B1+

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Options 4

Student's Book

Including:

- **Personal Learning Track**
- **Interactive e-book+**
- **Cyber Homework**
- **Vocabulary Trainer**

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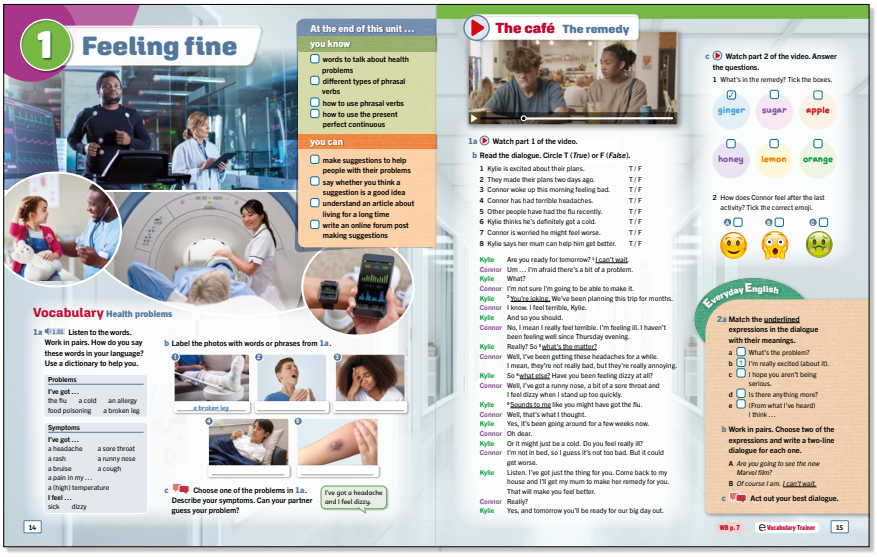
Skills	Listening and speaking	Reading	Writing	Learning skills
	Making suggestions and reacting to them	Who wants to live forever?	An online forum post making suggestions	**Learning for life** Learning from mistakes **Project**
Culture	Fiction: *The Boy Who Could Fly*			
	Motivating and supporting a friend	Reasons to love the Louvre	A leaflet to advertise an event	**Learning to learn** Learn how to concentrate better
Sustainable Development Goals	Creative learning			**Project**
	Saying that you're impressed	The road to celebrating little victories	A story	**Learning for life** Thinking outside the box **Project**
Culture	Unusual celebrations			
	Explaining how to make something	So you want to be an inventor?	A competition entry	**Learning to learn** Learn how to improve your writing
Sustainable Development Goals	Invent and innovate			**Project**
	A job interview	The world's coolest jobs	A report on a class survey	**Learning for life** Making an agreement **Project**
Culture	Fiction: *Father and Son*			
	Interviewing someone	Social media: how to tell fact from fiction	A news story	**Learning to learn** Learn how to have successful discussions
Sustainable Development Goals	Get connected!			**Project**
	Making plans	The best-planned camping holiday ever?	Emails asking for and giving information	**Learning for life** Taking and giving advice **Project**
Culture	Planning, failing, succeeding			
	Describing and discussing a photo	Danny's diary of trends	A product review	**Learning to learn** Learn how to become a fluent reader
Sustainable Development Goals	Fast fashion			**Project**

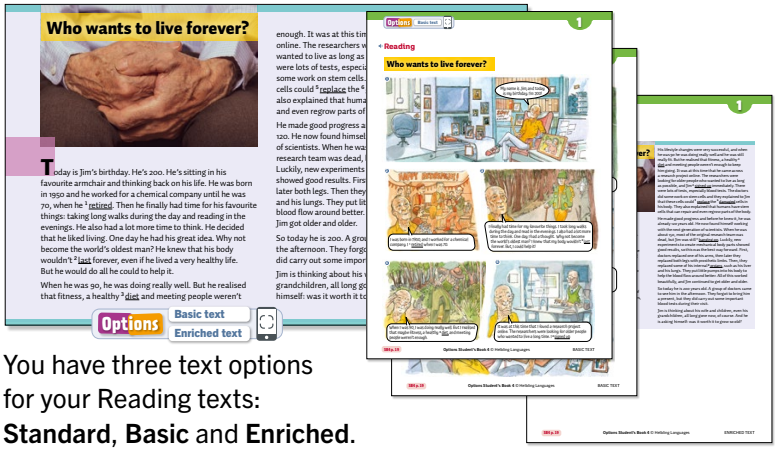
Critical thinking skills **Imagination and creativity** **Communication skills** **Global learning**
Social and emotional learning **Digital skills** **Research skills** **Collaboration**

