

TRẦN CAO BỘI NGỌC (Chủ biên) – TRẦN KIM DUYÊN – TRẦN NGUYỄN THỤY THOẠI LAN



TIẾNG ANH 8

Friends Plus

Student Book



NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM



OXFORD
UNIVERSITY PRESS

DANH SÁCH HỘI ĐỒNG QUỐC GIA THẨM ĐỊNH SÁCH GIÁO KHOA

Môn: Tiếng Anh – Lớp 8

(Theo Quyết định số 2025/QĐ-BGDĐT ngày 21 tháng 7 năm 2022
của Bộ trưởng Bộ Giáo dục và Đào tạo)

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ACKNOWLEDGEMENTS

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*Hãy bảo quản, giữ gìn sách giáo khoa để dành tặng
các em học sinh lớp sau.*

Lời nói đầu

Sách **Tiếng Anh 8 Friends Plus – Student Book** do Nhà xuất bản Giáo dục Việt Nam tổ chức biên soạn theo Chương trình Giáo dục phổ thông môn Tiếng Anh cấp trung học cơ sở (ban hành theo *Thông tư số 32/2018/TT-BGDĐT*, ngày 26 tháng 12 năm 2018 của Bộ trưởng Bộ Giáo dục và Đào tạo).

Sách **Tiếng Anh 8 Friends Plus – Student Book** bám sát các chủ điểm, chủ đề kiến thức ngôn ngữ trong chương trình; cung cấp cho học sinh các kỹ năng cần thiết để tự tin giao tiếp bằng tiếng Anh; đáp ứng nhu cầu đánh giá quá trình học tập của học sinh theo định hướng phát triển năng lực. Mỗi bài học có từng mục tiêu cụ thể với các hoạt động học tập được tổ chức sao cho vừa đáp ứng yêu cầu của khung chương trình vừa phù hợp với đặc điểm tâm lý lứa tuổi của học sinh trung học cơ sở.

Sách gồm một bài ôn tập củng cố kiến thức đã học (**Starter Unit**) và tám đơn vị bài học chính: **Fads and fashions; Sensations; Adventure; Material world; Years ahead; Learn; Big ideas; On screen**. Mỗi bài học đều có các hoạt động nhằm rèn luyện các kỹ năng Nghe – Nói – Đọc – Viết; phát triển vốn từ vựng; củng cố và nâng cao kiến thức ngữ pháp... giúp học sinh tích hợp kiến thức, kỹ năng giao tiếp bằng tiếng Anh với những kiến thức cơ bản về văn hoá, xã hội; nâng cao tầm hiểu biết, sống hoà nhập vào môi trường xung quanh với tinh thần yêu thiên nhiên, yêu con người, yêu xã hội; góp phần đào tạo học sinh trở thành những công dân phát triển toàn diện.

NHÓM TÁC GIẢ

BOOKMAP

UNIT	VOCABULARY		LANGUAGE FOCUS	
Starter Unit	p6 Routines <i>cook, do my homework, finish school, etc.</i>		p7 Present simple and present continuous Pronunciation: Consonant clusters	
UNIT	VOCABULARY	READING	LANGUAGE FOCUS	VOCABULARY AND LISTENING
1 Fads and fashions	p10–11 Popular interests <i>fad, craze, social media, etc.</i> Key phrases: Talking about free time and interests	p12 Crazes Vocabulary plus: <i>generally, obviously, amazingly, etc.</i>	p13 <i>used to</i>	p14 Fashion <i>baggy, blouse, skirt, etc.</i> Study strategy: Listening for specific information
Culture: Hairstyles p90				
2 Sensations	p18–19 Senses <i>hearing, sight, smell, etc.</i> Key phrases: Talking about likes and dislikes	p20 The importance of smell Vocabulary plus: <i>odour, scent, perfume, etc.</i>	p21 Present perfect: affirmative and negative; <i>for</i> and <i>since</i> Study strategy: Learning irregular verbs	p22 Sensations and experiences <i>delicious, disgusting, wonderful, etc.</i>
CLIL: Art: Colours p91				
PROGRESS REVIEW 1 p26–29				
3 Adventure	p30–31 Natural features <i>valley, river, cave, etc.</i> Key phrases: Talking about preferences	p32 An epic adventure Vocabulary plus: <i>set off, leave behind, stop off, etc.</i>	p33 Present perfect simple and present perfect continuous Pronunciation: /æ/ and /ə/	p34 Extreme adventures <i>sail around, climb up, dive off, etc.</i> Study strategy: Learning through English
CLIL: Geology: The water cycle p92				
4 Material world	p38–39 The environment and consumerism <i>pollute, damage, produce, etc.</i> Key phrases: Expressing opinions	p40 The future of food Vocabulary plus: <i>solution, convince, persuade, etc.</i>	p41 Quantifiers	p42 Adjectives: describing objects <i>automatic, digital, ecological, etc.</i> Key phrases: Expressing purpose
CLIL: Society: Fairtrade p93				
PROGRESS REVIEW 2 p46–49				
5 Years ahead	p50–51 Uses of <i>get</i> <i>get a driving licence, get a degree, get rich, etc.</i> Key phrases: Making predictions about the future	p52 Future humans Vocabulary plus: <i>adapt, destroy, process, etc.</i>	p53 The first conditional with <i>if</i> and <i>unless</i> ; <i>might</i> vs. <i>will</i> Pronunciation: Sentence stress	p54 Lifestyle choices <i>enjoy myself, earn money, travel around, etc.</i> Study strategy: Remembering new vocabulary Language point: Reflexive pronouns
CLIL: Science: Genetic engineering p94				
6 Learn	p58–59 Schools and exams <i>go to lessons, get good marks, obey rules, etc.</i> Key phrases: Expressing opinions	p60 Reviews Vocabulary plus: <i>historic, ordinary, unusual, etc.</i>	p61 <i>can, could, be able to</i>	p62 Courses and careers <i>construction, engineering, entertainment, etc.</i>
Culture: Work experience p95				
PROGRESS REVIEW 3 p66–69				
7 Big ideas	p70–71 Verbs: taking action <i>donate, volunteer, sign, etc.</i> Key phrases: Suggesting changes	p72 Being kind Study strategy: Finding specific information Vocabulary plus: <i>action, access, benefit</i>	p73 Reported speech	p74 Personal qualities <i>confident, generous, heroic, etc.</i> Pronunciation: Diphthongs
Culture: Youth projects p96				
8 On screen	p78–79 Film and book genres <i>adventure, comedy, animation, etc.</i> Key phrases: Talking about films and books	p80 Film trivia blog Vocabulary plus: <i>terrible, classic, unbelievable, etc.</i> Study strategy: Reading out loud	p81 Present and past passive: affirmative and negative	p82 Films and books: verbs and nouns <i>director / directed, award / awarded, etc.</i> Pronunciation: /g/ and /dʒ/
Culture: Book days p97				
PROGRESS REVIEW 4 p86–89				

VOCABULARY		LANGUAGE FOCUS	
p8 Irregular past simple verbs <i>saw, ate, went, etc.</i> Key phrases: Talking about the past		p9 Past simple; Object and subject questions Language focus reference: Starter Unit p98	
LANGUAGE FOCUS		SPEAKING	
p15 Past continuous; Past simple and past continuous		p16 Expressing preferences Key phrases: Shopping for clothes Pronunciation: /u:/ and /ʊ/	
Language focus reference: Unit 1 p99			
p23 Present perfect: questions; Present perfect and past simple		p24 Planning free time Key phrases: Making plans for free time Pronunciation: Stress for emphasis	
Language focus reference: Unit 2 p100			
p35 Present perfect simple + <i>just, still, yet</i> and <i>already</i>		p36 Exchanging news Key phrases: Exchanging news	
Language focus reference: Unit 3 p101			
p43 Question tags Pronunciation: Intonation		p44 Comparing products Key phrases: Comparing products Language point: Comparative adverbs	
Language focus reference: Unit 4 p102			
p55 <i>will</i> and <i>be going to</i> ; Future continuous		p56 Making arrangements Key phrases: Talking about plans	
Language focus reference: Unit 5 p103			
p63 <i>have to / need to / must / should</i> Pronunciation: Silent letters		p64 Asking for and giving advice Key phrases: Asking for and giving advice	
Language focus reference: Unit 6 p104			
p75 The second conditional		p76 Supporting a point of view Key phrases: Building an argument	
Language focus reference: Unit 7 p105			
p83 Present and past passive: questions		p84 Recommending and expressing preferences Key phrases: Recommendations and preferences Language point: <i>like</i> + V-ing or <i>to</i> -infinitive	
Language focus reference: Unit 8 p106			
		p17 A fact file Key phrases: Describing a specific time period in the past Language point: Giving examples (<i>for example, for instance, like, such as</i>)	
		p25 A competition entry Language point: Intensifiers Key phrases: Expressing recommendations	
		p37 A FAQ page Key phrases: Describing an activity Language point: Relative clauses	
		p45 A product review Key phrases: Advantages and disadvantages Language point: Clauses of purpose (<i>so that, to, in order to</i>)	
		p57 A blog post Key phrases: Speculating about the future Language point: <i>to</i> -infinitive to express purposes	
		p65 An opinion essay Key phrases: Giving your final opinion Language point: Ordering information (<i>Firstly ..., Secondly ..., Lastly ... / Finally ...</i>)	
		p77 A discussion essay Key phrases: Writing a discussion essay Language point: References and pronouns	
		p85 Film or book review Key phrases: Writing a review	

Starter unit

VOCABULARY • Routines

I can talk about routines and say when I do things.



Language Focus Reference p98

- 1 Study the words in the box. Which of these things do you do every day?

cook do my homework finish get home
get up go shopping go to bed go to school
go to work have breakfast listen to music
relax tidy my room wake up watch videos

- 2 1.02 Complete the interviews using the correct form of the verbs in exercise 1. Then listen and check.

Kate Excuse me. I'm asking people about their morning routines. Have you got a minute?

Dylan Yes, sure.

Kate What are you doing in town this morning?

Dylan I'm looking for a present for my mum.

Kate Do you **always** ¹ on Saturday mornings?

Dylan No, I don't. I **normally** play football, but I'm not playing this morning.

Kate Oh, right. What time do you ² in the morning?

Dylan It depends. My mum **usually** ³ me at seven o'clock, before she ⁴

Kate Do you ⁵?

Dylan Yes, I have some cereal or toast. Then my sister and I ⁶

Kate What time do you start school?

Dylan I start school at nine.

Kate Thanks for your help! Have a good day.

- 3 Look at the words in **blue** in the dialogues in exercise 2. Where do adverbs of frequency go in a sentence? Think of more adverbs.

Remember!

on Mondays / **on** Tuesday evenings
on weekdays
at the weekend / **at** night / **at** (about) seven o'clock
in the morning / **in** the afternoon / **in** the evening
once or **twice** a day / week / month
every Saturday

- 4 **USE IT!** Work in pairs. Ask and answer questions to compare your daily routines. Use time expressions, adverbs of frequency and the words and phrases in exercises 1 and 2. Are your routines similar?

What time do you get up?

I usually get up at seven o'clock on weekdays. I get up later at the weekend.

- 5 **USE IT!** Use the information about your partner in exercise 4 to write a paragraph about their daily routine.

Kate Hello. Do you have a minute to answer some questions? I'm asking people about how they spend their evenings.

Lucy OK.

Kate Do you usually go home straight after school?

Lucy Usually, yes. I ⁷ school at four and I like to ⁸ when I ⁹ Then I can relax in the evening.

Kate How do you ¹⁰? I see you've got some headphones. Do you ¹¹?

Lucy Yes, I like hip hop. I also go on my laptop and chat online or ¹²

Kate Do you help at home much after school? Does someone ¹³ and cook your meals?

Lucy I don't **often** tidy my room. My mum does it. My dad always ¹⁴ dinner and I **sometimes** help him.

Kate And what time do you ¹⁵?

Lucy Around ten o'clock. Sometimes a bit earlier if I'm tired.

Kate OK, great. Thanks very much.



1 Study sentences 1–5 from the interviews on page 6. Then answer questions a–d.

- 1 What are you doing in town this morning?
- 2 I'm looking for a present for my mum.
- 3 I start school at nine.
- 4 I have some cereal or toast.
- 5 Do you always go shopping on Saturday mornings?

- a Which sentence refers to a scheduled action?
- b Which sentences refer to actions happening now?
- c Which sentence refers to a repeated action?
- d Which sentence contains a verb that we can't usually use in the present continuous?

2 Write the negative forms of sentences 1–5 in exercise 1.

3 Read the interviews on page 6 again. Find examples of:

- 1 negative forms of the present simple and present continuous.
- 2 question forms of the present simple and present continuous.
- 3 third person singular forms of the present simple.

4 1.03 PRONUNCIATION: Consonant clusters

A consonant cluster is a group of consonants without any vowels between them. A consonant cluster can be at the beginning (*school* /sku:l/), in the middle (*describe* /dis'kraib/), or at the end of a word (*fact* /fækt/).

Underline consonant clusters in the words below and pronounce them. Listen and check.

break extra gift cold scholar history text discover planet

5 Complete the phone conversation on the right using the correct present simple and present continuous forms of the verbs.

6 **Work in pairs. Match 1–8 with a–h. Then ask and answer the questions with your partner.**

- | | |
|----------------|--------------------------|
| 1 What are | a you sitting next to? |
| 2 Where does | b the lesson finish? |
| 3 Who are | c you usually get up? |
| 4 Why are | d you feeling today? |
| 5 How are | e you doing now? |
| 6 How often do | f you studying English? |
| 7 What time do | g your best friend live? |
| 8 When does | h you play sport? |

7 **USE IT! Work in pairs. Write another six questions using the question words in blue in exercise 6. Then ask and answer the questions with your partner. What do you both have in common? What are the differences?**

Erica Hi, Claire. Where are you?
 Claire ¹..... (I / sit) on the bus. I'm nearly in town. ²..... (you / want) to meet at the shopping centre?
 Erica I can't. ³..... (I / do) my history homework at the moment.
 Claire Why ⁴..... (you / do) your homework now? It's Saturday morning!
 Erica I know! ⁵..... (I / not / usually / do) homework on Saturdays, but I've got a netball tournament tomorrow. ⁶..... (They / always / finish) late.
 Claire But ⁷..... (Miss Macken / not / usually / check) our homework.
 Erica That's not true. ⁸..... (She / always / check) it!
 Claire Oh come on, Erica! Take the day off!
 Erica No, ⁹..... (I / not / come) to town, Claire. Speak to you later, OK?
 Claire OK ... looks like I'm shopping on my own, then!



S VOCABULARY AND LISTENING • Irregular past simple verbs

I can ask and answer questions about memories.

- 1 1.04 Complete the table with the infinitive and past simple forms of the verbs in blue in the quiz. Then listen and check.

Infinitive	Past simple
see	saw

- 2 Do the quiz. Compare your scores with a partner. Who has got the best memory?

- 3 1.05 Listen to five short dialogues about some other memories and complete the Key Phrases.

KEY PHRASES

Talking about the past

When did you last ¹.....?
 At what age did you first ².....?
 When was the last time that you ³.....?
 What was the last ⁴..... that you
⁵.....?
 What did you ⁶..... last ⁷.....?

- 4 1.05 Listen again. Write down the answers to the questions in the Key Phrases.

- 5 **USE IT!** Work in pairs. Ask and answer questions using the verbs in exercise 1 and the question words in the box.

How much What Where Who Why

Did you watch a film last night?

Yes, I did.

What did you watch?

- How GOOD is your MEMORY?**
- What was the last film that you **saw**?
 - When was the last time that you **ate** in a restaurant?
 - When did you last **go** to a circus or a zoo?
 - Where and when did you first **ride** a bike?
 - Who **taught** you English at primary school?
 - How old **were** your parents on their last birthdays?
 - What was the last music that you **heard**?
 - When did you last **make** something to eat?
 - What mark did you **get** in your last English exam?
 - At what age did you first **have** a mobile phone?
 - What did you **do** on your last birthday?
 - Who **spoke** to you first at school today?
 - Who did you **speak** to last before you **left** home this morning?
 - How many people **gave** you presents last year? What were they?
 - How many people did you **buy** presents for last year? What were they?

KEY

How many things did you remember?

0-5 What a terrible memory you've got! Eat well, exercise and get a good night's sleep to improve it.
 6-10 Not bad, but you could do more to improve your memory.
 11-15 Well done! You've got an excellent memory.

Past simple

- 1 Complete sentences 1–5 with the words in the box. Then answer questions a–c.

bought did didn't started wasn't

- 1 I scared, but I was nervous.
- 2 I some new sport clothes.
- 3 I see you at the sports centre.
- 4 What you do last weekend?
- 5 She to sing professionally when she was only six.

- a Which of the verbs in the box are regular and which are irregular?
- b How do we form the past simple of regular verbs?
- c Which verbs do we use to form questions and negatives?

- 2 Complete the interview using the correct past simple form of *be*.

Dan How old ¹ you when you moved to France?

Joe I ² four or five. I lived with my mum and my older brother and sister. My dad travelled a lot. He ³ at home much.

Dan ⁴ your brother and sister happy to live in France?

Joe No, they ⁵ They ⁶ lonely because their friends ⁷ all in England.

Dan ⁸ it a happy time?

Joe No, it ⁹ a happy time for my brother and sister. But it ¹⁰ a great time for me!

- 3 Write sentences that are true for you using the past simple and the ideas in 1–6. Add a second sentence for each one giving extra information.

(go) to a football match last year

I went to a football match last year. It was between Hoàng Anh Gia Lai and Hà Nội FC.

- 1 (watch) a good TV programme last night
- 2 (listen) to music yesterday
- 3 (meet) friends on Sunday
- 4 (do) homework yesterday
- 5 (play) video games this morning
- 6 (ride) a bicycle last week

Object and subject questions

- 4 Study the object and subject questions below. Then find two more examples of each question in the memory quiz on page 8.

Object questions

Question word + auxiliary verb (*do / does / did*) + subject + main verb?

Who did you visit? I visited my aunt.

(The question word refers to the object.)

Subject questions

Question word + main verb?

Who visited you? My grandfather visited me.

(The question word refers to the subject.)

- 5 Write object or subject questions using the past simple.

- 1 Who (buy) a present for Rachel?
- 2 What (they / get) her?
- 3 How many people (go) to her party?
- 4 Who (you / meet) there?
- 5 Why (you / leave) early?

- 6 Read Ed's text message. Then write questions for answers 1–5. Use *Who* and *How many*.

Kyle told Lucy about the football match and they came with me. Kyle bought the tickets and they met me at the ground. There were 70,000 people at the match. Mesut Özil scored two goals.

Kyle told her.

Who told Lucy about the match?

- 1 Kyle, Lucy and Ed went.
- 2 Kyle bought them.
- 3 Kyle and Lucy met Ed there.
- 4 There were 70,000 people.
- 5 He scored two.

- 7  **USE IT!** Work in pairs. Ask and answer questions about the events in the box. Use both subject and object questions.

concert exhibition festival funfair parade

What was the last event you went to?

It was a funfair last September.

Who told you about the funfair?



1 Fads and fashions

VOCABULARY • Popular interests

I can talk about popular interests, activities and fashions.

✚ Culture p90

✚ Language Focus Reference p99

THINK! What's in fashion at the moment?
What songs, films and games are popular?

1 Work with a partner and do the quiz.

app craze fad follower
gadget post (n, v) social media

2  1.06 Listen and check your answers
to the quiz. Which answer surprised you
the most?

Comics

Let's go

1 A fad or craze is an activity which
becomes very popular for a short time.
Which of these crazes came from Japan?

- a Loom bands b Pokémon
c Beanie Babies

2 When a lot of people 'like' and share a
photo or video on social media, it gets
a lot of ...

- a sees b views c looks

3 Bluetooth speakers are small gadgets
that you can play music on. They became
popular around ...

- a 1999 b 2009
c 2019

POW



Pac-Man



Loom bands

Beanie Baby

craze-y!

4 Fans on social media look at their favourite celebrity posts. Which footballer was the first to get 100 million Facebook followers?

- a Cristiano Ronaldo
- b Lionel Messi
- c David Beckham

5 Which is the best-selling game app of all time?

- a Tetris
- b Angry Birds
- c Minecraft

6 The Rubik's Cube is the best-selling toy in history. 'Speedcubers' are experts with the cube and the fastest time to solve the puzzle is less than ...

- a 5 seconds
- b 5 minutes
- c 5 hours

Rubik's Cube

3 Watch or listen to five people talking about their interests. Match the speakers with the topics. Which speaker spends a lot of money on his / her interest?



- | | | |
|-------------|--------------|------------|
| a Max | comics | c Mitchell |
| b Elizabeth | social media | d Yana |
| | sports | e Joe |
| | music | |
| | games | |
| | fashion | |

KEY PHRASES

Talking about free time and interests

- 1 I'm interested in ...
- 2 I'm (not) really into ...
- 3 Do you spend much money on ...?
- 4 Do you spend any time playing ...?
- 5 I'm (not) crazy about ...
- 6 I'm a big ... fan.

4 **USE IT!** Work in pairs. Ask and answer questions about the topics in exercise 3 using the key phrases. Tell the class what your partner's favourite interest is.

Do you spend much money on comics?

No. I'm not crazy about them. Are you into music?

Finished?

Use the key phrases to write a questionnaire for your class about their free time and interests.

THINK! How do crazes start? Who can make money from them?

CRAZY CRAZES

An interview with Miley Jones,
an expert on the history of crazes

HOW DO CRAZES START?

Well, crazes **generally** start in the playground when we're young. We see someone doing something fun and **obviously** we want to join them.

WHAT WAS THE STRANGEST CRAZE?

Pole-sitting, probably. In 1924, Alvin Kelly sat on a pole for thirteen hours. **Amazingly**, it became popular, and people used to watch the best pole-sitters. The record was twenty-one days.

HOW DO CURRENT CRAZES DIFFER FROM PAST CRAZES?

Things like toys and card-collecting used to be popular. Now crazes often start online, when people see and copy funny ideas for photos or videos on social media.

IS THAT HOW CRAZES BECOME SO POPULAR QUICKLY?

Absolutely! Things can quickly become a craze. Before, people didn't use to have smartphones, but now we can post online games scores or photos immediately.

WHAT'S YOUR FAVOURITE CRAZE?

Pet rocks. In the 1970s, Gary Dahl started selling a pet rock in a special box with instructions.

DID PEOPLE REALLY USE TO BUY PET ROCKS?

Yes, they did. **Apparently**, he sold millions of them. No one really knows what the next craze will be.

- 1** Read the interview with an expert on crazes. What is the purpose of the article?

- a to give information
- b to sell digital products
- c to help people start a new craze

- 2**  **1.08** Read and listen to the interview again. Write questions for answers 1–5.

- 1 In 1924. (When?)
- 2 For thirteen hours.
(For how long?)
- 3 On social media. (Where?)
- 4 He sold pet rocks. (What?)
- 5 Millions. (How many?)

- 3 VOCABULARY PLUS** Use a dictionary to check the meaning of the words in **blue** in the text.

- 4**  **USE IT!** Work in groups. Say what you think of the crazes in the interview. Take a vote on which is the silliest, the strangest and the most fun.

1 LANGUAGE FOCUS • *used to*

I can talk about past habits and states.

- 1 Study the sentences from the interview on page 12. Then choose the correct answers to complete the rules.

People *used to* watch the best pole-sitters.
Before, people *didn't use to* have smartphones.
Did people really *use to* buy pet rocks?

RULES

- We use *used to* + infinitive when we talk about a regular action or state in the past which we do / don't do now.
- The negative form is *didn't use to* / *didn't used to*.
- The question form is *Did ... use to* / *Did ... used to*.

- 2 Complete the online article with the words in the box.

didn't to use used used

HOME ABOUT CONTACT ARCHIVES

In the 1920s, dance marathons *used to* be popular in the USA. People ¹..... to compete for prizes in competitions which lasted for weeks. People ²..... use to dance perfectly all the time, but they always moved their feet. And they didn't ³..... to dance twenty-four hours a day. They rested for fifteen minutes every hour. The competitors used ⁴..... eat twelve times a day for energy.



- 3 Look at the pictures of Michael in the past and Michael now. Use the ideas in 1–6 to write sentences about his life ten years ago. Use affirmative and negative forms of *used to*.
- live in London
He *didn't use to* live in London.

Michael,
at home in
New York,
2006



Michael, at work in
London, 2016



- | | |
|---------------------|----------------------|
| 1 work in an office | 4 wear smart clothes |
| 2 have longer hair | 5 wear glasses |
| 3 live in the USA | 6 like playing games |

- 4 **USE IT!** Write true and false sentences about your past habits. Use affirmative and negative forms of *used to* and the words in the box.

be be interested in cry go
have like play watch

I *used to* watch cartoons with my sister when I was little.

Work in pairs. Read out your sentences. Guess whether your partner's sentences are true or false.

I *used to* watch cartoons with my sister when I was little.

What cartoons did you *use to* watch?

The Minions.

I think that's true!

Finished?

Write questions to ask a partner about his / her past habits using *Did you use to ... ?* and the topics in exercise 3 on page 11.

1

VOCABULARY AND LISTENING • Fashion

I can give and understand descriptions of people's clothes.

THINK! Do you think that you can identify someone's personality or interests by the clothes they wear? Why / Why not?

HOME ABOUT CONTACT

Sa Pa Spring Holiday

Can't believe we were there!
Check out some of these photos ...

A



B



C



- 1 Copy and complete the word-web with the words in the box.

baggy blouse colourful shorts indigo
trainers hat jacket patterned shirt
knee-length skirt scarf leggings trousers

Top half

Bottom half

CLOTHES

Adjectives
colourful

- 2 1.09 Listen and check your answers to exercise 1. Think of more words to add to the web.
- 3 Work in pairs. Use the words in exercise 1 to describe the clothes of people in photos A–C. Where are they?

- 4 1.10 Listen to Sam talking to his friend Chloe about his holiday. Which photo is mentioned in the recording?

STUDY STRATEGY

Listening for specific information

- 1 Read the questions carefully.
- 2 Underline the important words.

- 5 1.10 Read the Study Strategy. Listen again and answer the questions.

- 1 What country did Sam visit?
- 2 Who did Sam and his sister visit there?
- 3 What was the boy wearing?
- 4 What were the girls wearing?

- 6 **USE IT!** Work in pairs. Choose a photo of a person in this unit and describe his / her clothes. Can your partner guess who he / she is?

This person is wearing glasses,
a T-shirt, and blue jeans.

1

LANGUAGE FOCUS • Past continuous • Past simple and past continuous

I can talk about what people were doing in the past.

Past continuous

- 1 Complete the sentences from the listening on page 14 with the words in the box. Then choose the correct option in the rule.

was wearing were doing

- 1 What were you in Sa Pa?
- 2 We visiting my dad for a couple of weeks.
- 3 I walking down the street with my sister.
- 4 The girls were long indigo blouses over knee-length shorts.

RULE

We use the past continuous to describe short actions / long actions in the past.

- 2 Look at the picture. What were the people doing? Complete the sentences using the past continuous form of the verbs in the box.

carry listen
not look shop
steal



- 1 Two friends at a market.
- 2 Kat three bags.
- 3 She at her handbag.
- 4 A man her purse.
- 5 Her friend didn't notice because she to music.

- 3 Complete the questions using the past continuous form of the verbs in the box. Then ask and answer the questions with a partner.

do shine sit talk

- 1 What your mother at six o'clock yesterday evening?
- 2 Who you to this time last week?
- 3 the sun last Sunday?
- 4 Where you this time yesterday?

Past simple and past continuous

- 4 Study sentences 1–4. Then match them with rules a–d. Which tenses do we use in each sentence? How do you say *when* and *while* in Vietnamese?

- 1 We were waiting for a bus when I took this photo.
- 2 The girl was wearing a colourful dress.
- 3 They saw my Manchester United shirt.
- 4 While I was talking to him, my sister was learning Japanese words.

RULES

We use these past tenses to talk about:

- a a long action in the past.
- b a shorter action in the past.
- c two simultaneous, longer actions.
- d a longer, continuous action interrupted by a shorter action.

- 5 Complete the sentences using the correct forms of the past simple and past continuous.

- 1 I (listen) to the radio when I (hear) my phone.
- 2 I (watch) TV while the children (play) outside.
- 3 I (see) an accident while I (cycle) to school.
- 4 My mum (not shop) when I (phone) her.

- 6 USE IT! Work in pairs to ask and answer questions about a celebration you remember. Take turns to ask and answer questions 1–4. Then change roles.

- 1 When and where did the event happen?
- 2 What were you celebrating at the event?
- 3 Can you remember what you were wearing?
- 4 How did you feel at that time?



1

SPEAKING • Expressing preferences

I can comment on people's clothes.

THINK! Do you like shopping for clothes? Who do you go with? Where do you go?

- Hugo Hi, Sammy.
 Sammy Oh, hi, Hugo.
 Hugo Those are cool trousers.
 Sammy Really? I think they're a bit baggy.
 Hugo They're supposed to be like that. I bought a pair like that a ¹..... ago and they're so comfortable. They look really good.
 Sammy Maybe I'll buy them, then. That's an ²..... you're wearing.
 Hugo It's not really my style, but I'm going to a ³..... next week and Mum wants me to wear something ⁴.....
 What do you think of this one?
 Sammy That's better. It's ⁵....., though.
 Hugo You're right, it is.
 Sammy But your mum does want you to be ⁶..... smart.
 Hugo Mmm, true. Why don't I try it on and then ⁷.....?



Hugo

Sammy

4 **1.12** **PRONUNCIATION:** /ʌ/ and /ʊ/ Listen and repeat. Which sound, /ʌ/ or /ʊ/, has each word got?

- | | | |
|--------|---------|--------|
| 1 blue | 3 cool | 5 good |
| 2 look | 4 shoes | 6 suit |

5 Work in pairs. Ask and answer questions about the items below. Use the key phrases.



What do you think of these boots?

They look really good!

1 **1.11** Complete the dialogue with the phrases in the box. Then watch or listen and check. What does Hugo think of Sammy's trousers? Why is Hugo buying a shirt?

decide expensive few weeks
interesting shirt look smart wedding

2 **1.11** Cover the dialogue and circle the words in *italics* in the Key Phrases that Hugo and Sammy use. Watch or listen again and check.

KEY PHRASES

Shopping for clothes

They look really ¹ *good* / *well*.
 They're a bit ² *baggy* / *tight*.
 What do you think ³ *about* / *of* this one?
 It's (not) really my ⁴ *interest* / *style*.
 It's ⁵ *expensive* / *comfortable*, though.
 Why don't you try it ⁶ *on* / *out*.

3 Work in pairs. Practise the dialogue.

6 **USE IT!** Work in pairs. Read the situation. Then prepare and practise a new dialogue using the key phrases and the dialogue in exercise 1 to help you.

Student A: You see a friend in a shop. He / She asks your opinion. You're not sure, so you show your friend something different.

