to the mirror.

At first they couldn't see anything in the dark glass. Then a picture slowly appeared. It became clearer and clearer.

'Look!' said Ben. 'The mirror's showing us the outside of this museum!'

'But it can't be today,' said Laura. 'It's a sunny day.'



Look. The guide is showing more people around the museum.

Everything in the museum is strange and interesting.

And now it's time to see the newest part of our museum - an area all about the world of modern teenagers.



Teenagers have a culture that is very different from ours. Their fashion, their hobbies, their beliefs...

Haha! Look at those terrible dummies!

Ben! It...it's US! We're the dummies. We're part of the museum!



Laura wanted to run, but her arms and legs suddenly felt heavy. Ben felt as cold as ice. It was hard to speak. 'I...I can't move!'

The museum guide laughed quietly. 'Here at the museum, we collect strange things and teenagers are the strangest thing of all. This is your home now. It's where you're going to be for a long, long time.'

Laura could not speak. The same thought went around and around in her mind. 'Nobody can help us now. Nobody. Unless...Declan, where are you?'



Declan was bored so he came to find his friends. When he saw the museum again, he thought he was in the wrong place at first. 'It didn't look like that before,' he thought. He decided to go inside.



The museum was dark and it wasn't easy for Declan to look around. But then he went into the third room. 'Laura? Ben? What are you doing? What's wrong?' His friends didn't answer. They didn't move.

Declan couldn't explain it, but there was something strange about that mirror. He knew that he had to smash it. He picked up the nearest thing, which was a stone on the floor. Then he threw it. Immediately Laura and Ben could move again. 'Run!' shouted Laura.



They ran. Declan heard a terrible voice behind them. 'Come back! COME BACK!' He was near the door when he looked behind him. The thing that he saw was tall and grey, and it was moving fast. 'Don't stop!' shouted Ben.

At last the three friends were outside. It felt fantastic! Declan was shaking. 'What was that thing?' he asked. Laura looked back at the museum. 'A ghost? A vampire?' she said. 'We'll never know.'



Just then they heard a voice behind them: 'It's an ugly, old building, isn't it? Years and years ago it was a museum,' the man continued. 'Now look at it! But don't worry - we're knocking it down tomorrow!' Declan laughed. 'That's the best news that I've heard in a long time!' 'And look,' said Laura with a smile. 'It's stopped raining!'

THE END

Activities for student A

Unit 2B exercise 7a

Project: setting up a mobile food kitchen for the homeless

Location: Nottingham, England

Timetable	Activities
First week	<ul style="list-style-type: none"> create a campaign to tell people about the need for a food kitchen for the homeless raise money by organizing street collections
Second week	<ul style="list-style-type: none"> buy food and equipment for the mobile kitchen
Weekend	<ul style="list-style-type: none"> organize and set up the food kitchen in Nottingham centre

Unit 3B exercise 4d

Ask questions about Jack, and Jack's dad and his friends, and complete the tables.

	Jack, 14	Jack's dad at 14
play on the street	—	⊗
wear casual clothes to school	—	⊗
come home for lunch	—	⊗

	Jack and his friends	Jack's dad and his friends
ride a bike to school	⊗	—
hang out after school	⊗	—
stay over for a night	⊗	—

What can Jack do?

What could Jack's dad and his friends do?

Answer student B's questions.

Jack's dad could..., but he wasn't allowed to...

Jack and his friends can...

Unit 4B exercise 3c

You want to travel from London to Amsterdam. Read the email that you sent to a friend and decide when you want to travel. Ask student B for information about the timetable and prices.

Hi Angela,

I've got a few days off next week and I thought I'd come and visit you. I'm free from Tuesday to Sunday and I'll get a train over early in the week. I can't really afford to spend more than €200 on the ticket, so I'll probably take an evening or night train. Anyway, I'll let you know which train I'm getting. Can you meet me at the station?

See you soon,
Mark

Say good morning / afternoon. Explain that you want a ticket.

Say when you want to travel and ask the price of the ticket.

Say which train you want to catch.

Pay and say thank you.

Unit 5 My project exercise 1c

Read your information about a festival in Barcelona. Answer student B's questions about your celebration and ask questions about student B's celebration.

Saint John's Eve

Saint John's Eve takes place on 23rd June, the night before Saint John's Day. There are celebrations all around the world on this date, including at Stonehenge in England. In Barcelona the festival celebrates the start of the summer and we welcome it with bonfires and fireworks. Friends and families organize parties and they prepare much of the food themselves. When everybody has finished eating, people start throwing fireworks in the streets and the sky is full of exploding colourful rockets until the early morning.

1 What's it called?

2 When does it take place?

3 What do the festival-goers do?

4 How long does it go on for?

Unit 6 Culture exercise 2

Read your information about Jamaica. Explain to student B what the sport is, why it is unusual, why they do it and what other people think about it.

Interesting fact!

Jamaica is in the Caribbean and is famous for its tropical temperatures and beautiful beaches. However, since the Winter Olympic Games of 1988, Jamaica has also become famous for its... bobsleigh team! As some Jamaicans asked at the time, why should winter sports just be for countries where there is snow and ice? You can't argue with that, can you? The team is incredibly popular and a film, *Cool Runnings*, was made about their first experience at the Games.



Another important ingredient makes the All Blacks difficult to beat and it's got nothing to do with training: the haka. In 1905, the All Blacks went on their first tour of Europe. Before the start of their first match, George Nepia, one of the team's Maori players, started a traditional haka dance, which is sometimes an invitation to fight, and the other 14 players followed him. The sight of 15 athletes doing a haka obviously scared the other team because New Zealand won that match 11-0! Since then, the All Blacks have started all their matches by frightening the opposition with a haka and rugby fans all over the world love seeing it!

Interesting fact!

Read your information about New Zealand. Look at the photo on page 94. Explain to student A what the activity is, when they first did it, what happened and what other people think about it.

Unit 6 Culture exercise 2

- 1 What's it called?
- 2 When does it take place?
- 3 What do festival-goers do?
- 4 How long does it go on for?

'Correfoc' means 'fire run' and it's the traditional way of finishing the 'La Mercè' festival in Barcelona at the end of September. Groups of people in costume carry sticks with fireworks and fire at the end of them and they dance to the sound of drums as they move through the streets at night. The correfoc goes on all night and finishes when they have used all the fireworks! Sometimes they form fire tunnels and you can run through them if you are brave enough; quite a few visiting tourists are! However, although it looks dangerous, fortunately few people get hurt.

Read your information about a festival in Barcelona. Answer student A's questions about your celebration and ask questions about student A's celebration.

Unit 5 My project exercise 1c

- Say good morning / afternoon. Offer to help.
- Ask when they want to travel.
- Say how much the ticket is.

Fast Rail - London to Amsterdam					
depart	08.45	12.58	17.04	19.04	23.04
Mon	€ 345	€ 250	€ 210	€ 150	€ 85
Tue	€ 345	€ 250	€ 210	€ 150	€ 85
Wed	€ 345	€ 250	€ 210	€ 150	€ 85
Thur	€ 345	€ 250	€ 210	€ 150	€ 85
Fri	€ 345	€ 250	€ 210	€ 150	€ 85
Sat	€ 245	€ 150	€ 110	€ 75	€ 65
Sun	€ 245	€ 150	€ 110	€ 75	€ 65

You work in an information office at a London railway station. Look at the information and answer student A's questions.

Unit 4B exercise 3c

What could Jack's dad do?

What can Jack and his friends do?

Answer student A's questions.

Jack can..., but he isn't allowed to...

Jack's dad and his friends could...

Jack's dad and his friends	Jack and his friends	Jack's dad at 14		
		Jack, 14	Jack's dad at 14	
ride a bike to school	—	⊗	—	play on the street
hang out after school	—	⊗	—	wear casual clothes to school
stay over for a night	—	⊗	—	come home for lunch

Ask questions about Jack and his friends, and Jack's dad, and complete the tables.

Unit 3B exercise 4d

Project: protecting the local beach and wildlife

Location: Aberdeen, Scotland

Weekend	Second week	First week	Activities
• participate in a beach clean up	• plan and organize a beach clean up	• create a campaign to inform people about the wildlife that lives around the beach	• raise money for the local wildlife hospital

Unit 2B exercise 7a

List of irregular verbs

arise /ə'raiz/	arose /ə'rəʊz/	виникати; з'являтися
awake /ə'weik/	awoke /ə'wəʊk/	будити; прокидатися
be /bi:/	was /wɒz/; were /wɜ:/	бути
beat /bi:t/	beat /bi:t/	бити
become /bi'kʌm/	became /bi'keim/	ставати
begin /bi'gin/	began /bi'gæn/	починати
bend /bend/	bent /bent/	згинати(ся)
bite /bait/	bit /bit/	кусати
bleed /bli:d/	bled /bled/	кровоточити
blow /bləʊ/	blew /blu:/	дути
break /breik/	broke /brəʊk/	ламати(ся)
bring /brɪŋ/	brought /brɔ:t/	приносити, носити
build /bild/	built /bilt/	будувати
burn /bɜ:n/	burnt /bɜ:nt/	палити; пекти; горіти
buy /bai/	bought /bɔ:t/	купувати
catch /kætʃ/	caught /kɔ:t/	ловити; спіймати
choose /tʃu:z/	chose /tʃəʊz/	обирати
come /kʌm/	came /keim/	приходити
cost /kɒst/	cost /kɒst/	коштувати
cut /kʌt/	cut /kʌt/	різати
deal /di:l/	dealt /delt/	розподіляти; мати справу
dig /dig/	dug /dʌg/	копати
do /du:/	did /did/	робити
draw /drɔ:/	drew /dru:/	малювати; тягти
dream /dri:m/	dreamt /dremt/	бачити сон; мріяти
	dreamed /dri:md/	
drink /drɪŋk/	drank /dræŋk/	пити
drive /draɪv/	drove /drəʊv/	їхати (в автомобілі, тощо)
eat /i:t/	ate /et/	їсти
fall /fɔ:l/	fell /fel/	падати
feed /fi:d/	fed /fed/	годувати
feel /fi:l/	felt /felt/	відчувати
fight /fait/	fought /fɔ:t/	боротися
find /faɪnd/	found /faʊnd/	знаходити
fly /flaɪ/	flew /flu:/	літати
forbid /fə'bid/	forbade /fə'beɪd/	забороняти
forget /fə'get/	forgot /fə'gɒt/	забувати
forgive /fə'gɪv/	forgave /fə'geɪv/	пробачати
freeze /fri:z/	froze /frəʊz/	заморожувати; мерзнути
get /get/	got /gɒt/	одержувати
give /gɪv/	gave /geɪv/	давати
go /gəʊ/	went /went/	йти; їхати
grow /grəʊ/	grew /gru:/	рости; вирощувати
hang /hæŋ/	hung /hʌŋ/	висіти; вішати
have /hæv/	had /hæd/	мати
hear /hiə/	heard /hɜ:d/	чути
hide /haɪd/	hid /hid/	ховати(ся)
hit /hit/	hit /hit/	ударяти
hold /həʊld/	held /held/	тримати
hurt /hɜ:t/	hurt /hɜ:t/	завдати болю
keep /ki:p/	kept /kept/	тримати; берегти
kneel /ni:l/	knelt /nelt/	ставати навколішки
know /nəʊ/	knew /nju:/	знати
lay /lei/	laid /leid/	класти
lead /li:d/	led /led/	вести
lean /li:n/	leant /lent/	притулятися; нахилитися

learn /lɜ:n/	learnt /lɜ:nt/	вчити
leave /li:v/	left /left/	залишати
let /let/	let /let/	дозволяти
lie /lai/	lay /lei/	лежати
light /lait/	lit /lit/	освітлювати; світити
lose /lu:z/	lost /lɒst/	губити
make /meik/	made /meid/	робити
mean /mi:n/	meant /ment/	означати
meet /mi:t/	met /met/	зустрічати(ся)
pay /pei/	paid /peid/	платити
put /put/	put /put/	класти
read /ri:d/	read /red/	читати
ride /raid/	rode /rəʊd/	їхати верхи
ring /rɪŋ/	rang /ræŋ/	дзвонити
rise /raiz/	rose /rəʊz/	підніматися; зростати
say /sei/	said /sed/	говорити, сказати
see /si:/	saw /sɔ:/	бачити
sell /sel/	sold /səʊld/	продавати
send /send/	sent /sent/	посилати
shake /ʃeik/	shook /ʃʊk/	трясти(ся)
shine /ʃaɪn/	shone /ʃɒn/	сяяти
shoot /ʃu:t/	shot /ʃɒt/	стріляти
shut /ʃʌt/	shut /ʃʌt/	закривати(ся)
sing /sɪŋ/	sang /sæŋ/	співати
sink /sɪŋk/	sank /sæŋk/	опускати(ся); тонути
sit /sit/	sat /sæt/	сидіти
sleep /sli:p/	slept /slept/	спати
smell /smel/	smelt /smelt/	пахнути; нюхати
speak /spi:k/	spoke /spəʊk/	говорити
speed /spi:d/	sped /sped/	поспішати
spend /spend/	spent /spent/	тратити; проводити (час)
spit /spit/	spat /spæt/	плювати(ся); пирхати
split /split/	split /split/	розколювати(ся)
stand /stænd/	stood /stud/	стояти
steal /sti:l/	stole /stəʊl/	красти
stick /stɪk/	stuck /stʌk/	клеїти; проколювати
sting /stɪŋ/	stung /stʌŋ/	жалити; мучити
strike /straɪk/	struck /strʌk/	бити
swear /sweə/	swore /swɔ:/	присягатися
sweep /swi:p/	swept /swept/	підмітати; мчати
swim /swɪm/	swam /swæm/	плавати
swing /swɪŋ/	swung /swʌŋ/	коливати(ся), гойдати(ся)
take /teɪk/	took /tuk/	брати
teach /ti:tʃ/	taught /tɔ:t/	вчити
tear /teə/	tore /tɔ:/	рвати(ся)
tell /tel/	told /təʊld/	казати, розповідати
think /θɪŋk/	thought /θɔ:t/	думати
throw /θrəʊ/	threw /θru:/	кидати
tread /tred/	trod /trɒd/	йти; крокувати
understand /ʌndə'stænd/	understood /ʌndə'stud/	розуміти
upset /ʌp'set/	upset /ʌp'set/	перевертати(ся); засмучувати
wake /weɪk/	woke /wəʊk/	прокидатися; будити
wear /weə/	wore /wɔ:/	носити (одяг)
weep /wi:p/	wept /wept/	плакати
win /wɪn/	won /wɒn/	перемогати
wind /waɪnd/	wound /waʊnd/	витися; накручувати (годинник)
write /raɪt/	wrote /rəʊt/	писати

Unit 1

Present perfect

- We use the present perfect to give information about recent events or about past events when the time is not specified.
They've become my best mates.
- We use *How long* to talk about time.
How long have you been at the club?
- We use *for* to say how long something has happened.
She's been at our school for two years.
- We use *since* to say when something started.
I've been a member since I was 12.
- We use *ever* before the past participle to ask if an event has happened at any time in the past.
Have you ever tried martial arts?
- We use *never* before the past participle to say that an event hasn't happened at any time in the past.
I've never tried judo.
- We use *just* before the past participle to say that something took place a short time before now.
Max has just finished judo training.
- We form the present perfect with *have/has* and the past participle of the verb.
- Many regular past participles are the same as the past simple form, with *-ed* at the end, but there are spelling rules for some verbs.