Introducing *Options* 4

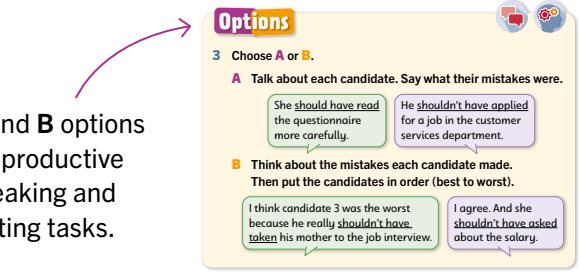
Options is the English course that helps you achieve your potential



Skills options



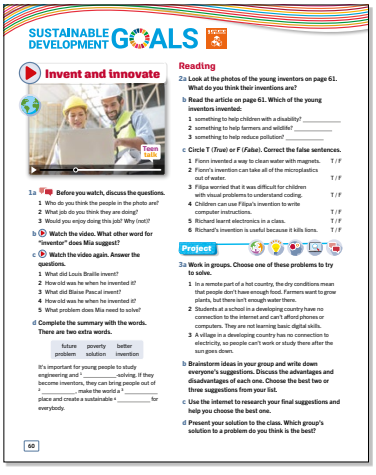
You have three text options for your Reading texts: **Standard**, **Basic** and **Enriched**.



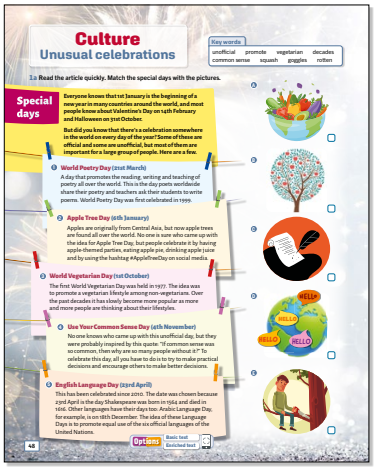
A and **B** options for productive speaking and writing tasks.

An audio player allows you to listen at a slower speed.

Sustainable Development Goals, CLIL and Culture

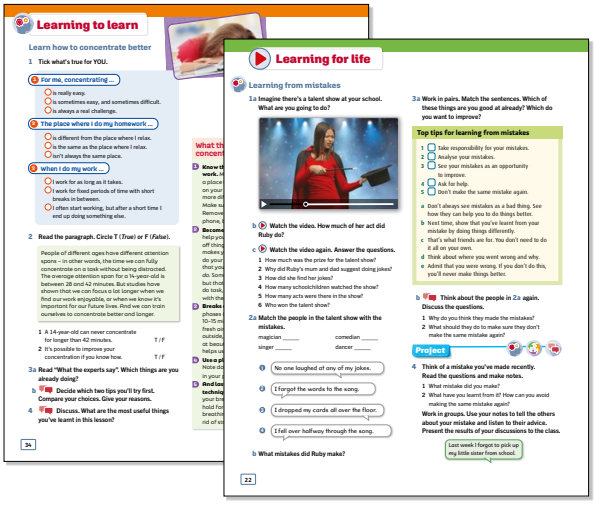


You can play your part in reaching the **United Nations Sustainable Development Goals**.