Student B: You meet a friend in a shop. You want his / her opinion on something you're thinking of buying. Listen to your friend's suggestion. You think it's too expensive, so suggest going to another shop.

1

WRITING • A fact file

I can use *for example, for instance, like and such as* to give examples to support facts.

THINK! When were your grandparents teenagers? What do you know about their teenage years?

Fads and fashions

*of the eighties
in Việt Nam*

FACT FILE

FASHION

During this decade, the most common outfit for Vietnamese people was a loose shirt and flared trousers. Especially, rich girls used to wear shirts with lotus collars or vintage dresses.

MUSIC

The eighties was the decade when Vietnamese pop music developed. The songs of musicians like Nguyễn Ngọc Thiện and Nguyễn Văn Tý praised a new life. For example, *Ơi Cuộc Sống Mến Thương* and *Bài Ca Năm Tân* were about the nation building.

**TECHNOLOGY**

At that time technology was more basic. Television started to become popular in the 1980s, but people only had black-and-white TVs, for instance.

CRAZES

There were crazes for fun things, such as tug of war, bamboo jacks and blind man's buff. In those days, they were a massive trend for teenagers.



- 1** Read the fact file. What things were popular in the eighties? Work in pairs. Tell your partner what was popular in the eighties using the phrases.

KEY PHRASES**Describing a specific time period in the past**

In the (eighties), ...
It was the decade when ...
In those days, ...
At that time, ...
During this decade / era, ...

Language point: Giving examples

- 2** Read the fact file again and find the words for giving examples in the box.

for example for instance like such as

- 3** Complete 1–4 with the words from the box in exercise 2 and your own ideas.

- You can do a lot with mobile phones: , you can
- You can buy a lot of gadgets now,
- My parents like bands
- When my grandad / grandma was young, he / she did other things

- 4** **USE IT!** Follow the steps in the writing guide.

WRITING GUIDE**A TASK**

Write a fact file about fads and fashions from a decade in the past century.

B THINK AND PLAN

- What period are you writing about?
- What was fashionable then? How do those fashions compare to fashions for young people today?
- What were the most popular crazes of the time?
- What music was popular? Where did people listen to it and how did they buy it?
- What technology was new and important? What gadgets were popular?

C WRITE

Use your notes from section B and the headings from the model text to help you.

D CHECK

- *used to*
- *past tenses*
- *examples*
- *key phrases*

2 Sensations

VOCABULARY • Senses

I can ask and answer questions related to the senses.

CLIL p91

Language focus reference p100

THINK! How many senses are there? Which do you think you use most? Which is your strongest sense?

- 1 Look at photos 1–5 and match them with the senses in the box.

hearing sight smell taste touch

- 2  1.13 Read the magazine quiz and complete the table with the words in **blue**. Listen and check.

Hearing	Sight	Smell	Taste	Touch
sound				

- 3 Do the quiz. Which sense is the most important for you? Compare your result with a partner's.



What's your **strongest** sense?

Are you a visual person, who likes looking at things? Perhaps you prefer to use your sense of hearing and listen to things? Do our quiz and make a note of your choices to see which senses are most important to you.

- 1 You are in a restaurant and you ask the waiter to bring you the most unusual dish on the menu. When the dish arrives, what do you do first?

-  Smell it.  Ask someone about it.
 Feel it.  Taste it.
 Look at it closely.

- 2 Which two of these things do you prefer?

-  The taste of a delicious meal
 The sight of a beautiful sunset
 The smell of flowers in the summer
 The feel of a warm bed on a winter's night
 The **sound** of beautiful music

- 3 What do you think about books?

-  I like to **hold** and smell them when they're new.
 I like the covers and photos.
 I really like recipe books. I can almost taste the food when I read them.
 I prefer audio books or **listening** to stories.

- 4 Choose the two conditions which you think are most difficult.

-  **Colour-blindness**, when you can't **see** some colours.
 **Tone-deafness**, when you can't sing or play instruments very well because you don't **have a 'good ear'**.
 'Anosmia', when you can't smell anything or taste very little.
 **Losing sensation** in some of your toes or fingers.





- 4 1.14 Watch or listen. What is each person talking about? Match speakers: Alicia, Emma, Will, Paul and Zara with photos A–E.



KEY PHRASES

Talking about likes and dislikes

What are your favourite ...?

It reminds me of ...

I love ...

Is there anything that you don't like ...?

Are there any ... that you dislike?

I hate / can't stand ...

- 5 **USE IT!** Work in groups. Ask and answer the questions. Use some of the key phrases.

- 1 What are your favourite sights, sounds and tastes? What do they remind you of?
- 2 What are your least favourite sights, sounds and tastes? How do they make you feel?
- 3 Is there anything that you like or don't like to feel or touch? Why?

- 5 Which two of these activities do you prefer to do to relax?



Watch TV



Have a warm drink



Listen to music



Exercise and then have a shower or a bath



Finished?

Think of your typical day. What do you see, smell, taste and feel after you wake up and before you go to school?

2 READING • The importance of smell

I can identify the main idea in a paragraph.

THINK! What smells can you remember from when you were younger? Is there a connection between smells and memory?

HOME ABOUT ARTICLES ARCHIVE CONTACT



Follow your nose ...

Meet three people whose sense of smell has made a difference to their lives.

A **Helen Keller** – a famous activist – was deaf and blind herself. With an extraordinary sense of smell, she could identify people's jobs by the **odour** on their clothes. 'When a person passes,' she said, 'I get a **scent** impression of where he has been.' For her, a smell can remind us of another time and place.



B **James Bell** has worked for a **perfume** company for over twenty years. He says, 'To develop a superior sense of smell, you must train it, like a concert pianist.' After passing a 'smell test', James studied perfumery in France, where he learned to recognise about 2,800 synthetic and 140 natural materials. Since then he has helped to create the world's favourite **fragrances**.



C Journalist **Lucy Mangan** has been anosmic since birth. So she can't smell anything, even the fragrances of roses. She has never tried different perfumes in a shop. As 75–95% of the food **flavour** comes from its smell, meals haven't had much flavour. Although she can feel the different **textures** of lasagne, steak or fish, they're all quite tasteless.



1 Read the article. Then complete the headings for paragraphs A–C with the words in the box.

distance food memory nose smell

- A Scent and
- B Training a
- C Life without

2 **1.15** Read and listen to the article again and write **true** or **false**. Correct the false sentences.

- 1 Helen Keller had a good sense of smell.
- 2 She says there's a connection between smells and memory.
- 3 A person with a normal sense of smell can become a professional perfumer.
- 4 James Bell failed his first 'smell test' at the perfume company.
- 5 Lucy could smell everything when she was a baby.

3 Find synonyms in the text for the words below.

- | | |
|--------------|--------------|
| 1 incredible | 3 artificial |
| 2 identify | 4 organic |

4 VOCABULARY PLUS Use a dictionary to check the meaning of the words in **blue** in the text.

5 USE IT! Talk about which objects and places smell best to you. Which of them bring back memories?

I love the smell of bánh xèo. It really reminds me of my grandma's house. It brings back memories of visiting her house when I was little.



Present perfect: affirmative and negative

- 1 Cover the article on page 20. Complete the sentences with the words in the box. Then check your answers.

had helped smelled tried

- 1 He has to create fragrances.
- 2 She has anosmic since birth.
- 3 She has never different perfumes.
- 4 Meals haven't much flavour.

- 2 Read the sentences in exercise 1 again. Then choose the correct words to complete the rules.

RULES

- 1 The present perfect describes life experiences or recent events that **started / finished** in the past and continue up to the present.
- 2 We form the present perfect with **be / have** and a past participle.
- 3 **Regular / Irregular** past participles end in **-ed**.
- 4 We use **not** or **never** to make **affirmative / negative** sentences.

- 3 Complete the sentences with the correct present perfect form of the verbs in brackets.

Water-slide tester

It's an amazing job in the world! I ¹ (visit) a lot of cities with my company, and I ² (try) a lot of great water slides. They ³ (not decide) on the next destination, but I'm hoping for a trip to Hồ Chí Minh City.



STUDY STRATEGY

Learning irregular verbs

- Check irregular verbs in a dictionary.
- Revise them and test yourself every week.

- 4 Read the Study Strategy. Complete the sentences using the present perfect form of the verbs.

not begin buy not eat not see speak

- 1 You any breakfast!
- 2 We a lot of English today.
- 3 I that film. Is it good?
- 4 The match It starts in ten minutes.
- 5 She a fantastic new bike.

for and *since*

- 5 Study the examples and complete the rules with *for* and *since*.

James *has worked* for a perfume company for twenty years.
Lucy *hasn't had* a sense of smell since birth.

RULES

- 1 We use to talk about the point in time an activity started.
- 2 We use to talk about the period of time up to the present.

- 6 Complete the sentences with the present perfect form of the verbs in brackets and *for* or *since*.

- 1 I this happy weeks. (not feel)
- 2 We him last month. (not see)
- 3 They that dog years. (have)
- 4 She in London 2010. (live)

- 7 **USE IT!** Talk about experiences using the present perfect. Use the time expressions below.

always for weeks never
since this year today

I have never visited Huế.

I haven't watched TV for weeks.

Finished?

Talk about an unforgettable experience using the present perfect.

THINK! When was the last time that you had a memorable day? What did you do?



Feelings

questionnaire

1 Name the two most **delicious** and the two most **disgusting** things that you've ever eaten.



2 What's the most **wonderful** place that you can remember?



3 Have you ever felt totally **exhausted**? Why?



4 Have you ever touched a weird or **fascinating** animal? What was it like?

5

Have you ever been on a really **terrifying** ride at a theme park?



1 **1.16** Match adjectives 1–6 with the extreme adjectives in **blue** in the questionnaire. Then listen and check.

- | | |
|-----------------------|------------|
| 1 fantastic | 4 scary |
| 2 interesting | 5 horrible |
| 3 tasty | 6 tired |
| 1 fantastic wonderful | |

2 **1.17** Listen and order photos A–C. Which questions from the questionnaire are the people answering?



3 Read sentences 1–5 in exercise 4. Decide **what type of answer** you should be listening for: **age, noun, distance, reason or adjective**.

1 Nina rode an alpaca when she was ... **age**

4 **1.17** Listen again and complete the sentences. Were your answers in exercise 3 correct?

- Nina rode an alpaca when she was
- Her friend thinks that alpacas probably smell
- The furthest that Jo has ever cycled is
- A durian is a type of
- People can't take durians on buses because

5 **USE IT!** Work in pairs. Read the *Feelings questionnaire* again and answer the questions for you. Then ask and answer the questions with a partner.

Present perfect: questions

- 1 Complete 1–5 with the words in the box. How do you say *ever* in Vietnamese?

ever have haven't has hasn't

- 1 Have you ridden a horse?
- 2 No, I
- 3 you guys been to a theme park?
- 4 your brother been on a rollercoaster?
- 5 No, he

- 2 Read the sentences in exercise 1 again. Then choose the correct answer to complete the rule.

RULE

We use questions in the present perfect to ask ...

- a if a person experienced something at some time.
- b an exact time when a person experienced something.

- 3 Order the words to make questions. Then ask and answer the questions with a partner.

- 1 a frightening film / you / have / lately / seen / ?
- 2 this year / has / improved / your English / ?
- 3 cooked a meal / ever / for you / your friends / have / ?
- 4 what / you / today / eaten / have / ?
- 5 in the last five years / countries / have / visited / you / what / ?

- 4 Write questions for the answers using the present perfect and the words in brackets.

- 1 Yes, I've cooked spaghetti. (ever)
- 2 I've bought a tablet. (What)
- 3 They've moved to Los Angeles. (Where)
- 4 He's invited six people. (How many)
- 5 Yes, it finished at two o'clock. (meeting)



Present perfect and past simple

- 5 Study examples a–d. Then answer questions 1–3.

- a I've eaten a few interesting things since we came to Asia.
- b I ate some last year at a market.
- c I've ridden an alpaca.
- d I rode the alpaca when I was six years old.

- 1 Which verbs are in the present perfect and which are in the past simple?
- 2 Which sentences describe a finished action at an exact time in the past?
- 3 Which sentences describe an action at some time in the past?

- 6 1.18 Read the dialogue and choose the correct words. Then listen and check.

- Zoe ¹ Have you been / Did you go anywhere exciting recently?
- Sam No, not recently. We ² have been / went to a water park last month though.
- Zoe Really? ³ Did you enjoy / Have you enjoyed it?
- Sam Yes, it was awesome. What's the most amazing ride that you've ever tried?
- Zoe It was the roller coaster at Sun World Bà Nà Hill. ⁴ Did you try / Have you tried it?
- Sam No, ⁵ I've never been / I didn't go there.

- 7 USE IT! Make a dialogue with a partner on either idea A or B. Use the present perfect and past simple forms.

A be / anywhere interesting

B see / any good films

Have you been anywhere interesting recently?

Yes, I went to Cần Thơ at the weekend.

THINK! What do you like doing in the evening and at the weekend?

- Louise Have you ¹ **been** / **seen** to Bowl You Over, the new bowling club?
- Grace Actually, I've never ² **been** / **had** bowling. I've heard it's a bit boring.
- Louise You've never ³ **been** / **made** bowling? Seriously? Let's try it next weekend. We can invite Lori and Jack, too.
- Grace It doesn't sound much fun to me, but we'll see what they say. I'm hungry. Have you ⁴ **had** / **taken** lunch?
- Louise No, I haven't ⁵ **ate** / **eaten** since breakfast. Let's have lunch together.
- Grace What do you fancy eating?
- Louise I don't know. Fish and chips, I suppose.
- Grace Wait a second. There's a great restaurant really near here. Come on.
- Louise OK.
- Grace Here it is.
- Louise Can't we ⁶ **had** / **have** fish and chips?
- Grace Why not try something different? The food here is delicious. I think you'll enjoy it.
- Louise OK. I'll give it a try.
- Grace Great.



5 **Work in pairs. Read situations 1–3. Take turns to suggest doing something after school. Use the key phrases.**

- 1 watch a scary film
- 2 go for a bicycle ride
- 3 play a video game

What do you fancy doing?

Let's watch a scary film after school.

It doesn't sound much fun to me.

1 **1.19** Choose the correct words in the dialogue. Then watch or listen and check. What does Louise want to do next weekend? Where does Grace suggest going for lunch?

2 **1.19** Cover the dialogue and complete the Key Phrases. Watch or listen again and check.

KEY PHRASES

Making plans for free time

I've heard it's a bit ¹.....

It doesn't sound ²..... to me ...

What do you fancy ³.....?

Can't we ⁴.....?

Why not try ⁵.....?

I think ⁶.....

3 Practise the dialogue with your partner.

4 **1.20** **PRONUNCIATION:** Stress for emphasis Listen and repeat the sentences. Which sentence has more stressed words? Why?

Have you been to Bowl You Over?

You've never been bowling? Seriously?

6 **USE IT!** Work in pairs. Read the situation. Then prepare and practise a new dialogue. Use the key phrases and the dialogue in exercise 1 to help you.

Student A: You want to go camping in the countryside at the weekend. Listen to what your friend suggests instead and respond.

Student B: You don't want to go camping in the countryside at the weekend. You fancy watching a film then having dinner. Suggest what type of film and food you want.



THINK! What do you like about the place where you live? Has it got any special sights and sounds?



a sensational holiday!

Enter the *You haven't lived until ...* competition. Describe the sights, sounds, tastes and feelings that visitors to your country can experience. Our winner will spend two weeks in Australia!



- 1 Read the magazine advert and last year's winning entry about the Mekong delta. What do you have to do to enter the competition? What's the prize? What do we learn about the residents in Southern Việt Nam?

Language point: Intensifiers

- 2 Find the words in the box in the *Experience the Mekong delta in Southern Việt Nam* text. What type of word (adjective, noun or verb) do they always come before?

absolutely really very

- 3 Study the examples and answer the questions.

very soft ✓

really soft ✓

absolutely soft ✗

very delicious ✗

really delicious ✓

absolutely delicious ✓

- 1 Which adjective is an extreme adjective (it describes a strong opinion): *soft* or *delicious*?
- 2 Do we use *very* with normal or extreme adjectives?
- 3 Can we use *really* with both normal and extreme adjectives?
- 4 What other intensifiers can we use with adjectives? Find examples in the text.
- 4 Read the key phrases and find them in the *Experience the Mekong delta in Southern Việt Nam* text. Think of how to complete the first two phrases about your town.

KEY PHRASES

Expressing recommendations

Don't forget to try ...

It's one of the most ... in the ...

It's quite an experience.

They're (all) worth seeing.

We're looking forward to (seeing you).

Experience the Mekong delta in Southern Việt Nam
Because you haven't lived until ...

... **you've seen** the life around the river like floating markets. Besides, the Mekong delta has got many fruit orchards or rice fields and extremely beautiful sights, and they're all worth seeing.

16-string zither

... **you've heard** *Đờn Ca Tài Tử* – folk music. The sound of a variety of instruments like a flute, a 16-string zither, a violin and a guitar is really amazing, and very soft! It's quite an experience.

... **you've tasted** *bánh xèo*. It's one of the most popular dishes in the Mekong delta. Don't forget to try other excellent local specialities, like pop rice, lemongrass chicken or grilled snakehead fish. It's absolutely delicious!

... **you've felt** the warmth of the residents. So do a homestay in a traditional village from October to April because the temperature is comfortable for travelling. We're looking forward to seeing you.

bánh xèo

pop rice

- 5 **USE IT!** Follow the steps in the writing guide.

WRITING GUIDE

A TASK

Write an entry for the 'You haven't lived until ...' competition. Use information about a place you like and know well. Include some of the key phrases.

B THINK AND PLAN

Brainstorm ideas and decide whether they belong in the paragraph on sights, sounds, tastes or feelings.

C WRITE

Use your notes from B to write a first draft of your description.

D CHECK

- adjectives and intensifiers
- ordering your ideas in a logical way

PROGRESS REVIEW 1

MY EVALUATION Check your progress. Do the exercises and then complete your own evaluation.

I need to try this again.

I am happy with this.

I could do this better.

I can do this very well.

VOCABULARY Popular interests

1 Complete the crossword.



- 1 It's a new smartphone
- 2 She's got 100,000 on Twitter.
- 3 It's only a short People will forget about it soon.
- 4 a comment on my blog.
- 5 How many does that video have?
- 6 Social are changing ways of communication.
- 7 We use electronic, such as tablets.

I can talk about popular interests, activities and fashions.

MY EVALUATION

READING Crazes

2 Choose the correct words.

- 1 Jack is in a basketball team. They **generally** / **obviously** play about once a week.
- 2 It **generally** / **amazingly** takes more time to get from London to Rome by car than by plane.
- 3 **Obviously** / **Amazingly**, some people spend over two hours on social media every day.
- 4 I thought this app was free, but **apparently** / **amazingly** I have to pay £3 for it.

I can talk about how I spend my time.

MY EVALUATION

LANGUAGE FOCUS *used to*

3 Complete the sentences using the correct form of *used to* and the verb in brackets.

- 1 She (not like) hip hop music, but she loves it now.
- 2 (your brother / watch) a lot of cartoons?
- 3 They (go) to the cinema often. Now, they watch films online.
- 4 I (take) that bus, but I don't any more.
- 5 He (not have) a laptop, but he bought one last year.
- 6 What time (eat) dinner when you were younger?

I can talk about past habits and states.

MY EVALUATION

VOCABULARY AND LISTENING Fashion

4 1.21 Listen to Lena telling her friend Ethan about their trip to Italy. Which clothes did Lena and her family bring from England and which ones did they buy in Italy? Write E for England or I for Italy.

- baggy hoodie
- black boots
- black trousers
- colourful hat
- jeans
- patterned jacket
- plain white blouse
- shorts
- short-sleeved tops
- summer dresses
- tight skirt
- trainers

I can give and understand descriptions of people's clothes.

MY EVALUATION



LANGUAGE FOCUS Past continuous; Past simple and past continuous

5 Choose the correct answers.

Japanese inventor Satoshi Tajiri ¹..... *Pokémon*, or pocket monsters, in 1995. By 1999, children ²..... their parents for *Pokémon* games all over the world, and the *Pokémon* company ³..... thousands of games every day! Many crazes stop being popular quite quickly, but this ⁴..... with *Pokémon*. When the company ⁵..... its tenth anniversary, millions of people ⁶..... *Pokémon* computer games, cards and toys. Today, it is one of the most successful game companies in the world.

- | | |
|--------------------|---------------------|
| 1 a used to create | 4 a didn't happen |
| b created | b wasn't happening |
| c was creating | c doesn't happen |
| 2 a were asking | 5 a was celebrating |
| b asked | b used to celebrate |
| c asking | c celebrated |
| 3 a sold | 6 a still buying |
| b was selling | b were still buying |
| c used to sell | c still bought |

I can talk about what people were doing in the past.

MY EVALUATION 😊 😐 😞 😡

SPEAKING Expressing preferences

6 Complete the conversation with the phrases. Then practise with your partner.

it really suits you it looks really good
It isn't really my style There are some nice clothes

- Molly** Hey, Hannah. What are you up to?
Hannah Oh, hi, Molly. I'm looking for some jeans.
Molly Did you find anything?
Hannah Not really ¹..... in here, but they're expensive.
Molly Mmm, you're right. Look – that's a really cool jacket.
Hannah Yeah, ²..... Why don't you try it on?
Molly ³.....
Hannah I think ⁴..... Go on, try it on!

I can comment on people's clothes.

MY EVALUATION 😊 😐 😞 😡

WRITING A fact file

7 Choose the correct words.

Fact file: Flared trousers

The beginnings

American sailors were the first to wear flared trousers in the 19th century. ¹..... days, trousers with a wide leg below the knee were practical for many reasons.

²....., they were easy to roll up when cleaning the ship or to take off when they got wet.

Craze of the 1960s and 1970s

³..... when flared trousers became popular. Many singers, such ⁴..... Sonny and Cher, wore them. ⁵..... that time, young people made their own flared trousers because shops weren't selling them. ⁶..... the seventies, you could buy them in almost every shop. Hardly anyone chose a different style of trousers during this ⁷.....

A comeback

There were a few times when flared trousers came back, ⁸....., throughout the 1990s and in 2015. Although fashion designers, ⁹..... Balmain and Gucci, presented them during fashion shows, they didn't become as popular as in the 1970s.



- | | | |
|--------------------------------|------------------|----------------|
| 1 a In these | b In those | c On these |
| 2 a Such as | b Like | c For example |
| 3 a The sixties was the decade | b In the sixties | c These days |
| 4 a like | b of | c as |
| 5 a At | b When | c For |
| 6 a On | b In | c At |
| 7 a decade | b times | c days |
| 8 a example | b such | c for instance |
| 9 a such | b like | c instance |

I can use *for example*, *for instance*, *like* and *such as* to give examples to support facts.

MY EVALUATION 😊 😐 😞 😡

VOCABULARY Senses

8 Complete the words.

- 1 Tone-d..... makes it difficult to play a musical instrument well.
- 2 We can't t..... the objects in the museum.
- 3 Beethoven lost his h..... when he was thirty, and was deaf for the rest of his life.
- 4 You need to have near-perfect s..... to be an airline pilot.
- 5 We lost s..... in our toes when we were walking in the snow.
- 6 Can you t..... the sugar in your tea?

I can ask and answer questions related to the senses.

MY EVALUATION



READING The importance of smell

9 Choose the correct words.

- 1 'What's your favourite chewing gum flavour / fragrance?' 'I love mint and strawberry.'
- 2 This cake has a creamy texture / scent.
- 3 When we walked into the gym, we noticed a strong flavour / odour of sweat.
- 4 Mia opened the window and the texture / scent of garden flowers filled the room.
- 5 I got my first scent / perfume as a birthday present from my parents.
- 6 I love the odour / fragrance of spices in the kitchen.

I can identify the main idea in a paragraph.

MY EVALUATION



LANGUAGE FOCUS Present perfect: affirmative and negative; for and since

10 Complete the sentences using the correct present perfect form of the verbs and for or since.

- 1 They (not eat) ice cream last summer.
- 2 '..... (she / have) problems with her hearing long?'
'Yes, she
- 3 He (be) colour-blind he was born.
- 4 I (take) this bus every day six months.
- 5 We (not see) our cousins ages.

I can talk about experiences that started in the past.

MY EVALUATION



VOCABULARY AND LISTENING Sensations and experiences

11 1.22 Listen to a radio programme about people's experiences at birthday parties. Match Grace's and James's experiences 1–10 to adjectives a–j.

Grace:

- | | |
|----------------------------|--------------|
| 1 the birthday party | a delicious |
| 2 the place | b disgusting |
| 3 the girls looked | c wonderful |
| 4 the food | d exhausted |
| 5 the cupcakes | e amazing |

James:

- | | |
|----------------------------|--------------|
| 6 the birthday party | f awful |
| 7 waiting in a queue | g nice |
| 8 the rides weren't | h terrifying |
| 9 the cinema tickets | i furious |
| 10 the popcorn | j miserable |

I can use prediction skills when listening for specific information.

MY EVALUATION



LANGUAGE FOCUS Present perfect: questions; Present perfect and past simple

12 Complete the dialogues with the present perfect or past simple form of the verbs in brackets.

Ruth Have you ever broken (you / ever / break) something really expensive?

Oscar Yes, I ¹..... It ²..... (be) three or four years ago. I ³..... (drop) my dad's laptop. He ⁴..... (not let) me use his tablet or smartphone since it ⁵..... (happen)!

Alex ⁶..... (you / ever / meet) a celebrity?

Sara No, I ⁷....., but my uncle ⁸..... He ⁹..... (go) to school with Keira Knightley, the actress. But she ¹⁰..... (not be) famous then, of course. They ¹¹..... (be) only six years old!

Alex ¹²..... (he / see) her since she ¹³..... (become) famous?

Sara No, he ¹⁴.....

I can ask people about their experiences.

MY EVALUATION



SPEAKING Planning free time

13 Choose the correct words. Then practise with your partner.

Zach Hey, Dan. Have you seen this horror film, *Zombies Attack*?

Dan I've never seen a horror film.

Zach You've never seen a horror film? Seriously? I think you ¹ll / are / have enjoy this. I've ²hear / hearing / heard it's good.

Dan It doesn't sound much ³great / fun / interesting to me. I don't like scary films. Can we have dinner first?

Zach OK. What do you ⁴want / fancy / try eating?

Dan Why not ⁵try / want / fancy something different? What about some Indian food?

Zach ⁶Can't / Will / Are we have pizza? I've never had Indian food.

Dan Really? It's delicious.

I can discuss ideas about how to spend free time.

MY EVALUATION



WRITING A competition entry

14 Read the advert and complete the text with the words.

absolutely one of the most quite an
really delicious to seeing to
stop very visiting

WIN £500

Tell us about a place where you like to spend time. Write about the sights, smells and feelings you can experience there. Encourage others to visit this place. The winner will receive £500 and their entry will be published in VISIT Britain magazine.

St Nicholas Market

My favourite place in Bristol is St Nicholas Market. It's ¹..... amazing markets in Britain, and you can almost feel its long history. It's definitely worth ²..... When you enter, you see hundreds of colourful products, from vintage clothes and jewellery to local arts and crafts. You can smell ³..... street food like Indian curry or Algerian falafel. I love walking between the stalls, watching people and seeing what they buy. It's ⁴..... experience. But what makes this place really special is an ⁵..... wonderful glass roof over the stalls.

If you ever come to Bristol, don't forget ⁶..... by at St Nicholas Market and have lunch. Take time to look for souvenirs (or up at the sky) with a cup of ⁷..... good coffee in your hand. We're looking forward ⁸..... you there.



I can use intensifiers to add interest to my writing.

MY EVALUATION



3 Adventure

VOCABULARY • Natural features

I can express my preferences about places and activities.



CLIL p92



Language focus reference p101

THINK! Can you name two natural features that Việt Nam is famous for? Which ones have you visited?

- 1 Complete the table with the words in **blue** in the quiz. Then compare your answers with a partner's.

Land	Water
	sea

- 2 1.23 Do the quiz with a partner. Then listen and check your answers.

WORLD of ADVENTURE

WE'VE FOUND SOME OF THE BEST PLACES IN THE WORLD FOR ADVENTURES. DO OUR COMPETITION QUIZ FOR A CHANCE TO WIN THE ADVENTURE OF A LIFETIME!



- 1 The Red **Sea** is a great place for scuba-diving. Which of these is not a sea?

- a The Yellow Sea
- b The Black Sea
- c The Blue Sea

- 2 The Grand Canyon is an enormous, deep **valley**. The **river** which made it is the ...

- a Nile
- b Colorado
- c Congo

- 3 In Quảng Bình, Việt Nam, there is an enormous **cave** called *Sơn Đoòng*. It holds the world's largest natural cave with a volume of ...

- a 28.5 million m³
- b 38.5 million m³
- c 48.5 million m³

- 4 Brazil is a fantastic place for adventure. You can visit the spectacular **falls** at Iguazu, or watch the wildlife in the Amazon **rainforest**, which is bigger than ...

- a the USA
- b South America
- c Western Europe

THE GRAND CANYON





THE GOBI DESERT



SƠN ĐUÔNG CAVE



IGUAZU FALLS

3 1.24 Watch or listen to Max, Alicia and Elizabeth talking about places and activities. What place would each person like to visit?



KEY PHRASES

Talking about preferences

- Would you rather ... ?
- Which would you prefer: ... or ... ?
- I'd love to
- I'd much prefer to
- It's my dream to

4 USE IT! Work in pairs. Ask and answer questions 1–4 using the key phrases.

Would you prefer to ... ?

- 1 explore Cát Tiên National Park or a rainforest
- 2 go scuba-diving or surfing
- 3 visit a volcano or a cave
- 4 travel to America or Australia

5 You can surf some of the world's biggest waves in the Atlantic ocean off the beaches of Ireland and Portugal. Which of these is not an ocean?

- a Indian
- b North
- c Pacific

6 In the Gobi March, competitors run 250 kilometres through the dunes of the Gobi Desert. The race is part of a four-race desert challenge which also includes the ...

- a Sahara, Atacama and the Antarctic
- b Alps, Andes and Himalayas
- c Islands, Highlands and Lowlands

Finished?

Think about two places of interest in Việt Nam. Use the key phrases to talk about which one you'd prefer to see and why.

THINK! What's the longest journey you've ever done? What's the longest time you've been away from your home?

Rachel Ridley

HOME ABOUT CONTACT FOLLOW



23rd March, 3.29 p.m.

Follow the dream

Hey! Do you dream of exotic places? Of trips to distant deserts and mountains? Do you dream of adventure? Well, Liz Clark has been living that dream, and I've been following her inspirational blog.

After finishing university, Liz learned to sail as one of her old professors offered to lend her his yacht for as long as she wanted it.

In October 2005, she **set off** on her journey. Liz found it hard to **leave behind** her friends and family, but she's been travelling to many fascinating places for over fifteen years. Among other countries, she has **stopped off** in Mexico, Costa Rica, Panama and the Galapagos Islands.