Verb	Past participle
ends in <i>-e</i>	add <i>-d</i>
<i>like</i>	<i>liked</i>
ends in a consonant + <i>-y</i>	change <i>-y</i> to <i>-ied</i>
<i>study</i>	<i>studied</i>
ends in a vowel and a consonant	double the consonant, add <i>-ed</i>
<i>travel</i>	<i>travelled</i>

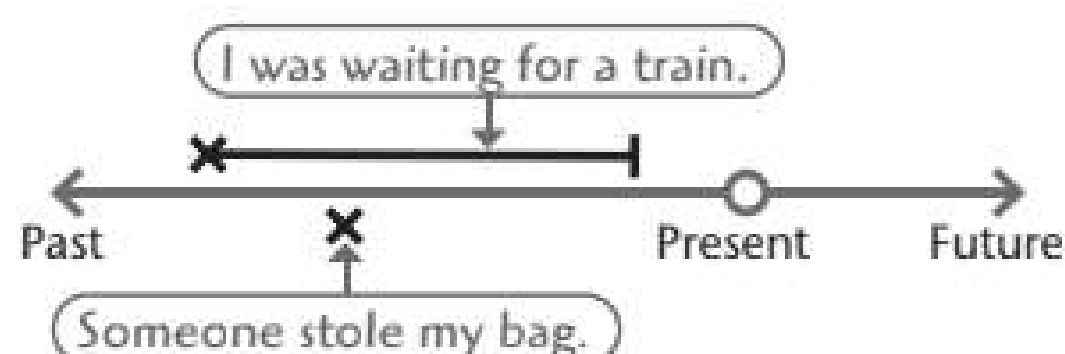
- Irregular verbs have very different past participle forms.
- There is a list of irregular verbs at the back of this book.
- There are two participles for the verb *go* (*been* = go and come back, *gone* = go and still there).

Past simple and past continuous

- We use the past continuous to talk about a longer action in progress when another action happened in the past. We usually use *while*.
- We use the past simple to talk about one or more completed actions in the past. We usually use *when*.



Someone stole my bag while I was waiting for a train.
I was waiting for a train when someone stole my bag.



Conjunctions

- We use conjunctions to join ideas in a sentence.
- We use *when* and *while* to give information about time (see above).
- We use *until* to say when an action stopped.
Adam and I played video games until 9.30.
- We use *but* and *although* to give a contrast.
Meeting friends online is great, but we need real contact with people.
Although each Harry Potter book has a separate story, they are all connected.
- We use *because* to give a reason.
Scientists know about early life because they can test bones for DNA.
- We use *so* to give a result.
There wasn't enough food and water, so some people decided to leave.

Unit 2

will and going to

- We use *will* to give a prediction based on what we think is true.



- We use *will* to make a promise.
I'll help Grandma with her shopping.
- We use *will* to make a spontaneous decision.
I'll check online.
- We use *going to* to talk about future plans or intentions.

I'm not going to go to school tomorrow.



- We use *going to* to give a prediction based on what we know or can see.
Look! Marta's going to win this race easily!
- We use *will* with a verb. The forms are the same for *I*, *you*, *he*, *she*, *it*, *we* and *they*.

+	I/You/He/She/It/We/They	will	help.
---	-------------------------	------	-------

-	I/You/He/She/It/We/They	won't	help.
---	-------------------------	-------	-------

?	Will	I/you/he/she/it/we/they	help?
---	------	-------------------------	-------

+	Yes,	I/you/he/she/it/we/they	will.
---	------	-------------------------	-------

-	No,	I/you/he/she/it/we/they	won't.
---	-----	-------------------------	--------

- We form *going to* with the present tense of the verb *be*, *going to* and a verb.

+	I	am ('m)	going to	check.
	You/We/They	are ('re)		
	He/She/It	is ('s)		

-	I	am ('m) not	going to	check.
	You/We/They	are not (aren't)		
	He/She/It	is not (isn't)		

?	Am	I	going to	check?
	Is	he/she/it		
	Are	you/we/they		

✓	Yes,	I	am.
		you/we/they	are.
		he/she/it	is.

✗	No,	I	'm not.
		you/we/they	aren't.
		he/she/it	isn't.

Present tenses for future arrangements

- We use the present simple to talk about future events which are part of a timetable. We often use dates and times in these sentences.

The school concert is next Saturday 9th June, and it starts at 7.30.

- We use the present continuous to talk about fixed plans for the future, usually that we have arranged to do with other people.

We're meeting at Tom's house on Sunday morning.

First conditional

- We use the first conditional to talk about something possible in the future and its result.
- We use the present simple in the *If* clause and we usually use *will/won't* and a verb in the result clause.
If you go with a guide, you'll learn more.

- When the *If* clause comes first, we put a comma after it.

If you train a lot, you'll play better.

- When the result clause comes first, we don't use a comma.

You'll play better if you train a lot.

- The rules are the same for questions.

Will I play better if I train a lot?

If I train a lot, will I play better?

- Unless* with an affirmative verb has the same meaning as *if* with a negative verb.

We'll be late unless we run.

= We'll be late if we don't run.

- We can use an imperative to give advice and make recommendations instead of the result clause.

If you want to see Stromboli, join an official group.

Unit 3

Modals – advice, obligation and necessity

- We use *should* / *shouldn't* and *ought to* to give advice or make recommendations.

You *should* look online to find information.

- We use *mustn't* to say that something is prohibited.
- They *mustn't* work in the lab alone.

- We use *must* and *have to* / *has to* to say that it's necessary to do something.

You *must* be careful when you carry test tubes.

- We use *don't* / *doesn't have to* to say that something isn't necessary.

We *don't have to* use real animals in experiments.

- We use *should*, *ought to* and *must* with a verb.
- The forms are the same for *I*, *you*, *he*, *she*, *it*, *we* and *they*.

I / You / He / She / It / We / They	should	leave	soon.
	ought to	go	now.
	must	tell	someone.

- We use *shouldn't* and *mustn't* for the negative, but we don't use a negative form of *ought to*.

I / You / He / She / It / We / They	shouldn't	do	that.
	mustn't	go	in there.

- We use *should* in questions, but we don't make questions with *ought to*.

Should	I / you / he / she / it / we / they	leave	now?
--------	-------------------------------------	-------	------

Yes,	I / you / he / she / it / we / they	should.
------	-------------------------------------	---------

No,	I / you / he / she / it / we / they	shouldn't.
-----	-------------------------------------	------------

- To ask questions about obligations, *Do / Does...have to?* (see below) is more common than *Must...?*

- We use *have to* / *don't have to* for *I*, *you*, *we* and *they* and *has to* / *doesn't have to* for *he*, *she* and *it*.

I / You / We / They	have to	wear	goggles.
He / She / It	has to		

I / You / We / They	don't	have to	finish	today.
He / She / It	doesn't			

Do	I / you / we / they	have to	wear	goggles?
Does	he / she / it			

Yes,	I / you / we / they	do.
	he / she / it /	does.

No,	I / you / we / they	don't.
	he / she / it	doesn't.

Permission: *can*, *could*, *be allowed to*

- We use *can* / *can't* to talk about permission in the present.
- We use *could* / *couldn't* to talk about permission in the past.
- We use *can* / *can't* and *could* / *couldn't* with a verb. The forms are the same for *I*, *you*, *he*, *she*, *it*, *we* and *they*.
- We can use any tense of the verb *be* with *allowed to* and a verb to talk about permission in the past, present or future.

I'm allowed to cycle to school every day now, but *I wasn't allowed to* do that when I was younger. My younger brother *will be allowed to* cycle to school next year.

Possibility: *can*, *could*, *may*, *might*

- We use *can*, *could*, *may* and *might* to talk about something that is possible.



I'm not sure what it is. It may be a box. It's plastic, so it might be a container. It turns, so it could be a toy.

- We use *might not* or *can't* for the negative. We don't use *couldn't*.
- We use *can* to say things are possible in general.
- We use *could* to talk about making a choice or a decision.
- We use *can*, *could*, *may* and *might* with a verb. The forms are the same for *I*, *you*, *he*, *she*, *it*, *we* and *they*.

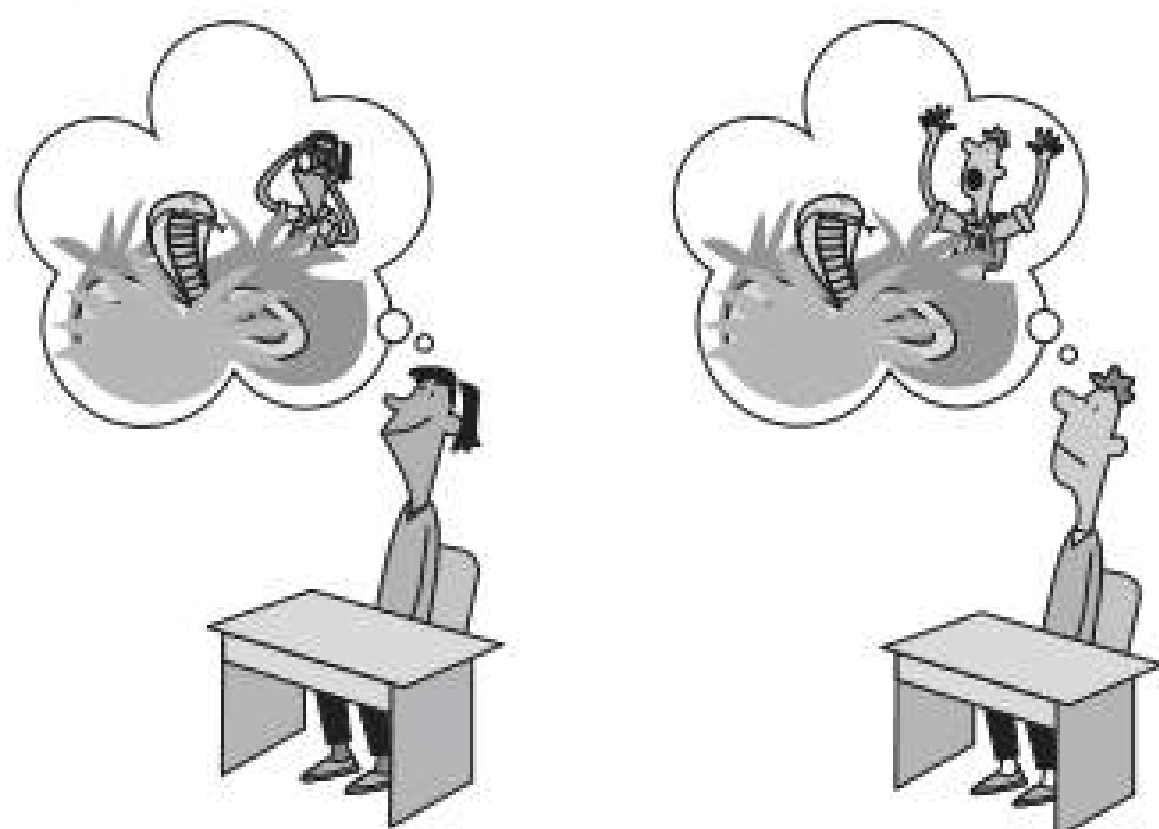
Unit 4

Second conditional

- We use the second conditional to talk about an unreal or unlikely situation or event in the present or future and its result.

If they repaired this monument, I think that more people would visit it.

- We use the past simple in the *If* clause and *would/ wouldn't* and a verb in the result clause.
- When the *If* clause comes first, we put a comma after it.
- When the result clause comes first, we don't use a comma.



'If I saw a snake, I'd take a photo.'

'Really? I'd run if I saw a snake.'

- The rules are the same for questions.

Would you run if you saw a snake?

If you saw a snake, would you run?

Comparatives and superlatives

- We use a comparative adjective (or *more* + adjective) with *than* to compare two things or people.
Athens is cheaper than Copenhagen.
- We can use *less* as the opposite of *more* with short and long adjectives.
Athens is less expensive than Copenhagen.
- We use *the* with a superlative adjective (or *most* + adjective) to compare three or more things or people.
A hostel would be the easiest option.
- We can use *least* as the opposite of *most*, but only with long adjectives.
Hostels would be the least expensive.
- To form the comparative of short adjectives, we usually add *-er*.
- To form the superlative of short adjectives, we usually add *-est*.

- There are spelling rules for other short adjectives.

Adjective	Comparative form	Superlative form
ends in -e	add -r	add -st
close	closer	closest
ends in a consonant + -y	change -y to -ier	change -y to -iest
early	earlier	earliest
ends in a vowel and a consonant	double the consonant, add -er	double the consonant, add -est
big	bigger	biggest

- Some forms are irregular.

Adjective	Comparative form	Superlative form
good	better	best
far	further	furthest
bad	worse	worst

- We use *as...as* to say that two things are the same.
Some campsites are as cheap as hostels.
- We use *not as/so...as* to say that two things are different.
Trains here aren't as/so busy as trains in London.

too / enough

- We use *too* before an adjective to say that there is more than is needed or wanted.
It's too crowded to take good photos here.
- We use *enough* after an adjective to say that there is as much as is needed or wanted.
This tent is big enough for four people.

Adverbs of frequency, manner, place and time

- Adverbs of manner describe how we do something. They come after the main verb or at the end of the sentence.
Laura sailed her boat confidently.
- Adverbs of frequency tell us how often something happens. They come before the main verb or after the verb *be* or auxiliary verb.
Derek sometimes stopped over.
It wasn't always an easy trip.
- Adverbs of place and time tell us where and when we do something. They usually come after the main verb or the end of the sentence.
She arrived home after 518 days.

Unit 5

The passive

- We often use the passive when the action is the most important thing.
A lot of different materials *are used* to make chairs.
- We don't always need to say who does the action. If we do, we use the preposition *by*.
Experts believe the chair *was invented by* the Greeks.
- We form the passive with the present, past or future simple form of the verb *be* and the past participle. See the spelling rules in **Unit 1 Present perfect** on page 68.

Defining and non-defining relative clauses

- We use relative clauses to give extra information in a sentence.
- We use *who* for people.
- We use *which* for things.
- We can also use *that* for people or things, but only in **defining** clauses.
- We use *where* for places.
- We use *whose* for possessions.
- **Defining clauses** give us information to identify the noun. We don't use a comma.



Matt is a boy *who / that* loves video games.

This is the game *which / that* he likes best.

The City Arcade is the place *where* Matt plays video games.

'Who's Matt?'

'He's the boy *whose* mum writes video games.'

- **Non-defining relative clauses** add extra information about the noun. We use commas. We can't use *that* in non-defining relative clauses.

My aunt, *who / that* lives in Paris, speaks several languages.

Her flat, *which / that* is on the fifth floor, has a great view of the Eiffel Tower.

Countable and uncountable nouns and determiners

- Countable nouns are things that we can count using numbers. They have a singular and a plural form. They are often real, physical objects.
- Uncountable nouns are things that we can't count using numbers. They include food and liquid, ideas and qualities. They don't have a plural form.
- We use *few* or *little* instead of *a few* or *a little* to stress that something is small. They usually have a more negative meaning.

More positive: This year, *a few students* entered the national writing competition.

More negative: This year, *few students* entered the national writing competition. (This suggests that more students entered in previous years.)

More positive: She had *a little time* to think about her answer, so she was ready.

More negative: There was *little time* to think about her answer, so she didn't know what to say.

Singular countable nouns

I walk to school **every** day.

Each group played two songs.

No film is made without a producer.

Plural countable nouns

No major films had sound until 1927.

Were there **any** colour films in the 1920s?

Some experts have studied her work.

All advertisements try to persuade us to buy.

Most shops in our town are global brands.

Many graffiti artists are now famous.

Factory workers had **few** holidays.

A few people had very big houses then.

Uncountable nouns

Major films had **no** sound until 1927.

We didn't have **any** time in the gallery.

Some public transport is free for older people.

Is **all** graffiti art?

Most advertising uses the word 'you'.

We didn't have **much** time to see the city.