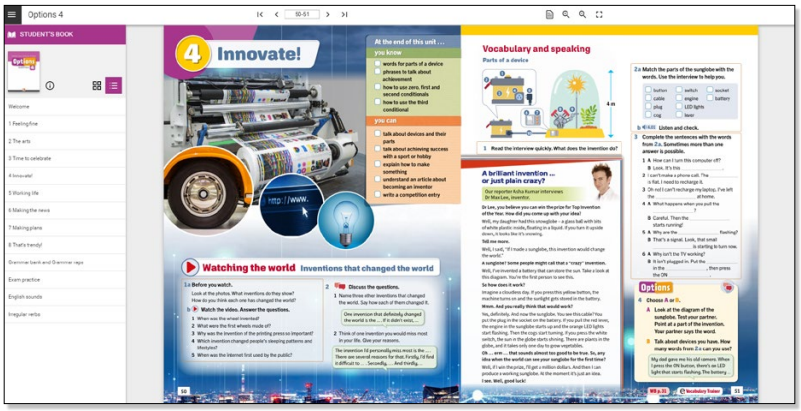
You find out about aspects of **culture** from around the world.

Learning skills and life skills

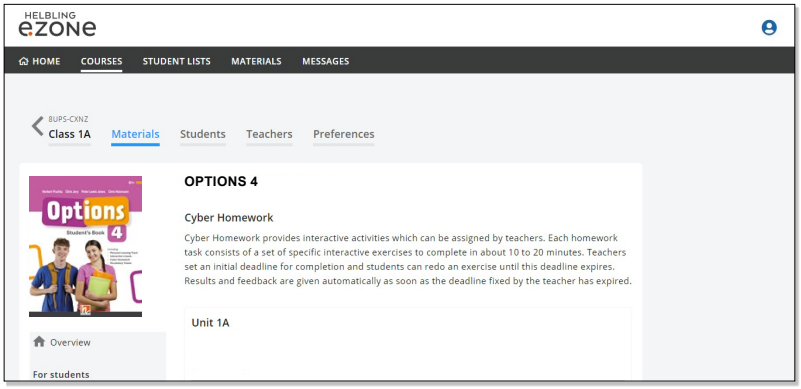


You develop important skills for learning and for life.

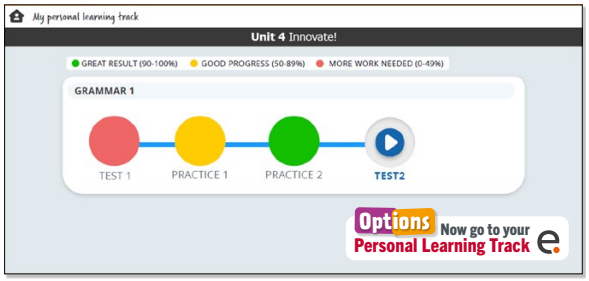
Your digital options



e-book+ is the interactive version of your Student's Book and Workbook, with audio, video and self-correcting tasks.



Cyber Homework lets you practise the new vocabulary, grammar, listening, reading and other skills.



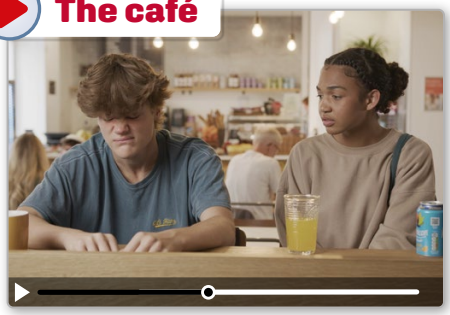
Personal Learning Track Lots of personalised practice: at the end of each unit, a progress test takes you to more practice.

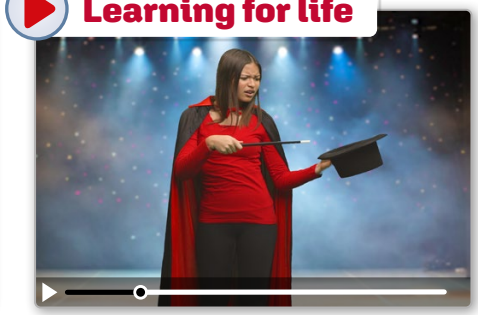
Practise new words and phrases at home with the **Vocabulary Trainer**.