When she stops somewhere, she surfs, does yoga and writes her blog. Adverts on Liz's blog have been paying for her trip. There are beautiful beaches, crystal clear water and perfect surf in her photos.

But life on the ocean can also be difficult. 'It feels so great to inspire others to live their dreams,' says Liz, 'I've worked hard and it hasn't always been easy or fun.'

She also gets very lonely, but she keeps going. She's looking for some company on the boat to **stay with** her as she **carries on** her journey around the world. Liz, I think I'll join you! Does anyone else want some adventure?



1 Read the blog post and answer the questions to identify the purpose of the text.

- 1 Who is writing? Why?
- 2 Who is the author writing for?
- 3 What question does she want her readers to answer?

2  1.25 Read and listen to the text again and answer the questions.

- 1 How long has Liz Clark been travelling?
- 2 How did she get her yacht?
- 3 What does Liz do when she stops somewhere?
- 4 How does Liz pay for her trip?
- 5 Why does Rachel offer to join Liz on her journey?

3 VOCABULARY PLUS Use a dictionary to check the meaning of the phrases in **blue** in the text.

4  **USE IT!** Work in pairs. Think of three advantages and three disadvantages of going on a trip on your own.



- 1 Study the examples of the present perfect simple and continuous from the blog on page 32. Then complete rules 1–3.

Present perfect simple

She has stopped off in Mexico ...

'I've worked hard.'

'It hasn't been always easy or fun.'

Present perfect continuous

Liz Clark has been living that dream ...

I've been following her inspirational blog ...

Adverts on Liz's blog have been paying for her trip.

RULES

- 1 The present perfect continuous is formed by: subject + *have(n't)* /(n't) + + verb + *-ing*.
- 2 The present perfect simple / continuous describes general life experiences or recent events.
- 3 The present perfect simple / continuous also describes events in the past that are still happening now. It emphasises the duration of the activity.

- 2  1.26 **PRONUNCIATION:** /æ/ and /ə/

Listen to the examples. How do we pronounce *have* and *has* when they are weak forms?

Have (/ə/) you been travelling?

Yes, I have (/æ/).

Has (/ə/) it been fun?

Yes, it has (/æ/), but it hasn't (/æ/) been easy, and the weather has (/ə/) been terrible.

Remember!

Some verbs that aren't possible in the continuous form:
be have got know like love hate

- 3 Read the text and choose the correct form of the verbs.

- 4 Complete the sentences with the correct present perfect form of the verbs in brackets.

- 1 I (swim) in the Atlantic. I remember it clearly.
- 2 They (run) for hours, so they're feeling tired.
- 3 We (visit) Argentina a couple of times.
- 4 (you / sit) in the sun for long? Your face is very red.

- 5  **USE IT!** Work in pairs. Ask and answer questions using the present perfect continuous, the words in the box and the ideas below.

do feel listen live speak use

... English recently? What music ... to recently?

... in this town for long? How ... lately?

What ... all day? How long ... this book?

Have you been speaking a lot of English recently?

Yes, I have. I've been talking to my pen pal online.

 Sophie



♥ 21 likes

Sophie Hey George, how are you? We're still on our trip in Kenya and *'it's been / it's been being* fantastic. *'I've been sitting / I've sat* in a jeep for the last three hours and the animals don't seem shy. *'I haven't been using / I haven't used* binoculars because they come very close. Look at this photo which *'I've been taking / I've taken* from the jeep. This is such a great experience – *'we've had / we've been having* a great time. I don't want it to end!

THINK! Have you ever watched any videos of extreme adventures or sports? What sport was it?

YOUR TOP FIVE ...

EXTREME ADVENTURES

Take a look at these amazing achievements and choose 'like' on your favourite to vote.



Sail ¹around / on the world alone at the age of fourteen. (Laura Dekker) ♥



Climb ²through / up Everest at the age of thirteen. (Jordan Romero and Malavath Poonna) ♥

Dive ³over / off a 27-metre-high cliff into a lake. (Gary Hunt) ♥

Surf ⁴— / off a thirty-metre wave. (Garrett McNamara) ♥

Cycle ⁵down / under a mountain at 222 kilometres per hour. (Éric Barone) ♥



- 1 **1.27** Look at pictures A–D below. Match the prepositions in the box with the actions. Say what each person is doing. Then listen and check.

around down off on
over through under up



walk through



He's walking through the forest.

- 2 Read *Your Top Five Extreme Adventures* and check the meaning of the sports verbs in **blue**. Then choose the correct prepositions.
- 3 **1.28** Listen to a TV programme about the achievements in exercise 2. Put the sports that are mentioned in the correct order.

cycling mountain climbing sailing
skydiving surfing

- 4 **1.28** Listen again and answer the questions.

- What did Éric Barone cycle over?
- How old was Laura Dekker when she finished sailing around the world?
- Has anyone younger beaten her record?
- Where were the teenage Everest climbers from?
- According to the presenter, which person has the most votes?

STUDY STRATEGY

Learning through English

If you can repeat facts and information in English, you will remember both what you've learned and how you say it in English.

- 5 Read the Study Strategy. Close your book and make a note of three things you learned from the TV programme. Compare your answers with a partner's.
- 6 **USE IT!** Work with a partner. Ask and answer questions about adventure activities. Use the ideas below.

Do you like the look of ... ? Have you ever tried ... ?
Would you like to try ... ? What do you think of ... ?

Present perfect simple + *just*

1 Study these sentences from exercise 3 on page 34. Then answer the questions.

We've just seen the videos about them.
I've just finished a sailing trip.

- Do we use the present perfect with *just* to talk about recent events or events a long time ago?
- What's the position of *just* in an affirmative present perfect sentence?

2 Complete the sentences with *just* and the present perfect simple form of the verbs in brackets. Then write the question form.

I've *just done* my first parachute jump. (do)
Have you *just done* your first parachute jump?

- I something funny. (see)
- Sam into the lake. (dive)
- We past my friend's house. (drive)
- He the world record again. (break)

3 Explain the situations with your own words. Use the correct present perfect simple form with *because* and *just*.

My left ski is broken ...

My left ski is broken *because I've just had an accident.*

- The team are celebrating
- I haven't got any money now
- My room is tidy
- He looks frightened

Present perfect simple + *still, yet* and *already*

4 Study sentences 1–3. Then match them with rules A–C.

- Have you decided yet?
- I still haven't decided.
- He's already decided.

RULES

- This describes an action which happened sooner than we expected.
- This emphasises an expected action which hasn't happened.
- This asks if an expected action has happened or not.

5 Complete the rules with *still, yet* or *already*.

RULES

- We use with negative forms of the present perfect. It goes before *hasn't* or *haven't*.
- We use in affirmative sentences. It goes between *has / have* and the main verb.
- We use in questions and negative sentences. It goes at the end of the sentence.

6 Order the words to make sentences.

- my friends and I / our next adventure / decided on / already / have
- I've / a surfboard / already / borrowed
- still / transport / organised / haven't / we
- we / bought / yet / any food / haven't

7 Read Nam's wish list. Write sentences about what he *has* and *hasn't* done. Use *still, yet* and *already*.

★ ★ My wish list ★ ★

- see Dambri Waterfall ✗
- try surfing ✓
- sail around Hạ Long Bay ✓
- climb up Fansipan ✗

8 USE IT! Think about what you have and haven't done today, this year and in your life. Write sentences about each time period with the present perfect and *still, yet* or *already*.

I've already had two classes today.

I still haven't been swimming this year.

I haven't been abroad yet.

Finished?

Look at the photos on pages 30–35. Write sentences about what each person has just done, or hasn't done yet.



THINK! Imagine that you haven't been in contact with a friend for a month. What do you talk about?

- Daisy Oh, hey, Neil!
 Neil Oh, hi, Daisy. I haven't seen you for ages.
 Daisy I know. I've been ¹.....
 Neil Really? What have you been up to?
 Daisy I've just got back from an ²..... in Zambia.
 Neil Wow! Was it good?
 Daisy It was amazing! I've done a lot over the last few weeks. I went ³..... on the Zambezi River and I saw the Victoria Falls.
 Neil That sounds great. Did you take many ⁴.....?
 Daisy Yes, I've already posted ⁵.....! What about you? Have you been doing anything special?
 Neil Not really. I've been studying ⁶..... We've got exams all week.
 Daisy Oh. Good luck with that.
 Neil Thanks. Bye, Daisy. It was good to see you again.



- 1** 1.29 Complete the dialogue with the phrases in the box. Then watch or listen and check. Where has Daisy just been? What has Neil got all week?

adventure holiday away every day
 hundreds kayaking photos

- 2** 1.29 Study the Key Phrases. Cover the dialogue and try to remember who says the phrases, Daisy (D) or Neil (N). Watch or listen again and check.

KEY PHRASES

Exchanging news

- | | |
|---|--------------------------|
| 1 I haven't seen you for ages. | ☐ |
| 2 What have you been up to? | ☐ |
| 3 Have you been doing anything special? | ☐ |
| 4 We've got exams all week. | ☐ |
| 5 Good luck with that. | ☐ |
| 6 It was good to see you again. | ☐ |

- 3** Work in pairs. Practise the dialogue.

- 4** Work in pairs. Match the phrases. Then ask and answer the two questions with your partner.

- | | |
|-----------------------|---------------------|
| 1 What have you | a anything special? |
| 2 I haven't seen you | b been up to? |
| 3 I've been studying | c to see you again. |
| 4 Have you been doing | d for ages. |
| 5 It was good | e all week. |

- 5** **USE IT!** Work in pairs. Read the situation. Prepare and practise a new dialogue. Use the key phrases and the dialogue in exercise 1 to help you.

Student A: You meet a cousin who you haven't seen for a few months. Ask him / her what they've been up to. You've got exams next week, so you've been busy, too.

Student B: You've just come back from an adventure holiday in Việt Nam. Tell Student A about it. Ask him / her what they've been up to.



THINK! What does FAQ mean? Where do you see FAQs?



- 1** Look at the photo. Then check the meaning of the words in **blue** in the Football FAQs and read the text. Do you pass or throw the ball when you play football? Do you think it's a difficult sport? Would you like to do it? Why / Why not?

KEY PHRASES

Describing an activity

It's a (ball game) which has become very popular.
It involves (passing the ball).

It's a great sport for (kids) who ...

When you're learning, it's best to ...

- 2** Which paragraph in the Football FAQs tells readers ... ?
- 1 the ideal location to do this sport
 - 2 what they need to practise the sport
 - 3 where the sport began
 - 4 how to play football
 - 5 a team sport for a variety of fitness levels

Language point: Relative clauses

- 3** Match the words in **blue** in the Football FAQs with the words in the box.

an idea an object a person a place

- 4** Complete sentences 1–5 with **who**, **which** or **where**.
- 1 That's the shop I bought my board.
 - 2 Mike's the friend lent me his life jacket.
 - 3 Equipment is expensive isn't always the best.
 - 4 I watched a video showed the best techniques.
 - 5 I don't know anybody has tried it.



What is football?

- 1** Football is a ball game **which** has become very popular in Việt Nam. It involves passing the ball into the opponent's goal with any part of the body except the hands and arms.

How long has it been a sport?

- 2** Modern football – one of the most beloved team sports – probably started in England in the early nineteenth century.

Do I need to be in good shape to play football?

- 3** It's a great sport for kids **who** just want to participate in a team sport, but **who** may not already have a high level of fitness and skills.

What equipment do I need?

- 4** A team uniform, long stockings, shin guards, and cleats **which** are lightweight, low-top shoes so that you can move over the field without slipping.

What are the best places for football?

- 5** In parks or playgrounds. When you're learning, it's best to find a place **where** there are many youth football clubs to play organised matches.

5 USE IT! Follow the steps in the writing guide.

WRITING GUIDE

A TASK

Write an FAQ section for a website about sport. Research a sport to find out what it involves. Choose from:

swimming martial art
badminton basketball

B THINK AND PLAN

Think of questions which can give useful information about the sport. Choose from these topics, or think of your own.

- origins
- courses
- best places to do it
- clubs and information
- how to do it
- equipment

C WRITE

Write at least five questions and answers. Use the model text and the key phrases to help you.

D CHECK

- question words
- sports verbs
- natural features vocabulary
- relative clauses

4 Material world

VOCABULARY • The environment and consumerism

I can give my opinion on world issues.



CLIL p93



Language focus reference p102

THINK! What types of pollution do the photos show? Can you think of three more problems in the world today?

- 1 Check the meaning of the words in **blue** in the eco-intellect fact file.
- 2 1.30 Read the fact file and complete the sentences with the words in the box. Then listen and check. Which fact is the most surprising to you?

seventeen £700 100 1993
every year hours minutes weeks

Check your eco-intellect!

THE EARTH **PROVIDES** EVERYTHING WE NEED, BUT HOW MUCH DO YOU THINK ABOUT IT? **DEVELOP** YOUR ECO-INTELLECT BY LEARNING HOW YOUR ACTIONS CAN AFFECT THE WORLD WE LIVE IN.

A



The UK **produces** more than 1..... million tonnes of rubbish 2..... On average, each person in the UK **throws away** their own weight in rubbish every seven 3.....

B



Plastic bags **damage** the environment and kill marine animals. They **pollute** our towns and cities. We **use** each plastic bag for an average of only twelve 4.....



Recycling one aluminium can **saves** enough energy to power a television for three ⁵..... It takes six weeks to **recycle** your old drink can into parts of a plane, a car or a new can!



We must **protect** our world. We're **running out of** natural resources and **destroying** rainforests. Twenty-four trees make one tonne of newspaper. A tonne of recycled newspaper saves ⁶..... trees.



In some parts of the world, people can't **afford** to buy food. In other parts, people buy more than they need. A typical UK family **wastes** approximately ⁷..... of food every year.



Having a shower instead of a bath **reduces** the amount of water we waste. A toilet made before ⁸..... uses 60% more water than toilets made since then.



3 **1.31** Watch or listen to four people talking about the environment. Which person is not concerned about the future of our planet? Why? Do you agree?



Yana

Mitchell

Paul

Will

KEY PHRASES

Expressing opinions

I'm worried about

It's important that we

We need to stop

We need to start

I'm quite concerned about

Remember!

Let's **stop** throwing so much rubbish away.
We need to **start** recycling things.

4 **USE IT!** Work in groups. Read the quote and talk about whether you agree with it or not using the key phrases.

There is no such thing as 'away'. When you throw something away, it must go somewhere.

Finished?

Discuss three things that your school can do to reduce waste. What three things can you do at home?

THINK! What does 'a superfood' mean? Can you think of any superfoods?

The food of the FUTURE

INSECTS

The superfood of the future



There are a lot of hungry people in the world, so how do we **deal with** it? In the next thirty years, we'll need to provide enough protein for billions more mouths, and with all these extra people there will be even less space for farming. One **solution** is for us to eat insects. They are a great source of protein and **they don't** need as much space or water as farm animals.

So why don't we eat insects regularly? The fact is that many people in Asia, Africa and South America already do. The problem is that Europeans and North Americans don't want to. Some governments are now trying to **convince** them why it is a good idea. The Nordic Food Lab in Copenhagen, for example, developed the 'Insect Deliciousness' project. Its chefs have been to five continents to discover an incredible world of insect flavour. In Australia, they tasted honey ants. **They** ate fried caterpillars in Tanzania, and in Mexico, they enjoyed desert-ant eggs. Will they and other similar organisations **persuade** Europeans and Americans to take a bite from a caterpillar or an ant? What's your **view**? How many people will eat insects in the future? How much food made with insects will you eat?



- 1** Read the article. Which problems does the text mention?

pollution resources farming crime

- 2** 1.32 Read and listen to the article again and answer the questions.

- 1 What problem will we have in the next thirty years?
- 2 Why are insects the solution?
- 3 What does the word *they* in bold refer to?
- 4 In what parts of the world do people eat insects?

- 3 VOCABULARY PLUS** Use a dictionary to check the meaning of the words in **blue** in the text.

- 4** **USE IT!** Work in pairs. How worried are you about world hunger? Is it a good idea to eat insects? Why / Why not?

I'm not too worried about world hunger because there are many kinds of food we can eat.

I agree, but I think it's important that we start eating different things.

4

LANGUAGE FOCUS • Quantifiers

I can give information about the amount or quantity of nouns.

- 1 Complete the sentences with the quantifiers in the box. There is one extra quantifier.

a few a little a lot of enough
many (×2) much (×2)

- That's too hungry children.
- There are hungry people in the world, but only people are trying to do something about it.
- We'll need to provide protein.
- Insects don't need as space or water.
- How people will eat insects in the future?
- How food made with insects will you eat?

- 2 Answer the questions in the rules with the words in exercise 1.

RULES

- Which quantifiers can we use with countable nouns?
- Which quantifiers can we use with uncountable nouns?
- Which quantifiers can we use to say there are small quantities of something?
- Which quantifiers can we use to say there are large quantities of something?
- Which quantifier means 'sufficient'?

- 3 Read the tips for reducing waste. Then choose the correct options.

- 4 Complete the dialogues.

A
Myra How ¹..... meat do you eat each week?
Pete I love meat, so I eat a ²..... of it. Twice a day in fact.
Myra That's ³..... much meat!
B
Simon Do you eat ⁴..... fruit?
Maria I think so. I eat a ⁵..... pieces of fruit every evening. But my mum says it's ⁶..... enough.

- 5 USE IT! Use the dialogues in exercise 4, replace the words in blue with the words in the box and a time phrase.

chocolate / eat milk / drink
rubbish / recycle water / waste

How much water do you drink each day?

How much rubbish does your family throw away each week?

Finished?

Write some rules for your class about how everyone can help reduce waste. Use quantifiers wherever possible.

REDUCE your WASTE in 4 easy steps



- Does your family throw away too 'much / many' food? Here are a few tips you can follow to reduce waste.
- TIP 1** Make a shopping list before going shopping.
²A lot of / A few food goes in the bin as ³not enough / a little people write down exactly what they need to buy at the shops.
- TIP 2** Check the fridge and food cupboards before you shop and buy only what you really need.
It's amazing ⁴how many / how much things we buy that we already have. We throw away ⁵too many / enough things just to make room for new products.
- TIP 3** Buy the freshest food you can.
You may spend ⁶a little / a few pounds more, but fresh food is much better for you.
- TIP 4** Take ⁷a lot of / a little time to create a menu for the week. You can do it quickly, and it means that you won't buy things you don't need.



4

VOCABULARY AND LISTENING • Adjectives: describing objects

I can distinguish between facts and opinions.

THINK! Who do you think should be responsible for finding solutions to world problems?

- 1 1.33 Listen to the adjectives in the box then underline the stressed syllable in each word.

automatic digital ecological
electronic hi-tech home-made
multi-functional natural recycled
second-hand smart solar
useful waterproof

- 2 Look at photos A–F. Use the adjectives in exercise 1 to describe the objects.



- 3 1.34 Listen to a radio programme about unusual shoes. Why are the shoes unusual?

- 4 1.34 Listen again and complete the sentences with the correct adjectives in exercise 1.

- Murray talks about special shoes that can help children and are at the same time.
- A lot of children have problems because they wear shoes which are not the right size for their feet.
- Murray says that the shoes are very simple and not at all.
- The shoes are practical and useful, but they aren't
- The next story will be about clothes made from and natural materials.

- 5 Which of these statements taken from the listening are fact (F) and which are opinion (O)? How do you know?

- There are millions of children in the world who don't have shoes. ☐
- That sounds a bit hi-tech. ☐
- That's really useful, isn't it? ☐
- At the moment, people are wearing them in Ecuador. ☐

KEY PHRASES

Expressing purpose

That sounds a bit hi-tech / useless / cool / silly / etc.

How does it work?

It works by ...

How's that possible?

Can we use them for ...?

- 6 **USE IT!** Work in groups. Think of an invention that can help people. Then ask and answer questions using the key phrases. Whose object is the most useful?

My object's an electronic skateboard.
We invented it to get to places quickly.

That sounds cool. Can you use it for getting to school?

Yes. You can use it to go ...

1 Underline the question tags in sentences 1–5 and the verbs they refer to.

- 1 That sounds a bit hi-tech, doesn't it?
- 2 So, children can use them for several years, can't they?
- 3 One shoe won't fit everyone, will it?
- 4 That's really useful, isn't it?
- 5 People are wearing them in ... , aren't they?

2 Read the sentences in exercise 1. Then choose the correct options to complete rules 1–5.

RULES

We use question tags to check information. In the question tag, we use:

- 1 a **positive** / **negative** verb for negative sentences.
- 2 a **positive** / **negative** verb for affirmative sentences.
- 3 the **same** / **different** auxiliary verb as in the sentence.
- 4 a form of **do** / **will** when there is no auxiliary verb in the sentence.
- 5 modal verbs when there is / isn't a modal in the statement.

3 Choose the correct options.

- 1 The bottles go in the recycling bin, do / don't they?
- 2 You can help us, can / can't you?
- 3 Pollution is a huge problem, doesn't / isn't it?
- 4 They won't pollute the air, will / won't they?
- 5 I'm right, am / aren't I?
- 6 We can reduce waste, can't / don't we?

4 Complete the sentences with the phrases in the box.

aren't they can't you does it
shouldn't we won't it

- 1 We should exchange books with each other, _____?
- 2 They're using too much water, _____?
- 3 The company doesn't waste water, _____?
- 4 You can recycle this phone, _____?
- 5 The population of the city will increase in the next ten years, _____?

5 Complete the dialogue with the correct question tag.

Megan That's not another new bag,
1 _____?

Alex It looks great, 2 _____?

Megan Yes, but those aren't sweet packets,
3 _____?

Alex They are! The whole bag is made with recycled packets. It's really clever, 4 _____?

Megan Yeah. I want one, too!

Alex I'll get you one for your birthday.

Megan Really? You won't forget,
5 _____?

Alex Don't worry. I won't.



6 **1.35 PRONUNCIATION: Intonation** Listen to these sentences. Does the speaker's voice go up or down in the question tag? Practise saying them.

- 1 The bag wasn't expensive, was it?
- 2 They can buy them online, can't they?
- 3 You'll call me, won't you?

7 **USE IT!** Work in pairs. Check personal information using question tags and the ideas in the box.

abilities birthday family last weekend
likes / dislikes next holiday

Your birthday is in June, isn't it?

Yes! You went to the cinema last weekend, didn't you?

No, I didn't. You've got two sisters, haven't you?

THINK! When you're buying someone a present, how do you decide what to buy?

- Sammy I'm looking for jewellery for my
 1..... What do you think of this
 pendant? It's real gold.
 Grace Oh, it's nice, but it's quite 2.....
 Sammy I like the size of it, but it's a bit too
 3.....
 Grace Wow! It's, like, £70! I mean, it's not as
 4..... as that silver one.
 Sammy Oh yes, I much prefer that one. It's
 Mum's style.
 Grace Which one is 5.....?
 Sammy OK, let's see. Right, the silver one is much
 6..... expensive. It's only £30.
 Grace Well, get that one then.



Grace

Sammy

- 1 1.36 Complete the dialogue with the words in the box. Then watch or listen and check. Which pendant does Sammy buy?

cheaper expensive less
 mum nice small

- 2 1.36 Cover the dialogue and read the Key Phrases. Choose the words that Sammy and Grace use. Watch or listen again and check.

KEY PHRASES

Comparing products

What do you think of ¹this / these ... ?
 I like the ... of ²it / those.
 It's ³a bit / much too ...
 It's (not) ⁴as / so ... as ...
 I much prefer ⁵that one / those ones.
 Which one is ⁶better / cheaper?

- 3 Work in pairs. Practise the dialogue.

Language point: Comparative adverbs

- 4 We can make comparatives with adverbs. Choose the correct option in the following examples.
- Her bag costs *more* / *much* than mine.
 - This box is carved *more beautifully* / *more beautiful* than that one.

- 5 Work in pairs. Look at the two objects recycled from magazines. Use comparative adverbs to describe and compare them.



photo frame



bowl

- 6 **USE IT!** Work in pairs. You want to buy a present for a friend. Compare these products and decide which one you'll buy. Use the key phrases and comparatives to help you.



WATER CLOCK

£19.99

No need for batteries. This clock works using water!
 Colours: red, silver, blue



WIND-UP RADIO

£35.50

No need for batteries. Wind this radio up for one minute to listen for twenty minutes.

Colours: black and white, grey

THINK! Where can you read product reviews? Do you read or write them? Why / Why not?

Search



LOGIN



SHOP | DEPARTMENT | SPECIAL OFFERS | BEST BUY



BASKET

CUSTOMER REVIEWS

BẾN TRE COCONUT SWEETS!

28,000 VND ★★★★★

If you like eating sweets and want to try Vietnamese local specialities, you should visit Bến Tre and get yourselves some coconut sweets. Coconut milk and malt syrup are the main ingredients *to* make this food. They also add some extra flavours to the sweets *in order to* produce different tastes for different people. Taste one and you can feel it melt in your mouth with all the flavours. However, the biggest problem is that it easily causes tooth decay. I will give it 4 stars.



[more reviews]

COCONUT OIL FOR HAIR

150,000 VND ★★★★★

I bought this bottle of coconut oil a month ago, and I would say it's a fantastic product for hair. They make this with 100% natural ingredients *so that* it's safe and healthy for our hair and skin too. You can apply coconut oil either before or after you wash your hair so as to prevent dandruff and make your hair much smoother. It's really a must-have item, especially for ladies. But this product can be rather sticky.



[more reviews]

- 1 Read the product reviews. What things are good about each product? What things are bad about each product?
- 2 Work in pairs. Think of something you have bought recently and use the key phrases to talk about its advantages and disadvantages.

KEY PHRASES

Advantages and disadvantages

It's very ... to ...

We found it really ...

My only problem was that ...

The biggest disadvantage is ...

Language point: Clauses of purpose

- 3 Find the words in **blue** in the two reviews. What form of the verb follows *to* and *in order to*? When do we use clauses of purpose?
- 4 Complete the sentences with clauses of purpose and your own ideas.
 - 1 I went to town
 - 2 She studied hard

- 5 **USE IT!** Follow the steps in the writing guide.

WRITING GUIDE

A TASK

Write a short review of the two products you like most.

B THINK AND PLAN

- 1 What are the advantages of each product?
- 2 What are the disadvantages of each product?
- 3 How many stars will you give each product?
- 4 Will you recommend them?

C WRITE

Your reviews should include:

- product title, price, and a description
- your opinion of the product
- star rating

D CHECK

- appropriate vocabulary
- key phrases
- clauses of purpose

PROGRESS REVIEW 2

MY EVALUATION Check your progress. Do the exercises and then complete your own evaluation.

- | | |
|---|--|
|     I need to try this again. |     I am happy with this. |
|     I could do this better. |     I can do this very well. |

VOCABULARY Natural features

1 Match the words with the definitions.

desert falls dune cave
ocean valley

- where river water runs over the edge of a cliff
- a place with very little rain
- a sandy hill in the desert or on the beach
- low land, with hills around it
- a hole in the side of a hill or underground
- an extremely large area of salty water

I can express my preferences about places and activities.

MY EVALUATION



LANGUAGE FOCUS Present perfect simple and present perfect continuous

3 Complete the sentences using the present perfect simple or continuous form of the verbs.

- He a bungee jump. (never / do)
- We for long. We started a week ago. (not learn)
- They to surf. (always / want)
- How many times to England? (you / go)
- I all morning, and my homework still isn't finished. (work)
- She for a month now. She'll be home next week. (travel)

I can talk about actions which have been in progress.

MY EVALUATION



READING An epic adventure

2 Complete the words.

- We're planning to s _ _ o _ _ on Sunday morning. There's little traffic at this time.
- Can you s _ _ o _ _ at the next petrol station? I want to buy something to drink.
- The students were talking, so the teacher decided not to c _ _ _ o _ _ until everyone was quiet.
- When we moved out of Brighton, I had to l _ _ _ b _ _ _ all my school friends.
- My grandparents used to s _ _ _ w _ _ _ us when my parents went on business trips.

I can identify an author's audience and intention.

MY EVALUATION



VOCABULARY AND LISTENING Extreme adventures

4 1.37 Listen to Oscar telling Lily about John Goddard. Which of the things below did John Goddard do, and which are Lily's plans? Write J for John Goddard or L for Lily.

- climb up the world's highest mountains
- cycle around Australia
- dive off cliffs in Hawaii
- hike across the Grand Canyon
- jump out of a plane with a parachute
- kayak down the longest rivers
- learn three foreign languages
- sail around the world

I can give my opinion on adventure activities and describe activities I have done.

MY EVALUATION





LANGUAGE FOCUS Present perfect simple + *just, still, yet and already*

5 Rewrite the sentences using one of the words in brackets.

- 1 We have bought the tickets to Australia. (yet / just)
- 2 I have invited Kim to my party. (still / already)
- 3 Max hasn't finished his homework. (still / already)
- 4 We have talked about this problem. (already / yet)
- 5 I haven't found my phone. (already / yet)
- 6 Have you repaired your bike? (still / yet)

I can talk about what I have and haven't done.

MY EVALUATION



SPEAKING Exchanging news

6 Complete the conversation with the key phrases. Then practise with your partner.

Was it good?
Well, good luck with that.
What have you been up to?
It was good to see you again.
Have you been doing anything special?

Joe Hi, Emily. I haven't seen you for ages.

Emily I've just got back from one of those adventure centres with my school.

Joe It was amazing. I've done a lot over the last few days – kayaking, climbing, even abseiling. What about you? ³

Joe Not really. I've been at home, studying. We've got exams all week.

Emily Oh. ⁴

Joe Thanks, Emily. ⁵

I can request and respond to personal news.

MY EVALUATION



WRITING An FAQ page

7 Complete the FAQ page with the phrases. There are two extra phrases.

become popular check out everyone who involves playing it's best to learning to to learn where is where you which protects



It's a type of water sport which has started to ¹ In underwater hockey, like in standard hockey, two teams try to move a puck into a goal. However, underwater hockey ² at the bottom of the swimming pool.

Q What equipment do you need?

A mask to help you see underwater and a snorkel to help you breathe. You also need fins, gloves and a special hat ³ your head and ears. Each player has also got a short stick to move the puck.

Q Who can play?

Underwater hockey is for ⁴ can swim. It's easy ⁵, but to be good, you must be strong, fast and able to hold your breath for a long time! When you're learning, ⁶ treat it as a fun activity.

Q Where can I find out more?

⁷ our 'Find a team' page to see if there are any local clubs ⁸ can join in.

I can use relative clauses to describe a sport.

MY EVALUATION



VOCABULARY The environment and consumerism

8 Cross out the incorrect word.

- 1 Don't waste your rubbish / time / money!
- 2 I can't afford a car / problem / laptop.
- 3 They're going to run out of environment / time / money.
- 4 It's important that we recycle all our time / plastic / rubbish.
- 5 Pollution can damage our environment / money / health.
- 6 They provided food / water / recycling.

I can give my opinion on world issues.