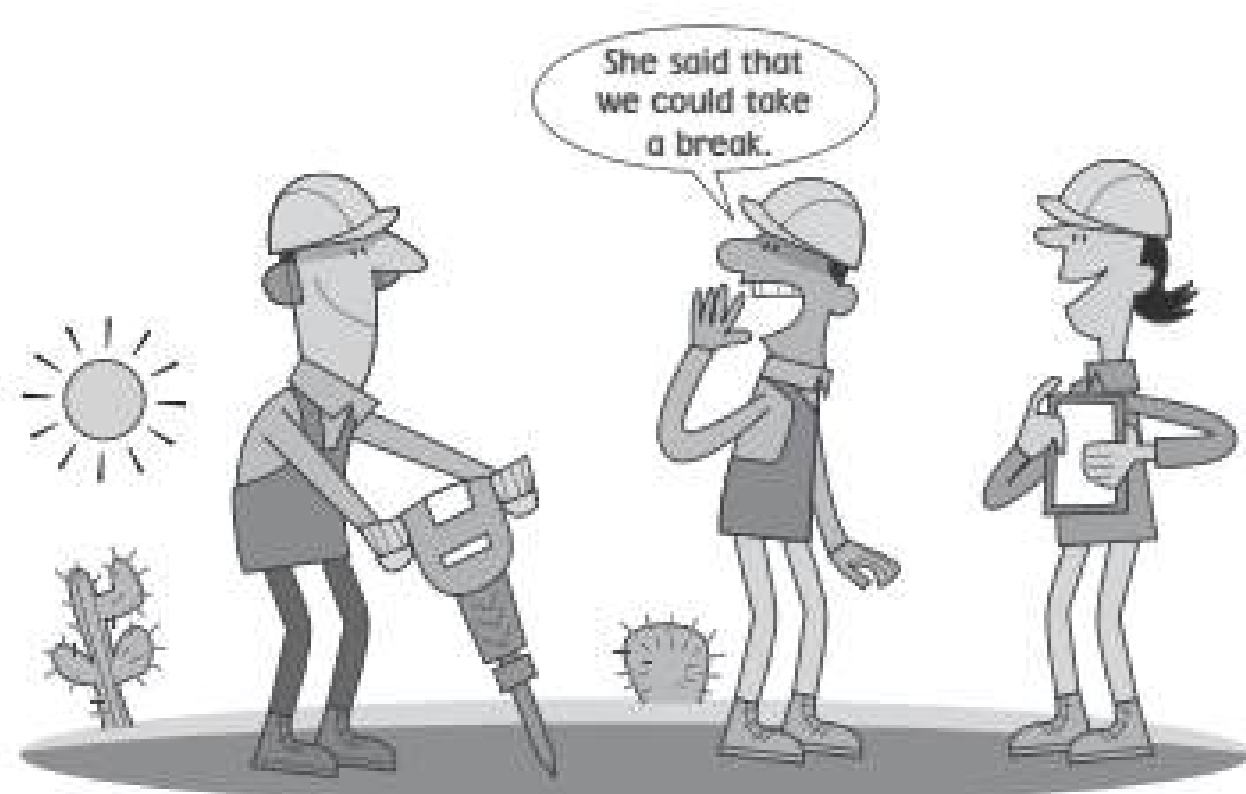
People had **little** money to spend on leisure.

I had **a little** homework to do last night.

Unit 6

Reported speech

- We use reported speech to say what someone else said.
- The verb tenses move back in time.
- The subject (*I, you, etc.*) and possessive adjectives (*my, your, etc.*) sometimes change.



- Other words sometimes change (such as *this* to *that*) and adverbs of place and time often change if the place or time has changed.
'You're going to do an experiment tomorrow.'
The teacher said that we were going to do an experiment *the following day*.
- We often introduce reported speech with *say* and *tell*. We follow *tell* with a personal object (a person's name or a pronoun). We don't follow *say* with an object.
The teacher *told us* that we were going to do an experiment the following day.

Reported commands and requests

- We give commands when we tell someone to do something. We use imperatives to give commands.
'Sit down!'
'Don't talk!'
- We use reported commands to say what someone told someone else to do.

- We usually use *tell* as the reporting verb.
- After the reporting verb, we use an object and an infinitive.

'Stop writing!'

The teacher *told us to stop writing*.

- We put *not* before the infinitive to report a negative command.

'Don't write in your books!'

The teacher *told us not to write* in our books.

- We make requests when we ask someone to do something politely. We often use *Can / Could you...?* to make requests.
- We use reported requests to say what someone asked someone else to do.
- We usually use *ask* as the reporting verb.
- After the reporting verb, we use an object and an infinitive.
'Can you be quiet, please?'
He *asked me to be quiet*.



'Can / Could you help Joe?'
Mum *asked me to help Joe*.

Subject and object questions

- We can ask questions with *who, what* and *which* about the subject or the object of a sentence.
- When we want to find out about the object, we use the auxiliary verb *do / does / did*.
Who (object) *did* Dad (subject) see yesterday?
What (object) *did* you (subject) hear?
Which boots (object) *did* you (subject) buy?
- When we want to find out about the subject, we don't use an auxiliary verb.
Who (subject) *saw* a film star (object) yesterday?
- There isn't always an object in subject questions.
Who (subject) *arrived* late?
What (subject) *happened* first?
Which boots (subject) *cost* more?

Introduction

1 Complete the film genres. Then match them to the pictures (a–f).

1 sci-fi

2 a

a

3 c

4 m

5 c

d

6 c



2 Find seven verbs in the wordsnake to complete the phrasal verbs in each sentence.

put catch are keep get hang hit fall

1 How do you keep in touch with your friends?

2 Joe and Lisa really hang it off at the party.

3 We usually get out together after school.

4 I don't know how you put up with him. He can be quite boring.

5 When did Luke catch out with Alice?

6 Sally doesn't fall on well with Pete.

7 Most of my friends hit into video games.

8 It's good to have time to put up with old friends.

3 Complete the sentences with the correct present form of the verbs in brackets.

1 I'm sending (send) a text to my mum to tell her I'll be late.

2 Viv doesn't eat meat. She is (be) a vegetarian.

3 How much homework do you get (get) at the weekend?

4 Terry walks (walk) home from school with his girlfriend every day.

5 We are (be) inside the café by the window.

6 Who does Jake talk to (talk) to?

7 Elena and Ralph will meet (meet) us next Saturday.

8 We both really like (like) films and making short videos.

9 Luke isn't waiting (not wait) for us at the pool. He's gone home.

10 Do your brother and sister get on well (get) on well with each other?

1A Classmates

1 Find seven more relationship adjectives in the wordsearch.

A	D	G	S	K	B	H	J	I	B	D	G	F	C
G	H	J	E	A	L	O	U	S	H	K	B	A	O
G	B	F	L	I	F	N	A	M	F	C	G	D	M
R	A	I	F	H	C	E	N	K	B	H	A	C	P
E	K	G	I	C	K	S	Y	F	P	G	F	G	E
S	F	C	S	F	A	T	G	A	B	S	H	C	T
S	G	L	H	C	J	I	G	C	Y	E	J	D	I
I	J	O	G	F	I	C	A	R	I	N	G	F	T
V	C	Y	J	H	A	P	Y	H	L	S	L	G	I
E	F	A	G	C	F	D	C	G	F	I	J	B	V
H	A	L	B	H	Y	B	G	R	C	B	H	A	E
D	F	H	G	B	F	L	C	G	P	L	H	G	F
S	E	L	F	C	O	N	F	I	D	E	N	T	A

2 Write complete sentences with the present perfect tense and *ever*, *never*, *just*, *for* or *since*. Remember to use the past simple tense where necessary.

1 Alice / be / moody / come / home

Alice has been moody since she came home.

2 We / do / judo / before

3 Nathan's sister / be / Thailand / leave / university

4 Have / you / long hair?

5 Poppy and Alex / play / the piano / two years

6 My parents / be / married / 1999

7 Lucy / get / a new job / with a design company

8 You / love / superhero films / years

3 Complete the questions with the verbs in the box. Then answer the questions so that they are true for you. Compare your answers with a partner.

ask have know
ride spend study



1 Have you ever ridden a moped?

2 How long have you _____ your hairstyle?

3 How long have you _____ at your school?

4 Have you ever _____ a whole weekend at a music festival?

5 Have you ever _____ a famous person for a selfie?

6 How long have you _____ your English teacher?

1B Group instinct

1 Complete the relationship expressions in each sentence.

- 1 It didn't take long for Maddy and Ralph to g e t to k n o w each other.
- 2 Sofia f my brother's friend George. She thinks he's really good-looking.
- 3 I've g a l i c with my cousin Andrew. We both love animals.
- 4 Most people use social media to g i t with old friends.
- 5 Peter spends a lot of time with Julia. He i very f o her.
- 6 Elena and Jack aren't good friends. She d him, but she doesn't h him.
- 7 Hugh is a very loyal friend. He would never l m d .
- 8 I always s with my teammates after football practice.



2 Complete the sentences with the correct form of the verbs in brackets. Use the past simple or past continuous tense.

- 1 We were cheering (cheer) loudly when the Jamaican team won (win) a gold medal.
- 2 The film star (stand) still while the journalists (take) photos of him.
- 3 Zoe (write) her report when the smoke alarm (go off).
- 4 They (drive) their new car yesterday while the sun (shine).
- 5 I (come) out of class when I (see) Tom.
- 6 Jake (buy) the concert tickets online while we (cook) dinner.
- 7 Andreas (wait) at the airport when he (met) his girlfriend for the first time.
- 8 Anna (drop) the plates while she (walk) back to the kitchen.



3 Write true sentences about your relationships with friends and family. Use the words and expressions from exercise 1. Compare your sentences with a partner.

I get on well with my cousin Fabio, but he can be moody sometimes.

1C Starting points

1 Unscramble the letters to make origin nouns.

- 1 nesge genes 3 latpoionpu pan 5 bsahtita his
 2 raitmigon man 4 sersourec res 6 coransets ares

2 Match the sentence beginnings (1–10) with the sentence endings (a–j) and complete them with the correct words: *although, because, but, so, until or while*.

- | | |
|---|---|
| 1 Scientists discovered new species in Costa Rica | a _____ I had to finish my homework first. |
| 2 Luke decided to learn Greek | b _____ she was at summer school. |
| 3 I wanted to hang out with my friends, | c _____ he is often quite moody. |
| 4 Maria ate a huge bowl of pasta | d <u>while</u> they were studying different habitats. |
| 5 Joe has a lot of friends | e _____ there are more people. |
| 6 Mum took the dog for a walk | f _____ Dad and I made dinner. |
| 7 I'll wait at the bus stop | g _____ he moved to Athens. |
| 8 Robert couldn't sleep | h _____ she was hungry. |
| 9 The world's population is growing | i _____ a bus comes. |
| 10 Katia learned to play the guitar | j _____ he was tired. |

3 Write sentences using *although, because, but, so, until or while*.



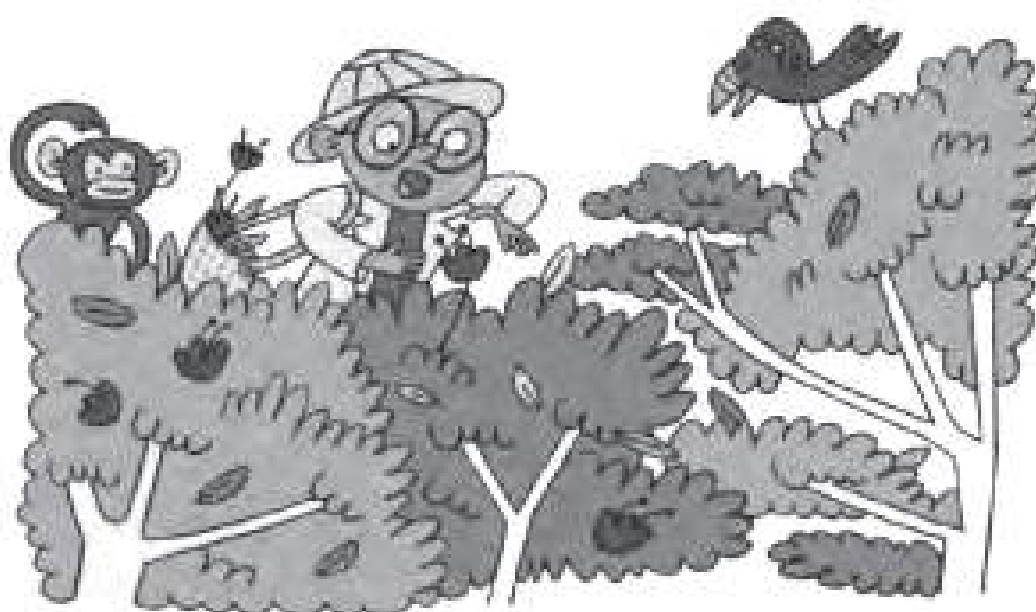
- 1 Although Professor Boffin was
very intelligent,



- 2 _____



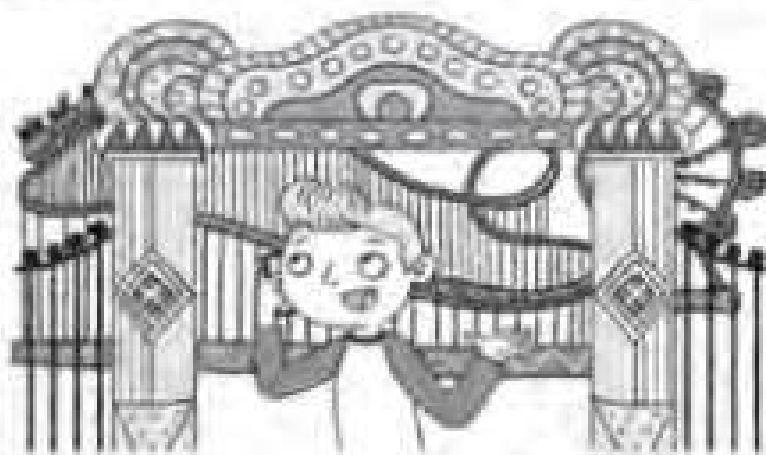
- 3 _____



- 4 _____

2A Awesome

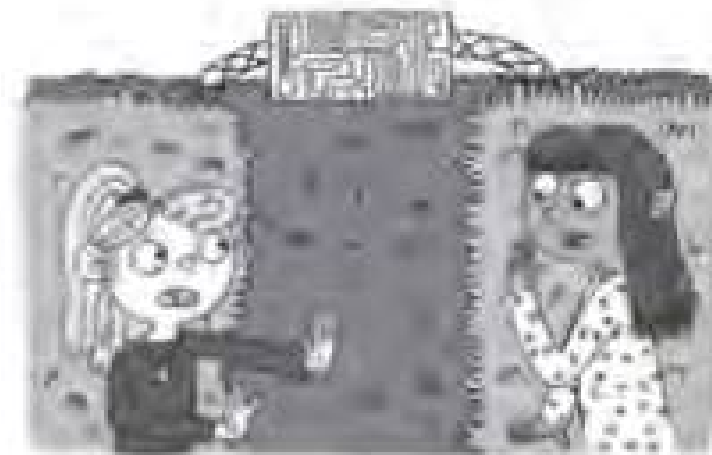
- 1 Look at the pictures and choose the correct day trip attraction. Then complete the sentences with the correct form of the verb in brackets. Use *will* or *going to*.



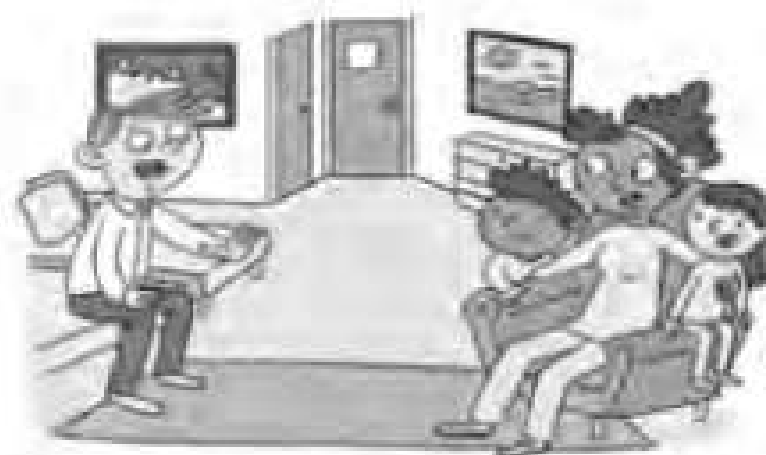
- 1 Hi, Jerry. See you in a minute. I'll wait _____ (wait) for you at the *activity/entrance* to the amusement park. Bye.



- 2 We _____ (see) some really interesting *exhibits/scenery* at the Science Museum next weekend.



- 3 Don't go into the *ride/maze*, Anna. You _____ (get) lost!



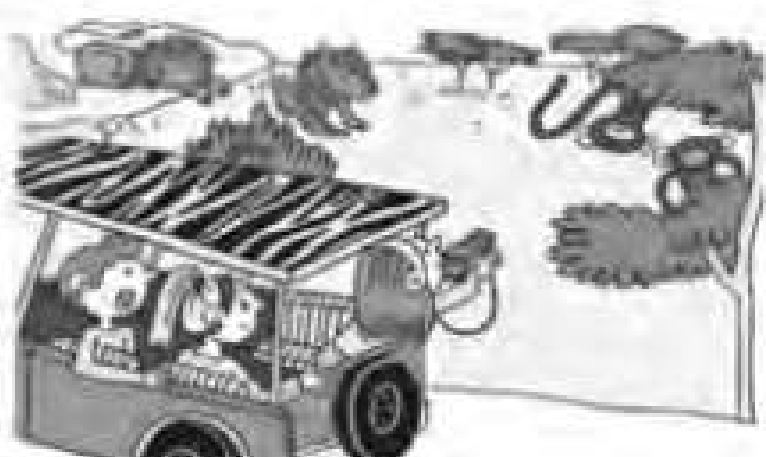
- 4 OK. We have to plan our day. I think we _____ (have) time to do a *bus tour/festival* of the city, but we have to leave now. Hurry up!