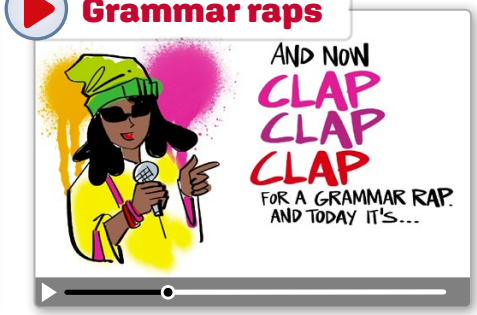
Dialogue Karaoke

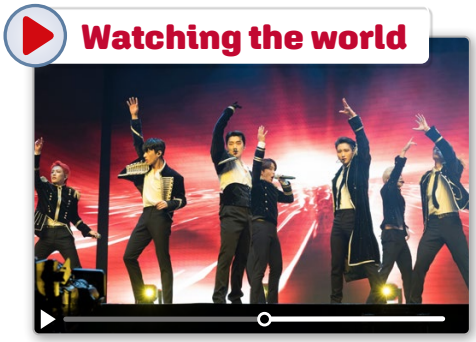
To practise your speaking skills.

Your video options









Welcome

Reading and listening

An exciting idea

1a **Look at the photos of the boy and the girl. What can you remember about them?**

His/Her name's ...

They live in ...

She had her birthday party ...

He's scared of ...

b **Compare your answers as a class.**

2 **Number the messages in the correct order.**

- ☐ OK. The bowling alley it is. But don't be late.
- 1 Hey Connor! What are you doing? Are you busy?
- ☐ You do that all the time.
- ☐ The skating rink – that's miles away. Let's meet at the bowling alley. We can have a game of bowling too.
- ☐ I can't now. I want to tell you face to face. Meet me at the skating rink in half an hour.
- ☐ I won't be. I'm leaving now.
- ☐ I like to relax. What can I say? Anyway, what do you want?
- ☐ I've got something to tell you. I'm quite excited.
- ☐ I'm not doing anything special. I'm just lying on the sofa listening to music.
- ☐ Well, tell me then.

3a W.01 **Listen to Kylie and Connor. What does she want to tell him?**

b W.02 **Listen again. Complete the information in the leaflet.**

Brighton and Hove
Junior Tennis Competition

First prize: £100

Register now

Brighton and Hove Sports Centre

[1] *15th* **to** [2] _____ **July**

Girls' singles **Girls' doubles**

Mixed doubles

Boys' singles **Boys' doubles**

Entry fee [3] £_____ per person. Last date to enter [4] _____ July

Call [5] _____ on 07700 900427 to register.

Grammar and vocabulary

Present simple and present continuous

1a Who says these sentences from the messages and the conversation on page 6? Write *K* (Kylie) or *C* (Connor).

1 [C] I'm just lying on the sofa listening to music.
2 [ ] Dan Edmonds always wins this competition.
3 [ ] What are you doing?
4 [ ] The tennis club opens tomorrow at 9 a.m.
5 [ ] I don't want him to beat me again.
6 [ ] I'm going shopping with my mum at ten.
7 [ ] I'm not doing anything special.
8 [ ] How much does it cost to enter?

b Match the sentences in 1a with the grammar descriptions.

a [2] [ ] present simple (x2)
b [ ] present simple negative
c [ ] present simple question
d [ ] [ ] present continuous (x2)
e [ ] present continuous negative
f [ ] present continuous question

c Look at these pairs of sentences in 1a. Which sentence in each pair is about the future?

a Sentences 1 and 6 _____
b Sentences 2 and 4 _____

2a Complete Kylie's email to her friend with the present simple or present continuous form of the verbs.

Hi Alex,

I [1] *'m writing* _____ (write) to you with some big news – I've just registered for the tennis competition. Connor and I [2] _____ (play) in the mixed doubles event. I'm so excited. Connor [3] _____ (play) really well so I [4] _____ (think) we've got a good chance. What [5] _____ you _____? (think) The competition [6] _____ (start) on the 15th. What [7] _____ you _____ (do) on that date? Please [8] _____ (not say) you're busy. Come and watch us. Anyway, I've got to go. I [9] _____ (meet) Connor at the club in an hour and the bus [10] _____ (leave) in ten minutes. Connor [11] _____ (not like) it when I'm late!