MY EVALUATION



READING The future of food

9 Complete the words.

- 1 This is a perfect s _____ to my problems.
- 2 Before exams you must d _____ with a lot of stress.
- 3 What's your v _____ on eating insects? Do you agree we will eat food made with insects as much as possible in the future?
- 4 Sophie c _____ me of the advantages of healthy eating.
- 5 It took me two days to p _____ Alan to go to the party.

I can understand the importance of superfoods.

MY EVALUATION



LANGUAGE FOCUS Quantifiers

10 Complete the dialogue with the words.

a little enough few lot of many
not enough

- Jason How much sugar have we got? I want to make a cake today.
- Adele Only ¹ _____, I'm afraid. Maybe 50 g.
- Jason That's ² _____. I need 250 g. How about eggs? How ³ _____ are there?
- Adele We've got a ⁴ _____ those. I think there are six.
- Jason Great, that's ⁵ _____. And have we got any apples? I want to put a ⁶ _____ of them into the cake.
- Adele Yes. There are three in the blue bowl.

I can give information about the amount or quantity of nouns.

MY EVALUATION



VOCABULARY AND LISTENING Adjectives: describing objects

11 1.38 Listen to the radio programme. Read the sentences about the products and write true or false.

- 1 Felix's project helps you to shop for glasses.
- 2 The Smart Present app helps you prepare home-made gifts from recycled things.
- 3 You can buy a Smart Present app in a second-hand shop.
- 4 Jimmy has created a waterproof phone charger which uses energy from the rain.
- 5 Jimmy's product is ecological and good for the environment.

I can distinguish between facts and opinions.

MY EVALUATION



LANGUAGE FOCUS Question tags

12 Choose the correct words.

- 1 I am taller than you, **am** / **aren't** I?
- 2 You've got a new bike, **have** / **haven't** you?
- 3 That's an amazing picture, **isn't it** / **that**?
- 4 We won't have much time tomorrow, **won't** / **will** we?
- 5 They should work harder, **shouldn't** / **don't** they?
- 6 We weren't playing video games all day, **weren't** / **were** we?

13 Complete the questions with question tags.

- 1 They can't save more resources,?
- 2 Maria is leaving soon,?
- 3 They haven't solved the problem,?
- 4 Jamie loves studying history,?
- 5 You aren't having fun,?
- 6 The weather will be nice later,?
- 7 We don't recycle glass,?
- 8 I won't need to tidy up,?

I can use question tags to check information.

MY EVALUATION



SPEAKING Comparing products

14 Complete the dialogue with the words. Then practise with your partner. There are two extra words.

as cheaper less like more much
think want

- Bethany I'm looking for a present for Dad. What do you ¹..... of this shower-power radio?
- Ollie It looks cool. But it isn't ²..... nice as this one.
- Bethany I ³..... prefer this one, too. It's far more modern.
- Ollie I ⁴..... the colour of it. Dad'll love it, too.
- Bethany Which one is ⁵.....?
- Ollie This one's much ⁶..... expensive. It's only £30.
- Bethany Wow! Let's get that one, then.

I can express my preference when comparing things.

MY EVALUATION



WRITING A product review

15 Choose the correct words.

XXL Beanbag Chair

£29.95



100 REVIEWS

ADD YOUR REVIEW



REVIEWS

I ordered this extra-large beanbag chair for my son Lukas. We were looking for a sofa which Lukas could use ¹..... relax, but his room is so small that we bought this beanbag chair instead. The price was good, but the biggest ²..... was the limited number of colours.

The chair ³..... exactly what the advert says. It fits everywhere, looks good and is the perfect size. Lukas ⁴..... it really comfortable to sit on. Besides, it's very light ⁵..... carry, in case you want to move it to a different place.

My only problem ⁶..... is the cleaning. You have to spend a lot of time ⁷..... keep it clean. We often cover it with a blanket ⁸..... it doesn't get dirty.

If you want a big and comfortable beanbag chair, get this one. ⁹..... love it!

- | | | |
|-----------------|----------------|-----------|
| 1 a so that | b to | c in case |
| 2 a advert | b advantage | |
| | c disadvantage | |
| 3 a does | b makes | c looks |
| 4 a is | b makes | c finds |
| 5 a so | b to | c by |
| 6 a with it | b about it | c of it |
| 7 a in order to | b in case | c so that |
| 8 a in order to | b so that | c in case |
| 9 a You've | b You're | c You'll |

I can use *to*, *in order to* and *so that* to explain the purpose of an object.

MY EVALUATION



5 Years ahead

VOCABULARY • Uses of *get*

I can talk about different ages and life events.



CLIL p94



Language focus reference p103

THINK! Do you like being the age that you are now? Why / Why not?

- 1** Check the meaning of the phrases in the box. Decide in which age group you are most likely to do each one.

10-16

16-20

20-30

30-40

40-50

50+

get a bank account get a boyfriend / girlfriend
get a degree get a driving licence
get a job get a new hobby get a pension
get a phone get a social media account
get married get old get rich

- 2** 2.02 Do the quiz. Compare your answers with a partner's. Then listen and check.

THE



QUIZ



0-5 years

Which of these things can children normally do before they're five?

- a** Get a new hobby
b Read and write a 200-word story
c Get a bank account



2

6-12 years

Surveys show we are happiest around nine to ten years old. Why?

- a** It's when we get rich.
b It's when we get a pension.
c It's when we have the most fun and the fewest worries.



13-19 years

Most teenagers have got a social media account nowadays. How old do you usually need to be to get a social media account?

- a** Thirteen **b** Fourteen **c** Fifteen



3

20-29 years

When they have got a degree or finished their studies, people in their twenties often get a job. Which of these things can't you do in the UK until you're twenty-one?

- a** Get a driving licence
b Adopt a child
c Get a boyfriend or girlfriend



4



30-49 years



5

At this age, many people are married. According to scientists, if you get married, you'll probably ...

- a be happy
- b die younger
- c live longer

70-100 years



8

People are getting older. In 1900, the average life expectancy in Europe was forty-three. What is it now?

- a About seventy
- b About eighty
- c About ninety

50-59 years



6

People often become grandparents at this age. What is the record number of grandchildren to one grandparent in the world?

- a 99
- b 140
- c 247

60-79 years



7

When people get a pension, they often lead a quiet life, but not always! In the Senior Olympics event in the USA, for example, older people compete in every Olympic sport. What's the world record for the women's 100 metres for women over seventy?

- a 10.6 seconds
- b 14.6 seconds
- c 20.6 seconds

- 3 2.03 Watch or listen to five people talking about their opinions on different ages. Which person thinks they will get a good job?



Mitchell

Emma

Zara

Joe

Paul

KEY PHRASES

Making predictions about the future

- 1 Hopefully, I'll
- 2 I'll definitely
- 3 I definitely won't
- 4 I'm pretty sure that I'll
- 5 I might
- 6 Maybe I'll
- 7 I doubt that I'll
- 8 I don't think I'll

- 4 **USE IT!** Work in pairs. Complete the questions with phrases from this page and your own ideas. Then ask and answer the questions. Use the key phrases in your answers.

- 1 What's the best age to?
- 2 Do you think that you'll one day? Why (not)?
- 3 What do you want to do when?
- 4 When do you think you'll?

Finished?

Look again at the age groups in exercise 1. Which one do you think is the best age? Why?

THINK! How are you different from your parents and grandparents? Will people in the future be different? Why?

FACES OF THE FUTURE

Humans have **adapted** and changed through the ages and, unless a catastrophe **destroys** the Earth, we'll probably survive and continue to change. Scientists are already saying that children born now might live until they're 150. Further into the future, perhaps people won't die but simply buy new body parts as they get older!

What other changes are possible in the years ahead?



1 Homo Informaticus If we continue to use computers and screens more and more, our eyes and brains will probably get bigger in order to **process** more information.

2 Neo-humans If there's a terrible war or an epidemic, survivors might leave the cities and live in caves. They'll become stronger, hairier and more agile.

3 Homo Perfectus If scientists **manipulate** human genes, will some people pay to have children who are better looking, healthier and more intelligent than 'normal' humans?

4 Cyborgs Soldiers of the future might be part human, part machine, with super-strong body parts, auto-zoom eyes and a brain **connected** by Wi-Fi to super computers.

5 Space humans If the Earth gets too crowded, humans will move to other planets. If they adapt to a **different** atmosphere and gravity on another planet, they won't look the same as humans on Earth.

Which possibilities do you think are most likely?

Comments

1 Read the article on the future of human beings. Match paragraphs 1–5 with pictures A–E.

2 2.04 Read and listen to the text again and answer the questions.

- Who might live to be 150 years old?
- What will probably cause our brains to get bigger?
- What will people possibly do as the result of an epidemic or war?
- What are the possible ways the children of the future will be different from now?
- What might happen if the Earth gets overcrowded?

3 VOCABULARY PLUS Use a dictionary to check the meaning of the words in **blue** in the text.

4 **USE IT!** Work in pairs. Which of the ideas in the article do you think will happen in the future? Compare your ideas.

I doubt that we'll look the same.

I think computers will do everything for us.

The first conditional with *if* and *unless*

1 Match 1–3 with a–c using the article on page 52.

Situation

- 1 Unless a catastrophe destroys the Earth,
- 2 If scientists manipulate human genes,
- 3 If humans adapt to conditions on another planet,

Result

- a will people pay to have healthier children?
- b the human race won't look the same.
- c we will probably survive.

2 Choose the correct options to complete the rules.

RULES

- 1 We use the first conditional to talk about a possible event and its result in the **future / past**.
- 2 We introduce the situation with ***if* or *unless*** + **present / past** simple.
- 3 We describe the result with ***will* and *won't* / *do* and *doesn't*** + infinitive without ***to***.
- 4 We use ***unless*** to say ***if ... not* / *if ... when***.
- 5 When the ***if*** clause is **first / second**, we use a comma. When the ***if*** clause comes **first / second**, we don't need a comma.
If the Earth gets too crowded, we'll move to other planets.
We'll move to other planets if the Earth gets too crowded.

3 Complete the sentences with the first conditional form of the verbs in brackets. Then rewrite sentences 4–5 using *if*.

If we (survive), our brains (get) bigger.

If we survive, our brains will get bigger.

- 1 If people (live) on other planets, they (miss) the Earth.
- 2 He (get tired) if he (not rest).
- 3 We (not look) the same if we (live) on Mars.
- 4 You (miss) the bus unless you (get up) now.
- 5 There (be) a catastrophe unless we (protect) the environment.



4 2.05 PRONUNCIATION: Sentence stress

Listen and repeat the sentences.

I won't get a job unless I study hard.

They did not want to go dancing with us.

How much cheese should we need?

might vs. *will*

5 Study the examples and read the rules. Which situation does the writer think is more likely?

Children born now *might* live until they're 150.

People *will* continue to change.

RULES

We use *might* to make predictions when we aren't certain.

We use *will* to make predictions when we are certain.

6 Choose the correct options.

- 1 Lauren **won't / might not** get a new bank account. She's happy with the one she has now.
- 2 I'll / I **might** live to be 100.
- 3 One thing's for sure – people **will / might** continue to write about the future.
- 4 I **won't / might not** buy that. I'm not sure.
- 5 Liverpool **will / might** win. You never know!

7 USE IT! Work in pairs. Ask and answer the questions with your own ideas.

- 1 If I tell you a secret,?
- 2 What will happen if?
- 3 If you're rich in the future, will you?
- 4 Will you be unhappy if?
- 5 If there are trips to other planets, will?

What will happen if you learn to speak English perfectly?

I *might* move to Australia.

THINK! How old will you be in ten years' time? Where do you think you will be?

Where do YOU see
YOURSELF in
ten years' time?

LOVE

FUN

MONEY

TRAVEL

HEALTH

Decklen

I see myself finishing university first. Then I'm going to get a good job, **settle down** and **have a family**. Can't wait! 😊

Earlybird

Why do people **tie themselves down**? Why not **take some time out**? Go travelling while you're young!

DeeLee33

That's what I think! I don't want a good job. I want to **have fun**. I'll **take up a sport** like karate or skydiving and **enjoy myself**. In two years, I hope that I'll be doing my black belt, and I'll be happy.

Earlybird

Me, too! I'm going to **travel around** Australia and teach myself to surf.

Marcus

Where are you going to **earn money** to get to Australia? 🌊 😎

Earlybird

I'm going to **start up my own business**, **make a million dollars** in two years, and then I'll **retire young** and travel the world. Why **waste time** working all your life?

Marcus

I think it's important to **look after yourself** – but what about others? I'd like to **get involved with a charity** and **spend some time abroad** helping people.

DeeLee33

I totally agree. Good luck with that, Marcus! 🙌

- 1 🎧 2.06 Read and listen to the online forum. Check the meaning of the phrases in **blue**. Which do you think are good ideas for a healthy life?

STUDY STRATEGY

Remembering new vocabulary

Writing your own examples helps you remember new vocabulary easier.

- 2 Read the Study Strategy. Complete the sentences with your own ideas. Compare your ideas with a partner's and try to remember the best sentences.
- I enjoy myself when I
 - When I'm older, I'm going to travel around and other countries.
 - I want to take up a sport like
 - Don't waste time
 - To look after yourself, you should
- 3 🎧 2.07 Listen to the four people from exercise 1 talking about their future plans and lifestyle choices. Which order do they speak in?

- 4 🎧 2.07 Listen again and write **true** or **false**. Correct the false sentences.

- Speaker 1 thinks that having money is the most important thing.
- Speaker 2 has been to university.
- Speaker 3 is ambitious.
- Speaker 4 thinks education is important.

Language point: Reflexive pronouns

- 5 Find five sentences with reflexive pronouns in the online forum. Then complete sentences 1–3 with the reflexive pronouns in the box. There is one extra pronoun.

himself myself ourselves yourself

- I saw in the mirror.
- He sent an email.
- We always enjoy on holiday.

- 6 💬 **USE IT!** Work in pairs. Tell each other about your plans and ideas for the future. Use the phrases in **blue** in the online forum to help you.

I'd like to take time out and travel around the world.

I think it's a good idea to take up a sport and enjoy yourself.

will and *be going to*

- 1 Complete the sentences from the online forum on page 54. Which sentence refers to a general prediction and which refers to a definite plan or intention?

- a I'm start up my own business.
b retire young.

- 2 Choose the correct options. Then ask and answer the questions with a partner.

- Do you think you *will* / *are going to* travel into space?
- How many people *will* / *are going to* live on Earth in 2100?
- Do you think that one day you'll / *you're going to* be famous?
- Who *will* / *is going to* take up a new sport this summer?
- Will you* / *Are you going to* watch TV tonight?

- 3 Complete the dialogue with the correct form of *will* and *be going to* and the verbs in brackets.

- Joe I've decided that ¹.....
(I / teach) myself the guitar.
- Sam Great! That ²..... (be)
fun. When ³..... (you /
start) learning?
- Joe I'm not sure. I don't think that
⁴..... (my mother / buy)
me a guitar, so first of all ⁵.....
(I / buy) myself a cheap guitar. Then
⁶..... (I / visit) the
outdoor music festival next month
to practise with other people.
- Sam Oh, that's a good idea. I'm sure
⁷..... (you / enjoy)
yourself there.
- ⁸..... (the weather /
be) good, do you think?
- Joe I've no idea, but ⁹.....
(I / not change) my plans.
- Sam I'm sure ¹⁰.....
(you / learn) quickly.
- Joe I hope so.



Future continuous

- 4 Study the sentence from the online forum on page 54. Then choose the correct options in the Rules.

In two years, I hope that I'll be doing my black belt and I'll be happy.
NOT I'll be being happy.



RULES

- The future continuous predicts or describes an action which we think **will be finished** / **will be in progress** at a specific point in the future.
 - We **use** / **don't use** continuous tenses with state verbs such as *be*, *seem*...
- 5 Order the words to make sentences. There is one extra word in each sentence.
- watching TV / you / be / will / been / this time tomorrow / ?
 - the match / won't / don't / we / be / watching / on Sunday
 - will / staying / you / are / in a hotel / be / this time next week / ?
 - studying here / I / be / won't / to / when I'm older
 - humans / living / live / be / will / in the future / on Mars / ?

- 6 **USE IT!** Work in pairs using the future continuous and words from the boxes. Ask and answer the questions about your future.

What
Where
How
Do

do
feel
live
study
watch
wear
work

in fifty years' time
this time tomorrow
on Saturday morning
on TV tonight
later
next year

What do you think you'll be doing on Saturday morning?

Do you think humans will be living longer in fifty years' time?

Finished?

Write what you'll be doing in ten years' time.

5 SPEAKING • Making arrangements

I can make future plans and arrangements.

THINK! Are you busy over the next few days? What are your plans?

- Aldo So, Pamela, you've got a busy day ahead.
 Pamela I know, it's ¹boring / crazy.
 Aldo That's what happens when you're ²important / fun! Don't forget you've got a meeting this afternoon with the television executives. They are going to ask about your new plans for the TV show.
 Pamela Yes, what time does that start?
 Aldo The meeting starts at 12.30 in the city centre, so you have to be there a little ³earlier / later. I'll try to book your taxi for 11.45.
 Pamela But I have auditions for the new show today, remember? The auditions start at ten.
 Aldo Yes, I know. We're going to make sure you'll be ⁴late / on time.
 Pamela I hope so. We'll see ... Oh, by the way, I'm meeting the director for lunch today at 2.00 p.m.
 Aldo What? Why didn't you tell me?
 Pamela I'm telling you now! Can you remind me to tell him about the ⁵fun / new plans, too?
 Aldo OK, whatever you say!



Remember!

We use the present simple to talk about future events if they happen regularly:
 My maths class is at 2.00 p.m.

- 1 2.08 Choose the correct words in the dialogue. Then watch or listen and check. What three things is Pamela doing today?

- 2 2.08 Cover the dialogue and complete the Key Phrases. Watch or listen again and check.

KEY PHRASES

Talking about plans

You've got a ¹..... ahead.
 Don't forget you've got a ²..... this afternoon.
 I have ³..... today, remember?
 Can you remind me to tell him ⁴....., too?

- 3 Work in pairs. Practise the dialogue.

- 4 Work in pairs. Take turns to remind each other to do these things this evening. Use the key phrases.

- 1 history homework
- 2 guitar lesson
- 3 help with dinner
- 4 go to bed on time

You've got your history homework this evening, remember?

Remind me to help with dinner.

- 5 **USE IT!** Work in pairs. Read the situation, prepare and practise a new dialogue. Use the key phrases and the dialogue in exercise 1 to help you.

Student A: Tell Student B about everything you have to do today: exams, then a football match.

Student B: Listen to Student A talking about his / her plans. Remind him / her that there is an end-of-term party after the exams this evening.

THINK! If our earth gets too crowded, will we move to another planet?



Dave23



Do you think we will move to somewhere else in this vast universe if our 'home' gets too crowded? Here is my thought about an ideal planet **to live** on.

I wonder what it would be like to set foot on an exotic ground. Humans will have to find ways **to adapt** to new environments. I suppose that we will be stronger and more flexible. I guess there will be more chances **to explore** a new ecosystem, too. What kinds of animals and plants will we discover? Who knows! Will we be making friends and living with the native people?

Moreover, with our intelligence and new resources, I imagine that we will surely thrive. Humans are going to develop new technology and new vehicles, such as flying cars or teleporting portals **to better** our life.

Above are some of my views about ideal life on another planet. What do you think about them? Tell me in the comment section.

Comments

- 1 Read the blog. Do you want to live on another planet when the Earth is too crowded?
- 2 Complete the key phrases with words from the blog.

KEY PHRASES

Speculating about the future

I wonder what
 I suppose that
 I guess
 I imagine that

Language point: to-infinitive to express purposes

- 3 Look at the words in **blue**. What kind of verb does the writer use to express purposes?
- 4 Study the examples. Then match 1–4 with a–d and write the sentences, using **to**.

There will be more chances to explore a new ecosystem.

- | | |
|--------------------------------|-----------------------------------|
| 1 I called my mom | a decorate their classroom. |
| 2 They will go to a restaurant | b help people observe the sky. |
| 3 The students need more time | c tell her the truth. |
| 4 Telescopes were invented | d have dinner with their friends. |

- 5 **USE IT!** Follow the steps in the writing guide.

WRITING GUIDE

A TASK

Write a blog (80–100 words) about your ideal planet to live on.

B THINK AND PLAN

- 1 What changes will you probably have in your new life?
- 2 What do you expect to see in the new world?
- 3 What will you be doing there?
- 4 Will human beings invent any new modern technology?

C WRITE

Use your notes from section B and the model blog to help you.

D CHECK

- to-infinitive to express purposes
- future simple tense
- future continuous tense
- *be going to*
- key phrases

6 Learn

VOCABULARY • Schools and exams

I can express opinions by agreeing or disagreeing.



Culture p95



Language focus reference p104

THINK! What are the best and worst things about going to school?

- 1 2.09 Use the word *school* and the words in the box to make compound nouns. Listen and check. Which types of school can you see in the photos?

boarding school

boarding holidays home leavers
mixed primary rules
secondary single-sex uniform

- 2 2.10 Check the meaning of the phrases in the box and complete the questionnaire. Listen and check. Then ask and answer the questions with a partner.

do homework enrol in fail exams
get a qualification get good marks
get into college go to lessons
obey rules pass exams take classes

Plan your ideal school!

What is your ideal school like?
Choose from these ideas.



1 Type of school

What kind of school do you decide to ¹ yourself in?

- a Single-sex school c Boarding school
b Mixed school d Homeschooling

2 Subjects

Traditional school subjects are a bit boring, so you want a school where you can take ² in:

- a dance, theatre and singing. d sailing.
b skateboarding. e other (please tell us what!)

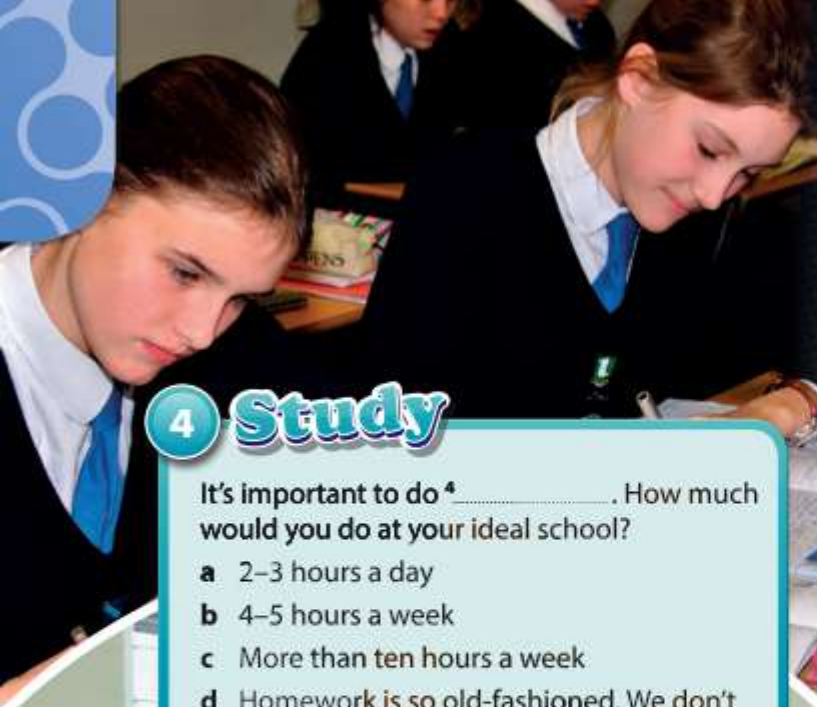
c graffiti art.

3 Timetable

What hours do you choose to go to ³ ?

- a from 8.30 a.m. to 3.30 p.m.
b from 9.00 a.m to 4.00 p.m.
c from 10.00 a.m to 2.00 p.m.
d A timetable? No, thanks. I go to lessons when I feel like it.





4 Study

It's important to do ⁴ How much would you do at your ideal school?

- a 2-3 hours a day
- b 4-5 hours a week
- c More than ten hours a week
- d Homework is so old-fashioned. We don't have it at my ideal school!



5 Rules

What happens if you don't ⁵ rules at your school?

- a You get extra homework.
- b Nothing.
- c You stay at home for a week.
- d You spend your lunchtime in class.

6 School-leavers

You're finally in your last year. The most important thing for you is to:

- a ⁶ exams so you can get ⁷ and find a job.
- b not ⁸ exams.
- c get ⁹ and get ¹⁰ to study for your future career.
- d enjoy your last year with your friends.

3 2.11 Watch or listen to three people talking about school and answer the questions.



- 1 What type of school does Emma prefer?
- 2 What does Max say is more important than getting good results?
- 3 What is Elizabeth's opinion of homeschooling?

KEY PHRASES

Expressing opinions

I definitely think that
 I'm not sure I agree
 It all depends on
 That's a good point.
 I like the idea of

4 **USE IT!** Work in pairs. Give your opinions on these statements using the key phrases.

Age of school-leavers to increase to 19

All secondary schools will have uniforms by September

SCHOOL HOLIDAYS WILL BE REDUCED TO THREE WEEKS IN SUMMER

All schools will become single-sex schools

Some people aren't interested in doing exams and going to college, so I definitely think that changing the school-leaving age to nineteen is a mistake.

That's a good point.

Finished?

Use the key phrases to tell a partner about your ideal school.

THINK! Which things would you change about your school? Why?

BRIT School, London

If you study hard and have a passion for performing arts, you won't be able to resist the BRIT school.



BRIT School students can take special classes in technology and performing arts like dance, singing, music and drama. However, they also do **ordinary** subjects, such as English, maths, science and foreign languages. After they graduate, many students will be able to have very successful careers as singers or actors.

Young people can join the school from the age of fourteen. Its **unusual** curriculum means students do exams and take part in performances and exhibitions. The timetable is **challenging**: they have to practise at break time and after school, but they can't forget to do their homework on time!



RIVER PLATE SCHOOL

Buenos Aires, Argentina

This is definitely a school with a difference. The school is located in the stadium of one of South America's most important football teams.

River Plate is unique because it's the only sports institution in the world that's got its own kindergarten – with students as young as five years old – school, college and university. If you get good marks at the school, you can get into college or university at the same location. Students can watch football matches and see famous players practise.

The school started in 1928 for young football players, but in those days, girls couldn't attend the classes. People believed that girls couldn't play football as well as boys. Now the school and its ideas have changed and everyone has the chance to be part of this **historic** institution.



1 Read the reviews about two unusual schools. Which school used to be single-sex? At what age can you attend these schools?

2 **2.12** Read and listen to the reviews again. Complete the sentences using information from the reviews in your own words.

- 1 BRIT School students go to lessons in
- 2 As well as doing exams, BRIT School students also
- 3 River Plate School is unusual because
- 4 Girls couldn't attend River Plate School

3 VOCABULARY PLUS Use a dictionary to check the meaning of the words in **blue** in the texts.

4 **USE IT!** Work in pairs. Make a list of the advantages and disadvantages of each school. Which school would you prefer to go to?



1 Study the sentences from the texts on page 60. Do they talk about ability in the past, present or future?

- After they graduate, many students **will be able to** have very successful careers as singers or actors.
- Young people **can** join the school from the age of fourteen.
- They **can't** forget to do their homework!
- If you study hard and have a passion for performing arts, you **won't be able to** resist the BRIT school.
- People believed that girls **couldn't** play football as well as boys.

2 Match sentences 1–5 in exercise 1 with rules a–c.

RULES

- We use *can* and *can't* to talk about ability in the present.
- We use *could* and *couldn't* to talk about ability in the past.
- We use *will / won't be able to* to talk about ability in the future.

3 Choose the correct options.

- 'Will you be able to / Can you hear the bell in your classroom?'
'Yes, we can. It's really loud!'
- In the future, we **could / will be able to** do all our exams online.
- At my last school, we **won't be able to / couldn't** use tablets in class.
- These days, many students **can / could** find out what their homework is from the school's website.
- 'In the past, **will students be able to / could students** use computers in class?'
'No, they couldn't.'
- Turn the music down. I **can't / couldn't** study.



4 Complete the report with the words and phrases in the box. You can use them more than once.

can can't couldn't will be able to



HOMESCHOOLING

Many people think that homeschooling is much easier than going to school. They think homeschoolers ¹ get out of bed at any time they like and simply have a relaxing day. The truth is that homeschoolers ² do whatever they like: they have a timetable like students at ordinary schools. In the past, teachers or parents taught children at home who ³ go to school. This was often because they lived too far away from the nearest school. Today, many parents choose to homeschool their children. They believe that if they teach their children at home, they ⁴ learn better this way. They also think their children ⁵ get better exam results in the future.



5 USE IT! Work in pairs. Which of these school issues are the same now as in the past? Which will be different in the future? Use *can, can't, could, couldn't* or *will / won't be able to*.

- | | |
|----------------------|--------------|
| 1 choice of subjects | 4 class size |
| 2 ways of learning | 5 rules |
| 3 school uniforms | |

The issues we think are the same now as in the past are ...

In the past, students couldn't choose unusual subjects. In the future, they will be able to make more unusual choices.



6

VOCABULARY AND LISTENING • Courses and careers

I can distinguish between certainty and doubt.

THINK! What job do you want to do when you leave school? What qualifications are necessary for this job?

Do you want to work in ... ?

A >



B >



C >



G <



F <



E <



D <

H >



I >



J >



- 1 2.13 Complete the phrases with the words in the box. Then listen and check.

a degree good marks a lawyer
management a position school

- 1 attend university / college /
- 2 do a course / an apprenticeship /
- 3 study engineering / science /
- 4 train to be an engineer / a physicist /
- 5 get the right qualifications / a job /
- 6 apply for a job / a course /

- 2 2.14 Match the words in the box with photos A–J. Listen and check. Which careers would you like to do a course in? Rate them from 1 to 10 (1 = like the least, 10 = like the most).

construction engineering entertainment
journalism IT law management
nursing science teaching

- 3 Find out the job titles of the people who do the jobs in exercise 2. Can you add other jobs and people to the list?
nursing – nurse

- 4 2.15 Listen and write *true* or *false*. Correct the false sentences.

- 1 Aisha wants to be an engineer.
- 2 Aisha thinks that she will get good marks in her exams.
- 3 Mia used to want to be a nurse.
- 4 Mia doesn't want to go to university.
- 5 Max's mum says he should be a professional sleeper.
- 6 Max has applied for an apprenticeship in computing.

- 5 2.15 Listen again and decide who is the most certain about their future. What words help you to identify this?

- 6 **USE IT!** Work in groups. Ask and answer questions 1–5 about the jobs in exercises 2 and 3. Then tell the rest of the class which jobs are most popular in your group.

- 1 Which careers involve helping people?
- 2 Which careers are more physical?
- 3 Which careers can make you more money?
- 4 Which careers involve studying for many years at university?
- 5 Which job would you like to do?