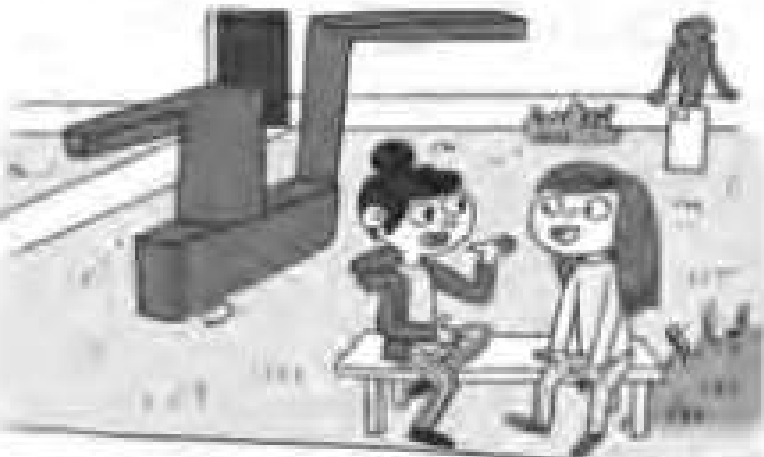
- 5 Dad's planned our trip to the amusement park. The first *entrance/ride* we _____ (go) on is Galactical! It looks amazing!



- 6 I think we have to climb down 200 steps into the *attraction/cave*. I hope there _____ (not be) any bats down there!



- 7 I've never been to a safari park before. The *gallery/scenery* is amazing. We've seen lions and I'm sure we _____ (see) some giraffes later.



- 8 There are lots of *shows/activities* you can do at the Horniman Museum in London. We _____ (do) a nature trail in the huge garden outside.

- 2 Write true sentences about the next weekend. Make predictions and write about your plans or intentions. Use the ideas in the box or your own ideas. Compare your sentences with a partner.

meet someone new visit a museum watch some sport on TV go shopping hang out with friends
buy a new phone do some extra homework buy something online watch a film visit my grandparents

This weekend...

I don't think I'll meet someone new. / I won't meet anyone new.

I'm going to watch some basketball on TV.

2B Collaborate

1 Complete the dialogue with the present simple or present continuous form of the verbs in brackets.

A Who ¹ is going (go) on the school trip next Saturday?

B Twenty students from Year 10.

A ² are you going (go), too?

B Yes, I am. I'm looking forward to it.

A What time ³ does the bus leave (leave)?

B It leaves early – at 7.30 a.m.

A How long ⁴ does the journey take (take)?

B It takes one and a half hours.

A Where ⁵ do you get (get) the bus from?

B Outside the school entrance.

A ⁶ are you taking (take) a packed lunch?

B Yes, I am. Mum's making me sandwiches.

A What time ⁷ do you arrive (arrive) home?

B I think we get home at 7 p.m.

2 Look at the poster and answer the questions. Write complete sentences.

1 Where does the bus leave from?

It leaves from University Hall.

2 What time does the bus arrive in Princetown?

3 How long does the journey take?

4 How many volunteers are going?

5 What time do the volunteers have lunch?

6 What are the volunteers doing?

7 What time does the bus leave Princetown?

8 What time does the bus arrive in Exeter?

3 Answer the questions so that they are true for you.

1 What time does your school day start?

2 What time does your school day finish?

3 Are you doing any school projects next week?

4 How many breaks do you have during the day?

5 What do you and your friends do in the breaks?

6 Is your school organizing a concert or a play this year?

University Conservation Society

is organizing a volunteer day to the River Dart

- Places for 15 volunteers
- Bus from Exeter to Princetown – leaves University Hall 7.15 a.m. – arrives 8.30 a.m.
- Wear warm clothes and bring your own lunch. Lunch 12.30 p.m. to 1.30 p.m.

Activities

- deliver materials to repair fences
- monitor wildlife in the river
- build stone walls

Bus from Princetown to Exeter – leaves Princetown 4.30 p.m. – arrives 5.45 p.m.

2C Taking a risk

1 Match the adjectives to the pictures.

crowded historic panoramic picturesque remote traditional



1 traditional



2



3



4



5



6

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

1 If you like (like) old historic buildings, then you'll find many (find) a lot of them in Prague.

2 Unless you go (go) in winter, the city is (be) very crowded.

3 If you visit (visit) South Korea in July, you need (need) an umbrella.

4 I think we want (want) to stay forever if we walk (walk) along Charles Bridge at sunset.



5 If you want (want) to do adventure sports, then you love (love) Queenstown in New Zealand.

6 Unless you stay (stay) for two weeks, you don't have (not have) time to do everything.

7 If you are (be) afraid of heights, you hate (hate) going on a zip wire.

8 You have (have) an unforgettable experience if you take (take) a boat ride on Lake Wakitipu.



3 Complete the sentences about your own town or city. Use the first conditional tense.

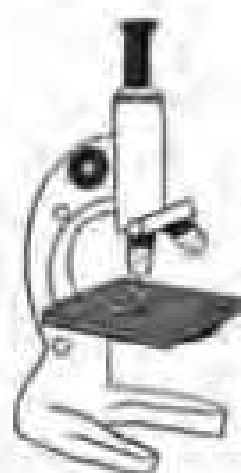
- 1 If you visit in winter, _____.
- 2 You'll like my town if _____.
- 3 Unless you _____, you _____.
- 4 You'll have an unforgettable experience if _____.
- 5 If you don't _____, you _____.
- 6 Unless _____.

3A Testing

1 Look at the pictures and unscramble the words.



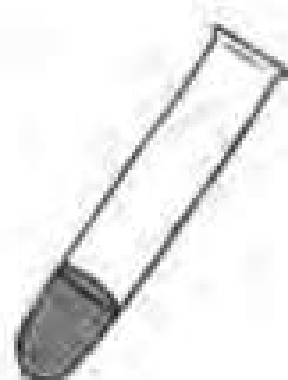
1 petri dish
(epit shid)



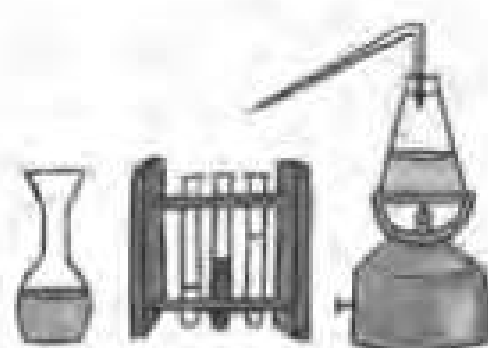
2 microscope
(roemscocp)



3 cell
(lecl)



4 test tube
(tets bute)



5 test tubes
(peniqueumt)



6 safety goggles
(eyftsa loggesg)

2 Choose the correct answers a or b.

- 1 There are different b about the causes of climate change.
a equipment b theories
- 2 Put some liquid in the a and wait for 24 hours to see what happens.
a safety goggles b petri dish
- 3 If you look at a butterfly's wing under a b, you'll see lots of different colours.
a investigation b microscope
- 4 You need to examine the a before you can come to a conclusion.
a results b test tubes
- 5 We collected some plant a from the local river to test in the laboratory.
a specimens b observations

3 Choose the correct answers.

- 1 You have to / ought to write your notes more carefully. I can't read them.
- 2 You don't have to / must wear safety goggles when you do an experiment in the lab. It's a school rule.
- 3 You mustn't / don't have to do experiments in the lab without your teacher in the room.
- 4 I think we must / ought to write the results in our notebooks now before we forget them.
- 5 Scientists should / have to carry out an investigation into the pollution in our cities. It's a new law.

3B Young at Heart

- 1 Which of the phrasal verbs in bold are right (✓) and which are wrong (X)? Replace the wrong ones with the correct form of the phrasal verbs in the box.

come in ~~drop by~~ get together go out join in take out



- 1 I'll **cheer up** your house after school and show you my new tablet. X drop by
 - 2 Joe **stayed over** at Dave's house after Michael's party on Saturday. _____
 - 3 Anna **joined in** with some friends and they went to the cinema. _____
 - 4 Ella and Rosy are **hanging out** with Samantha at her house tonight. _____
 - 5 It's lovely to see you. **Drop by** and sit down. I'll get you a cold drink. _____
 - 6 Tom was upset that he wasn't in the football team, but he **cheered up** when he watched the match. _____
 - 7 I **got into** windsurfing when I stayed at the beach last summer. I love it now. _____
 - 8 Mum and Dad are **taking me out** tonight, so I have to look after my little brother. _____
 - 9 What time does your train arrive? We'll **pick you up** from the station. _____
 - 10 Dave is **going his new girlfriend out** on Friday night. They're going to a Japanese restaurant. _____
 - 11 Jenny started making new friends when she **came in** with some of the school activities. _____
 - 12 Paul is going to **move into** his new flat next month. _____
- 2 Complete the sentences so that they are true for you.
- 1 At school, we're not allowed to _____.
 - 2 Next year, my mum / dad says I can _____.
 - 3 At the weekend, I'm usually allowed to _____.
 - 4 Last week, I could _____.
 - 5 On school nights, I can't _____.
 - 6 When I was younger, I couldn't _____.

3C Finding solutions

1 Match the word halves (1-9) with (a-f).

- | | |
|--------|-----------|
| 1 HYPO | a CLUSION |
| 2 DA | b ALYSIS |
| 3 CON | c CEDURE |
| 4 PRE | d SEARCH |
| 5 AN | e THESIS |
| 6 RE | f INGS |
| 7 PRO | g DICTION |
| 8 FIND | h TA |



2 Complete the dialogues with *can*, *could*, *may* or *might*. Sometimes more than one answer is possible. Use the positive and negative forms.

1 A How are we going to get more people to volunteer for our environment project?

B We could post an advert on social media.

2 A I'm bored.

B Me, too. Let's call Mike and Josh. They might want to come over for a game of football.

3 A Are you getting together with everyone from the sports club later?

B No, I can't. I have to finish my Geography project tonight.

4 A I don't feel like cooking tonight. Would you like to go out?

B Yes, please, Dad! We could go out for a pizza.

5 A How are you going to fix your bike?

B I don't know. I suppose I might ask my brother to help me.

6 A What's this website about?

B New York. Look! You can read about the ten best things to do there.

7 A Shall we try that restaurant across the street?

B I think it might be closed. It looks empty.

8 A Oh, no. I've left my History text book at home.

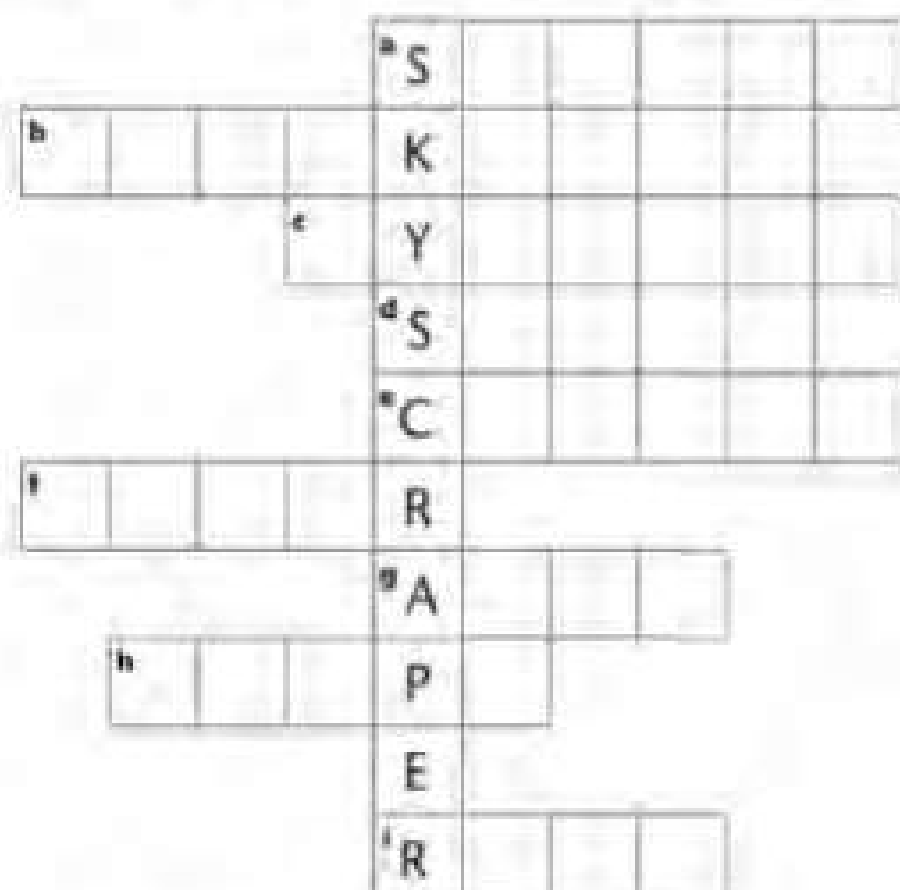
B Don't worry. You can borrow mine.



3 Work with a partner. Practise the dialogues in exercise 2.

4A Wonders of the world

1 Complete the puzzle with vocabulary for buildings. Then label the building with the words.



2 Write the words in the correct order to make second conditional sentences. Start each sentence with *If*.

1 visited / if / Easter Island / I / see / Moai statues / the / I'd

If I visited Easter Island, I'd see the Moai statues.

2 we / the Pyrenees / we'd / our dog / walked / take / if

3 went / she'd / Sarah / India / if / visit / to / the Taj Mahal

4 Grandma / exhausted / climbed / she'd / the Eiffel Tower / be / if

5 missed / if / flight / disappointed / they'd / they / be / their

6 cloudy / view / we / was / see / if / the / wouldn't / it

7 learn / near / he'd / lived / if / to snowboard / the Alps / Finn

8 never / lived / abroad / you / if / I'd / see / you

3 Complete the sentences with your own ideas.

1 _____, I'd wear my favourite trainers.

2 If I walked along the Great Wall of China, _____

3 If I lived at the top of an enormous skyscraper, _____

4 _____, there would be more places for young people to meet.