Love Kylie

PS Hope you're well. I know you've got exams next week, but please tell me you [12] _____ (not study) too much!

b Imagine you're Alex. Write a short reply to Kylie. Tell her:

- how excited you are for her.
- what you're doing on the 15th.
- what you're doing now.

Places

3a Look at page 6. Find words for three places and label the photos.

1 _____
2 _____
3 _____

b Discuss the questions.

1 How many other places in a town can you name?
2 Which of these places do you sometimes go to?
3 Which two are your favourite places and why?

WB p. 3

Listening and reading

A healthy diet

1a W.03 **Listen to a phone conversation between Kylie and Connor. What is Connor's "terrible" news?**

b W.04 **Listen again. Answer the questions.**

1 Who is Olivia Watson?
2 Why isn't Kylie worried about her?
3 What is Kylie and Connor's "secret weapon"?
4 Why do they need to meet in the café?

2a Read the dialogue. What does Kylie ask Connor to get her?

Connor Hi Kylie, sorry I'm late.
Kylie Don't worry about it. I'm just getting a bite to eat. I didn't have time for lunch at home.
Connor What's that you're eating? A burger and chips! Come on, Kylie. That isn't healthy. We have to watch what we eat!
Kylie Are you being serious?
Connor Of course I'm being serious. From now on, I think we should only eat healthy food: salad, pasta, fish. No more chocolate and ice cream. And only drink water. No more fizzy drinks.
Kylie It's the Brighton and Hove tennis competition. It's not Wimbledon. You need to calm down, Connor. I have a very healthy diet, loads of vegetables and fruit, but sometimes I like a burger. What's the problem?
Connor I just think for the next three weeks we ought to be careful what we eat. That's if we really want to beat Dan and Olivia.
Kylie Of course I want to beat Dan and Olivia, but I don't think a burger and chips is going to get in the way of that. You mustn't get so stressed if you want to win. We need to keep calm.
Connor I *am* calm. I just think …
Kylie We shouldn't worry about the unimportant things. We need to train, Connor. We need to practise. We must play tennis after school every day. And we need a plan. I watched Dan and Olivia playing yesterday afternoon and I think I know what their weaknesses are.
Connor What? What are they?
Kylie Go and get me a piece of cake and I'll tell you. You don't have to worry – we can beat them!

b W.05 **Read the dialogue again and listen. Circle T (*True*) or F (*False*).**

1 Kylie had a sandwich at home before she came to the café. T / (F)
2 Connor isn't happy with what Kylie is eating. T / F
3 Kylie agrees they should be careful what they eat. T / F
4 Kylie doesn't like healthy food. T / F
5 The competition is next week. T / F
6 Kylie thinks Connor is too worried about the competition. T / F
7 Kylie suggests they practise before school starts. T / F
8 Kylie thinks she knows how to beat Dan and Olivia. T / F

c Discuss the questions.

1 Who do you think is right, Kylie or Connor? Why?
2 How do you usually react before an important event?
3 What things would you suggest to Connor to help him calm down?

Grammar and vocabulary

Modal verbs of obligation

1a Complete the sentences with the verbs. Use the dialogue on page 8 to help you.

mustn't don't have ~~should~~
must need shouldn't

1 I think we *should* only eat healthy food.
2 You _____ to calm down, Connor.
3 We _____ worry about the unimportant things.
4 We _____ play tennis after school every day.
5 You _____ get so stressed if you want to win.
6 You _____ to worry – we can beat them!

b Work in pairs. Answer the questions.

1 Can we use *must* in sentence 1? What difference would it make?
2 Can we use *should* in sentence 2? Why (not)?
3 Can we use *don't have to* in sentence 5? Why (not)?
4 Can we use *shouldn't* in sentence 5? What difference would it make?