1 Study these sentences. Then complete rules 1–4.

You **have to** be a really strong swimmer.
 I **must** get really good marks.
 I **don't have to** make a decision right now.
 My friends say I **should** become a nurse.
 You **mustn't** do something you aren't sure about.
 I **don't need to** do an apprenticeship.

RULES

- 1 We use to say something is necessary because of a situation or a rule. We use and *need to* when the speaker feels that it is very important to do something, or when we talk about written rules.
- 2 We use and its negative form to give advice, or to say something is a good or bad idea.
- 3 We use to talk about something that is prohibited.
- 4 We use and to say something isn't necessary.

2 Complete the school rules using the verbs in exercise 1.

SCHOOL RULES

- 1 Students arrive at school before the bell rings.
- 2 Students wear school uniforms, but they dress smartly.
- 3 Students cheat in exams.
- 4 Students do their homework on time.
- 5 Students ask for help if they feel they're not making progress.

3 Study these situations. Write sentences describing the solution using the verbs in brackets.

Lee wants to be a doctor. He spends all his time watching TV. (need to)

Lee *needs to study more.*

- 1 Chad has an interview for college on Monday. He has a busy weekend planned with his friends. (shouldn't)
- 2 Rea is studying to be a physicist. She isn't very good at maths. (have to)
- 3 Marina talks too much in class. She failed her last history test. (mustn't)
- 4 Aidan is a homeschooler. He wants to have more friends. (should)
- 5 It's the summer holidays. Nicola's still studying. (don't have to)

4 2.16 PRONUNCIATION: Silent letters Listen. Which letters are silent? Practise saying the sentences.

- 1 You *mustn't* speak during the exam.
- 2 Jo *should* apply for this course.

5 USE IT! Work in pairs. Talk about the rules at your school. Which rules would you change? Would you add any? Decide which two rules are the most important.

At our school, we *don't have to* do homework.

I think *more people* actually *do* their homework because they know it helps them to learn better.

The two rules we think are most important are ...

Finished?

Imagine there's a new person in your class. Write a list of your school rules for him / her.

THINK! Who do you ask for advice about problems at school?

- Daisy Hi, Neil. Is anything the ¹.....? You look really ².....
- Neil I'm really concerned about the engineering course I'm doing. It's too ³..... and I'm really not enjoying it. I know I'm not going to pass.
- Daisy Have you spoken to your teachers about it?
- Neil No. I'm so worried, I haven't told ⁴..... What would you do if you were me?
- Daisy My advice is to get help now. If you don't, things will only get ⁵.....
- Neil I don't know what to do. I think an apprenticeship would be better for me, but it's too ⁶..... now.
- Daisy Don't panic. It's never too late, but you need to speak to someone about it.
- Neil You're ⁷..... I'll go and talk to my teacher now. Thanks, Daisy.
- Daisy No problem.



Daisy

Neil

- 1** **2.17** Complete the dialogue with the words in the box. Then watch or listen and check. What's Neil's problem? What does Daisy advise Neil to do?

anyone difficult late matter
right upset worse

- 2** **2.17** Watch or listen again and underline the phrases Daisy and Neil use to:

- 1 express feelings 3 give advice
2 ask for advice

- 3** Cover the dialogue in exercise 1 and read the Key Phrases. Which two key phrases aren't in the dialogue?

KEY PHRASES

Asking for and giving advice

What should I do?
What would you do if you were me?
Have you spoken to (your teachers) about it?
Can you give me any advice?
Don't panic.
You need to (speak to someone).
My advice is to (get help now).

- 4** Work in pairs. Practise the dialogue.

- 5** **USE IT!** Work in pairs. Ask for and give advice for each situation. Which piece of advice was the best?

- 1 I cheated in a test.
2 Another student is bullying my best friend.
3 I'm always late for school.

I cheated in a test. What should I do?

You need to tell your teacher.

- 6** **USE IT!** Work in pairs. Read the situation, prepare and practise a new dialogue. Use the key phrases and the dialogue in exercise 1 to help you.

Student A: Ask your partner what the problem is: he / she looks tired. Listen, find out some more information, then offer some advice.

Student B: You're not sleeping well and you're always tired. You're worried that your school work is getting worse. You listen to music and text your friends when you should be asleep.

THINK! What ways can people learn outside the classroom?

Is school the best place to learn?

There are many alternatives to school, such as homeschooling or studying online. But is school the best place for young people to learn?

In my opinion, it's better to learn in school for several reasons. **Firstly**, in school, students often have to work together, so they learn from each other and become sociable.

Secondly, school students must obey rules. This provides a structured day where students attend classes in a wide variety of subjects. They learn the importance of doing work on time and preparing for exams. This teaches them how to behave in society and future jobs. **Finally**, at school, students have the chance to participate in team sports and other projects that involve a group of people.

To conclude, students learn many things and in many ways at school. All in all, I think school is the best place to learn.

- 1** Study these ways of learning. Which ones help you to learn? Why?

doing things I enjoy drawing pictures
listening to teachers making notes
moving around reading on my own
talking to my classmates

- 2** Read the essay. What is the writer's conclusion about school?
- 3** Which key phrases can you find in the essay?

KEY PHRASES

Giving your final opinion

All in all, ...	In my opinion, ...
As a result, ...	To conclude, ...
I feel / believe / think ...	So, ...

Language point: Ordering information

- 4** Study the words in **blue** in the text. Which word can *lastly* replace?
- 5** Write three sentences on school that express a different opinion from those in the model essay. Use the ordering words.
- Firstly, ...
Secondly, ...
Lastly, / Finally, ...

- 6**  **USE IT!** Follow the steps in the writing guide.

WRITING GUIDE

A TASK

Write an opinion essay with this title:
Should school holidays be shorter?

B THINK AND PLAN

- How long are school holidays in your country?
- Why do we have school holidays?
- What do you do in the holidays?
- Do the holidays create any problems? If so, what are they?
- Would you like the holidays to be longer or shorter? Why?

C WRITE

Paragraph 1: Introduce the question in the title.

Many people think ...

Paragraph 2: Give your opinion.

In my opinion, ... Firstly, ... Secondly, ... Finally, ...

Paragraph 3: End the essay by answering the question directly.

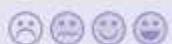
All in all, ...

D CHECK

- number of paragraphs
- ordering of information
- key phrases
- *can, could, be able to*
- *have to, need to, must, should*

PROGRESS REVIEW 3

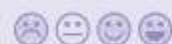
MY EVALUATION Check your progress. Do the exercises and then complete your own evaluation.



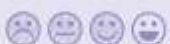
I need to try this again.



I am happy with this.



I could do this better.



I can do this very well.

VOCABULARY Uses of *get*

1 Complete the sentences.

- Dominic is getting He'll be sixty on his next birthday.
- I first got a bank when I was twelve years old.
- You won't get a driving unless you pass your test.
- My grandma doesn't work any more. She gets a now.
- Mike studied at university for five years to get a in medicine.

I can talk about different ages and life events.

MY EVALUATION



READING Future humans

2 Match the words with the definitions.

adapt destroy manipulate process

- damage something so that it can't be used
- control something so that it behaves as we want it to
- use and analyse information with the help of a computer
- slowly change something so that it works better in a new situation

I can match visual information to a text.

MY EVALUATION



LANGUAGE FOCUS The first conditional with *if* and *unless*; *might* vs. *will*

3 Complete the sentences with *if*, *unless* or the correct form of *might* or *will*.

- We spend some time in Portugal next summer, but we aren't sure.
- You'll be exhausted you relax this weekend.
- I see you later, but I hope I do.
- He get rich because he works extremely hard.
- We win the match. The other team is better.
- Will you go to the party Leo invites you?

I can talk about possibilities in the future.

MY EVALUATION



VOCABULARY AND LISTENING Lifestyle choices

4 2.18 Listen to Jasmine and Liam talking about their summer holiday. Choose the correct words.

- Liam / Jasmine is calling his / her friend.
- Jasmine is going to spend the summer abroad / in England.
- Jasmine will be travelling around South America for a few months / weeks.
- Liam's dad wants to take some time out in July / August.
- Liam's dad will / won't earn a lot of money soon.
- Jasmine says Liam should take up a sport / watch TV.

I can talk about lifestyle choices for the future.

MY EVALUATION





LANGUAGE FOCUS *will and be going to*; Future continuous

5 Tick (✓) the correct sentence.

- 1 ☐ This time next week we will be travelling around Italy.
☐ This time next week we will travel around Italy.
- 2 ☐ I'm going to take up tennis. It's such a great sport.
☐ I'll be taking up tennis. It's such a great sport.
- 3 ☐ Tomorrow at five o'clock, Callum will get ready for the party.
☐ Tomorrow at five o'clock, Callum will be getting ready for the party.
- 4 ☐ I think we'll be winning this game.
☐ I think we'll win this game.
- 5 ☐ Jamie says he isn't going to work in the summer.
☐ Jamie says he won't work in the summer.

I can talk about what I will be doing in the future.

MY EVALUATION



SPEAKING Making arrangements

6 Choose the correct words. Then practise with your partner.

- Mum So, Leah, you've ¹have / get / got a busy day ahead.
- Leah I know, it's crazy. And I've got a basketball match tonight, too.
- Mum What ²time / day / hour does it start?
- Leah It starts at six. Are you coming to watch?
- Mum Yes, I ³plan / hope / want so. Don't ⁴remember / remind / forget that we're going to London tomorrow.
- Leah What? Why?
- Mum Remember – it's your cousin's wedding. The train ⁵leaves / leaving / left at seven, so we can't be late.
- Leah Cool. Can you remind ⁶my / I / me to get him a present later?
- Mum Right – I'm reminding you now to get your cousin a present. OK?
- Leah OK. Thanks, Mum.

I can make future plans and arrangements.

MY EVALUATION



WRITING A blog post

7 Read the blog and complete it with the correct words. There are two extra words.

more for than including similar
natural take advanced create
troubles quickly



Dave23

If we were to set off for a new home besides Earth, it would be very likely that the planet must have had a very ¹..... atmosphere compared to our homeland. It would not be hard for us to ²..... adapt to the environment there. With the advanced technology nowadays, it is even possible that we can create an artificial sun ³..... lighting, as well as day and night system. Depending on the ecosystem there, we may choose the best ways to develop ⁴..... in terms of agriculture or industry.

As we are settling down on a new place, our life will be surrounded with lots of work, ⁵..... growing and finding edible plants and vegetables, exploiting the planet's essential ⁶..... resources for recreating a new society. It will ⁷..... a lot of time to rebuild a new society, but with the great intelligence of human beings nowadays, that process will be much shorter ⁸..... before.

In addition, people may also discover new materials that can be used to ⁹..... extremely advanced inventions and techniques that can help our lives on a new planet become much more comfortable.

Comments

I can link ideas to express purposes.

MY EVALUATION



VOCABULARY Schools and exams

8 Complete the words.

- 1 You must o..... the rules at school!
- 2 Do you have to wear a school u.....?
- 3 She got good m..... in her exams.
- 4 I left p..... school when I was eleven.
- 5 You need to study or you'll f..... the exam tomorrow!
- 6 I want to g..... into fashion college.

I can express opinions by agreeing or disagreeing.

MY EVALUATION 😞 😐 😊 😄

READING Reviews

9 Choose the best words to complete the sentences.

- 1 My sister is very She makes amazing jewellery.
a unusual b challenging c creative
- 2 Yesterday we visited a / an town in Turkey. I love looking at old buildings.
a historic b ordinary c creative
- 3 This classroom is rather There are no desks or chairs in it.
a ordinary b historic c unusual
- 4 Travelling to a foreign country can be when you don't know the language.
a unusual b challenging c ordinary
- 5 This is just another day. Nothing interesting has happened.
a creative b ordinary c historic

I can find and rephrase information in a text.

MY EVALUATION 😞 😐 😊 😄

LANGUAGE FOCUS can, could, be able to

10 Order the words to make sentences and questions.

- 1 your / can / speak / German / father / ?
.....
- 2 be able / go / by train / they / to / will / ?
.....
- 3 get / David / for / couldn't / the concert / tickets
.....
- 4 exam / I / with / your / you / help / can't
.....
- 5 swim / you / you / when / were / could / four / ?
.....
- 6 won't / come / tomorrow / be / Vania / able to
.....

I can talk about past, present and future ability.

MY EVALUATION 😞 😐 😊 😄

VOCABULARY AND LISTENING Courses and careers

11 2.19 Listen to Joshua talking to a careers advisor. Write true or false.

- 1 Joshua's dad works in a construction company.
- 2 Joshua's sister studied nursing.
- 3 Joshua wants to apply for a job in a law company.
- 4 Joshua doesn't want a career in entertainment.
- 5 The advisor tells Joshua he could try journalism.
- 6 Joshua is interested in writing.
- 7 Joshua's uncle works in a school.
- 8 Joshua has applied for an IT course.

I can distinguish between certainty and doubt.

MY EVALUATION 😞 😐 😊 😄

LANGUAGE FOCUS *have to / need to / must / should*

12 Choose the correct words.

- 1 You **mustn't** / **don't have to** / **don't must** cheat in exams.
- 2 If you need help, you **should to** / **need** / **should** talk to your teacher.
- 3 I'm not thirsty, so I **shouldn't** / **don't need** / **needn't** to stop and have a drink.
- 4 You **mustn't** / **don't need** / **don't have to** do this extra homework. It's your choice.
- 5 We **must** / **have** / **need** arrive on time to school every day.
- 6 Rosie **has** / **have** / **need** to catch the next bus.

I can talk about obligations and necessity.

MY EVALUATION



SPEAKING *Asking for and giving advice*

13 Choose the correct words. Then practise with your partner.

- Raul Hi, Layla. Is everything all right? You don't look very happy.
- Layla I'm really worried about next week's chemistry test. I haven't really understood anything we've done.
- Raul Have you ¹..... to anyone about it?
- Layla No. Can you give me any ².....? It's all such a disaster!
- Raul Listen, ³..... panic.
- Layla But I know I'm going to fail the test. ⁴..... should I do?
- Raul You ⁵..... to speak to Miss Wilson. Teachers are there to help us, you know.
- Layla Yes, you're ⁶..... I'll go and see her right now.

- | | | |
|------------|----------|---------------|
| 1 a speak | b spoken | c spoke |
| 2 a advice | b plan | c information |
| 3 a do | b don't | c did |
| 4 a What | b How | c Why |
| 5 a should | b can | c need |
| 6 a right | b true | c good |

I can ask for and give advice.

MY EVALUATION



WRITING *An opinion essay*

14 Read the opinion essay and choose the correct words.

Do we need tests at school?

Some students say that tests don't help them learn. As soon as they pass a test, they forget what they've learned. Is it really as simple as this?

¹**In my opinion** / **As a result**, tests are necessary for several reasons. ²**All in all** / **Firstly**, they motivate students to study. Being successful at school is important for many young people, so they work hard to get good marks. ³**Finally** / **Secondly**, tests allow students to check how much they know and which things they still need to work on. During the test, students have to count on their own memory and their own abilities. ⁴**Finally** / **I feel**, I believe that tests teach essential life skills which will be useful in the future. For example, before and during a test, students need to plan their work, manage their time, concentrate on the task and deal with stress.

⁵**To conclude** / **Secondly**, tests can be helpful in many different ways. ⁶**All in all** / **Firstly**, ⁷**I feel** / **am feeling** that they are one of the most important parts of school life.



I can arrange opinions in an essay.

MY EVALUATION



7 Big Ideas

VOCABULARY • Verbs: taking action

I can talk about suggestions for change.

✚ Culture p96

✚ Language focus reference p105

THINK! Do you believe strongly in something? Have you, or someone you know, ever campaigned about an issue? What was the campaign about?

- 1  2.20 Match the verbs in **blue** in the text with the noun forms in the box. Listen and check.

an aim a ban a belief a boycott a campaign
a donation an end a proposal a protest
a signature a supporter a volunteer

campaign – a campaign

- 2 Read the online petitions and decide if you support the ideas. Then work with a partner and explain why you agree or disagree with each.
- 3 Use the verbs in exercise 1 to create your own petition. It can be serious or funny. Can you persuade anyone in the class to sign it?

**BAN LITTERING
IN STREETS!**

**SUPPORT OUR CAMPAIGN
FOR FREE ICE CREAM!**

Petition power!

Do you want
to **campaign** for change?

Everyone **CAN** make a difference,
and you don't need to **donate**
money or **volunteer**. You simply
need to **sign** a petition online.
Here are a few active campaigns
from the internet ...



Say NO to orca shows

We should **ban** the use of orcas for entertainment. We **believe** that these intelligent, sociable animals should not be in captivity. We'd like people to **boycott** the shows and sign our petition. Please support our cause!



94% of target reached

[learn more >](#)

CHANGE

CHANGE

SAVE sea turtles on CÔN ĐẢO island

We want to **protest** about the commercial hunting of turtles for their shells and the pollution in their natural habitat. We **aim** to raise awareness about sea turtle conservation on Côn Đảo Island, Việt Nam.

[learn more >](#)

SIGN THE
PETITION

72% of target reached



- 4 2.21 Listen to four people Yana, Zara, Will and Mitchell talking about petitions they have just signed.

Which verbs in exercise 1 do Yana, Zara and Mitchell use?



- 5 2.21 Watch or listen again and fill in each blank with ONE word.

Names	Petitions
Yana	An anti- ¹petition
Zara	To end ²fishing
Will	To persuade local ³to let ⁴people live in empty houses
Mitchell	To propose a new law to let people ⁵from ⁶on

KEY PHRASES

Suggesting changes

- I think people should (support victims more)
- We need to ...
- I think it's the best thing to do.
- I hope they introduce (a law against it soon).
- Let's create a petition.

- 6 **USE IT!** Work in pairs. Use the words in exercise 1 and the key phrases to make suggestions for the problems below. Decide which two changes you would make.

- People litter a lot in Nhiêu Lộc canal.
- People don't use the bins on the street.
- There's too much traffic in the city centre.
- There's a lot of food waste in buffets.

We must campaign to encourage people to put litter in the bins.

Let's create a petition.

Finished?

Write a letter to the principal to request a change to one of the environmental problems in your school. Explain what the problem is and what you think the school should do.

we ugly fruit!

How supermarkets see
fruit and vegetables:



Supermarkets reject 20–40% of fruit and vegetables because they aren't 'perfect.' We **propose** that supermarkets sell 'ugly' fruit and vegetables at a lower price. Help us **end** food waste and allow more people to buy cheap, healthy food. Please **support** our campaign.

[learn more >](#)

SIGN THE
PETITION

47% of target reached

THINK! When did someone last do something kind for you? What was it?

CHANGING THE WORLD WITH KINDNESS

Sometimes a spontaneous act of kindness can change another person's life. Read about these incredible people and their **actions** that helped to make the world a better place for someone else.

IN BRITAIN



Life can't be easy for musician Daniel Black. After a cycling accident in 2009, the doctors told him that he couldn't walk or play the guitar. He had saved £22,000 for his intended expensive surgery when he heard about a young boy who also needed surgery to allow him to walk. Daniel told the boy's family that he would donate all his money to the boy's surgery. The little boy was then able to walk again.



IN VIỆT NAM

In March 2020, Hoàng Tuấn Anh, a Vietnamese entrepreneur in Hồ Chí Minh City invented a 24/7 automatic dispensing machine providing free rice for the poor during the Covid 19 lockdown. The machine distributed a 1.5 kg (3.3lb) bagful of rice from a small silo. The team said that people in need still had **access** to food and resources during the pandemic.

IN THE US

Glen James, an unemployed and homeless office worker, did something both honest and kind. The police said that he decided to return a bag with \$42,000 in it to the owner. A man called Ethan Whittington read about Glen and started a campaign to collect money for him. Ethan said that an amazing \$160,000 was raised and Glen's life hasn't been the same since.



These stories may persuade you that when you spread a little kindness, there may not be a personal **benefit**, but you could encourage people to be kind to you, too.

- 1** Read the Study Strategy below. Then scan the online article above to find out what jobs Daniel Black, Hoàng Tuấn Anh and Glen James had.

STUDY STRATEGY

Finding specific information

To find specific information, don't read the text in detail. Follow these steps:

- 1 Identify the type of information, or key words, you're looking for.
- 2 Read the text quickly. Look out for the key words. Don't stop at difficult words.
- 3 Read the text around the key words again and check.

- 2** 2.22 Read and listen to the online article again. Why are these numbers mentioned?

1 £22,000

2 \$42,000

3 1.5 kg

- 3** 2.22 Read and listen to the article again. Write **true** or **false**. Correct the false sentences.

- 1 The writer doesn't believe that there are advantages to being kind.
- 2 Daniel Black and the boy both got the medical treatment they needed.
- 3 Receiving money changed Glen James's life.
- 4 The rice ATMs distributed an unlimited amount of rice each time.

- 4 VOCABULARY PLUS** Use a dictionary to check the meaning of the nouns in **blue** in the text. What is the verb form of each one?

- 5** **USE IT!** Work in pairs. Which story did you like best? Why?

1 Complete each sentence with ONE word from the article on page 72.

- The doctors told him that he walk or play the guitar.
- Daniel told the boy's family that he donate all his money to the boy's surgery.
- The police said that he to return a bag with \$42,000 in it to the owner.
- The team said that people in need still access to food and resources.

2 Choose the correct options to complete the rules.

RULES

- We use indirect speech (reported speech) to report the meaning of what **is** / **was** said. We put indirect speech in a noun clause beginning with **that** / **this**.
- After a reporting verb in the past simple, we usually change present modals to past modals, and present tenses to **past tenses** / **future tenses**.

3 Study the rules, then complete the following sentences.

- 'You have to rest for 3 months'.
The doctors told me that I to rest for 3 months.
- 'Honey can prevent the growth of bacteria'.
Some scientists said that honey prevent the growth of bacteria.
- 'I am raising some money for my poor students.'
She told me that she some money for her poor students.
- 'When you spread kindness, you may feel good about yourselves.'
Our teacher said that when we kindness, we feel good about ourselves.

4 Find and correct the mistakes in the sentences.

- He said that it isn't a good idea.
- They didn't tell me that they will visit Hạ Long Bay.
- The dentist told that his tooth needed filling.
- Liên said that she may be absent from the meeting.

5 USE IT! Work in pairs. Look at the photos. Take turns to report what your mother said to you in these photos.

My mother said that I needed to do the cleaning.

My mother told me that my room was very messy.



7 VOCABULARY AND LISTENING • Personal qualities

I can understand people talking about qualities they admire.

THINK! What personal qualities are important?

1 **2.23** Match the adjectives with explanations 1–8. Listen and check.

confident generous heroic
honest organised patient
sympathetic thoughtful

Someone who ...

- 1 remembers your birthday
- 2 is not shy
- 3 listens to your problems
- 4 does very brave things
- 5 plans things carefully
- 6 gives people more than they need
- 7 waits for others
- 8 returns a lost wallet

2 Which words can you use to describe yourself? Which adjectives do you think are important qualities for these people?

a teacher a friend a mother

3 **2.24** Listen to three students having a discussion with their teacher. What are they talking about?

4 **2.24** Listen again. Write the adjectives the students use to describe each person.

- 1 Robert Lee
- 2 Edwin Sabuhoro
- 3 Marilyn Price

5 **2.24** Answer the questions. Listen again and check.

- 1 Where does Robert Lee get the unwanted food from?

6 **2.25 PRONUNCIATION: Diphthongs**

Identify the diphthong sounds and put the words in the correct columns. Listen and repeat.

/aɪ/	/aʊ/	/əʊ/	/eɪ/

now change chose kind wildlife
wasting mountain homeless

7 **USE IT!** Work in groups. Using the ideas below, talk about people you admire. Use adjectives in exercise 1.

- a member of your family
- a person during the COVID-19 pandemic
- a person at your school

I really admire my cousin because he's so clever.

Remember!

She / He's *so* kind.

She / He's *such a* generous person.

I admire him because he's *really / very / extremely* brave.

- 2 Why is it a clever idea?
- 3 What animals was Edwin Sabuhoro trying to protect?
- 4 How does his eco-tour company provide a good solution to problems in Rwanda?
- 5 What opportunities do the bike trips give to city kids?
- 6 In what countries can you find Marilyn Price's programmes?



Robert Lee



Edwin Sabuhoro



Marilyn Price

1 Read these sentences and find out what tense the bold verbs are.

- 1 If more people **were** like Robert, the world would be a better place.
- 2 If those people **had** jobs, they wouldn't need to sell baby gorillas.
- 3 If I **had** to choose just one person, it'd be a grandmother ...
- 4 If I **were** you, I'd start thinking of other ideas.

Remember!

If I **were** you, I'd start thinking of other ideas. (not 'If I ~~was~~ you...')



2 Study the rule and choose the correct options.

RULE

We use *if* + present / past simple to describe a(n) likely / unlikely situation, then *would* with a verb without *to* to describe the result / location.

Remember!

If I **became** a volunteer, **would** I have to work in the evening?

Would I have to work in the evening if I **became** a volunteer?

3 Complete the text. Use the second conditional to write the verbs in the correct form.

If I ruled the world ...

What changes ¹..... (you / make) if you ruled the world? Here's what some people said:

'If I ²..... (be) a member of the government, I ³..... (support) the poor.'

Ana, 16

'I ⁴..... (stop) bullying in schools if I ⁵..... (have) the power.'

Jez, 15

'If I ⁶..... (be) president of the world, I ⁷..... (stop) teachers giving homework!'

Kara, 14

'I ⁸..... (allow) young people to vote if I ⁹..... (can) make changes.'

Andreas, 16

'If it ¹⁰..... (be) up to me, I ¹¹..... (introduce) taxes on junk food.'

Fin, 15

4 2.26 Listen and check your answers. Then tell a partner which changes you would make.

5 Complete the sentences. Use your own ideas.

- 1 If I did nothing all day, ...
- 2 If they closed all schools, ...
- 3 I would help my neighbour if ...
- 4 My parents would support me if ...
- 5 The world would be a better place if ...

6 **USE IT!** Work in pairs. Take turns to ask and answer questions using situations 1–4 and your own ideas. Use the second conditional.

What would you do or say if you ...

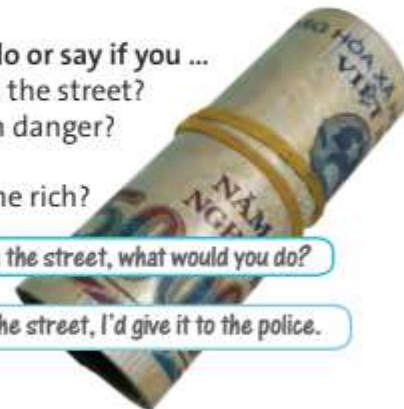
- 1 found money in the street?
- 2 saw someone in danger?
- 3 met your idol?
- 4 suddenly became rich?

If you found 5 million VND in the street, what would you do?

If I found 5 million VND in the street, I'd give it to the police.

Finished?

Talk with your partner what changes he / she would do if he / she ruled the world.



7 SPEAKING • Supporting a point of view

I can give reasons to support my opinions.

THINK! Do you think we should recycle our rubbish? Why / Why not?

- Louise Hi, there. Would you mind helping me with a ¹.....?
- Hugo What's it about?
- Louise It's about what types of recycling people do every day. We believe we must recycle our ²..... and we want the government to make it necessary everywhere.
- Hugo But don't people already recycle?
- Louise Unfortunately, not ³..... does, as people can choose not to recycle. If the government made it necessary, this would lead to everyone recycling their rubbish.
- Hugo But won't this perhaps be too difficult to ⁴.....?
- Louise The main reason for recycling is to save the planet. It might need a lot of ⁵....., but it's definitely worth the ⁶.....
- Hugo I suppose you're right. OK, I'll answer your questions.



3 Work in pairs. Practise the dialogue.

4 Work in pairs. You want to start a competition on making environment-friendly products at your school. Think of three reasons why it would be a good idea. Then compare your ideas with the class.

One reason for making environment-friendly products is...

- 1** 2.27 Complete the dialogue with the words in the box. Then listen and check. What does Louise want the government to do? Does Hugo agree with her in the end?

effort everyone organise
rubbish survey work

- 2** 2.27 Cover the dialogue and complete the Key Phrases. Watch or listen again and check.

KEY PHRASES

Building an argument

We believe we must ¹..... rubbish.
We want the government to ².....
This would lead to everyone ³.....
The main reason for ⁴..... is to
⁵.....
It's ⁶..... the effort.

- 5** **USE IT!** Work in pairs. Read the situation, prepare and practise a new dialogue. Use the key phrases and the dialogue in exercise 1 to help you.

Student A: You want your school to give its unwanted food to homeless people. Present your argument to Student B.

Student B: Listen to Student A. You're not convinced – you think it will be very difficult to organise. Respond with questions.



THINK! What problems can mobile phones cause?

1 Read the essay and answer the questions.

- 1 What are the arguments for a ban on mobile phones?
- 2 What are the arguments against a ban?
- 3 In which paragraph does the writer give a personal opinion? What is it?

2 Find the key phrases in the essay. Which phrases ...

- 1 introduce the writer's opinion?
- 2 help to list reasons and arguments?
- 3 help to contrast ideas?

KEY PHRASES

Writing a discussion essay

One of the arguments for ... is ...
 On the one hand, ... On the other hand, ...
 In addition, ...
 For instance / example, ...
 However, ...
 Personally, I am (not) in favour of ...

10:16

Mobile phones should be banned from schools. Discuss.

- 1 Our school plans to ban mobile phones because many teachers complain that **they** are a nuisance. There are arguments both for and against **this** rule.
- 2 One of the arguments for the ban is that people say that phones cause problems at school. Students forget to turn their phones off during class, and if **one** rings, it disturbs the whole class. Outside the classroom, phones can also cause more serious problems, such as cyberbullying. They say that **it** is worse if students have access to the internet at school.
- 3 On the other hand, phones can be a great resource for students. For instance, students use their mobiles in class to research information online. In addition, students can use apps on their phones to help **them** with schoolwork, for example by creating homework reminders.
- 4 Personally, I am not in favour of banning mobiles completely as students need them before and after school. However, I think students should agree to keep their phones on silent and in their bags.



Language point: References and pronouns

3 Find phrases 1–5 in the essay. What do the pronouns in blue refer to?

- 1 **they** are a nuisance
- 2 for and against **this** rule
- 3 if **one** rings, it disturbs the whole class
- 4 they say that **it** is worse if students have access to the internet
- 5 students can use apps on their phones to help **them** with schoolwork

4 USE IT! Follow the steps in the writing guide.

WRITING GUIDE

A TASK

Write a discussion essay on this topic:

All young people should do two weeks of compulsory work for the community every year (such as street cleaning, planting trees or helping old people). Discuss.



B THINK AND PLAN

- 1 What will be the consequences of this rule if it is introduced?
- 2 How would young people feel about this rule?
- 3 Do you think that doing compulsory work would make students more responsible? Why?
- 4 Is there a better way to encourage young people to help their community?