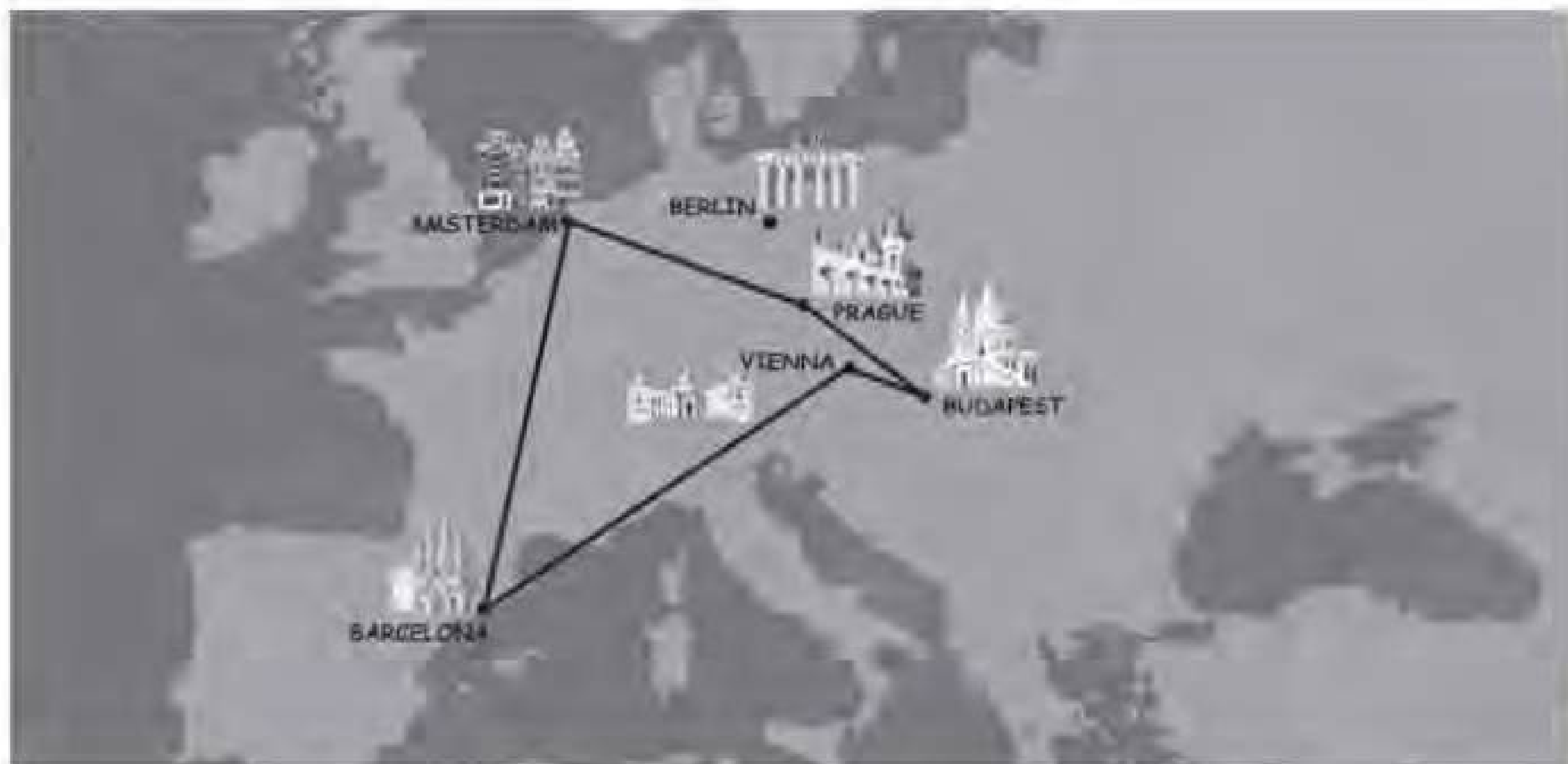
5 If I visited Kuala Lumpur, _____

6 _____, my parents would take me out to celebrate.

4B Ticket to ride

1 Complete the text with the words in the box.

accommodation arrival budget departure destinations itinerary
reservation route sightseeing travel guide trip



Joe and I are really looking forward to our interrail ¹ trip this summer. It's going to be amazing. We haven't got much money so we're doing the whole trip on a low ² budget. We'll be camping or staying in cheap ³ accommodation. Joe and I have planned a two-week ⁴ itinerary of different places to visit. We're starting off in Amsterdam and our ⁵ route takes us to Barcelona, and then Vienna, Budapest and Prague and then back to Amsterdam. We might go to Berlin, but we aren't sure yet. I've checked the ⁶ departure times of our trains – we don't want too many early morning trains – and the ⁷ arrival times at our ⁸ destinations. Joe has made a ⁹ reservation for our first four nights in Amsterdam. We found some great ideas for ¹⁰ sightseeing – like the Ramblas in Barcelona – on the internet and in our ¹¹ travel guide. It's going to be a great adventure and I can't wait!

2 Complete the sentences with the comparative or superlative form of the adjectives in brackets.

- 1 Weekend trains are more crowded (crowded) than late night trains. ____
- 2 Hostels are _____ (cheap) than hotels. ____
- 3 Travelling by high-speed train is _____ (comfortable) than flying. ____
- 4 Sightseeing isn't _____ (interesting) thing you can do in a new city. ____
- 5 Travel guides are _____ (useful) than the internet. ____
- 6 Madrid isn't as _____ (cold) as Moscow in winter. ____
- 7 Tourist attractions are always _____ (busy) part of a town. ____
- 8 Venice is _____ (beautiful) than my town. ____

3 Do you agree with the statements in exercise 2? Write (A) agree or (D) disagree. Then compare your answers with a partner.

4C Off the beaten track

1 Complete the phrasal verbs with the prepositions in the box. Then answer the questions.

across away back down off off off off over up

Can you think of...?

1 ...a time you got _____ home late from a party?

2 ...a person you've seen _____ at an airport?

3 ...a car that can speed _____ faster than a Mercedes?

4 ...a city where you can stop _____ on a trip from Prague to Zagreb?

5 ...where you might come _____ a cheap pair of headphones?

6 ...a street in your town where you have to slow _____ to 30kph in a car?

7 ...what you should take with you when you set _____ on a long bus or train journey?

8 ...a form of transport that takes _____?

9 ...a popular destination in your country to get _____ from a noisy city?

10 ...the time you usually go _____ to school in the morning?

2 Circle the adverbs in each sentence and then write them in the correct box.

- 1 After her incredible journey, Laura arrived home safely.
- 2 How often do they visit their grandparents?
- 3 Thanks for coming. I'll see you later.
- 4 I looked everywhere, but I couldn't see you.
- 5 We took the train to Pisa yesterday.
- 6 Anna carefully read all the questions before writing her first answer.
- 7 You should never drive while you are tired.
- 8 The children will meet you there.
- 9 Put your boots outside the front door. They're dirty.
- 10 Last year we went to Rome on holiday.
- 11 I think Alex drives too fast on the motorway.
- 12 I'm not a vegetarian, but I rarely eat red meat.



Frequency

Manner

Place

Time

5A Surviving the test of time

1 Complete the sentences with the prepositions in the wordsnake.

i n f o r **t o** w i t h o n a b o u t t o a t t o i n t o a t t o

- 1 Dad was listening to a radio programme about wildlife this morning.
- 2 What do you think about this world heritage site?
- 3 After a few weeks, she succeeded in finding a perfect apartment.
- 4 I think those headphones belong to Emily.
- 5 A team of detectives is searching for clues in that house.
- 6 Adam isn't funny and we never laugh at his terrible jokes.
- 7 Does your place at university depend on your exam results?
- 8 We divided the pizza into six pieces so that we could all have a slice.
- 9 I'm sorry, but I don't agree with your plans.
- 10 Maddy didn't have time to speak to Paul after class.
- 11 Did you have time to look at all the exhibits in the gallery?
- 12 It's OK. Harry explained to us how to use the 3D printer.

2 Match the sentence beginnings (1–8) with the sentence endings (a–h).

- | | |
|--|--|
| 1 The Three Musketeers was | a held in Paris, France. |
| 2 The London underground map was | b written by Alexandre Dumas in 1844. |
| 3 The best sushi in the world is | c used to make Sorel boots. |
| 4 The 2024 Olympic Games will be | d designed by Harry Beck. |
| 5 Many Renaissance paintings were | e produced by solar power. |
| 6 A lot of new skyscrapers will be | f made in Japan. |
| 7 Only the finest leather is | g built in London and New York by 2025 |
| 8 In the future, most of the energy we use will be | h painted on wood. |

3 Answer the questions. Compare your answers with a partner.

- 1 Do you own something that was made in China? What is it? _____
- 2 Where are your favourite clothes or trainers made? _____
- 3 Which cars are made in your country? _____
- 4 Is your favourite fruit grown in your country? What is it? _____
- 5 Was your school built more than 50 years ago? _____
- 6 Was your favourite song recorded in your language? _____

5B Globalization

1 Find seven more words in the wordsearch to complete the compound nouns. ↓ → ↘

D	I	M	A	T	U	A	V	L	R	Y	B	D	M
C	O	N	S	U	M	E	R	K	I	L	S	F	U
Y	M	A	T	X	Y	C	U	L	T	U	R	A	L
T	B	M	T	E	B	E	V	Y	R	B	V	Y	T
Y	I	N	F	O	R	M	A	T	I	O	N	B	I
B	U	O	H	D	V	N	M	R	B	Y	X	T	N
G	E	Y	F	J	U	V	A	S	L	J	A	V	A
M	L	I	B	S	Y	O	F	T	V	J	Y	I	T
Y	P	O	P	U	L	A	R	V	I	B	D	J	I
E	U	K	B	S	U	J	L	A	V	O	L	U	O
T	J	R	M	A	J	T	E	T	M	V	N	Y	N
D	J	L	E	K	L	O	V	Y	X	R	W	A	A
I	E	M	P	L	O	Y	M	E	N	T	Y	J	L
D	B	Y	T	A	L	B	X	D	U	J	R	M	A

- 1 consumer society 2 _____ companies 3 _____ culture
 4 _____ technology 5 _____ brands 6 _____ borders
 7 _____ opportunities 8 _____ diversity

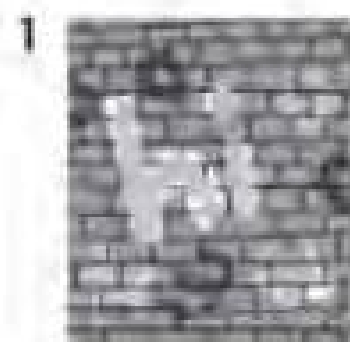
2 Complete the sentences with the correct relative pronoun: *who*, *which*, *whose* or *where*.

- Global brands, which have become part of popular culture, are in every high street around the world.
- There are more and more people _____ believe that cultural diversity is important.
- I enjoy music, sport and cooking, _____ are all cultural activities.
- My friend's son was born in Vienna, _____ his father worked for a multinational company.
- We met lots of people _____ knowledge of world politics was much better than ours.
- Gino has moved back to Zagreb, _____ he studied for two years.
- Most of the people _____ work for this company will have good employment opportunities.
- The Accademia d'Arte Firenze, _____ Katy studied for three years, is one of the best art schools in the world.
- Selina only wears clothes _____ are made from natural materials.
- Alexia, _____ father is a singer, is acting in a Hollywood film!



5C Modern life

1 Look at the picture clues and read the text clues. Write the words to complete the crossword.



- 2 This helps companies sell their products.
- 4 Work you do to clean and tidy the house.
- 8 Facts or information.
- 9 Performances that people enjoy, such as films, plays, TV shows, concerts.
- 10 Spare time to do your hobbies and free-time activities.



2 Choose the correct answers.

- 1 The same company created all of the advertisements at the exhibition.
a a little b every c all
- 2 Some team in the competition had a captain and 12 players.
a All b Some c Every
- 3 There was only a few time for lunch today.
a little b few c most
- 4 It's a beautiful city because there's no pollution.
a every b much c no
- 5 There were a few experts in the meeting.
a a few b little c each
- 6 Some of the buildings in Venice are covered in graffiti.
a Much b Some c No
- 7 The teacher gave each student a pen and a new notebook.
a few b a little c each
- 8 Every person we spoke to was a designer or an artist.
a Every b Some c All

6A Online hoaxes

1 Complete the words in the sentences.

1 The story about the tornado isn't true. It's a f a k e.

2 This site receives 20,000 v _____ s a day.

3 Rosie's video of her dog made her an online s _____ n.

4 Dana's site didn't get many h _____ s until last week.

5 Peter's video has gone v _____ l and he's making a lot of money.

6 Anyone can have a career on YouTube as a v _____ r.

7 This channel posts really useful videos of life h _____ s.

8 I didn't write anything in the c _____ s section.

2 Write the quotes from exercise 1 in reported speech.

1 He said that the story about the tornado wasn't true. It was a fake.

2 She told me that _____

3 He said that _____

4 She said that _____

5 They told us that _____

6 She told me that _____

7 He said that _____

8 I said that _____

3 Complete the sentences in reported speech using your own ideas.

1 Nick told his friend that he watched funny videos on YouTube

2 The businessman admitted that _____

3 The director said that the film crew _____

4 Our teacher said that he had _____

5 Mum told us that the neighbours _____

6 I said that we made _____

6B Shopping

1 Replace the words in bold with the words in the box.

alterations ~~are a rip-off~~ bargains brand changing rooms consumers
discount outfit a refund receipt in the sales

- 1 These headphones **aren't worth the money you paid**. They're much cheaper online. are a rip-off
- 2 I took those jeans back to the shop and asked for **my money back**. _____
- 3 You have to be first in the queue when you go shopping **at a time when shops sell things cheaply**. _____
- 4 The rooms where you change your clothes are rarely big enough. _____
- 5 Did you get a **piece of paper showing the amount you paid** for that T-shirt? _____
- 6 The trousers were a bit too long, so I asked the shop to make some **changes**. _____
- 7 I can't wait to get a new set of clothes to wear to my sister's wedding. _____
- 8 You'll find some great things at a cheap price at the street market. _____
- 9 These sunglasses are the best. They're my favourite **product made by one company**. _____
- 10 Most people who shop want a friendly service. _____
- 11 Look! There's a 20% **reduction in the price** of these shoes. _____

2 Match the direct requests and commands (1–6) with the reported requests and commands (a–f). Choose the correct answers.

1 Can you help me download this program?

4 Could you give me a refund, please?

2 Don't put any posters on the classroom walls.

5 Can you tell me where the changing rooms are?

3 Go to the customer information desk on the first floor.

6 Don't buy that brand. It's too expensive.

- a I told them *go / to go* to the customer information desk on the first floor. 3
- b He asked me *I told / to tell* him where the changing rooms were. _____
- c She asked me *giving / to give* her a refund. _____
- d She told me *not to buy / you don't buy* that brand. It was too expensive. _____
- e He asked me *to help / helped* him download that program. _____
- f She told me *don't put / not to put* any posters on the classroom walls. _____

3 Write a request or a command for each picture. Then tell your partner using reported speech.



6C Fashion

1 Choose the correct words.



- 1 a old-fashioned
b casual
c vintage



- 2 a practical
b smart
c vintage



- 3 a well-dressed
b vintage
c casual



- 4 a glamorous
b comfortable
c trendy



- 5 a ethnic
b smart
c well-dressed



- 6 a practical
b ethnic
c vintage



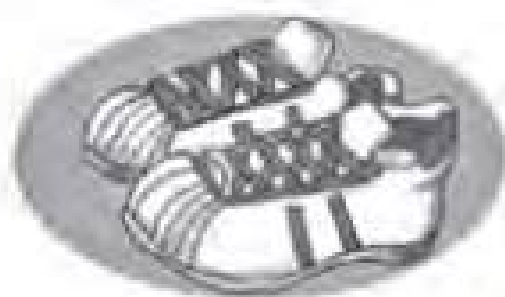
- 7 a old-fashioned
b trendy
c smart



- 8 a casual
b glamorous
c ethnic



- 9 a casual
b practical
c smart



- 10 a vintage
b casual
c well-dressed

2 Write the words in the correct order to make questions. Then write SQ (subject question) or OQ (object question).

1 this / did / wear / morning / which / shoes / you / ?

Which shoes did you wear this morning? SQ

2 you / your / sunglasses / where / buy / did / ?

3 most / who / American / the / model / is / famous / ?

4 of / your / clothing / is / what / favourite / item / ?

5 with / who / shopping / do / go / you / usually / ?

6 vintage / like / some / clothes / why / wearing / do / people / ?

7 person / who / know / you / is / trendiest / the / ?

8 often / outfit / wear / the / you / do / most / which / ?