2 Complete the tennis club rules with modal verbs. Sometimes more than one answer is possible.

CLUB RULES

1 You _____ pay before you play.
2 You _____ arrive at the court five minutes early so you can warm up.
3 You _____ take food onto the court.
4 You _____ bring your own racket – we can lend you one.
5 You _____ stay on the court after your time has finished.
6 You _____ be professional to play here, and ...
7 You _____ have fun!

Food and drink

3a Look at the dialogue on page 8. Find the words for food and drink and complete the table.

Healthy food and drink	Unhealthy food and drink
salad	*burger*

b Work in groups. Try to think of a food or a drink for every letter of the alphabet. How many letters can you do it for?

A apple, anchovies ...

c Work in pairs. Imagine it's two weeks before the competition. Suggest a three-course lunch that Connor would like.

Starter _____
Main course _____
Dessert _____
Drink _____

d Work in pairs. Imagine Connor and Kylie win the competition. Suggest a three-course meal for them to celebrate with.

Starter _____
Main course _____
Dessert _____
Drink _____

Reading and listening

A sporting mystery

1a Read the story quickly. Who was Pickles and how did he become a hero in the UK?

When the World Cup was stolen

In March 1966, England was getting ready to host the World Cup. The famous Jules Rimet Trophy arrived a few months before the competition started and was put on display for the public to admire. Two days later, on March 20th, while the security guard was taking a break, someone walked in and took the trophy. The theft was very embarrassing for the Football Association as the story soon made the news all over the world.

A ransom note asking for £15,000 was received, and the Football Association agreed to pay. But when a man called Edward Bletchley came to get the money, the police arrested him. Bletchley had a history of pickpocketing and burglary, but he didn't have the trophy and denied knowing where it was.

A week later, a man called Dave Corbett was walking his dog Pickles when Pickles stopped and started sniffing under a car. Mr Corbett looked under the car and saw a parcel wrapped in newspaper. While he was opening the parcel, he saw some gold metal with the words Brazil, Uruguay and Germany written on it. It was the missing World Cup! Mr Corbett and Pickles became heroes and were invited to the final to watch England win the trophy for the very first time. Edward Bletchley was sent to prison for two years for his crime.

The recovered trophy

Dave Corbett with Pickles

b Read the story again. Number the events in the order they happened.

- ☐ The police arrest Bletchley.
- ☐ The trophy is found.
- ☐ The trophy is stolen.
- ☐ A security guard leaves the room.
- ☐ A ransom note arrives.
- ☐ Mr Corbett is walking his dog.
- [1] The trophy arrives in the UK.
- ☐ England win the World Cup.

2a W.06 Kylie and Connor are at the tennis club. Listen to their conversation. Why is Connor late?

b W.07 Listen again. Answer the questions.

1 How did Connor get to the tennis club?
2 Where did he put down his bag and racket?
3 Where did he go after that?
4 Who did he see coming out of the café?
5 Why does Kylie tell him to be careful?
6 What does she suggest that they do?

c Discuss. What do you think happened to Connor's racket?

d W.08 Listen to the rest of the conversation and check.

Grammar and vocabulary

Past simple and past continuous

1a Match the sentence halves.

1 [f] In March 1966, England …
2 [ ] While the security guard was taking a break, …
3 [ ] Dave Corbett was walking his dog Pickles …
4 [ ] The police arrested Edward Bletchley …
5 [ ] While he was opening the parcel, …
6 [ ] Mr Corbett looked under the car and …

a someone walked in and took the trophy.
b when he came to get the money.
c when Pickles started sniffing under a car.
d he saw some gold metal with words on it.
e saw a parcel wrapped in newspaper.
f was getting ready to host the World Cup.

b Which sentence(s) in 1a contain …

1 only the past simple? _____ _____
2 only the past continuous? _____
3 both the past simple and the past continuous? _____ _____ _____

c Look at the groups of sentences in 1b. Write *1*, *2* or *3*.

a The sentence in group _____ sets the scene for the story.
b The sentences in group _____ describe two past actions, one of which follows the other.
c The sentences in group _____ describe one past action which interrupts the other.