C WRITE

Paragraph 1: Introduction

Paragraph 2: Ideas for one side of the argument

Paragraph 3: Ideas for the other side of the argument

Paragraph 4: Conclusion and your opinion

D CHECK

- phrases to present / contrast arguments
- references and pronouns

8 On screen

VOCABULARY • Film and book genres

I can discuss different types of films and books.



Culture p97



Language focus reference p106

THINK! Name three types of books or films that are popular in your country.

- 1 2.28 Study the words in the box. They describe books, films, or both. Complete the table with the words. Listen and check.

action adventure animation comedy crime
drama fantasy graphic novel horror manga
musical mystery romance science fiction thriller

Films	Books	Books and films
action		

- 2 Look at film photos A–F. Choose the correct words in exercise 1 to describe each film.
- 3 Do the quiz. Then compare your answers with a partner's. Do you agree with the result?

A



B



C



D



E



WHICH BOOK AND FILM GENRES DO YOU PREFER?

- 1 You've had a long day. Choose an activity to help you relax.
 - a Doing puzzles
 - b Doing sport or exercise
 - c Listening to music
- 2 If you could be somewhere else, which of these places would you choose?
 - a The moon
 - b The top of a mountain
 - c A beach at sunset
- 3 Which of these qualities do you value most?
 - a Imagination
 - b Intelligence
 - c Humour
- 4 Choose the best combination of school subjects for you.
 - a History / Science
 - b PE / Maths
 - c Art / Music
- 5 Which of these jobs would you like to try for a day?
 - a Private detective
 - b Formula One driver
 - c Dance instructor
- 6 Which of these are you most likely to see when you go to the cinema?
 - a Zombies
 - b Spies
 - c Princes and princesses

- 4 2.29 Watch or listen to four people: Will, Emma, Elizabeth and Alicia talking about their favourite books. What genre(s) is each book?



KEY PHRASES

Talking about films and books

- 1 The films are really good, but they're not quite as good as the books.
- 2 It's really (original and entertaining).
- 3 It's a (crime novel).
- 4 It's about (a missing woman).
- 5 In the end ...

- 5 **USE IT!** Work in groups. Take turns to describe a famous book or film using the key phrases. Guess other people's books and films.

It's an animation and a musical. It's fantastic. It's about a princess who goes on a long journey to find her sister. In the end, she finds her sister and saves her country.

Is it Frozen?

Finished?

Write a description of your favourite film. Read your description to your partner for him / her to guess.

KEY

Mostly a answers:
Mystery and fantasy are your favourite genres. You like reading horror stories and watching science fiction films.

Mostly b answers:
Adventure and drama are your genres. You enjoy reading thrillers and you love watching action films.

Mostly c answers:
Comedy and romance are your genres, and you love watching a good musical.

THINK! Have you heard of the Guinness World Records? Do you know any film records?

FILM RECORDS

The record books are full of great film trivia, but only gossip about stars is usually heard. I like the gossip, but what about the film trivia we aren't told about? Some film records are much more interesting. For example, did you know that Robert Downey Jr. was paid more than any other actor for his role as Iron Man in the *Avengers* films (the huge sum of eighty million US dollars)? And I bet you can't guess which film has the record for the most tickets sold. I was amazed! Well, apparently more cinema tickets were sold for *Gone with the Wind*, a 1930s romance, than for any other film. I haven't even seen it but it sounds terrible! The classic science fiction film *Star Wars* comes a close second, and I'm sure that it's a much better movie.

One truly unbelievable film record was set by a man called Ashish Sharma in Mathura, India, in 2008. He sat in a cinema and watched films for an incredible 120 hours and twenty-three minutes – that's forty-eight films in total.

Another film-related record from India is about the world's largest film poster. It was made to advertise India's biggest action film of 2015, *Bāhubali*. The size of it is extraordinary! At nearly 5,000 square metres, it's more than half the size of a professional football pitch! It wasn't made in the usual way. It was designed by the film's director S. S. Rajamouli and it was made by a team of thirty people who worked around the clock for three days.



1 Quickly read the blog and find the author's opinion on the following names?

- 1 Robert Downey Jr.
- 2 *Gone with the Wind*
- 3 Ashish Sharma
- 4 *Bāhubali*

2 2.30 Read and listen to the blog again. Choose the correct answers.

- 1 The writer believes that gossip about film stars ...
 - a is usually only about awards that stars win.
 - b is less interesting than some other film facts.
 - c isn't interesting.
- 2 *Gone with the Wind* ...
 - a is not a modern film.
 - b holds many film records.
 - c made eighty million dollars.
- 3 Ashish Sharma ...
 - a plans to watch the film that will be 120 hours long.
 - b has watched forty-eight films in his lifetime.
 - c has had a film record for several years.

STUDY STRATEGY

Reading out loud

Reading out loud will improve your pronunciation and speaking.

3 Read the Study Strategy. Practise reading the blog out loud.

4 VOCABULARY PLUS Use a dictionary to check the meaning of the words in blue in the text.

5 USE IT! Work in pairs. Which record did you find the most interesting? Why?

- 1 Complete the sentences with the correct form of **be** or **not be**. Check your answers in the film records text.

- What about the film trivia we told about?
- It designed by the film's director S. S. Rajamouli.
- It made in the usual way.
- Gossip about stars usually heard.



- 2 Study the sentences in exercise 1. Complete rules a–c with the words in the box. Then find more passive sentences in the blog on page 80.

am (not) are (not) / is (not)
by was (not) / were (not)

RULES

We use the passive when we are more interested in the action, rather than the person doing the action.

- In the present, we form the passive with the subject + + the past participle.
- In the past, we form the passive with the subject + + the past participle.
- We use to talk about the person / thing that does an action in the passive.

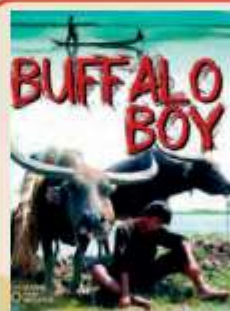
- 3 Correct the mistakes in the sentences. Then decide if they are true or false. Discuss your answers with a partner.

- More films are make in India than in any other country each year.
- In 1923, a sign is put up in the Hollywood hills which said 'Hollywoodland'.
- The Academy Awards wasn't called 'Oscars' until 1939.
- Mùa len trâu* is set in Northern Việt Nam.
- Mr. Nguyễn Võ Nghiêm Minh was gave Best Director Award at Chicago Film Festival in 2006.
- Films aren't seen their directors until the premiere.

- 4 Complete the review with the correct passive form of the verbs in the box.

direct remind release award play

Reviews



Mùa len trâu

Monday
7.30 p.m.

Mùa len trâu – *Buffalo Boy* is a successful Vietnamese film which ¹ in 2004. The film ² by Nguyễn Võ Nghiêm Minh. It was set in the Mekong River Delta during the 1940s. The land there for half the year is deep underwater. The main character, a 15-year-old farmer, Kim ³ by Lê Thế Lữ. Kim volunteers to take his family's buffaloes inland in search of food. On his journey, he witnesses firsthand the cruelty of man. We also ⁴ of the constant hardship the Vietnamese had to face at that time.

In 2004, the film won a Special Award at Film Festival in Locarno in Switzerland, the Grand Prix at Amiens Film Festival, and the Special Award at Amazonas Film Festival in Brazil. Mr. Nguyễn Võ Nghiêm Minh ⁵ Best Director Award at Chicago Film Festival in the same year.

- 5 **USE IT!** Work in pairs. Use the information in the box to tell each other about the film you have seen recently. Use passive forms where possible. Which film would you enjoy most?

actor / character / director
film title genre plot

It's a ... and it was made in ...

It's about ...

The main characters are ...,
who's played by ..., and ...

It's an entertaining / funny /
exciting / original film.

THINK! What jobs do you associate with a) the film industry and b) writing fiction?

QUIZ!



Spectre

- 1 Which film was **director** James Cameron **awarded** an Oscar for?
 - a *Avatar*
 - b *The Terminator*
 - c *Titanic*
- 2 Who was the graphic novel series *The Dark Knight* **written** by?
 - a Stan Lee
 - b Frank Miller
 - c Neil Gaiman
- 3 The spy James Bond was played by which **actor** in *Spectre*?
 - a Jude Law
 - b Daniel Craig
 - c Matt Damon
- 4 These three **stars** have received Oscar **nominations** for Best Actor / Actress. Which one of them has actually won an Oscar?
 - a Bradley Cooper
 - b Robert Downey Jr.
 - c Jennifer Lawrence



- 1 2.31 Study the words in **blue** in the quiz. Which are nouns and which are verbs? Write the noun and verb forms for each word. Listen and check.

director (n)

direct (v)

- 2 Do the quiz.

- 3 2.32 Listen to the recorded quiz to check your answers. Correct any wrong answers.

- 4 2.32 Listen again and answer the questions.

- 1 How many Oscars was *Titanic* awarded?
- 2 When was the first story in *The Dark Knight* graphic novel series published?
- 3 How many times has Robert Downey Jr. received an Oscar nomination for Best Actor?
- 4 How many Oscar nominations have Jennifer Lawrence and Bradley Cooper received in total?

- 5 2.33 **PRONUNCIATION:** /g/ and /dʒ/ Listen and repeat.

- | | |
|------------|----------------|
| 1 manga | 5 largest |
| 2 guess | 6 gossip |
| 3 original | 7 intelligence |
| 4 game | 8 generosity |

- 6 **USE IT!** Work in pairs. Nominate your favourite book, actor, film, director or writer for an award.

I nominate ... for an award because ...

I think that ... should win an award because ...

- 1 Underline the verb forms and circle the subjects in these sentences.
- Was the book adapted for film?
 - What is the series of books called?
 - Where was the film made?
 - Is the actor nominated for an award every year?
- 2 Match the sentences 1–4 in exercise 1 with rules a–d.

RULES

Passive questions in the present are formed with ...

a *am / is / are* + subject + past participle.

b a question word + *am / is / are* + subject + past participle.

Passive questions in the past are formed with ...

c *was / were* + subject + past participle.

d a question word + *was / were* + subject + past participle.

Remember!

Who was the film directed by?

Which award was she nominated for?

- 3 Correct the mistakes in the sentences.
- What he was given as a prize?
 - Is this crime novel written last year?
 - What was award to the actor?
 - Who was the film directed for?
 - Were this book written by a man?
- 4 Read the description on the right. Write questions in the passive about the information in blue.

When?

When was the Edible Book Festival started?

- What?
- Where?
- Was?
- Who?
- Are?

- 5 Work in pairs. Take turns to ask and answer the questions in exercise 4. Answer in complete sentences.

- 6 **USE IT!** Work in groups. Each group writes three questions about books using passive voice, then reads out for the others to answer. The group with the most correct answers is the winner.

Who was *The last leaf* written by?

When was the poem *Mùa xuân nho nhỏ* written?

The first question is ...

I think the answer is ...

Finished?

Introduce to the class your favourite book using the passive voice.

DELICIOUS BOOKS

You've read the books, seen the films, now eat the cakes! The Edible Book Festival was started in 2000. It is held every year around 1st April. ¹The latest books are made into cakes and are displayed ²at events all over the world. We all know *The Hunger Games* is a series of three books that ³was adapted for film. But have you seen the amazing *Hunger Games* trilogy cake? It was made by ⁴Crystal Watanabe. Edible books for *Game of Thrones* and *Wool*, which was written by Hugh Howey, were also made by her for the festival! So what happens at the end of the festival? ⁵The books are eaten, of course!



THINK! How often do you watch films a) on TV, b) at the cinema and c) online?

- Daisy Hi, Sammy.
 Sammy Hi, Daisy. ¹How / When about going to the cinema tonight?
 Daisy All right. ²What / When about *Extreme Escape*? It ³acts / stars Jack Huston. I'm a big ⁴classic / fan of his.
 Sammy I don't ⁵fancy / prefer an adventure film. I'd rather see a science ⁶fantasy / fiction film.
 Daisy Well, you might prefer *Beyond Mars*.
 Sammy I saw that last week. I'd prefer to see something I haven't seen.
 Daisy I fancy *Karo's Two Dreams*. It's a fantasy.
 Sammy I'm not really into that kind of thing, but it's had great ⁷results / reviews. I'd prefer that to *Extreme Escape*.



- 1 2.34 Choose the correct words in the dialogue. Then watch or listen and check. What genres of films do they mention? Which film do Sammy and Daisy decide to watch?
 2 2.34 Cover the dialogue and complete the Key Phrases. Watch or listen again and check.

KEY PHRASES

Recommendations and preferences

How / What about ¹.....?
 I'm a big fan ².....
 I don't ³.....an adventure film.
 I'd ⁴.....a science fiction film.
 I'd prefer to see ⁵.....
 I'm not really ⁶.....thing.

- 3 Work in pairs. Practise the dialogue.

LANGUAGE POINT: like + V-ing or to-infinitive

- 4 We can use *like* with an *-ing* form or with a *to-infinitive*. Match the examples with the uses. Two examples may match the same use.

Examples	Uses of LIKE
1 I like swimming in my free time.	a A custom
2 I like to swim only when it's hot.	b A preference or a good idea
3 My dad likes to go fishing at weekends.	c An activity you enjoy
4 Asian people like to eat with chopsticks.	

- 5 Work in pairs. Talk about which type of films you like watching, and which ones you aren't keen on.



I like watching comedies. I'm not really into horror films.

- 6 **USE IT!** Work in pairs. Read the situation, prepare and practise a new dialogue using the key phrases and the dialogue in exercise 1 to help you.

Student A: Suggest watching one of these films:
X-Men: Apocalypse – adventure with Jennifer Lawrence
Finding Dory – comedy with Ellen DeGeneres
London Has Fallen – crime film with Gerard Butler
 Note: you don't like crime films.

Student B: Student A suggests you watch a film. Your favourite actor is Jennifer Lawrence. You'd really like to see a funny film today.

THINK! Why do people read reviews of films and books?

Chicken Soup for the Soul

I'd like to talk about a book I read recently called *Chicken Soup for the Soul*. It was written by two motivational speakers Jack Canfield and Mark Victor Hansen. They compiled the best 101 stories they were told in the book.

Chicken Soup for the Soul is a heartwarming and easy-to-read collection of true stories that inspire you to live your dreams. The stories demonstrate the best qualities that are shared as human beings: compassion, grace, forgiveness, generosity and faith.



The thing I like most about the book is the way I am taught to care for others, love myself, and overcome obstacles.

All in all, I'd recommend *Chicken Soup for the Soul* to people of all ages. It comprises inspirational stories that help spread happiness and hope throughout the society.



1 What is important to you when choosing a book to read? Put the following ideas from the most important to the least important.

- the genre
- characters that I can relate to
- famous writer
- easy to read
- ideas that I can learn from
- well-written

2 Read the review. Which features in exercise 1 are mentioned?

3 We use details to support our ideas or opinions. Match the details with the ideas.

- 1 *Chicken Soup for the Soul* is a heartwarming collection of true stories.
- 2 The thing I like most about the book.
- 3 I'd recommend the book.
- a The stories demonstrate the best qualities of human beings.
- b The book comprises inspirational stories that help spread happiness and hope throughout the society.
- c The way I am taught to care for others, love myself, and overcome obstacles.

4 Study the Key Phrases. Which phrases don't appear in the book review? Why don't they appear there?

KEY PHRASES

Writing a review

I'd like to talk about ... It was directed by ...
It was written by ... The thing I like most about ...
It stars ... All in all, I'd recommend ... to ...

5 **USE IT!** Follow the steps in the writing guide.

WRITING GUIDE

A TASK

Write a review of a book or a film you recommend.

B THINK AND PLAN

Complete these ideas for the book or film before you begin writing.

Title: _____
Author / Director: _____
Genre(s): _____
Main character: _____
Other characters: _____
Plot: _____

C WRITE

Paragraph 1: Introduce the title and the author or director / stars.

Paragraph 2: Summarise the story.

Paragraph 3: Say why you liked it.

Paragraph 4: Conclude and make a recommendation.

D CHECK

- present tenses to tell the story
- passive forms
- film and book vocabulary
- clear paragraphs

PROGRESS REVIEW 4

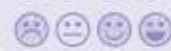
MY EVALUATION Check your progress. Do the exercises and then complete your own evaluation.



I need to try this again.



I am happy with this.



I could do this better.



I can do this very well.

VOCABULARY Verbs: taking action

1 Complete the verbs for the definitions.

- 1 stop something from being allowed
b.....
- 2 suggest a plan p.....
- 3 speak or act against something you don't agree with p.....
- 4 organise activities to try to achieve something c.....
- 5 provide help s.....
- 6 give money, clothes, etc. to charity
d.....
- 7 help at an organisation or charity
v.....
- 8 write your name on a document to show you agree with what it says s.....

I can talk about suggestions for change.

MY EVALUATION



READING Being kind

2 Complete the sentences with the correct verb or noun form of *action*, *access* or *benefit*.

- 1 Her life was saved because the firefighters promptly.
- 2 I'm sure you will greatly from doing this course.
- 3 Meeting new people is one of the of travelling.
- 4 Students need a password to get to the library internet.
- 5 The father's quick helped his son balance on the bike again.
- 6 The resort is not easily by public transport.

I can scan a text to locate information.

MY EVALUATION



LANGUAGE FOCUS Reported speech

3 Complete the following sentences.

- 1 'I always eat lots of fresh fruit and drink lots of milk.'
My friend told me that
- 2 'I can call a taxi very quickly.'
The boy said that
- 3 'We are going on holiday to Spain.'
They said that
- 4 'I'll think more about your idea.'
The teacher told me that

I can report what people said.

MY EVALUATION



VOCABULARY AND LISTENING Personal qualities

4 2.35 Listen to Molly and her grandma. Complete the sentences.

- 1 Molly thinks she is sympathetic,, generous and
- 2 Molly's grandma thinks she's very because she always plans her activities.
- 3 Molly thinks Ruby is
- 4 Molly's grandma remembers that Molly was last year.
- 5 According to Molly, Katniss Everdeen is
- 6 Molly's grandma says that Molly isn't

I can understand people talking about qualities they admire.

MY EVALUATION





LANGUAGE FOCUS The second conditional

5 Complete the second sentence so that it means the same as the first sentence.

- 1 It's hot, so we're drinking cold water.
We wouldn't be drinking cold water
- 2 It isn't raining, so I'm not wearing a coat.
If it was raining,
- 3 Clara isn't at school because she's ill.
If Clara wasn't ill,
- 4 He's a student, so he hasn't got a job.
He'd have a job
- 5 She can't text you because she's busy.
She could text you
- 6 Anton can't hear you because he's asleep.
If Anton wasn't asleep,
- 7 We don't have enough time to visit
another museum.
If we had more time,

I can talk about impossible and unlikely situations in the present.

MY EVALUATION



SPEAKING Supporting a point of view

6 Complete the conversation with the words. Then practise with your partner. There are two extra words.

better healthier make problem
reason suppose survey worse

- Katy Excuse me, do you have a moment to help me with a ¹.....?
- Usain What's it about?
- Katy It's about junk food. We want the government to ²..... it more expensive.
- Usain More expensive? Why? Isn't it ³..... if food is cheaper?
- Katy No, it isn't. Junk food is unhealthy. The main ⁴..... for making it more expensive is to make people buy ⁵....., cheaper food.
- Usain I ⁶..... you're right. OK, I'll answer your questions.

I can give reasons to support my opinions.

MY EVALUATION



WRITING A discussion essay

7 Choose the correct words.

Students should learn about healthy eating at school. Discuss.

My school in London plans to introduce regular lessons about healthy eating. But is it right for a school to teach students about what they should eat?

One of the arguments ¹..... the new lessons ²..... that some young people in the UK have an unhealthy diet and eat too much sugary food. ³....., they sometimes consume too many sugary drinks and this can lead to problems with their teeth. ⁴..... addition, some young people don't do enough exercise so they may put on weight, too.

On the ⁵....., some people say that students should only learn academic subjects in class. They think that school isn't the place to teach young people how to live their lives.

⁶..... I'm in ⁷..... of having a few lessons about healthy eating, but not every week. I ⁸..... suggest that students learn about this as part of their biology lessons and not as a separate subject.



- | | | |
|-----------------|---------------|----------------|
| 1 a to | b for | c with |
| 2 a be | b are | c is |
| 3 a What's more | b What's most | c What more |
| 4 a Of | b In | c On |
| 5 a other part | b other hands | c other hand |
| 6 a All in all | b Overalls | c All consider |
| 7 a favour | b favourite | c favours |
| 8 a do | b won't | c would |

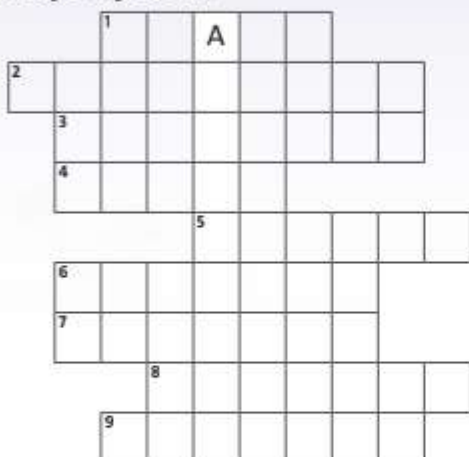
I can explore two sides of an argument in a formal essay.

MY EVALUATION



VOCABULARY Film and book genres

8 Complete the film and book words and solve the mystery word.



- 1 film about difficult relationships
 - 2 exciting film with new experiences and places
 - 3 exciting film that can be scary
 - 4 the police try to catch criminals
 - 5 there is often fighting, cars and guns
 - 6 it's difficult to know what's happened
 - 7 the actors sing and dance
 - 8 love story
 - 9 film about unreal worlds and characters
- Mystery word:

I can discuss different types of films and books.

MY EVALUATION



READING Film trivia blog

9 Complete the sentences with the missing letters.

- 1 My new school is h____. There are three separate buildings and about eighty classrooms.
- 2 I read an i_____ story about a girl who sailed around the world.
- 3 I love c_____ novels like *Oliver Twist*.
- 4 He's a t_____ actor. I don't understand why people like him.

I can identify the opinion of the author of a text.

MY EVALUATION



LANGUAGE FOCUS Present and past passive: affirmative and negative

10 Choose the correct words.

- 1 This film was **awarded** / **awarding** / **won** two Oscars last year.
- 2 This type of Blu-ray disc **don't** / **isn't** / **aren't** sold in the UK.
- 3 Many actors **unemployed** / **don't employ** / **are unemployed** most of the time.
- 4 She **didn't** / **wasn't** / **weren't** given a role in the new film.
- 5 Independent films **don't show** / **aren't show** / **aren't shown** in a lot of cinemas.
- 6 The first *Harry Potter* book was rejected **by** / **from** / **of** many publishers before it was successful.

I can talk about films using the passive in the present and past.

MY EVALUATION



VOCABULARY AND LISTENING Films and books: verbs and nouns

11 2.36 Listen to a lesson about films. Choose the correct words.

- 1 Ben likes science fiction books which were **written** / **popular** a long time ago.
- 2 Ben wants to see how the **director** / **actor** presents the world in the future.
- 3 Ben **likes** / **doesn't like** watching films which were adapted from a book he's read before.
- 4 Katie says actors become **great** / **famous** when they're the winner of an award or when they receive an Oscar nomination.
- 5 Katie doesn't want to see the same **actors** / **directors** all the time.
- 6 Tom thinks stars in **Hollywood** / **foreign** films look like supermodels.

I can ask and answer questions about films and books.

MY EVALUATION



LANGUAGE FOCUS Present and past passive: questions

12 Write passive questions about the information in bold.

- 1 They showed this film **at the Lincoln Cinema**.
.....
- 2 A French company made these film cameras.
.....
- 3 They teach film direction **at this school**.
.....
- 4 Yes, this film scares audiences.
.....
- 5 She wrote this book **last year**.
.....
- 6 They sell about **10,000** copies a year.
.....

I can ask questions using the passive in the present and past.

MY EVALUATION



SPEAKING Recommending and expressing preferences

13 Complete the dialogue with the words. Then practise with your partner. There are two extra words.

about fan into on prefer rather something stars

- Blake What do you fancy doing?
 Cheryl How ¹..... downloading a film?
 Blake All right. What about *Love, Rosie*?
 Cheryl That sounds like a romantic comedy. I'm not really ²..... that kind of thing.
 Blake Well, you might ³..... *Rogue One: A Star Wars Story*.
 Cheryl It's popular, but I'd prefer to see ⁴..... more believable.
 Blake I fancy *Race*. It's a drama and it ⁵..... Stephan James.
 Cheryl Yes, I'd ⁶..... watch that, too.
 Blake Great!

I can recommend films and books and say which ones I prefer.

MY EVALUATION



WRITING Film or book review

14 Read the book review and complete the text with the words.

about because directed in liked mixture recommend talk were



I'd like to ¹..... about a TV miniseries I watched recently called *The White Queen*. It was ²..... by James Kent, Jamie Payne and Colin Teague. It's based on *The Cousins' War* books, which ³..... written by Philippa Gregory.

The White Queen is a ⁴..... of historical drama, romance and war. It's ⁵..... the lives of three women who fight for the British throne in the 15th century. The three main characters are strong and brave. They'd do anything to achieve their goals.

The thing I ⁶..... most about the series was the historical setting. The costumes are wonderful and the characters speak and behave like real kings, queens, lords and ladies. I enjoyed it ⁷..... it was like going back in time. It's the best history lesson I've ever had!

All ⁸..... all, I'd ⁹..... *The White Queen* to everyone who likes historical films. I'd like to warn you, though: you won't be able to stop watching until you finish the whole series!

I can identify and use details to support ideas.

MY EVALUATION



- 1 Look at the photos. Then read the article. Which photo(s) match(es) each decade?



- 2 3.02 Read and listen to the article again and answer the questions.

- 1 Why was a hairstyle called 'the Rachel'?
- 2 What did the hairstyle in the 2000s look like?
- 3 What new hair colour became popular in the 2010s?

- 3 **YOUR CULTURE** Work in pairs. Answer the questions about Việt Nam.

- 1 Which hairstyles are most popular in Việt Nam at the moment?
- 2 Which of the following are fashionable for men in Việt Nam?

beard long hair moustache undercut

- 3 What colour hair dye is the most popular in Việt Nam?

black blonde brown grey red other

- 4 **USE IT!** Do a class survey using the questions below. Then report the results.

- 1 Which hairstyle from the text do you like most?
- 2 Which hairstyle from the text do you like least?
- 3 Did you use to have a different hairstyle when you were younger? Describe it.
- 4 What hair colour would you like to try?

The most / least popular hairstyle in the class is ...

The number of people who like / don't like it is ...

The most / least popular hair colour is ...

The number of people who like / don't like it is ...

... people used to have a different hairstyle in the past.

Hair through the decades

Like fashion trends, hairstyles come and go. Here's a look at hair crazes over the past thirty years.

1990s

The 'Rachel'

This hairstyle was named after Rachel Green, a character from the 1990s American sitcom *Friends*. The actress Jennifer Aniston, who played Rachel in the show, used to have medium-length hair that was cut in layers at the bottom.

2000s

Extensions

The craze for very long, straight hair in the first decade of the 21st century made hair extensions extremely popular.

2010s

Grey hair

This decade introduced a strange new fashion of young women with grey hair. Not natural grey hair, but a dye to change the colour to silver grey.

The beard and the moustache

OK, so they're not really hairstyles, but the long beard and curly moustache will be remembered as the look of the 2010s. They were so popular that images of moustaches even decorated blouses, hats and all sorts of clothes.

- 1 Check the meaning of the words in the box. Do you know any other adjectives to describe colours?

complementary harmonious pastel
primary secondary vibrant

- 2 Read the text. Write the names of colours 1–6 on the colour wheel. Which colours are primary and which are secondary?

1 yellow – primary

- 3  3.03 Read and listen to the text again. Complete the sentences using the words in exercise 1.

- 1 Yellow and purple are colours.
- 2 Blue and red are colours.
- 3 A colour is bright and strong.
- 4 Green and yellow are colours.
- 5 Orange and purple are colours.
- 6 A colour is pale and soft.

- 4  **USE IT!** Work in groups. Look at Wassily Kandinsky's painting *Squares with Concentric Circles*. Choose two squares in the painting and say how the colours in each square are related. Which square do you like best and why?

... and ... are harmonious / complementary colours.

I like ... because it looks ... It reminds me of



The COLOUR Wheel



Have you ever thought about how colours are related? Why do some colour combinations look good and others don't?

According to Isaac Newton, white light consists of all the colours of the rainbow. Newton then arranged them in a circle of warm and cool categories.

Red, blue and yellow are the three primary colours on the colour wheel. By mixing two primary colours, we've got the secondary colours green, orange and purple.

Colours can also be harmonious or complementary. Complementary colours are directly opposite each other, like red and green. Harmonious colours sit next to each other on the wheel.

Famous artists and decorators have used the colour wheel to choose the right colours ever since then. Everyone agrees that colours can affect our feelings. A vibrant red, for example, is often associated with anger or danger, while yellow is a happy colour. Blue can make people feel calm; pastel pink, which is a gentle pink, sometimes makes them think of romance, and green is the colour of nature.

What's your favourite colour? What do you associate it with?

- 1 Match the words in **blue** in the fact sheet with definitions 1–7.

- 1 changes from liquid into gas
- 2 changes from gas into liquid
- 3 rainfall
- 4 water when it exists in the air
- 5 the part of the land or body of water at the top
- 6 ice is in this state
- 7 water at room temperature is this

- 2 Read the fact sheet. What happens to water when it falls to the Earth?

THE WATER CYCLE

Now here is a challenge for you. Go and get a glass of water and take a look at it. Can you guess how old it is? Well, your water perhaps fell from a cloud just a couple of weeks ago, but it has been around for the same length of time as planet Earth! That means that your glass of water was around when the first creatures swam in the sea and when the dinosaurs roamed the Earth. But how is this possible?

The fact is that the quantity of water on the Earth remains the same over time and it constantly goes through the water cycle. In the cycle, there is continuous movement of water on, above and below the **surface** of the Earth. Firstly, the sun heats the water in the rivers, seas and oceans, and it **evaporates** into the air. Plants and trees lose water, too, and this also goes up into the air. The water **vapour** then cools and **condenses** into small drops which form clouds. You can see how condensation happens if you look again at your glass of water on a hot day. After a short time, water from the air condenses onto the cold glass. Back to the sky, though, and the next step is that the clouds gradually get heavier and heavier until they can't hold the water any more, and it falls to Earth as rain, sleet or snow.

Water can change state from **liquid** to vapour to **solid** during the cycle, but any form of water that falls from the clouds is called **precipitation**. When on Earth, some of the water runs into rivers, lakes and streams and becomes surface water. Some enters the ground and forms underground rivers or lakes before eventually flowing back to the seas and oceans. The cycle is complete.

- 3 Label the diagram with the words in the box.

condensation evaporation precipitation
water returns to the sea



- 4 3.04 Read and listen to the fact sheet again. Answer the questions.