3 Answer the questions in exercise 2 so that they are true for you. Compare your answers with a partner.

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

Introduction

A Keeping in touch

Phrasal verbs for relationships		
catch up (with sb/sthg)	/kætʃ 'ʌp/	доганяти
fall out (with sb)	/fɔ:l 'aʊt/	посваритися (з кимось)
get on well	/,get ɒn 'wel/	добре ладнати
hang out (with sb)	/hæŋ 'aʊt/	проводити час (з кимось)
hit it off (with sb)	/,hɪt ɪt 'ɒf/	знайти спільну мову (з кимось)
keep in touch	/,ki:p ɪn 'tʌtʃ/	залишатися на зв'язку
make up (with sb)	/meɪk 'ʌp /	помиритися (з кимось)
put up with (sb/sthg)	/,pʊt 'ʌp wɪð/	терпіти (когось/щось)
Spoken English		
a guy	/ə 'gaɪ/	хлопець
come on	/kʌm 'ɒn/	ну ж бо; ходімо
I couldn't get through.	/aɪ 'kʊdnt get 'θru:/	Я не міг додзвонитися
I wonder why!	/aɪ 'wʌndə 'waɪ/	Цікаво чому!
Let me guess.	/,let mi: 'ges/	Дай мені вгадати
we're into...	/,wiər 'ɪntə/	нам подобається...
argument	/ 'ɑ:gjʊmənt/	доказ, аргумент; суперечка, спір
arrange	/ə'reɪndʒ/	впорядковувати; влаштовувати; класифікувати
conversation	/kɒnvə'seɪʃn/	розмова, бесіда
exciting	/ɪk'saɪtɪŋ/	захопливий, зворушливий
immediately	/ɪ'mi:diətli/	негайно
patient	/ 'peɪʃnt/	терплячий
promise	/ 'prɒmɪs/	1. обіцянка; 2. обіцяти
text	/tekst/	текст

B Stories

Genres		
action and adventure	/,ækʃn ən əd'ventʃə(r)/	екшн і пригоди
animation	/æni'meɪʃn/	анімація
comedy	/ 'kɒmədi/	комедія
crime drama	/ 'kraɪm 'drɑ:mə/	кримінальна драма
detective story	/dɪ'tektɪv 'sto:ri/	детектив
drama	/ 'drɑ:mə/	драма
fantasy	/ 'fæntəsi/	фантастика
horror	/ 'hɒrə(r)/	фільм жахів
musical	/ 'mju:zɪkl/	мюзикл
mystery	/ 'mɪstri/	містері
sci-fi	/ 'saɪ faɪ/	наукова фантастика
admire	/əd'maɪə(r)/	захоплюватися
bravery	/ 'breɪvəri/	хоробрість; сміливість
clue	/klu:/	ключ (до розгадки); провідна (нитка)
come alive	/kʌm ə'laɪv/	оживати
determined	/dɪ'tɜ:mɪnd/	рішучий; визначений
district	/ 'dɪstrɪkt/	район; округ; область.
ending	/ 'endɪŋ/	фінал; кінець
event	/ɪ'vent/	подія
fight to the death	/,faɪt tə ðə 'deθ/	боротися до смерті
find answers	/faɪnd 'ɑ:nsəz/	знайти відповіді

frightening	/ˈfraɪtnɪŋ/	страшний
imaginary	/ɪˈmædʒɪnəri/	уявний
investigate	/ɪnˈvestɪgeɪt/	розслідувати
legal	/ˈliːgl/	правовий
loyalty	/ˈlɔɪəlti/	відданість
murder	/ˈmɜːdə(r)/	вбивство
novel	/ˈnɒvl/	роман
power	/ˈpaʊə(r)/	влада; потужність; енергія
quality	/ˈkwɒləti/	якість; властивість
sense of humour	/ˌsens əv ˈhjuːmə(r)/	почуття гумору
separate	1. /ˈseprət/ 2. /ˈsepəreɪt/	1. окремий, особливий; 2. відокремлювати(ся); розлучати(ся); розходитися
skill	/skɪl/	майстерність, уміння
solve	/sɒlv/	вирішувати; розв'язувати
survivor	/səˈvaɪvə(r)/	той, хто лишився живим
take place	/teɪk ˈpleɪs/	відбуватися; траплятися
televised	/ˈtelɪvaɪzd/	телевізійний
unusual	/ʌnˈjuːʒuəl/	незвичайний

1 Social circles

1A Classmates

Relationship adjectives		
aggressive	/əˈɡresɪv/	агресивний
caring	/ˈkeərɪŋ/	дбайливий; турботливий
competitive	/kəmˈpetətɪv/	конкурентоспроможний
cruel	/ˈkruːəl/	жорстокий
honest	/ˈɒnɪst/	чесний
jealous	/ˈdʒeləs/	ревнивий
loyal	/ˈlɔɪəl/	вірний
moody	/ˈmuːdi/	примхливий
self-confident	/self ˈkɒnfɪdənt/	впевнений у собі
selfish	/ˈselfɪʃ/	егоцентричний
sensible	/ˈsensəbl/	розсудливий; відчутний; помітний
sensitive	/ˈsensətɪv/	чутливий
best mate	/best ˈmeɪt/	найкращий друг
exam	/ɪɡˈzæm/	іспит
for no reason at all	/fə ˈnəʊ ˈriːzn ət ˈɔːl/	без жодної причини
glad	/glæd/	радий
judo	/ˈdʒuːdɔʊ/	дзюдо
martial arts	/ˈmɑːʃl ˈɑːts/	бойові мистецтва
sound great	/saʊnd ˈɡreɪt/	звучати чудово
trust	/trʌst/	1. довіра; віра; 2. довіряти

1B Group instinct

accept	/əkˈsept/	приймати; погоджуватися з
community	/kəˈmjuːnəti/	громада; товариство; суспільство
discover	/dɪˈskʌvə(r)/	робити відкриття; виявляти, розкри(ва)ти
experience	/ɪkˈspɪəriəns/	1. досвід; переживання; 2. відчу(ва)ти; пережи(ва)ти
fact	/fækt/	факт; справа

keep your promise	/ˌkiːp jɔː ˈprɒmɪs/	дотримуватися своєї обіцянки
realize	/ˈriːəlaɪz/	усвідомити
share	/ʃeə(r)/	1. частка, частина; участь; 2. (по)ділитися; брати участь
social habits	/ˈsəʊʃl ˈhæbɪts/	соціальні звички
social media	/ˈsəʊʃl ˈmiːdiə/	соціальні мережі
unknown	/ʌnˈnəʊn/	невідомий
way	/weɪ/	шлях, путь
Relationship expressions		
be fond of	/bi ˈfɒnd əv/	любити; захоплюватися
be keen on	/bi ˈkiːn ɒn/	захоплюватися; любити
dislike	/dɪsˈlaɪk/	не любити; не подобатися
each other	/iːtʃ ˈʌðə(r)/	одне одного
fancy	/ˈfænsi/	1. фантазія, уява; схильність; 2. примхливий; 3. уявляти; любити
get in touch (with)	/ˌget ɪn ˈtʌtʃ/	зв'язатися (з)
get to know	/ˌget tə ˈnəʊ/	познайомитися з
hate	/heɪt/	1. ненависть; 2. ненавидіти
have a lot in common	/həv ə ˌlɒt ɪn ˈkɒmən/	мати багато спільного
let (sb) down	/ˌlet ... ˈdaʊn/	підвести (когось)
socialize	/ˈsəʊʃəlaɪz/	соціалізувати

1C Starting points

Origins		
ancestor	/ˈænsɛstə(r)/	предок
DNA	/ˌdiː en ˈeɪ/	ДНК
gene	/dʒiːn/	ген
habitat	/ˈhæbɪtæt/	середовище існування
migration	/maɪˈɡreɪʃn/	міграція
population	/pɒpjʊˈleɪʃn/	населення
resources	/rɪˈsɔːsɪz/	ресурси
bone	/bəʊn/	кістка
discovery	/dɪˈskʌvəri/	відкриття
planet	/ˈplænɪt/	планета
such as	/ˈsʌtʃ əz/	такий, як; наприклад
thanks to (sb/sthg)	/ˈθæŋks tə/	дякуючи (комусь/чомусь)
while	/waɪl/	у той час, як; поки

1D A piece of cake

go online	/gəʊ ɒnˈlaɪn/	вийти в Інтернет
search engine	/ˈsɜːtʃ ˌendʒɪn/	пошукова система
search term	/ˈsɜːtʃ tɜːm/	пошуковий запит
Spoken English		
A piece of cake!	/ə ˈpiːs əv ˈkeɪk/	Легко!
Check...	/tʃek .../	Перевір... (щось)
Oh, come on!	/əʊ kʌm ˈɒn/	Та ну!
What's up?	/wɒts ˈʌp/	Як справи?
Wow!	/waʊ/	Вау!
You're in for a surprise!	/jɔːr ɪn fər ə səˈpraɪz/	Тебе чекає сюрприз!
Everyday English		
As far as I'm concerned...	/əz ˈfɑːr əz ˈaɪm kənˈsɜːnd/	Що стосується мене...

Do you think it works/they work?	/də jə ˌθɪŋk ɪt ˈwɜːks, ðeɪ ˈwɜːk/	Як ти гадаєш, це спрацює?
I feel we should...	/ˈaɪ ˌfiːl wiː ʃəd/	Я відчуваю, що ми повинні...
I see what you mean, but...	/aɪ ˌsiː wɒt juː ˈmiːn, bʌt/	Я розумію, що ти маєш на увазі, але...
I'm not sure.	/aɪm ˌnɒt ˈʃʊə(r)/	Я не впевнений.
My view/opinion is that...	/ˈmaɪ vjuː, əˌpɪnjən ɪz ðæt/	Моя точка зору/думка полягає в тому, що...
That's a good point.	/ðæts ə ˌɡʊd ˈpɔɪnt/	Це слушна думка.
That's exactly what I think.	/ðæts ɪɡˈzæktli wɒt aɪ ˌθɪŋk/	Це саме те, що я думаю.
What do you think about...	/ˈwɒt də jə ˌθɪŋk əbaʊt/	Що ти думаєш про...
What's your opinion on / of...	/ˈwɒts jɔːr əˌpɪnjən ɒn, əv/	Яка твоя точка зору про/на...

1 My project

a bit	/ə ˈbɪt/	трохи
agree on (sthg)	/ə ˈɡriː ɒn/	домовлятися про, щодо
divorce	/dɪˈvɔːs/	1. розлучення; розрив; 2. розривати шлюб; розлучатися
extremely	/ɪkˈstriːmli/	надзвичайно
include	/ɪnˈkluːd/	включати; містити в собі
quite	/kwart/	доволі
really	/ˈriːəli/	дійсно; справді
sociable	/ˈsəʊjəbl/	товариський; дружній
social circle	/ˈsəʊʃl ˈsɜːkl/	коло спілкування

1 Culture

armadillo	/ɑːməˈdɪləʊ/	броненосець
around the world	/əˌraʊnd ðə ˈwɜːld/	навколо світу
article	/ˈɑːtɪkl/	стаття; параграф; артикль
become ill with worry	/bɪˌkʌm ɪl wɪð ˈwʌri/	захворіти від хвилювання
cabin	/ˈkæbɪn/	1. хатина, хижа, халупа; будка; 2. поміщати в тісну кімнату і т. п.
evolution	/iːvəˈluːʃn/	еволюція
lecture	/ˈlektʃə(r)/	лекція
medicine	/ˈmedsn/	медицина; ліки
ostrich	/ˈɒstrɪtʃ/	страус
publish	/ˈpʌblɪʃ/	публікувати
puma	/ˈpjuːmə/	пума
recommend	/ˌrekəˈmend/	рекомендувати
the sight of blood	/ðə ˌsaɪt əv ˈblʌd/	вид крові
voyage	/ˈvɔɪdʒ/	подорож

1 Learn through English

degree	/dɪˈɡriː/	градус; ступінь; рівень; звання
package	/ˈpækɪdʒ/	пакування
pass (sthg) on	/ˌpɑːs ... ɒn/	передати (щось)
receive	/rɪˈsiːv/	отримувати
separation	/sepəˈreɪʃn/	відокремлення; розлучення

2 New horizons

2A Awesome

incredible	/ɪnˈkredəbl/	неймовірний
involve	/ɪnˈvɒlv/	включати; містити в собі

mirror	/ˈmɪə(r)/	дзеркало
shape	/ʃeɪp/	1. форма; образ; 2. створювати; надавати форми, вигляду
Day trip attractions		
activity	/ækˈtɪvəti/	діяльність; активність; енергія
attraction	/əˈtrækʃn/	притягання; тяжіння; привабливість.
cave	/keɪv/	1. печера; 2. осідати, опускатися
entrance	/ˈentrəns/	вхід
exhibit	/ɪɡˈzɪbɪt/	1. показувати; виставляти; 2. експонат
festival	/ˈfestɪvəl/	фестиваль
gallery	/ˈgæləri/	галерея
maze	/meɪz/	лабіринт
ride	/raɪd/	1. їзда верхи; катання; 2. їздити; кататися верхи
scenery	/ˈsiːnəri/	краєвид
show	/ʃəʊ/	1. показувати; виставляти; 2. видовище; виставка
tour	/tuə(r)/	1. подорож; тур; 2. подорожувати.
amusement park	/əˈmjuːzment pɑːk/	парк розваг
audience	/ˈɔːdiəns/	слухачі, глядачі, публіка
book tickets	/bʊk ˈtɪkɪts/	бронювати квитки
have a good time	/ˌhæv ə gud ˈtaɪm/	добре провести час
magician	/məˈdʒɪʃn/	маг
trick	/trɪk/	1. фокус, трюк; 2. обманювати

2B Collaborate

Volunteering verbs		
build	/bɪld/	1. (по)будувати; споруджувати; (з)вити (гніздо); 2. конструкція; стиль; будова
collaborate	/kəˈlæbəreɪt/	співпрацювати
create	/kriˈeɪt/	створювати
deliver	/dɪˈlɪvə(r)/	доставляти; розносити; виголошувати (промову)
develop	/dɪˈveləp/	розви(ва)ти(ся)
improve	/ɪmˈpruːv/	покращити
monitor	/ˈmɒnɪtə(r)/	спостерігати
organize	/ˈɔːɡənaɪz/	організовувати
participate	/pɑːˈtɪsɪpeɪt/	брати участь
plan	/plæn/	планувати
protect	/prəˈtekt/	захищати
raise	/reɪz/	піднімати; виховувати.
abseiling	/ˈæbseɪlɪŋ/	спуск по канату
blind people	/ˈblaɪnd ˌpiːpl/	сліпі люди
campaign	/kæmˈpeɪn/	1. похід; кампанія; 2. брати участь у поході; проводити кампанію
communication	/kəmjuːnɪˈkeɪʃn/	повідомлення; комунікація; зв'язок
confidence	/ˈkɒnfɪdəns/	довіра; впевненість
encourage	/ɪnˈklʌrɪdʒ/	заохочувати
hiking	/ˈhaɪkɪŋ/	похід
homeless people	/ˈhəʊmləs ˌpiːpl/	бездомні люди
leadership	/ˈliːdəʃɪp/	лідерство
make a difference	/ˌmeɪk ə ˈdɪfrəns/	змінити щось; зробити різницю
organization	/ɔːɡənəɪˈzeɪʃn/	організація

put (sthg) to good use	/ˌput ... tə ˈɡʊd ˈjuːs/	використати (щось) з користю
rock climbing	/ˈrɒk ˈklaɪmɪŋ/	скелелазіння

2C Taking a risk

century	/ˈsentʃəri/	сторіччя, століття, вік
climber	/ˈklaɪmə(r)/	альпініст; честолубець
ground	/graʊnd/	земля; ґрунт
night sky	/naɪt ˈskaɪ/	нічне небо
shake	/ʃeɪk/	трусити; струшувати
trekker	/ˈtrekə(r)/	трекер
unless	/ənˈles/	якщо не
war zone	/ˈwɔː zəʊn/	зона бойових дій

Adjectives to describe places

colourful	/ˈkʌləfl/	яскравий
crowded	/ˈkraʊdɪd/	переповнений
historic	/hɪˈstɒrɪk/	історичний
local	/ˈləʊkl/	місцевий
panoramic	/pəˈnəːræmɪk/	панорамний
picturesque	/ˈpɪktʃəˈresk/	мальовничий
remote	/rɪˈməʊt/	віддалений
traditional	/trəˈdɪʃənəl/	традиційний
unforgettable	/ʌnfəˈgetəbl/	незабутній
unspoiled/unspoilt	/ʌnˈspɔɪld, ˌʌnˈspɔɪlt/	незіпсований

2D Sorted!

decide	/dɪˈsaɪd/	вирішувати
honeymoon	/ˈhʌnɪmuːn/	медовий місяць
relaxing	/rɪˈlæksɪŋ/	розслаблювальний
stressful	/ˈstresfl/	стресовий; напружений
volunteer	/vɒlənˈtɪə(r)/	волонтер

Spoken English

I reckon...	/aɪ ˈrekən/	Я вважаю...
It's pricey.	/ɪts ˈpraɪsi/	Це дороге.
No way!	/nəʊ ˈweɪ/	Не може бути!
play it safe	/ˌpleɪ ɪt ˈseɪf/	бути обережним; не ризикувати
sort it out	/sɔːt ɪt ˈaʊt/	розібратися
Sorted!	/ˈsɔːtɪd/	Зроблено!
That's no big deal!	/ðætɪz ˌnəʊ bɪɡ ˈdiːl/	Це не проблема!

Everyday English

I'd love to...	/aɪd ˈlʌv tə/	Я б з радістю...
I'd prefer not to...	/aɪd prɪˈfɜː ˌnɒt tə/	Я б не хотів...
I'd prefer to...	/aɪd prɪˈfɜː tə/	Я б хотів...
I'd rather not...	/aɪd ˈrɑːðə ˌnɒt/	Я б краще не...
I'd rather...	/aɪd ˈrɑːðə(r)/	Я б краще...
I'm not very keen on...	/aɪm ˈnɒt ˌveri ˈkiːn ɒn/	Мені не дуже подобається...
It sounds much better than...	/ɪt saʊndz ˈmʌtʃ ˌbetə ˈðæn/	Це звучить набагато краще, ніж...
That sounds more interesting than...	/ðæt saʊndz ˈmɔːr ˌɪntrestɪŋ ˈðæn/	Це звучить цікавіше, ніж...

2 My project

be home to (sb)	/bi 'həʊm tə/	бути домом для (когось)
castle	/'kɑːsl/	замок
ghost	/gəʊst/	привид
repair	/rɪ'peə(r)/	1. ремонт; 2. (від)ремонтувати
scream	/skri:m/	1. вереск; 2. верещати

2 Culture

art lover	/'ɑːt 'lʌvə(r)/	поціновувач мистецтва
attract	/ə'trækt/	прихилити; притяг(а)ти; приваблювати
chill out	/tʃɪl 'aʊt/	розслабитися
collection	/kə'lekʃn/	колекція; зібрання
cycle lane	/'saɪkl leɪn/	велодоріжка
ferry	/'feri/	паром
recommendation	/rekəmen'deɪʃn/	рекомендація
selfie	/'selfi/	селфі
skyline	/'skaɪlaɪn/	горизонт; обрій

2 Learn through English

affect	/ə'fekt/	(по)діяти на; зачіпати
art critic	/'ɑːt 'krɪtɪk/	мистецтвознавець
art gallery	/'ɑːt 'gæləri/	художня галерея
artist	/'ɑːtɪst/	художник(-иця), митець; актор(ка)
artwork	/'ɑːtwɜːk/	твір мистецтва
contemporary	/kən'temprəri/	сучасний
display	/dɪ'spleɪ/	1. виставляти (у вітрині); проявляти; виставляти напоказ; 2. виставка; прояв
enthusiastic	/ɪnθjuːzɪ'æstɪk/	захоплений
for instance	/fər 'ɪnstəns/	наприклад
furthermore	/fɜːðə'mɔː(r)/	більше того
increase	/'ɪŋkriːs/	1. збільшувати(ся); 2. зростання
influence on (sthg)	/'ɪnfluəns ɒn/	впливати на (щось)
invest money	/'ɪnvest 'mʌni/	інвестувати гроші
key part	/'kiː pɑːt/	основна частина
lawbreaking	/'lɔːbreɪkɪŋ/	порушення закону
love affair	/lʌv ə'feə(r)/	роман; кохання
mental illness	/'mentl 'ɪlnəs/	психічне захворювання
result in	/rɪ'zʌlt ɪn/	призводити до
support	/'səpɔːt/	1. підтримка; опора; 2. підтрим(ув)ати
valuable	/'væljuəbl/	цінний
waste money	/'weɪst 'mʌni/	марнувати гроші

The Museum of the Strange. Episode 1

ambition	/æm'bɪʃn/	честолюбство
front desk	/frʌnt 'desk/	стійка реєстрації
point at (sb/sthg)	/'pɔɪnt ət/	вказувати на (когось/щось)
shake your head	/'ʃeɪk jɔː 'hed/	похитати головою
shout	/ʃaʊt/	1. крик; вигук; 2. крикнути
side street	/'saɪd stri:t/	бічна вулиця
soft	/sɒft/	м'який; ніжний
spray	/spreɪ/	1. бризки; розпилювач; 2. розпилювати
successful	/sək'sesfl/	успішний

3 Respect

3A Testing

Practical science nouns		
cell	/sel/	клітина
equipment	/ɪ'kwɪpmənt/	обладнання
experiment	/ɪk'sperɪmənt/	експеримент
investigation	/ɪnvestɪ'geɪʃn/	дослідження
microscope	/'maɪkrəskəʊp/	мікроскоп
observation	/əbzə'veɪʃn/	спостереження
petri dish	/'petri dɪʃ/	чашка Петрі
result	/rɪ'zʌlt/	результат
safety goggles	/'seɪftɪ 'gɒɡlz/	захисні окуляри
specimen	/'spesɪmən/	зразок
test tube	/'test tju:b/	пробірка
theory	/'θɪəri/	теорія
carry out	/'kæri 'aʊt/	проводити; виконувати
coat	/kəʊt/	халат
effect	/'ɪfekt/	ефект; вплив
laboratory	/'lə'bɒrətəri/	лабораторія

3B Young at heart

advice	/əd'vaɪs/	порада
care home	/'keə hæʊm/	будинок для людей похилого віку
cut off	/kʌt 'ɒf/	відрізати; відключити
elderly	/'eldəli/	похилого віку
flatmate	/'flætmeɪt/	співмешканець
freedom	/'fri:dəm/	свобода
resident	/'rezɪdənt/	мешканець
satisfaction	/'sætɪs'fækʃn/	задоволення
staff	/'stɑ:f/	персонал

Phrasal verbs for socializing

cheer up	/'tʃɪər 'ʌp/	підбадьорити
come in	/'kʌm 'ɪn/	заходити
drop by	/'drɒp 'baɪ/	завітати
get into	/'get 'ɪntə/	потрапити в
get together	/'get tə'geðə(r)/	збиратися разом
go out	/'gəʊ 'aʊt/	виходити
hang out	/'hæŋ 'aʊt/	проводити час
join in	/'dʒɔɪn 'ɪn/	приєднатися
move in	/'mu:v 'ɪn/	переїхати
pick up	/'pɪk 'ʌp/	забрати
stay over	/'steɪ 'əʊvə(r)/	зупинитися
take (sb) out	/'teɪk ... 'aʊt/	запросити (когось)

3C Finding solutions

The scientific method		
analysis/analyses	/ə'næləsis, ə'næləsi:z/	аналіз/аналізи
conclusion	/'kɒn'klu:ʒn/	закінчення; завершення; висновок
data	/'deɪtə/	дані

findings	/ˈfaɪndɪŋz/	висновки
hypothesis/hypotheses	/haɪˈpɒθəsis, haɪˈpɒθəsiːz/	гіпотеза/гіпотези
prediction	/prɪˈdɪkʃn/	передбачення
procedure	/prəˈsiːdʒə(r)/	процедура
research	/riˈsɜːtʃ/	дослідження
source	/sɔːs/	джерело
step	/step/	крок
aim	/eɪm/	ціль
avoid	/əˈvɔɪd/	уникати
comment	/ˈkɒment/	1. коментар; 2. коментувати; пояснювати
find out	/faɪnd ˈaʊt/	дізнаватися
notice	/ˈnəʊtɪs/	1. увага; повідомлення; попередження; 2. помічати; звертати увагу
survey	1. /ˈsəːveɪ/ 2. /ˈsɜːveɪ/	1. оглядати; 2. огляд; обстеження
upload	/ʌpˈləʊd/	завантажити

3D Emil's petition

according to	/əˈkɔːdɪŋ tə/	згідно з
apart from	/əˈpɑːt frəm/	окрім
benefit	/ˈbenəfɪt/	1. користь; допомога; 2. приносити користь
council	/ˈkaʊnsl/	рада
demonstrate	/ˈdemənstreɪt/	демонструвати
fail	/feɪl/	зазнати невдачі
green area	/ˈɡriːn ˈeəriə/	зелена зона
permission	/pəˈmɪʃn/	дозвіл
petition	/pəˈtɪʃn/	петиція

Spoken English

Come off it!	/ˌkʌm ˈɒf ɪt/	Не вірю!, Та припини!
Give it a go.	/ˌɡɪv ɪt ə ˈɡəʊ/	Спробуй!
I guess...	/aɪ ˈɡes/	Я гадаю...
I'd go along with that.	/ˈaɪd ɡəʊ əˌlɒŋ wɪð ˈðæt/	Я погоджуюся з цим.
It'll be a laugh.	/ɪtl biː ə ˈlɑːf/	Це буде весело.

Everyday English

...is a great way to...	/ɪz ə ˈɡreɪt weɪ tə/	...є чудовим способом щоб...
...is really / isn't really useful for...	/ɪz ˈriːəli, ˈɪznt ˈriːəli ˌjuːsfəl fə/	...дуже/не дуже корисно для...
A benefit / a drawback of doing...is that...	/ə ˈbenəfɪt, ə ˈdrɔːbæk əv ˌduːɪŋ ... ɪz ðæt/	Перевага/недолік виконання... полягає в тому, що...
I think that would work.	/aɪ ˈθɪŋk ðæt wʊd ˈwɜːk/	Я думаю, що це спрацює.
One advantage/disadvantage is that...	/wʌn ədˌvɑːntɪdʒ, dɪsədˌvɑːntɪdʒ ɪz ðæt/	Однією з переваг/недоліків є те, що...
The arguments in favour/against are that...	/ði ˌɑːɡjʊmənts ɪn ˈfeɪvər, əˈɡenst ɑː ðæt/	Аргументи «за»/«проти» полягають у тому, що...
The main problem is that...	/ðə ˈmeɪn ˌprɒbləm ɪz ðæt/	Основна проблема полягає в тому, що...
Why do you think that?	/ˌwaɪ də jə ˈθɪŋk ˈðæt/	Чому ти так думаєш?
Why's that?	/waɪz ˈðæt/	Чому так?
canteen	/kænˈtiːn/	їдальня; лавка; похідна кухня
cosmetics company	/kɒzˈmetɪks ˌkʌmpəni/	косметична компанія

make the information public	/ˌmeɪk ði ɪnfəˌmeɪʃn ˈpʌblɪk/	оприлюднити інформацію
snack	/snæk/	перекус
soft drink	/ˈsɒft drɪŋk/	безалкогольний напій

3 My project

chemical	/ˈkemɪkl/	хімічний
environmentally friendly	/ɪnvaɪrənˌmentəli ˈfrendli/	екологічно чистий
pleased	/pliːzd/	задоволений
pollute	/pəˈluːt/	забруднювати
tourist attraction	/ˈtuərist əˌtrækʃn/	туристична пам'ятка

3 Culture

become extinct	/bɪˌkʌm ɪkˈstɪŋkt/	вимерти
coastline	/ˈkəʊstlaɪn/	узбережжя
coral reef	/ˈkɒrəl riːf/	кораловий риф
drought	/draʊt/	посуха
emu	/ˈiːmjuː/	ему
global warming	/ˌɡləʊbl ˈwɔːmɪŋ/	глобальне потепління
herd	/hɜːd/	стадо
indigenous people	/ɪnˈdɪdʒənəs ˌpiːpl/	корінне населення
outback	/ˈaʊtbæk/	необжиті райони
spectacular	/spekˈtækjələ(r)/	видовищний
unique	/juˈniːk/	унікальний
varied	/ˈveəriəd/	різноманітний
wombat	/ˈwɒmbæt/	вомбат

3 Learn through English

coastal	/ˈkəʊstl/	прибережний
disappearance	/dɪsəˈpiərəns/	зникнення
distribution	/dɪstrɪˈbjʊːʃn/	розподіл
essential	/ɪˈsenʃl/	необхідний
fishing net	/ˈfɪʃɪŋ net/	рибальська сітка
floating	/ˈfləʊtɪŋ/	плавучий
garbage	/ˈɡɑːbɪdʒ/	сміття
industrial revolution	/ɪnˌdʌstriəl revəˈluːʃn/	промислова революція
ingredient	/ɪnˈɡriːdiənt/	інгредієнт
inventor	/ɪnˈventə(r)/	винахідник
job opportunity	/ˈdʒɒb ɒpəˈtjuːnəti/	можливість працевлаштування
patch	/pætʃ/	ділянка; пляма
provide	/prəˈvaɪd/	забезпечувати
rubbish	/ˈrʌbɪʃ/	сміття
steam	/stiːm/	1. пара; 2. паровий; 3. випускати пару

4 Travel

4A Wonders of the world

Buildings		
arch	/ɑːtʃ/	арка; склепіння; дуга
brickwork	/ˈbrɪkwɜːk/	цегляна кладка
column	/ˈkɒləm/	колона; стовп
dome	/dəʊm/	купол

floor	/flo:(r)/	підлога
pyramid	/ˈpɪrəˌmaɪd/	піраміда
ruin	/ˈruːɪn/	руїна
skyscraper	/ˈskaɪskreɪpə(r)/	хмарочос
statue	/ˈstætʃuː/	статуя
step	/step/	крок
stone	/stəʊn/	камінь
tower	/ˈtaʊə(r)/	вежа

4B Ticket to ride

Train travel		
accommodation	/əˌkɒməˈdeɪʃn/	житло
arrival	/əˈraɪvl/	прибуття
budget	/ˈbʌdʒɪt/	бюджет
departure	/dɪˈpɑːtʃə(r)/	відправлення
destination	/destɪˈneɪʃn/	пункт призначення
itinerary	/aɪˈtɪnərəri/	маршрут; путівник
journey	/ˈdʒɜːni/	подорож
reservation	/rezəˈveɪʃn/	бронювання
route	/ruːt/	маршрут
sightseeing	/ˈsaɪtsiːɪŋ/	огляд визначних пам'яток
travel guide	/ˈtrævl gaɪd/	путівник
trip	/trɪp/	подорож
campsite	/ˈkæmpsait/	кемпінг; місце для табору
consider	/kənˈsɪdə(r)/	вважати; обговорювати
hostel	/ˈhɒstl/	хостел
interrail	/ˈɪntəreɪl/	інтеррейл

4C Off the beaten track

confidently	/ˈkɒnfɪdəntli/	впевнено
media attention	/ˈmiːdiə əˈtenʃn/	увага ЗМІ
obvious	/ˈɒvviəs/	очевидний
officially	/əˈfɪʃəli/	офіційно
pilot	/ˈpaɪlət/	пілот
sail	/seɪl/	1. вітрило; плавання під вітрилами; вітрильне судно; 2. йти під вітрилами; плисти
welcome (sb) home	/ˌwelkəm ... ˈhəʊm/	зустріти (когось) вдома
Phrasal verbs for travel		
come across	/ˈkʌm əˈkrɒs/	випадково зустріти
get away	/get əˈweɪ/	тікати; виїжджати
get back	/get ˈbæk/	повернутися
go off	/gəʊ ˈɒf/	поїхати
see (sb) off	/ˌsiː ... ˈɒf/	проводжати (когось)
set off	/set ˈɒf/	відправлятися
slow down	/sləʊ ˈdaʊn/	уповільнити(ся)
speed up	/spiːd ˈʌp/	прискорювати
stop over	/stop ˈəʊvə(r)/	зробити зупинку
take off	/teɪk ˈɒf/	злітати

4D Hard to believe

Spoken English		
Are you having me on?	/ə ju: ˌhævɪŋ mi: ˈɒn/	Ти мене обманюєш?
Hang on a minute!	/ˈhæŋ ɒn ə ˌmɪnɪt/	Зачекай хвилину!
I can't get my head around this.	/aɪ ˌkɑːnt get maɪ ˈhed əˌraʊnd ðɪs/	Я не можу зрозуміти це.
Says who?	/sez ˈhu:/	Хто так сказав?
What are you up to?	/ˌwɒt ə ju: ˈʌp tu:/	Чим займаєшся?; Що ти задумав?
You bet we could!	/ju: ˈbet wi: ˌkʊd/	Безумовно, ми могли б!
Everyday English		
I can't believe (that)...	/aɪ ˌkɑːnt biːli:v (ðæt)/	Не можу повірити (що)...
I doubt (that)...	/aɪ ˈdaʊt (ðæt)/	Я сумніваюся (що)...
I'm certain (that)...	/aɪm ˈsɜːtn (ðæt)/	Я впевнений (що)...
I'm not really sure (that)...	/aɪm ˈnɒt ˌriːəli ʃʊə (ðæt)/	Я не зовсім впевнений (що)...
I'm sure (that)...	/aɪm ˈʃʊə (ðæt)/	Я впевнений (що)...
It's (very) likely (that)...	/ɪts (ˈveri) ˌlaɪkli (ðæt)/	(Дуже) ймовірно (що)...
It's (very) unlikely (that)...	/ɪts (ˈveri) ʌn ˌlaɪkli (ðæt)/	(Дуже) малоймовірно (що)...
It's hard to believe (that)...	/ɪts ˈhɑːd tə biːli:v (ðæt)/	Важко повірити (що)...
That's definitely/clearly (+ noun/ adjective)	/ðæts ˈdefɪnətli, ˈkliəli/	Це точно/очевидно (+ іменник/ прикметник)
There's no doubt (that)...	/ðeəz ˈnəʊ daʊt (ðæt)/	Немає сумніву (що)...