- 1 What is true about the amount of water on Earth?
- 2 Why does water vapour condense?
- 3 What happens to a glass of water on a hot day?
- 4 Name two forms of precipitation. Do you know any more?
- 5 What are the three states that water can be in?

- 5 **USE IT!** Work in pairs. Create a poster to show what happens in the water cycle. Include information from this page.

- 1 Read paragraphs 1 and 2 of the text quickly to find the words below. What part of speech are they? Explain their meaning in your own words.

conditions label plantation
price profit

- 2 Read the article. What is Fairtrade?

MAKE BANANAS FAIR

Bananas are the most popular fruit in the world. British people love eating bananas, but they don't grow in the UK and have to be transported. So how it is possible that a banana only costs eleven pence in supermarkets?

- 1 The reason is that the farmers often get very little because the companies who buy bananas want to make big profits. Life isn't easy on a banana plantation. The farmers work long hours and can get harmed by dangerous pesticides.
- 2 Fairtrade is an international movement that tries to help farmers and workers in developing countries. Fairtrade products include items like bananas, coffee, sugar, cocoa and rice. When you buy a product with Fairtrade label, you know the farmers received a fair price and worked in good conditions.
- 3 Foncho, a Fairtrade banana farmer in Colombia who belongs to a farmers' co-operative. 'We experienced very difficult times when we weren't in Fairtrade,' he says. Today, as a Fairtrade farmer, he gets a minimum price for his bananas and his co-operative also gets the Fairtrade premium. This means he can build his family a house and support them.
- 4 Therefore, next time you are shopping in the supermarket, look for the Fairtrade label. If enough people choose to buy Fairtrade goods, more companies will pay the farmers a fair price.

- 3  3.05 Read and listen to the article again. Write *true* or *false*. Correct the false sentences.

- 1 People in the UK don't grow bananas.
- 2 Some banana farmers don't earn enough because companies don't pay a fair price.
- 3 Fairtrade only helps banana farmers.
- 4 Foncho buys bananas from farmers and sells them to supermarkets.
- 5 Thanks to the Fairtrade, Foncho's life is getting better now.

- 4  **USE IT!** Work in groups. Make a poster about Fairtrade. Include pictures.

Write about workers' conditions like this:

Workers often	work earn
	can't don't

Write about consumers' actions:

Consumers	don't should	buy pay	more enough
-----------	-----------------	------------	----------------

Include a slogan, for example:

Buy ... / Give ... / Pay ... / Help ...



- 1 Check the meaning of the words in the box. Use the words to complete the text below.

alter crops diseases gene
genetic engineering herbicides
nutrients weeds

- 2  3.06 Read and listen to the text. Match headings A–E with paragraphs 1–5.

- A What genetic engineering can do
B Doubts about genetic engineering
C An example of genetic engineering
D Defining genes
E Genetic engineering and weeds

The Fish Tomato and other GM Foods



- 1 Did you know that scientists have put a fish ¹..... into a tomato? They did it to develop tomatoes which can grow in cold temperatures.

- 2 So what are genes? Genes are instructions which exist inside every cell of every living thing. Each cell in the human body contains about 25,000 to 35,000 genes which determine your eye colour, how tall you are, what skills you have, and so on. So if you ²..... a plant gene, you can change a specific characteristic like colour, shape or height.

- 3 changes the genes of plants or animals to make genetically modified organisms (GMOs). Scientists believe that GMOs can help us in many ways. For example, GM ⁴..... can produce more food which contains more ⁵..... They can also have an engineered resistance to insects and ⁶..... and stay fresh for longer. GMOs can make fish grow larger and make cows produce healthier milk. Some people think that if we want to feed the world's population, we will need GMOs.

- 3 Answer the questions.

- Why did scientists genetically modify a tomato?
- What do genes do?
- What effect can herbicides have on crops?
- What sort of plants can resist herbicides?
- Why do some people oppose the use of GMOs?

- 4  **USE IT!** Work in pairs. Ask and answer the questions.

- Do you think GM food is a good idea?
- Are you happy to eat GM vegetables or fruit? Why / Why not?
- Are you happy to eat meat from a GM animal? Why / Why not?
- How much more will you pay for organic food?
- Will we be able to feed the world if we use GM food?

- 4 But does genetic engineering work? Farmers use ⁷..... to kill weeds, but these chemicals can also damage crops. In the USA, farmers use GM crops which resist herbicides, so that they can destroy ⁸..... without damaging the crop. However, some 'superweeds' are becoming immune to the herbicides, so the farmers have to use more and more chemicals.

- 5 Food is very important to all of us and many people believe we are what we eat. These people are worried about the overuse of chemicals and the possible effects of eating GMOs. Some governments oppose them. What do you think?



- 1 Look at the photos and answer the questions. Then read the article and check your answers.

- 1 What job categories can you see?
- 2 Why do you think some teenagers work in their holidays?



The world of work experience

Forget relaxing with friends. The end of the school year is a time for working for most fourteen- and fifteen-year-olds in the UK. Around half a million teenagers in the UK do work experience every summer. This is a useful way to find out which jobs you might enjoy in the future. It is also important when you apply for university, or get a job in the future. For example, if you want to study to be an engineer, you could do work experience with a car manufacturer. Other popular work experience placements are in teaching, marketing, media, and finance. Placements usually last two weeks. Some teenagers have no idea what job they want to do. In this case, they need to think about their passions. For example, if you are interested in music, you could work in a music shop. Alternatively, if you love animals, you could work on a farm.

- 2 3.07 Read and listen to the article again and answer the questions.

- 1 What time of year do most teenagers do work experience in the UK?
- 2 Why does the writer think work experience is useful?
- 3 How long are placements?
- 4 What does Paul want to do when he finishes school?

- 3 **YOUR CULTURE** Work in pairs and answer the questions.

Do teenagers usually do work experience in your country?

NO

Why not? Do you think it's a good idea to do work experience? Why / Why not?

YES

Which types of jobs are most popular? How old are people when they do work experience?

- 4 **USE IT!** Imagine your country has a new rule: All fourteen-year-olds must do work experience in the school holidays. Prepare a class debate. Follow instructions 1–3.

- 1 Group A: you agree with the rule.
Group B: you disagree with the rule.
In pairs, write a list of reasons to support your opinion.
- 2 Take turns to present your reasons.
- 3 Decide which group presented the best argument.

My work experience:

Hi, I'm Paul, and I've just done two weeks' work experience on a farm near where I live. It was brilliant. I enjoyed giving the animals their food in the morning. I also made sure the animals had exercise and I kept everything clean. At night, I helped to put the animals inside. It was hard work but I loved it. I hope the farm will give me a job when I finish school.

- 1 Read the article about the Hideaway Youth project. Why did the project win an award?
- 2  3.08 Read and listen to the article again and answer the questions.
 - 1 How old are the young people who are supported by the Hideaway Youth Project?
 - 2 What are the aims of Hideaway?
 - 3 What happened in 1965?
 - 4 What programmes should young people join if they want to become healthier?
 - 5 What can people learn at the Young Men's Project and the Young Women's Project?
 - 6 Why was 2014 an important year for Hideaway?
- 3  **YOUR CULTURE** Work in pairs and answer the questions about your country.
 - 1 Are youth projects like Hideaway common in your country?
 - 2 Do you think enough is being done in your country to support young people? Why / Why not?
- 4  **USE IT!** Research a youth project in your country and write a fact file about it. Find out:
 - what the project is called
 - where it is
 - when it was started
 - what its main aims are
 - who can join
 - what people can do there
 - what the benefits of joining are for young people

HIDEAWAY YOUTH PROJECT

Helping young people to make a difference

Aims

Hideaway tries to support young people aged eleven to twenty-five in Moss Side, Manchester. The organisation aims to give young people a way of expressing their opinions and making positive contributions to society.

History

In the 1960s, the city of Manchester had problems with crime, violence and unemployment. The founders of the Hideaway Youth Project wanted to provide a safe place – a 'hideaway' for young people in the Moss Side area in particular.

Since opening in 1965, the project has helped thousands of teenagers of different cultures, religions and races. They can share their stories and get advice, as well as take part in activities that develop skills. Many of these teenagers then go on to become project volunteers themselves.

Activities

Programmes include:

Powerhouse – fun sports activities such as football and basketball, or specialist sessions on cooking and art.

Healthy Living – young people learn about how important it is to eat well and do regular exercise.

Young Men's Project and Young Women's Project – these two separate projects support and encourage young men and women to talk about sensitive topics openly and honestly. The sessions promote acceptance and tolerance, and build self-confidence.

Award winners

In 2014, the Hideaway Youth Project won the Youth Work Award for their success in helping young people be the best that they can be.



- 1 Make compound nouns using the words in the boxes. Then scan the text to find three compound nouns from the list. What do they mean?

best book story work

sellers shop telling worm

- 2 Read the web page to find out which festival is the oldest.

Let's celebrate

BOOKS!

Do you want to meet other people who just love a good story? Then check out these perfect festivals for all bookworms!

International Agatha Christie Festival

Agatha Christie, the famous mystery writer, is the best-selling novelist of all time. Her books, translated into over 100 languages, are read and loved by people all over the world. Since 2004, fans of Agatha Christie have been meeting every year at the festival.

Where?

Torre Abbey, Torquay in Devon

When?

September (usually the 11th to the 20th)

What?

Listen to talks on Agatha Christie's books, watch theatre groups perform her plays, take part in writing and drama workshops, go to murder mystery parties and taste food that appears in Agatha Christie's books!



- 3 3.09 Read and listen to the text again and answer the questions.

- Which month is most popular for book festivals?
- You like acting and want to attend a suitable workshop. Which festival would you go to? Why?
- Your neighbours want to take their young children to a book festival. Which one would you recommend? Why?
- You don't like large festivals. Which festival should you not go to? Why not?
- You prefer hearing stories to reading books. Which is the best festival for you? Why?

- 4 **YOUR CULTURE** Write about a book or film festival in your country. Do research online and complete the table.

Name of the festival	
History of the festival	
Where it takes place	
When it takes place	
What you can do there	

- 5 **USE IT!** Work in pairs. Tell your partner about the festival you wrote about in exercise 4.

Nguyễn Văn Bình Book Street

Launched on January 9, 2016, Nguyễn Văn Bình Book Street received 1.5 million visitors and sold more than 500,000 copies of books in the first year. It provides a location for businesses in the publishing sector to organise events and present products, and a cultural space for book enthusiasts. The pedestrian-only street includes more than 20 book stalls featuring books and magazines from domestic and foreign publishers.

Where?

Nguyễn Văn Bình Street, District 1, Hồ Chí Minh City, Việt Nam

When?

8 a.m. to 10 p.m. Daily

What?

Listen to famous writers talk about their best-sellers, take part in writing workshops and talk shows, attend book signing and book release, and choose from thousands of titles in the festival bookshop.





Time expressions

Usage

We use *at* for times of the clock and to talk about the weekend and night.

at (about) seven o'clock

at the weekend / at night

We use *on* with days of the week and with plurals for repeated actions.

School starts on Thursday.

On Mondays, I go to college.

We use *in* to talk about a part of the day.

in the morning

No preposition is used before *once* or *every*.

once or twice a day / every Saturday

Present simple and present continuous

Usage

We use the present continuous to talk about actions happening now or to talk about the immediate future.

He's staring out of the window now.

I'm having lunch with Tim today.

We use the present simple to talk about routines or repeated actions.

She eats fruit every morning.

Note that there are some verbs (stative verbs) which we don't normally use in the continuous form because they describe states which are true, not actions in progress. These include: *believe, belong, hate, imagine, know, like, love* and *want*.

I love your new MP3 player.

We also use the present simple to indicate a fixed future event as a schedule, a timetable.

The conference on pollution starts at 14.00 next Monday.

The next flight to Greece is at 5 p.m. tomorrow.

Past simple

Questions	Affirmative	Negative
Did I play?	I played.	I didn't play.
Did you play?	You played.	You didn't play.
Did he / she / it play?	He / She / It played.	He / She / It didn't play.
Did we / you / they play?	We / You / They played.	We / You / They didn't play.

Regular verbs

For most regular verbs, we add *-ed*.

film → filmed

For regular verbs that end in *-e*, we add *-d*.

smile → smiled

For regular verbs ending in a consonant preceded by a vowel, we double the consonant before adding *-ed*.

travel → travelled

For regular verbs that end in *-y* preceded by a consonant, we delete the *-y* and add *-ied*.

study → studied

Irregular verbs

There are no rules for the formation of irregular verbs.

You have to learn the form whenever you learn a new verb. See the list of irregular verbs on page 107.

Usage

We use the past simple (regular and irregular verbs) to describe or ask about a completed past action.

We saw the film yesterday. Did you like it?

We use the past simple if we know when an action happened.

We saw the film on Wednesday. We didn't see it on Thursday.

Object and subject questions

In object questions, the question word (*What, Who, etc.*) refers to the person or thing that receives the action or is the object of the verb.

What did you drink? I drank apple juice.

Where did you go? I went to the museum.

We form object questions with an auxiliary verb and a main verb in the infinitive.

Who	did	you	call	?
question word (= object)	auxiliary verb	subject	main verb in the infinitive	

In subject questions, the question word (*What, Who, etc.*) refers to the person or thing that does the action or is the subject of the verb.

Who phoned you? Carl phoned me.

What caused the accident? The icy weather caused it.

We form subject questions with a question word and a main verb. The structure is the same as in an affirmative sentence. We don't use auxiliary verbs in subject questions.

Who	painted	the Mona Lisa	?
question word (= subject)	main verb (no auxiliary verb)	object	



used to

Questions	Affirmative	Negative
Did you / he / she / it use to live in the USA?	Yes, I / he / she / it used to live in the USA.	No, I / he / she / it didn't use to live in the USA.

Usage

We use *used to* + infinitive when we talk about a habit or state in the past which is different now.

My aunt used to work in an office.

She didn't use to have long hair.

Past continuous

Questions	Affirmative	Negative
Was I walking?	I was walking.	I wasn't walking.
Were you walking?	You were walking.	You weren't walking.
Was he / she / it walking?	He / She / It was walking.	He / She / It wasn't walking.
Were we / you / they walking?	We / You / They were walking.	We / You / They weren't walking.

Usage

We use the past continuous to talk about actions in progress in the past.

They were filming for three weeks.

Past simple and past continuous

Usage

We use the past simple to talk about a finished action in the past.

I went to a concert last Friday.

We use the past continuous to talk about an action in progress in the past.

What were you doing at nine o'clock? I was watching a sports programme.

We use the past continuous and the past simple together when one action interrupts another. We use the past continuous to talk about the longer action and the past simple for the shorter action that interrupts it. We usually use *while* with the past continuous and *when* with the past simple.

While I was watching the new quiz show, my sister turned off the TV.

I was studying when the phone rang.



Present perfect: affirmative and negative

Affirmative	
I / You have looked.	I've / You've looked.
He / She / It has looked.	He's / She's / It's looked.
We / You / They have looked.	We've / You've / They've looked.
Negative	
I / You have not looked.	I / You haven't looked.
He / She / It has not looked.	He / She / It hasn't looked.
We / You / They have not looked.	We / You / They haven't looked.

In affirmative sentences, we usually use the short forms ('ve / 's) after a subject pronoun when we are speaking. We use the full forms (*have / has*) in formal texts.

We usually use the short forms (*haven't / hasn't*) in the negative for both spoken and written language. We use the full forms (*have not / has not*) in formal texts. Don't confuse the short form of *has* ('s) with the short form of *is* (also 's).

Usage

We use the present perfect to talk about experiences that we have had or not had at some time in the past.

I've created a website.

I haven't visited that museum.

We never use the present perfect to talk about an event that happened at a specific time in the past. We use it when the time of the event is not important or not known.

for and since

We use *for* with the present perfect or the past simple. With the present perfect, *for* describes the duration of an action or event which started in the past and continues into the present. It is followed by a period of time: *for three months, for five days*, etc.

She's worked here for six years. (And she still works here.)

He worked here for three years. (But he doesn't work here now.)

We use *since* with the present perfect and it tells us when an action started. It is followed by a point in time: *since 2014, since May*, etc.

She's lived in this town since 2014.

Present perfect: questions

Questions	
Have I / you chatted?	Where have I / you been?
Has he / she / it chatted?	Who has he / she / it seen?
Have we / you / they chatted?	Why have we / you / they stopped?

Usage

We use the present perfect to ask about past experiences. We sometimes use *ever* in questions to mean 'at any time in our life until this moment'.

Have you ever played an online game?

Present perfect and past simple

The past simple is used to talk about an action or a period of time in the past which is finished.

We watched that new music video this afternoon. (It is now evening.)

He played basketball at two o'clock. (He isn't playing basketball now.)

The present perfect is used to describe events which started in the past and continue in the present.

We've had this car for three years. (And we've still got it.)

You've studied at this school since 2014. (And you're still studying here.)

Different time expressions are used with each form. The past simple uses expressions which pinpoint specific moments in the past: *yesterday, last night, last week, last year, at six o'clock*, etc.

The present perfect uses expressions which describe the point at which an action started or a period of time: *this month, since 2014, for years*, etc.

Intensifiers

Usage

We can use intensifying adverbs with adjectives to make our English more interesting.

We use *very* with normal adjectives and *absolutely* with extreme adjectives.

We use *really* with both normal and extreme adjectives.

very loud ✓ *really loud* ✓ *absolutely loud* X

very amazing X *really amazing* ✓ *absolutely amazing* ✓



Present perfect simple and present perfect continuous

Usage

We use the present perfect simple to talk about an action that is finished.

I've read a good book. (= I've finished it.)

We use the present perfect continuous to talk about an action that finished very recently or might continue.

I've been reading a good book. (= I haven't finished it and I'll continue reading it.)

We only use stative verbs with the simple form.

These include: *believe, belong, own, have (= possess), hate, imagine, know, like, love, prefer, remember, understand, want, etc.*

I've wanted a dog for years.

Present perfect simple + just

Usage

We often use *just* with the present perfect simple.

We use it to reinforce the idea that an action has only been completed very recently. We use it in affirmative sentences and it goes between the auxiliary *has / have* and the past participle.

They've just won the game.

We've just met that film star.

Present perfect simple + still, yet and already

Usage

We use *still, yet* and *already* with the present perfect simple.

We use *still* and *yet* to reinforce the idea that something hasn't changed. It is used in negative sentences and it goes before *has / have*.

It's very late, but you still haven't done your homework.

I still haven't bought that new game.

We use *yet* at the end of the sentence.

I haven't finished my homework yet.

We use *yet* in questions to ask if someone has done something. It goes at the end of the sentence.

Have you finished your homework yet?

We use *already* in affirmative sentences to emphasize that someone has done something. It goes between the auxiliary *has / have* and the past participle.

I've already finished my homework.

Beth has already won the race.

Relative clauses

Pronoun	Used	
who	people	He's the singer who they saw at Glastonbury festival.
which	objects	This is the photo which I took in Portugal.
where	places	That's the adventure park where they went last year.

Usage

We use relative pronouns to show which person, object or place we are talking about.

They introduce new information. Without this information, the sentence wouldn't be complete.

We use the relative pronoun *who* to show which person we are referring to.

That's the woman who helped me with my heavy bag at the airport.

He's the student who was very good at windsurfing.

You're the person who I met on the train.

We use the relative pronoun *which* to show which object we are referring to.

This is the ice cream which we tried on holiday last summer.

Have you seen the blue T-shirt which I always wear to the beach?

That's the interesting travel programme which you enjoy watching.

We use the relative pronoun *where* to show which place we are referring to.

Here's the Italian restaurant where we had that delicious pasta.

This is the place where you can go climbing.

That's the new stadium where my favourite football team plays.



Quantifiers

Adjectives	Countable nouns	Uncountable nouns
The cake is too expensive. The film isn't exciting enough!	There are too many cakes. Are there enough tickets for everybody?	We eat too much meat. There's enough action in the film.

too many / too much = more than necessary

enough = the necessary quantity

not enough = not the necessary quantity

a lot of = a large amount or number of something

a little = not much, but enough

a few = not many, but enough

Usage

We use *too* before adjectives.

The novel is too long.

We use *too many* before plural countable nouns.

There are too many films in the competition.

We use *too much* before uncountable nouns.

There was too much violence in the film.

We use *(not) enough* after adjectives.

Lily's story isn't interesting enough.

We use *(not) enough* before uncountable and plural countable nouns.

Millions of children don't have enough food.

The film received enough awards.

We use *a lot of* with both uncountable and plural countable nouns.

There's a lot of information on this website.

There are a lot of people at this party.

We use *a little* with uncountable nouns and *a few* with plural countable nouns in affirmative sentences.

I like a little sugar in my coffee.

I always have a few books in my school bag.

Question tags

We use question tags to check information. In the question tag, we use a positive verb for negative sentences.

You aren't the new student, are you?

We use a negative verb for affirmative sentences.

You're the new student, aren't you?

We use the same auxiliary verb as in the sentence.

We can recycle this paper, can't we?

She can't speak German, can she?

We use a form of *do* when there is no auxiliary verb in the sentence.

He likes Indian food, doesn't he?

We use modal verbs when there is a modal in the statement.

We should practise for the show, shouldn't we?

Clauses of purpose

We show purpose or explain 'why' using these expressions: *to* + infinitive, *in order to* + infinitive, *so that*, and *in case*.

You can use it to take photos.

He called in order to invite me to his party.

We saved money so that we could get married.

I always take my umbrella in case I need it.



First conditional with *if* and *unless*

We form the first conditional with *if* + present simple, + *will* / *won't* + infinitive without *to*. We normally use contracted forms. When the *if* clause is second, we don't need a comma. Sometimes we use *unless* instead of *if... not*.

If I need help, I'll call you.

I'll call you if I need help.

Usage

We use the first conditional when we predict the result of a likely or possible situation in the future. We introduce the situation with *if* or *unless* + present simple. We use it to talk about the probable results of actions.

If she misses the bus, she'll be late for school.

You won't pass your exams unless you study hard.

might vs. *will*

We use *will* and *might* with the infinitive of the verb without *to*.

We'll join the protest next week.

I might bring Anna.

The negative is formed by putting *not* after *will* or *might*.

We usually contract *will not* to *won't*. We don't usually contract *might not*.

I won't be at the meeting tomorrow.

Jake might not come because he's ill.

Usage

We use *will* and *won't* for situations we are certain will be true in the future.

I'll meet you outside school.

We use *might* and *might not* for future situations that are possible but not definite.

It might be hot at the weekend.

will and *be going to*

We use *be going to* to talk about definite plans and intentions.

I'm going to meet my friend at the concert. We're going to sit near the front.

We use *will* for general predictions.

I think the concert will be exciting.

Future continuous

Affirmative

Tomorrow at this time I'll be flying to Australia.

Negative

They won't be waiting for me at home.

Questions

Will you be staying with your uncle in Athens?

Usage

We use the future continuous to describe an activity or event which we think will be in progress at a particular time in the future.

They'll be waiting for me at the airport.

We don't use continuous tenses with stative verbs such as *be*.

to-infinitive to express purposes

We use *to*-infinitive to express the purpose of an action, i.e. to say why or for what purpose an action is done.

To speak good English, they apply for a speaking course in the Philippines.

You must be good at English to be a global citizen.



can, could, be able to

Can, could and *be able to* have the same form for all subject pronouns. *Can* and *could* are used with the infinitive of the verb without *to*.

I / He / They can / could / will be able to speak French.

Usage

We use *can, could, was / were able to* and *will be able to* to talk about ability in the past, present or future.

Past:

I couldn't swim when I was very young.

Was he able to speak three languages by the time he was five?

Present:

I can speak English because I'm from the UK.

Future:

I won't be able to go cycling because I've lost my bike.

have to / need to / must / should

Must and *should* each have only one form. They do not change with different subjects.

Roger must be careful with the knife.

Roger musts be careful with the knife.

She should take a sleeping bag.

She shoulds take a sleeping bag.

We use *must / should* + infinitive without *to*.

You must listen now. They should sit here.

You must to listen now. They should to sit here.

The negative forms of *must* and *should* are *must not* and *should not*. However, in spoken and informal written English, we use the short forms *mustn't* and *shouldn't*.

As with *must* and *should*, the main verb takes the infinitive without *to*.

We mustn't touch this. We mustn't to touch this.

You shouldn't drink that. You shouldn't to drink that.

Usage

We use *should* and its negative form *shouldn't* to give advice or say something is a good or bad idea.

Lauren should be more hard-working.

We shouldn't make a lot of noise.

We use *must* and *have to* to talk about a strong obligation – to say something is essential or a rule.

I must be fit to go on the adventure trip.

We often use *must* to talk about something that the speaker decides is necessary.

You must do your homework now.

We often use *have to* when other circumstances make something necessary.

I have to go to the library because I need some books.

We use *don't have to* to talk about something that it is not necessary to do.

We don't have to clean the house because it is already clean.

The opposite of *must* and *have to* is *mustn't*.

We use *mustn't* to talk about something that is prohibited.

Don't have to is NOT the opposite of *must* and *have to*.

You mustn't be late.

I mustn't leave the camp after dark.

We use *need to* when we are talking about a necessity.

We need to be quiet.

Jeff needs to study more.

Ordering information

Usage

We use these discourse markers to mark the points we want to make in a speech or piece of writing.

Firstly, ...

Secondly, ...

Lastly, / Finally, ...



Reported speech

We put reported speech (indirect speech) in a noun clause beginning with *that*.

The doctors told me that I had to rest for 3 months.
After a reporting verb in the past simple, we usually change present modals to past modals, and present tenses to past tenses.

Some scientists said that honey could prevent the growth of bacteria.

The team said that people in need still had access to food and resources.

Usage

We use reported speech to report the meaning of what was said.

The dentist said that his tooth needed filling.

The second conditional

We form the second conditional with *if* + past simple, + *would* / *wouldn't* + a verb without *to*. We normally use the contracted forms.

As with the first conditional, the *if* clause can come in the second half of the sentence, but we don't use a comma.

I'd be on time if I got up earlier.

We form information questions with the question word at the beginning of the *would* clause.

What files would you share if you were online?

If you were online, what files would you share?

Usage

We use the second conditional to talk about the possible result of an unlikely situation.

If I had €200, I would buy a mobile phone. (I haven't got €200, so I won't be able to buy a mobile phone.)

References and pronouns

We can use references and pronouns to avoid repetition when we speak or write. The most common pronouns are subject and object pronouns. Subject pronouns refer to the subject of a sentence. Object pronouns refer to the object and come after verbs and prepositions.

Kenan saw the thieves. → He saw them.

The thieves didn't see Kenan. → They didn't see him.

We also use the demonstrative pronouns *this* (singular) and *these* (plural) to refer to things.

The government has created a plan to reduce cybercrime and people consider this to be a good idea.

The criminals sold phones but these were stolen.



Present and past passive: affirmative and negative

Present passive

Affirmative	Negative
I'm driven everywhere.	I'm not driven everywhere.
You're driven everywhere.	You aren't driven everywhere.
He's / She's / It's driven everywhere.	He / She / It isn't driven everywhere.
We're / You're / They're driven everywhere.	We / You / They aren't driven everywhere.

We form the present passive affirmative with the subject + present simple of *be* + past participle.
We form the present passive negative with the subject + present simple of *be* + *not* + past participle.

Affirmative	Negative
I was driven everywhere.	I wasn't driven everywhere.
You were driven everywhere.	You weren't driven everywhere.
He / She / It was driven everywhere.	He / She / It wasn't driven everywhere.
We / You / They were driven everywhere.	We / You / They weren't driven everywhere.

Past passive

We form the past passive affirmative with the subject + past simple of *be* + past participle.
We form the past passive negative with the subject + past simple of *be* + *not* + past participle.

Usage

We use the passive to talk about what happens to the subject of the sentence. Passive sentences emphasize the action. The action is more important than the person who does the action.

They're invited to concerts.

The TV programme was made in Italy.

Active to passive

The object of an active sentence becomes the subject of a passive sentence.

People paint these pictures in China. → These pictures are painted in China.

Jane invited Pippa to the new restaurant. → Pippa was invited to the new restaurant.

In a passive sentence, we don't often say who carried out the action. When we do, we use *by*.

Pippa was invited by Jane.

Present and past passive: questions

Present passive

Questions	Short answers	
	Affirmative	Negative
Am I driven everywhere?	Yes, I am.	No, I'm not.
Are you driven everywhere?	Yes, you are.	No, you aren't.
Is he / she / it driven everywhere?	Yes, he / she / it is.	No, he / she / it isn't.
Are we / you / they driven everywhere?	Yes, we / you / they are.	No, we / you / they aren't.

We form present passive questions with the present simple of *be* + subject + past participle.

Past passive

Questions	Short answers	
	Affirmative	Negative
Was I driven everywhere?	Yes, I was.	No, I wasn't.
Were you driven everywhere?	Yes, you were.	No, you weren't.
Was he / she / it driven everywhere?	Yes, he / she / it was.	No, he / she / it wasn't.
Were we / you / they driven everywhere?	Yes, we / you / they were.	No, we / you / they weren't.

We form past passive questions with the past simple of *be* + subject + past participle.

Infinitive	Past simple	Past participle	
be /bi:/, bi/	was /wɒz/, wəz/, were /wɜ:(r)/, wə(r)/	been /bi:n/	là, thì ...
beat /bi:t/	beat /bi:t/	beaten /'bi:tən/	đánh bại
bite /baɪt/	bit /bɪt/	bitten /'bɪtn/	cắn
born /bɔ:n/	born /bɔ:n/	born /bɔ:n/	sinh ra
break /breɪk/	broke /brəʊk/	broken /'brəʊkən/	làm vỡ
bring /brɪŋ/	brought /brɔ:t/	brought /brɔ:t/	mang tới, dẫn theo
buy /baɪ/	bought /bɔ:t/	bought /bɔ:t/	mua
choose /tʃu:z/	chose /tʃəʊz/	chosen /'tʃəʊzn/	chọn
deal /di:l/	dealt /delt/	dealt /delt/	đãi phỏ, giải quyết
do /du:/	did /dɪd/	done /dʌn/	làm
drive /draɪv/	drove /drəʊv/	driven /'drɪvn/	lái
fall /fɔ:l/	fell /fel/	fallen /'fɔ:lən/	rủi xuỏng
feel /fi:l/	felt /felt/	felt /felt/	cảm thấy
forget /fə'get/	forgot /fə'gɒt/	forgotten /fə'gɒtn/	quên
get /get/	got /gɒt/	got /gɒt/	có
give /gɪv/	gave /geɪv/	given /'gɪvn/	cho
grow /grəʊ/	grew /gru:/	grown /grəʊn/	trỏng, phát triển
have /hæv/	had /hæd/	had /hæd/	có
hear /hɪə(r)/	heard /hɜ:d/	heard /hɜ:d/	nghe thấy
hold /həʊld/	held /held/	held /held/	cầm, tổ chức, nín (thờ)
know /nəʊ/	knew /nju:/	known /nəʊn/	biết
lend /lend/	lent /lent/	lent /lent/	cho mượn
lose /lu:z/	lost /lɒst/	lost /lɒst/	đánh mất
make /meɪk/	made /meɪd/	made /meɪd/	làm, tạo ra
meet /mi:t/	met /met/	met /met/	gặp
pay /peɪ/	paid /peɪd/	paid /peɪd/	trả
put /put/	put /put/	put /put/	đặt, để
ride /raɪd/	rode /rəʊd/	ridden /'rɪdn/	cưỡi, lái
run /rʌn/	ran /ræn/	run /rʌn/	chạy
see /si:/	saw /sɔ:/	seen /si:n/	thấy, gặp
sell /sel/	sold /səʊld/	sold /səʊld/	bán
spend /spend/	spent /spent/	spent /spent/	sử dụng (thời gian)
steal /sti:l/	stole /stəʊl/	stolen /'stəʊlən/	lấy trộm
swim /swɪm/	swam /swæm/	swum /swʌm/	bơi
throw /θrəʊ/	threw /θru:/	thrown /θrəʊn/	ném
wake /weɪk/	woke /wəʊk/	woken /'wəʊkən/	thức dậy
wear /weə(r)/	wore /wɜ:(r)/	worn /wɔ:n/	mặc
win /wɪn/	won /wʌn/	won /wʌn/	thắng

British English Pronunciation

American English pronunciation

PROPER NAMES

Alvin Kelly /'ælvɪn 'keli/ /'ælvɪn 'keli/ an American pole-sitter

Ashish Sharma (Mathura, India) /'æʃɪʃ 'ʃarmə:/ /ə'ʃɪʃ 'ʃarmə:/ He set a film record in 2008 by sitting in a cinema and watching films for 120 hours and twenty-three minutes.

Buenos Aires /'bweɪnəs 'aɪrɪz/ /'bweɪnəs 'erɪz/ the capital and largest city of Argentina

Britain /'brɪtən/ /'brɪtən/ Great Britain, also called Britain, island lying off the western coast of Europe and consisting of England, Scotland, and Wales.

Colorado /,kələ'rɑ:dəu/ /,kɑ:lə'rɑ:dou/ a state in the western US

Congo /'kɒŋɡəu/ /'kɑ:ŋɡou/ a country in Central Africa

Copenhagen /,kəʊpən'heɪɡən/ /,kəʊpən'heɪɡən/ the capital and largest city of Denmark

Costa Rica /,kɒstə 'ri:kə/ /,kɑ:stə 'ri:kə/ a country in Central America

Cristiano Ronaldo /'krɪstɪənəʊ rəʊ'naldəu/ /'krɪstɪənəʊ rəʊ'naldou/ a Portuguese footballer

Daniel Black /'dænjəl blæk/ /'dænjəl blæk/ a musician known for his kindness and benevolence

Daniel Craig /'dænjəl kreɪɡ/ /'dænjəl kreɪɡ/ an American actor

David Beckham /'deɪvɪd 'bekəm/ /'deɪvɪd 'bekəm/ an English former footballer

Ecuador /'ekwədɔ:ɪ/ /'ekwədɔ:r/ country of northwestern South America

Ellen DeGeneres /'elən dɪ'dʒenərəs/ /'elən dɪ'dʒɪnərəs/ an American comedian, television host...

England /'ɪŋɡlənd/ /'ɪŋɡlənd/ a country that is part of the United Kingdom, sharing land borders with Wales to its west and Scotland to its north.

Éric Barone /'erɪk bəʀən/ /'erɪk bəʀə:n/ a French sportsman

Frank Miller /fræŋk 'mɪlə/ /fræŋk 'mɪlə/ an American comic book writer

Gerard Butler /'dʒer(ə)ld 'bʌtlə/ /'dʒerəld 'bʌtlə/ an American actor

Garrett McNamara /gær'et mə'næ.mə.rə/ /gær'et mə'næməərə/ an American professional big wave surfer

Gary Dahl /'geəri dɑ:l/ /'geri dɑ:l/ an American businessman

Gary Hunt /'geəri hʌnt/ /'geri hʌnt/ an elite sports diver

Glen James /ɡlen dʒeɪmz/ /ɡlen dʒeɪmz/ an unemployed and homeless office worker who is known for his honesty and integrity

Hawaii /hə'waɪi:/ /hə'waɪi:/ a state of the United States of America

Helen Keller /'helən 'kelər/ /'helən 'kelə/ an American author, disability rights advocate, political activist and lecturer

James Bell /dʒeɪmz bel/ /dʒeɪmz bel/ an American fragrance creator

James Cameron /dʒeɪmz 'kæməʀən/ /dʒeɪmz 'kæməʀən/ an American director

Jordan Romero /'dʒɔ:dən 'rəʊmɪrəʊ/ /'dʒɔ:rdən 'rəʊmɪrəʊ/ an American mountain climber

Laura Dekker /'lɔ:rə 'dekər/ /'lɔ:rə 'dekə/ a New Zealand-born Dutch sailor

Lionel Messi /liən'el 'mesi/ /liən'el 'mesi/ an Argentinian footballer

Liz Clark /'lɪz 'klɑ:k/ /'lɪz 'klɑ:rk/ an American surfer, sailor and explorer

Los Angeles /,lɒs 'ændʒələ:z/ /,lɑ:s 'ændʒələs/ the largest city in the western US state of California

Lucy Mangan /'lu:si 'mæŋɡən/ /'lu:si 'mæŋɡən/ a British journalist and author

Manchester United /'mæntfɛstər ju:'naɪtɪd/ /'mæntfɛstə ju:'naɪtɪd/ an English football club

Marilyn Price /'mærlɪn praɪs/ /'mærlən praɪs/ a kind and patient American woman who works with city children and takes them on bike trips to the countryside to expose them to new horizons, build their confidence and help improve their skills

Mexico /'meksɪkəʊ/ /'meksɪkou/ a country of southern North America and the third largest country in Latin America

Miley Jones /'maɪli dʒəʊnz/ /'maɪli dʒoʊnz/ an expert on the history of crazes

Panama /'pænəmə:/ /'pænəmə:/ a country in Central America

Pokémon /'pəʊkəmon/ /'pouki:mə:n/ a brand name for a game or set of games, or a toy, film, or show that involves catching imaginary creatures and training them to fight

Rajamouli /'rɑdʒəmuli/ /'rɑdʒəməli/ an Indian film director designed the world's largest film poster

Robert Downey Jr. /'rɒbət 'daʊni dʒu:nɪər/ /'rɒbət 'daʊni dʒu:njə/ an American actor

Robert Lee /'rɒbət li:/ /'rɒbət li:/ an American man with his volunteers had an idea of donating unwanted food from New York restaurants to homeless people

Tanzania /ˈtænzəˈniːə/ /ˈtænzəˈniːə/ a country on the east coast of Africa

the Alps /ælpz/ /ælpz/ a large mountain range in Europe, stretching from Austria and Slovenia in the east, through Italy, Switzerland, Germany, and Liechtenstein, to France in the west

the Andes /ˈændiːz/ /ˈændiːz/ a large group of mountains in Venezuela, Colombia, Ecuador, Peru, Bolivia, Chile, and Argentina

the Atlantic /ətˈlæntɪk/ /ətˈlæntɪk/ the ocean that is to the west of Europe and Africa and to the east of North and South America

the Galapagos Islands /gəˈlapəgəs ˈaɪləndz/ /gəˈlapəgəs ˈaɪləndz/ an archipelago off the coast of Ecuador, in the Pacific Ocean

the Gobi Desert /ˈgəʊbi ˈdezət/ /ˈgəʊbi ˈdezət/ a large desert or brushland region in East Asia

the Grand Canyon /grændˌkænjən/ /grændˌkænjən/ a steep-sided canyon carved by the Colorado River in Arizona, United States

the Iguazu Falls /ɪɡwəˈzu fɔːlz/ /ɪɡwəˈzu fɔːlz/ waterfalls of the Iguazu River in Argentina and Brazil

the Himalayas /hɪməˈleɪəz/ /hɪˈmələjəz/ the mountain range in south-central Asia

the Nile /naɪl/ /naɪl/ a major north-flowing river in northeastern Africa

the Pacific /pəˈsɪfɪk/ /pəˈsɪfɪk/ the ocean that is to the east of Asia and Australasia and to the west of North and South America

the Sahara /səˈhɑːrə/ /səˈherə/ a desert in North Africa, the largest hot desert in the world.

the Victoria Falls /vɪkˈtɔːriə fɔːlz/ /vɪkˈtɔːriə fɔːlz/ a waterfall on the Zambezi River in southern Africa

the Zambezi /zæmˈbeɪzi/ /zæmˈbiːzi/ a river in Southern Africa

Zambia /ˈzæmbiə/ /ˈzæmbiə/ a country in Southern Africa

STARTER

cereal (n) /ˈsɪəriəl/ /ˈsɪəriəl/ a food that is made from grain and eaten with milk: *ngũ cốc*

exhibition (n) /ˌeksɪˈbɪʃn/ /ˌeksəˈbɪʃn/ an event at which objects such as paintings are shown to the public: *cuộc triển lãm*

netball (n) /ˈnetbɔːl/ /ˈnetbɔːl/ a sport played by two teams of seven players, usually women or girls, in which goals are scored by throwing a ball through a net hanging from a ring at the top of a pole: *bóng lưới*

parade (n) /pəˈreɪd/ /pəˈreɪd/ a large number of people walking or in vehicles, all going in the same direction, usually as part of a public celebration of something:

cuộc diễu hành

professionally (adv) /prəˈfeʃənəli/ /prəˈfeʃənəli/ by people with particular skills or qualifications: *một cách chuyên nghiệp*

relax (v) /rɪˈlæks/ /rɪˈlæks/ to become less active and more calm and happy: *nghỉ ngơi, thư giãn, giải lao*

scared (adj) /skeəd/ /skerd/ frightened or worried: *sợ, nhát*

score (v) /skoː(r)/ /skoːr/ to win or get a point, goal, etc. in a competition, sport, or game: *ghi điểm, ghi bàn thắng*

sports (n) /spɔːts/ /spɔːrts/ connected with sports: *thể thao*

tidy (adj) /ˈtaɪdi/ /ˈtaɪdi/ having everything ordered and arranged in the right place, or liking to keep things like this: *sạch sẽ, gọn gàng, ngăn nắp*

toast (n) /təʊst/ /təʊst/ sliced bread made warm, crisp, and brown by being put near a high heat: *bánh mì lát nướng*

tournament (n) /ˈtuənəmənt/ /ˈtɜːnəmənt/ a competition involving many competitors in a single sport or game: *vòng thi đấu*

UNIT 1

absolutely (adv) /ˌæbsəˈluːtli/ /ˌæbsəˈluːtli/ used as a strong way of saying "yes"; completely: *hoàn toàn*

amazingly (adv) /əˈmeɪzɪŋli/ /əˈmeɪzɪŋli/ surprisingly: *lạ lùng, đáng kinh ngạc*

apparently (adv) /əˈpærəntli/ /əˈperəntli/ according to what seems to be true or what is likely, based on what you know: *rõ ràng, hiển nhiên*

blind man's buff (n) /ˌblaɪnd mænz ˈbʌf/ /ˌblaɪnd mæn ˈbʌf/ a children's game in which one person has a cloth tied over their eyes and tries to catch the others: *trò chơi bịt mắt bắt dê*

fad (n) /fæd/ /fæd/ a style, activity, or interest that is very popular for a short period of time: *mốt nhất thời*

gadget (n) /ˈɡædʒɪt/ /ˈɡædʒət/ a small device or machine with a particular purpose: *thiết bị nhỏ, đồ dùng*

generally (adv) /ˈdʒenərəli/ /ˈdʒenərəli/ usually, or in most situations: *nói chung, thường thường*

indigo (adj) /ˈɪndɪɡəʊ/ /ˈɪndɪɡəʊ/ having a bluish-purple colour: *màu chàm*

knee-length (adj) /ˈniːleŋθ/ /ˈniːleŋθ/ long enough to reach the knee: *dài đến đầu gối*

obviously (adv) /əˈbvɪəsli/ /əˈbvɪəsli/ in a way that is easy to understand or see; clearly: *một cách rõ ràng*

patterned (adj) /'pætənd/ /'pætərnd/ with a design made from repeated lines, shapes, or colours on the surface:
được trang trí bằng mẫu vẽ

pole (n) /pəʊl/ /pəʊl/ a long, thin stick of wood or metal, often used standing straight up in the ground to support things: *cọc, sào*

shine (v) /ʃaɪn/ /ʃaɪn/ to send out or reflect light: *chiếu sáng*

simultaneous (adj) /sɪməl'teɪniəs/ /səɪməl'teɪniəs/ happening at exactly the same time: *đồng thời*

social media (n) /səʊʃəl 'mi:diə/ /səʊʃəl 'mi:diə/ forms of media that allow people to communicate and share information using the internet or mobile phones: *các phương tiện truyền thông xã hội*

steal (v) /sti:l/ /sti:l/ to take something without the permission or knowledge of the owner and keep it: *lấy cắp*

tug of war (n) /tʌg əv 'wɔ:ɪ/ /tʌg əv 'wɔ:ɪ/ a type of sport in which two teams show their strength by pulling against each other at the opposite ends of a rope, and each team tries to pull the other over a line on the ground: *trò chơi kéo co*

UNIT 2

activist (n) /'æktɪvɪst/ /'æktɪvɪst/ a person who believes strongly in political or social change and takes part in activities such as public protests to try to make this happen: *nhà hoạt động*

alpaca (n) /æl'pækə/ /æl'pækə/ a South American animal with a long neck and long hair that looks like a llama: *lạc đà không bướu*

anosmic (adj) /æn'ɒzmi:k/ /æn'ɑ:zmi:k/ having no sense of smell: *mất khứu giác*

blind (adj) /blaɪnd/ /blaɪnd/ unable to see: *mù*

deaf (adj) /def/ /def/ unable to hear, either completely or partly: *điếc*

hearing (n) /'hiəriŋ/ /'hiəriŋ/ the ability to hear: *thính giác*

lasagne (n) /lə'zænjə/ /lə'zɑ:njə/ wide, flat sheets of pasta or a dish made with several layers of this with meat, vegetables, cheese, etc. in between. It is baked and served with sauce: *(món) mì Ý dạng lá*

resident (n) /'rezɪdənt/ /'rezədənt/ a person who lives or has their home in a place: *cư dân*

sensation (n) /sen'seɪʃən/ /sen'seɪʃən/ the ability to feel something physically, especially by touching, or a physical feeling that results from this ability: *cảm giác*

sense (n) /sens/ /sens/ ability to understand, recognise, value, or react to something, especially any of the five physical abilities to see, hear, smell, taste, and feel: *giác quan*

sight (n) /saɪt/ /saɪt/ the ability to see: *thị giác*

smell (n) /smel/ /smel/ the ability to notice or discover that a substance is present by using your nose: *khứu giác*

speciality (n) /speʃi'æləti/ /speʃi'æləti/ a product that a company or place is well known for because it is extremely good: *đặc sản*

taste (n) /teɪst/ /teɪst/ the flavour of something, or the ability of a person or animal to recognise different flavours: *vị giác*

touch (n) /tʌtʃ/ /tʌtʃ/ the ability to know what something is like by feeling it with the fingers: *xúc giác*

UNIT 3

adventure (n) /əd'ventʃə(r)/ /əd'ventʃər/ an unusual, exciting, and possibly dangerous activity, trip, or experience: *sự phiêu lưu, sự mạo hiểm*

carry on (phr v) /'kæri ɒn/ /'kæri ɑ:n/ to continue doing something, or to cause something to continue: *tiếp tục*

cave (n) /keɪv/ /keɪv/ a large hole in the side of a hill, cliff, or mountain, or one that is underground: *hang, động*

dune (n) /dʒu:n/ /du:n/ a hill of sand near a beach or in a desert: *cồn, dụn cát*

desert (n) /'dezət/ /'dezərt/ an area, often covered with sand or rocks, where there is very little rain and not many plants: *sà mạc*

inspire (v) /ɪn'spaɪər/ /ɪn'spaɪr/ to make someone feel that they want to do something and can do it: *truyền cảm hứng*

inspirational (adj) /ɪnspɪ'reɪʃənəl/ /ɪnspə'reɪʃənəl/ making you feel full of hope or encouraged: *gây cảm hứng*
kayaking (n) /'kaɪækɪŋ/ /'kaɪækɪŋ/ the activity of travelling in a kayak: *môn chèo thuyền kayak*

leave behind (phr v) to go away and not take something or someone with you: *bỏ lại*

opponent (n) /ə'pəʊnənt/ /ə'pəʊnənt/ a person who someone is competing against in a sports event: *đối thủ*

rainforest (n) /'reɪnfɒrɪst/ /'reɪnfɔ:rist/ a forest in a tropical area that receives a lot of rain: *rừng mưa nhiệt đới*

sail (v) /seɪl/ /seɪl/ when a boat or a ship sails, it travels on the water: *lái thuyền buồm*

skydiving (n) /'skaɪdaɪvɪŋ/ /'skaɪdaɪvɪŋ/ a sport in which a person jumps from an aircraft and falls for as long as possible before opening a parachute: *môn nhảy dù*

stop off (phr v) to visit or stay at a place for a short time when you are going somewhere else: *đỗ lại, nghỉ lại*

valley (n) /'væli/ /'væli/ an area of low land between hills or mountains, often with a river running through it: *thung lũng*

yacht (n) /jɒt/ /jɔ:t/ a boat with sails and sometimes an engine, used for either racing or travelling on for pleasure: *thuyền buồm nhẹ, du thuyền*

UNIT 4

consumerism (n) /kən'sju:mərizəm/ /kən'su:mərizəm/ the state of an advanced industrial society in which a lot of goods are bought and sold: *chủ nghĩa tiêu thụ*

convince (v) /kən'vins/ /kən'vins/ to persuade someone or make someone certain: *thuyết phục*

develop (v) /dɪ'veləp/ /dɪ'veləp/ to gradually grow or become bigger, more advanced, stronger: *phát triển*

destroy (v) /dɪ'strɔɪ/ /dɪ'strɔɪ/ to damage something so badly that it no longer exists, works, etc.: *tàn phá*

damage (v) /'dæmɪdʒ/ /'dæmɪdʒ/ to harm or spoil something: *gây hại, có hại*

deal with (phr v) /di:l/ /di:l/ to do something about (a person or thing that causes a problem or difficult situation): *xử lý, đối phó*

provide (v) /prə'vaɪd/ /prə'vaɪd/ to give someone something that they need: *cung cấp*

produce (v) /prə'dju:s/ /prə'dju:s/ to make things to be sold, especially in large quantities: *sản xuất*

persuade (v) /pə'sweɪd/ /pə'sweɪd/ to make somebody do something by giving them good reasons for doing it: *thuyết phục, làm cho ai tin*

pollute (v) /pə'lu:t/ /pə'lu:t/ to add dirty or harmful substances to land, air, water, etc. so that it is no longer pleasant or safe to use: *gây ô nhiễm*

recycle (v) /,ri:'saɪkəl/ /,ri:'saɪkəl/ to treat things that have already been used so that they can be used again: *tái chế*

run out of (phr v) /rʌn aʊt əv/ /rʌn aʊt əv/ to use all of something and not have any left: *cạn kiệt, sử dụng hết*

solution (n) /sə'lu:ʃən/ /sə'lu:ʃən/ the answer to a problem: *giải pháp*

throw away (phr v) /θrəʊ ə'weɪ/ /θrəʊ ə'weɪ/ to get rid of something that you no longer want: *ném đi, bỏ đi*

view (n) /vju:/ /vju:/ an opinion, belief, or idea, or a way of thinking about something: *quan điểm, suy nghĩ*

waste (v) /weɪst/ /weɪst/ the act of using something in a careless or unnecessary way, causing it to be lost or destroyed: *gây lãng phí*

UNIT 5

adopt (v) /ə'dɒpt/ /ə'du:pt/ to legally take another person's child into your own family and take care of him or her as your own child: *nhận con nuôi*

adapt (v) /ə'dæpt/ /ə'dæpt/ to change your behaviour in order to deal more successfully with a new situation: *thích nghi, thích ứng*

bank account (n) /'bæŋk əkaʊnt/ /'bæŋk əkaʊnt/ an arrangement that you have with a bank that allows you to keep your money there, to pay in or take out money: *tài khoản ngân hàng*

degree (n) /dɪ'ɡri:/ /dɪ'ɡri:/ the qualification obtained by students who successfully complete a university or college course: *bằng cấp*

driving licence (n) /'draɪvɪŋ laɪsəns/ /'draɪvɪŋ laɪsəns/ an official document that shows that you are qualified to drive: *bằng lái xe*

enjoy oneself (v) /ɪn'dʒɔɪ wʌn'self/ /ɪn'dʒɔɪ wʌn'self/ to get pleasure from the situation that you are in: *tận hưởng*

earn money (v) /ɜ:ɪn 'mʌni/ /ɜ:ɪn 'mʌni/ to receive money as payment for work that you do: *kiếm tiền*

get involved with a charity (v. phr) /get ɪn'vɒlvəd wɪθ eɪ 'tʃærəti/ /get ɪn'vɒlvəd wɪθ eɪ 'tʃærəti/ to participate in or establish an association with a charity: *tham gia vào một tổ chức từ thiện*

have a family (n. phr) to have a partner and children: *lập gia đình*

look after oneself (v. phr) /lʊk 'ɑ:ftə(r) wʌn'self/ /lʊk 'ɑ:ftə wʌn'self/ to be responsible for or to take care of somebody / something / yourself: *chăm sóc bản thân*

manipulate (v) /mə'nɪpjuleɪt/ /mə'nɪpjuleɪt/ to control or influence somebody/something, often in a dishonest way so that they do not realise it: *thao túng*

pension (n) /'penʃn/ /'penʃn/ an amount of money paid regularly by a government or company to somebody who has retired from work: *lương hưu*

process (n) /'prəʊses/ /'prə:ses/ a series of actions that you take in order to achieve a result: *quá trình, tiến trình*

retire young (v. phr) /rɪ'taɪə(r) ʃʌŋ/ /rɪ'taɪə(r) ʃʌŋ/ to take early retirement: *về hưu sớm*

settle down (v. phr) /'setl daʊn/ /'setl daʊn/ to start living in a place where you intend to stay for a long time, usually with your partner: *ổn định cuộc sống*

social media account (n) /,səʊʃl 'mi:diə ə'kaʊnt/ /,səʊʃl 'mi:diə ə'kaʊnt/ means any websites, applications and similar electronic means by which users are able to create and share information, ideas, personal messages, and other content (including, without limitation, text, photos and videos) or to participate in social networking: *tài khoản mạng xã hội*

start up (v) /stɑ:t ʌp/ /sta:t ʌp/ If a business or other organisation starts, it is created and starts to operate: *khởi nghiệp kinh doanh*

tie oneself down (v. phr) /taɪ wʌn'self daʊn/ /taɪ wʌn'self daʊn/ to limit somebody's freedom: *bó buộc*

take time out (v. phr) /teɪk taɪm aʊt/ /teɪk taɪm aʊt/ to rest or do something different from your usual job or activities: *nghỉ ngơi, thư giãn*

take up a sport (v. phr) /teɪk ʌp eɪ spɔ:t/ /teɪk ʌp eɪ spɔ:t/ to learn or start to play a sport, especially for pleasure: *tham gia một môn thể thao*

waste time (v) /weɪst taɪm/ /weɪst taɪm/ a bad use of time, time spent doing useless or unnecessary things: *lãng phí thời gian*

UNIT 6

alternative (n) /ɔ:l'tɜ:natɪv/ /ɔ:l'tɜ:natɪv/ a thing that you can choose to do or have out of two or more possibilities: *sự lựa chọn*

apprenticeship (n) /ə'prentɪʃɪp/ /ə'prentɪʃɪp/ a period of time working as an apprentice: *giai đoạn tập sự*

attend (v) /ə'tend/ /ə'tend/ to go officially and usually regularly to a place: *tham gia*

challenging (adj) /'tʃælɪndʒɪŋ/ /'tʃælɪndʒɪŋ/ difficult in an interesting way that tests your ability: *mang tính thử thách*

cheat (v) /tʃi:t/ /tʃi:t/ to act in a way that is dishonest: *gian lận (trong thi cử)*

concerned (adj) /kən'sɜ:nd/ /kən'sɜ:nd/ interested in something: *quan tâm*

conclude (v) /kən'klu:d/ /kən'klu:d/ to come to an end; to bring something to an end: *tóm lại*

enrol (v) /ɪn'reʊl/ /ɪn'roul/ to arrange for yourself or for somebody else to officially join a course, school, etc.: *đăng kí (một khoá học)*

graduate (v) /'grædʒueɪt/ /'grædʒueɪt/ to complete a first university degree successfully: *tốt nghiệp*

graffiti art (n) /grə'fɪti ɑ:t/ /grə'fɪti ɑ:t/ drawings or writing on a wall, etc. in a public place: *nghệ thuật vẽ graffiti*

historic (adj) /hɪ'stɔ:rɪk/ /hɪ'stɔ:rɪk/ important in history: *mang tính lịch sử*

journalism (n) /'dʒɜ:nəlizəm/ /'dʒɜ:nəlizəm/ the work of collecting and writing news stories for newspapers, magazines, radio, television or online news sites; the news stories that are written: *ngành báo chí*

management (n) /'mænɪdʒmənt/ /'mænɪdʒmənt/ the activity of running and controlling a business or similar organisation: *ngành quản lí*

obey (v) /ə'beɪ/ /ə'beɪ/ to do what you are told or expected to do: *tuân thủ, nghe theo*

ordinary (adj) /'ɔ:dɪnəri/ /'ɔ:rdnəri/ not unusual or different in any way: *thông thường, bình thường*

panic (v) /'pænik/ /'pænik/ to suddenly feel frightened so that you cannot think clearly and you say or do something stupid, dangerous, etc.: *hoảng sợ*

sociable (adj) /'səʊfəbl/ /'səʊfəbl/ enjoying spending time with other people: *hoà đồng*

unique (adj) /ju:'ni:k/ /ju:'ni:k/ being the only one of its kind: *duy nhất, đặc biệt*

unusual (adj) /ʌn'ju:ʒuəl/ /ʌn'ju:ʒuəl/ /ʌn'ju:ʒuəl/ /ʌn'ju:ʒuəl/ different from what is usual or normal: *khác biệt, khác thường*

upset (adj) /ʌp'set/ /ʌp'set/ unhappy or disappointed because of something unpleasant that has happened: *buồn, thất vọng*

UNIT 7

access (n) /'ækses/ /'ækses/ the opportunity or right to use something: *cơ hội / quyền sử dụng cái gì*

aim (v) /eɪm/ /eɪm/ to try to achieve something: *nhắm mục đích*

ban (v) /bæn/ /bæn/ to prohibit, to decide officially that something is not allowed: *cấm, cấm đoán*

benefit (n) /'benɪfɪt/ /'benɪfɪt/ an advantage: *lợi, lợi ích*

boycott (v) /'bɔɪkɒt/ /'bɔɪkɒt/ to refuse to buy, use or take part in something as a way of protesting: *tẩy chay*

campaign (n) /kæm'peɪn/ /kæm'peɪn/ a series of planned activities that are intended to achieve a particular aim: *chiến dịch*

donate (v) /dəʊ'neɪt/ /'dəʊneɪt/ to give money, food, clothes, etc. especially a charity: *cho, tặng (tiền...)*

pandemic (n) /pæn'demɪk/ /pæn'demɪk/ a disease that spreads over a whole country or the whole world: *đại dịch*

petition (n) /pə'tɪʃn/ /pə'tɪʃn/ a written document signed by a large number of people that asks the authorities to do or change something: *đơn thỉnh cầu, kiến nghị*

propose (v) /prə'pəʊz/ /prə'pəʊz/ to suggest a plan, an idea: *đề nghị*

protest (v) /'prəʊtest/ /'prəʊtest/ disagree with something: *phản đối*

reject (v) /rɪ'dʒekt/ /rɪ'dʒekt/ to refuse to accept something: *từ chối, bác bỏ*

signature (n) /'sɪɡnətʃə(r)/ /'sɪɡnətʃə(r)/ your name as you usually write it: *chữ kí*

spread (v) /spred/ /spred/ make something be known by more and more people: *lan toả*

support (v) /sə'pɔ:t/ /sə'pɔ:t/ to help or encourage somebody / something: *ủng hộ*

volunteer (v) /vɒlən'tɪə(r)/ /vɒlən'tɪə(r)/ to offer to do something without getting paid for it: *tình nguyện*

UNIT 8

award (v) /ə'wɔ:d/ /ə'wɔ:rd/ to make an official decision to give somebody a payment, a prize: *tặng thưởng*

character (n) /'kærəktə(r)/ /'kerəktər/ a person or an animal in a book, play or film: *nhân vật*

classic (adj) /'klæsɪk/ /'klæsɪk/ accepted as one of the best or most important of its kind: *kinh điển*

comedy (n) /'kɒmədi/ /'kɑ:mədi/ a play, film or TV show that is intended to be funny, usually with a happy ending: *phim hài, hài kịch*

extraordinary (adj) /ɪk'strɔ:dnəri/ /ɪk'strɔ:rdənəri/ unexpected, surprising or strange: *đáng kinh ngạc, lạ thường*

genre (n) /'ʒɒnrə/ /'ʒɑ:nrə/ a particular type or style of literature, art, film or music with special features: *loại, thể loại*

gossip (n) /'gɒsɪp/ /'gɑ:sɪp/ informal talk or stories about other people's private lives: *chuyện phiếm*

incredible (adj) /ɪn'kredəbl/ /ɪn'kredəbl/ unbelievable, impossible or very difficult to believe: *khó tin, không thể tin được*

manga (n) /'mæŋgə/ /'ma:ŋgə/ a Japanese style of comic strip: *thể loại truyện tranh Nhật Bản*

musical (n) /'mju:zɪkl/ /'mju:zɪkl/ a play or film in which part or all of the story is told using songs and often dancing: *phim âm nhạc, nhạc kịch*

record (n) /'rekɔ:d/ /'rekərd/ the best result or the highest level that has ever been reached: *kỷ lục*

release (v) /rɪ'li:s/ /rɪ'li:s/ to make something available to the public: *phát hành, xuất bản, công chiếu*

science fiction (n) /,saɪəns 'fɪkʃn/ /,saɪəns 'fɪkʃn/ a type of book, film, etc. that is based on imagined scientific discoveries of the future: *thể loại phim / tiểu thuyết khoa học viễn tưởng*

thriller (n) /'θrɪlə(r)/ /'θrɪlər/ a book, play or film with an exciting story, especially one about crime or spying:

thể loại phim / tiểu thuyết giật gân, li kì



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ISBN:

Printed in Vietnam by Tran Phu Printing Company

This book is printed on paper from certified and well-managed sources

ACKNOWLEDGEMENTS

English Plus 3 author: Ben Wetz, Katrina Gornley

Tiếng Anh 8 Friends Plus

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