4 Culture

a symbol of	/ə ˈsɪmbəl əv/	символ (чогось)
accountant	/ə ˈkaʊntənt/	рахівник; бухгалтер
department store	/dɪˈpɑːtmənt stɔː(r)/	універмаг
engineer	/endʒɪˈnɪə(r)/	інженер
historian	/hɪˈstɔːriən/	історик
immigrant	/ˈɪmɪgrənt/	іммігрант
stall	/stɔːl/	прилавок
takeaway meal	/ˈteɪkəweɪ miːl/	їжа на винос

4 Learn through English

craftsman	/ˈkrɑːftsmən/	ремісник; майстер
distant	/ˈdɪstənt/	віддалений
dramatically	/drəˈmætɪkli/	різко
empire	/ˈempaɪə(r)/	імперія
goods	/ɡʊdz/	товари
pottery	/ˈpɒtəri/	кераміка; гончарна справа
trade	/treɪd/	торгівля
vehicle	/ˈviːəkl/	транспортний засіб
wheelbarrow	/ˈwiːlbærəʊ/	тачка
windmill	/ˈwɪndmɪl/	вітряк

The Museum of the Strange. Episode 2

advanced	/ədˈvɑːnst/	передовий
exist	/ɪɡˈzɪst/	існувати
gladiator	/ˈglædiətə(r)/	гладіатор
mathematical formula	/məθəˌmætɪkl ˈfɔːmjələ/	математична формула
shed	/ʃed/	сарай
sketch	/sketʃ/	ескіз
time travel	/ˈtaɪm ˌtrævl/	подорож у часі

weird	/wiəd/	дивний
whisper	/ˈwɪspə(r)/	1. шепіт; 2. шепотіти

5 Heritage

5A Surviving the test of time

Verbs and dependent prepositions

agree with	/əˈɡriː wið/	погоджуватися з
belong to	/bɪˈlɒŋ tə/	належати; стосуватися
depend on	/dɪˈpend ɒn/	залежати від
divide into	/dɪˈvaɪd ɪntə/	поділити на
explain to	/ɪkˈspleɪn tə/	пояснити комусь
laugh at	/lɑːf ət/	сміятися з
listen to	/lɪsn tə/	прислухатися до
look at	/lʊk ət/	дивитися на
search for	/sɜːtʃ fə(r)/	шукати
speak to	/spiːk tə/	говорити з
succeed in	/səkˈsiːd ɪn/	досягти успіху в
think about	/θɪŋk əˈbaʊt/	думати про

5B Globalization

Compound nouns

consumer society	/kənˈsjuːmə səˈsaɪəti/	суспільство споживання
cultural activity	/ˈkʌltʃərəl ækˈtɪvəti/	культурна діяльність
cultural diversity	/ˈkʌltʃərəl daɪˈvɜːsəti/	культурне розмаїття
cultural exchange	/ˈkʌltʃərəl ɪksˈtʃeɪndʒ/	культурний обмін
employment opportunity	/ɪmˈplɔɪmənt ɒpəˈtjuːnəti/	можливість працевлаштування
global brand	/ˈɡləʊbl ˈbrænd/	світовий бренд
global network	/ˈɡləʊbl ˈnetwɜːk/	глобальна мережа
information technology	/ɪnfəˈmeɪʃn tekˈnɒlədʒi/	інформаційні технології
international border	/ɪntəˌnæʃnəl ˈbɔːdə(r)/	міжнародний кордон
mass media	/mæs ˈmiːdiə/	ЗМІ (засоби масової інформації)
multinational company	/mʌltiˌnæʃnəl ˈkʌmpəni/	транснаціональна компанія
popular culture	/ˈpɒpjələ ˈkʌltʃə(r)/	популярна культура

5C Modern life

Modern life nouns

advertising	/ˈædvətaɪzɪŋ/	реклама
business	/ˈbɪznəs/	справа; професія; фірма; торгове підприємство
data	/ˈdeɪtə/	дані
entertainment	/entəˈteɪnmənt/	розваги
graffiti	/grəˈfiːti/	графіті
housework	/ˈhaʊswɜːk/	робота по дому
leisure	/ˈleɪʒə(r)/	дозвілля
litter	/ˈlɪtə(r)/	сміття
news	/njuːz/	новини
pollution	/pəˈluːʃn/	забруднення

5D Stereotypes

Spoken English		
Forget it!	/fə'get it/	Не варто!; Нема за що!
I'm fed up with...	/aɪm 'fed ʌp wɪð/	Мені набридло...
It's no big deal.	/ɪts ,nəʊ bɪg 'di:l/	Нічого страшного.
Spot on!	/spɒt 'ɒn/	Точно!
Whose side are you on?	/ ,hu:z saɪd ə ju: 'ɒn/	На чиєму ти боці?
You don't know what I'm getting at.	/ju: ,dəʊnt nəʊ wɒt aɪm 'getɪŋ æt/	Ви не знаєте, що я маю на увазі.
Everyday English		
Absolutely!	/ 'æbsəlu:tli/	Абсолютно!
I (completely) agree (with you).	/aɪ (kəm'pli:tli) ə ,gri: (wɪð ju:)/	Я (цілком) згоден (з вами).
I (completely) disagree (with you).	/aɪ (kəm'pli:tli) dɪsə ,gri: (wɪð ju:)/	Я (повністю) не згоден (з вами).
I wouldn't say that.	/aɪ ,wudnt sei 'ðæt/	Я б так не сказав.
No way!	/nəʊ 'weɪ/	Нізащо!
No, that's not always true.	/ ,nəʊ ðæts ,nɒt ,ɔ:lweɪz 'tru:/	Ні, це не завжди правда.
That's so true!	/ ,ðæts səʊ 'tru:/	Це справді так!
You're right about that.	/jɔ: 'raɪt ə ,baʊt 'ðæt/	Ви маєте рацію щодо цього.

5 My project

atmosphere	/ 'ætməsfɪə(r)/	атмосфера
base	/beɪs/	1. основа, базис, фундамент; 2. (об)ґрунтувати, базувати
celebration	/selɪ'breɪʃn/	урочистості; святкування
form	/fɔ:m/	1. форма; 2. (с)формувати(ся); утворювати(ся)
level	/ 'levl/	рівень
participation	/pɑ:tɪsɪ'peɪʃn/	участь

5 Culture

amusing	/ə'mju:zɪŋ/	веселий; забавний
depict	/dɪ'pɪkt/	зображувати
entertain	/entə'teɪn/	розважати
folk music	/ 'fəʊk ,mju:zɪk/	народна музика
moving	/ 'mu:vɪŋ/	що рухається
music lover	/ 'mju:zɪk ,lʌvə(r)/	меломан
mythology	/mɪ'θɒlədʒi/	міфологія
reflect	/rɪ'flekt/	відображати; відбивати
storyteller	/ 'stɔ:ritelə(r)/	оповідач

5 Learn through English

common	/ 'kɒmən/	загальний; простий; грубий; звичайний; пересічний
expression	/ɪk'spreʃn/	вираз
hyperbole	/haɪ'pɜ:bəli/	гіпербола
metaphor	/ 'metəfə(r)/	метафора
simile	/ 'sɪməli/	порівняння
suggest	/sə'dʒest/	пропонувати; викликати (думку)
technique	/tek'ni:k/	техніка

6 Our world

6A Online hoaxes

Digital media		
comments section	/ˈkɒments ˌsekʃn/	розділ коментарів
fake	/feɪk/	1. підробка, фальшивка; 2. підробляти, фальсифікувати
hit	/hɪt/	1. удар, поштовх; попадання (у ціль); 2. ударяти; попадати (у ціль)
life hack	/ˈlaɪf ˌhæk/	лайфхак
loyal follower	/ˈlɔɪəl ˈfɒləʊə(r)/	відданий послідовник
mainstream media	/ˈmeɪnstri:m ˌmi:diə/	основні засоби масової інформації
online sensation	/ɒnˌlaɪn senˈseɪʃn/	онлайн-сенсація
view	/vju:/	1. вид; погляд; 2. оглядати; роздивлятися
viral video	/ˈvaɪrəl ˌvɪdiəʊ/	вірусне відео
vlogger	/ˈvlogə(r)/	відеоблогер
admit	/ədˈmɪt/	допускати
bowl	/bəʊl/	кубок, чаша; ваза
express your support	/ɪkˌspres jɔː səˈpɔ:t/	висловити свою підтримку
fairy	/ˈfeəri/	фея
hoax	/həʊks/	обман; містифікація
medical expert	/ˈmedɪkl ˌekspɜ:t/	медичний експерт

6B Shopping

Shopping nouns		
alteration	/ɔːltəˈreɪʃn/	переміна, зміна
bargain	/ˈbɑːɡən/	1. угода, вигідна покупка; 2. торгуватися
brand	/brænd/	бренд
changing room	/ˈtʃeɪndʒɪŋ ru:m/	роздягальня
consumer	/kənˈsjʊ:mə(r)/	споживач
discount	/ˈdɪskaʊnt/	знижка
outfit	/ˈaʊtfɪt/	наряд
receipt	/rɪˈsi:t/	чек
refund	/ˈrɪˈfʌnd/	відшкодовувати витрати
rip-off	/ˈrɪp ɒf/	дешева копія; грабіж
sale	/seɪl/	продаж
size	/saɪz/	розмір
afford	/əˈfɔːd/	дозволяти собі
condition	/kənˈdɪʃn/	умова; стан
electronics	/ɪlekˈtrɒnɪks/	електроніка
fall apart	/fɔːl əˈpɑ:t/	розвалюватися; руйнуватися
fortnight	/ˈfɔːtnaɪt/	два тижні
hoodie	/ˈhʊdi/	худі
leather jacket	/ˌleðə ˈdʒækɪt/	шкіряна куртка
return	/rɪˈtɜ:n/	1. повернення; 2. повертатися
second-hand	/ˌsekənd ˈhænd/	вживаний; секонд-хенд
shorten	/ˈʃɔːtn/	скорочувати
sweater	/ˈswetə(r)/	светр

6C Fashion

Fashion adjectives		
casual	/ˈkæʒuəl/	повсякденний
colourful	/ˈkʌləfl/	яскравий
comfortable	/ˈkʌmfətəbl/	зручний, комфортабельний
ethnic	/ˈeθnɪk/	етнічний
glamorous	/ˈglæməərəs/	гламурний
old-fashioned	/əʊld ˈfæʃnd/	старомодний
practical	/ˈpræktɪkl/	практичний
smart	/smɑ:t/	стильний
trendy	/ˈtrendi/	модний
vintage	/ˈvɪntɪdʒ/	вінтажний
well dressed	/wel ˈdrest/	стильно одягнений

6D Life hacks

brainwave	/ˈbreɪnweɪv/	блискавча ідея
drop	/drɒp/	1. крапля; падіння, зниження; 2. кидати; капати; спадати
excellent	/ˈeksələnt/	відмінний
freezer	/ˈfri:zə(r)/	морозильна камера
overnight	/əʊvəˈnaɪt/	протягом ночі
sink	/sɪŋk/	раковина
towel	/ˈtaʊəl/	рушник
wrap	/ræp/	1. загорнути; 2. обгортка

Spoken English

Give it a go.	/ˌgɪv ɪt ə ˈgəʊ/	Спробуй!
If you say so.	/ɪf ju: ˈseɪ səʊ/	Якщо ти так кажеш.
Let me think.	/ˌlet mi: ˈθɪŋk/	Дай мені подумати.
What's with...?	/ˈwɒts wɪð/	Що з...?
You've got nothing to lose.	/ju:v ɡɒt ˈnʌθɪŋ tə ˈlu:z/	Тобі нема чого втрачати.
You've made my day!	/ju:v ˈmeɪd maɪ ˈdeɪ/	Ти зробив мій день!

Everyday English

After that, you should (+ infinitive)	/ˌɑ:ftə ˈðæt ju: ʃəd/	Після цього тобі слід (+ інфінітив)
Before you begin, (+ imperative)	/bɪˈfɔ: ju: bɪˈɡɪn/	Перш ніж почати, (+ імператив)
Finally, (+ imperative)	/ˈfaɪnəli/	Нарешті, (+ імператив)
Start by (+ -ing)	/ˈstɑ:t baɪ/	Почни з (+ дієслово з закінченням -ing)
The first thing you should do is (+ infinitive)	/ðə ˈfɜ:st θɪŋ ju: ʃəd ˈdu: ɪz/	Перша річ, яку тобі слід зробити, — це (+ інфінітив)
The last thing you do is...	/ðə ˈlɑ:st θɪŋ ju: ˈdu: ɪz/	Останнє, що ти робиш, — це...
The next step/thing is to (+ infinitive)	/ðə ˈnekst step, θɪŋ ɪz tə/	Наступним кроком є (+ інфінітив)
When you've done that, (+ imperative)	/wen ju:v ˈdʌn ˈðæt/	Коли ти це зробиш, (+ імператив)

6 Culture

achievement	/əˈtʃi:vmənt/	досягнення, здобуток
contract	1. /ˈkənˈtrækt/ 2. /ˈkɒntrækt/	1. скорочувати; стискати; укладати (угоду); брати (шлюб); 2. контракт, договір, угода
geographically	/dʒi:əˈgræfɪkli/	географічно
giant	/ˈdʒaɪənt/	гігантський
huge	/hju:dʒ/	величезний

inspired	/ɪnˈspaɪəd/	натхненний
island nation	/ˈaɪlənd ˌneɪʃn/	острівна держава
motivating	/ˈməʊtɪveɪtɪŋ/	мотивуючий
sporting champion	/ˈspɔːtɪŋ ˌtʃæmpiən/	спортивний чемпіон
sportswear manufacturer	/ˈspɔːtsweə mænjuˌfæktʃərə(r)/	виробник спортивного одягу

6 Learn through English

a feel-good sensation	/ə ˈfiːl gud senˌseɪʃn/	відчуття задоволення
athletic body	/æθˌletɪk ˈbɒdi/	спортивне тіло
beat	/biːt/	1. бити; (від)лупцювати; 2. удар; бій; ритм
for a start	/fər ə ˈstɑːt/	для початку
moreover	/məˈrʊəvə(r)/	більш того
release	/rɪˈliːs/	1. порятунок; випуск (фільму в прокат і т. ін.); 2. звільняти; випускати
remind	/rɪˈmaɪnd/	нагадувати
workout	/ˈwɜːkaʊt/	тренування

The Museum of the Strange. Episode 3

curious	/ˈkjʊəriəs/	цікавий; допитливий; дивний
dummy	/ˈdʌmi/	1. манекен; 2. німий
smash	/smæʃ/	1. трощити; розби(ва)ти вщент; 2. повне руйнування
vampire	/ˈvæmpaɪə(r)/	вампір

Project Explore

Відкрийте для себе світ *Project Explore* з новими яскравими персонажами, захопливими історіями та сприяйте всебічному розвитку учнів. Уроки ґрунтуються на методології *Project* і її перевіреному підході до вивчення граматики та лексики. Із цим підручником ваші учні почнуть впевнено спілкуватися англійською не лише в класі, а й поза його межами.

- Підготуйте школярів до використання англійської мови в реальному житті в різних сферах спілкування за допомогою різноманітних текстів і завдань.
- Використовуйте матеріали, які створені з урахуванням освітніх потреб, компетентностей і можливостей кожного підлітка та підтримуватимуть його на всіх етапах навчання.
- Розпалюйте цікавість дітей завдяки проєктам, урокам культури, фотоісторіям і мультфільмам.
- Розвивайте життєві навички, пропонуючи учням і ученицям вправи, що заохочують до творчості, співпраці та спілкування англійською.
- Підтримуйте своїх учнів і кидайте їм виклик на кожному етапі їхньої навчальної подорожі.

ВИДАВНИЦТВО
РАНОК