2a Complete the text with the past simple or past continuous form of the verbs.

At 5 p.m. I [1] _____ (do) my homework. I [2] _____ (finish) my homework at 6 p.m. and then I [3] _____ (go) into the kitchen. While we [4] _____ (eat) our dinner, the doorbell [5] _____ (ring). It was my friend Marcos from school. I [6] _____ (invite) him in and he [7] _____ (share) dessert with us. We [8] _____ (play) a video game when my phone [9] _____ (ring). It was Grandma. While I [10] _____ (talk) to Grandma, Marcos [11] _____ (leave) – it was a very long conversation! At about 10 p.m., I [12] _____ (go) to bed.

b Complete the sentences about what you were doing at these times yesterday. Use the past continuous.

At 8 a.m., _____.
At 12.30 p.m., _____.
At 4 p.m., _____.
At 7 p.m., _____.
At 9.30 p.m., _____.

c Take turns to say your sentences. Ask your partner more questions.

At 7 p.m. yesterday, I was eating dinner.

What did you have for dessert?

We had strawberry cheesecake.

Crime

3a Look at the story on page 10. Find three words for types of crime.

_____ _____ _____

b What crimes are these people describing?

cybercrime shoplifting speeding
antisocial behaviour identity theft

1 "We're taking your computer with us as evidence."
_____

2 "This isn't your passport. We'd like you to come into the office and answer some questions."
_____

3 "Excuse me, could I check your bag? I have reason to believe there are some things in there that you haven't paid for."
_____

4 "We can't sleep because of the noise coming from your party. We're calling the police!"
_____

5 "The reason I stopped you is because you were driving at more than 150 km/h."
_____

Listening and reading

The final

1a **Kylie and Connor are in the final of the tennis competition. Look at the photo. How do you think they're feeling?**

b W.09 **Listen and check.**

c W.10 **Listen again. Answer the questions.**

1 When did Kylie last check her rackets?
2 How many extra rackets has Kylie got?
3 How long have they been there?
4 What do they get if they win the final?
5 Who are their opponents?
6 When did Kylie last eat a burger?
7 What trophy did Kylie win two years ago?
8 How many trophies has Connor won?

2a **Read the news report. Complete the scores.**

	Set 1	Set 2	Set 3
McKay/Swanson	4	6	
Watson/Edmonds	6		

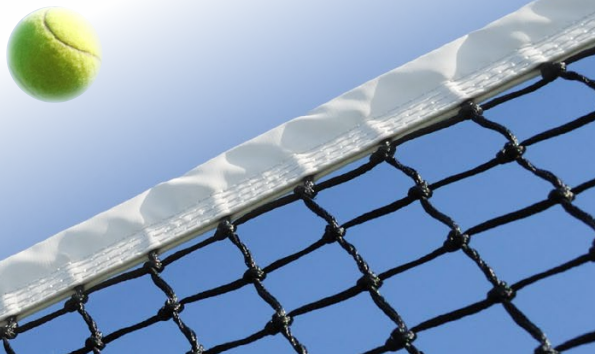
Exciting final sees new mixed doubles champions despite seagull delay

After nearly two hours of exciting tennis, Kylie McKay and Connor Swanson won the mixed doubles championship in the final match of the Brighton and Hove Junior Tennis Competition. Their opponents, Dan Edmonds and Olivia Watson, came into the match as favourites, having won the boys' and girls' singles titles, but the duo of McKay and Swanson were more than ready for them. Although McKay and Swanson lost the first set 4–6, they remained positive and took the second set 6–2. Before the third and final set could begin, there was a five-minute delay when an unwelcome seagull arrived and refused to leave the court. Each time the funny bird was chased away it returned and landed somewhere different. Eventually it flew away and the players returned to the court.

The final set was a lot easier for McKay and Swanson, and they soon had three match points. They lost the first two, but remained patient and calm to win the final set 6–2 easily and the match. From the smiles on their faces as they lifted the trophy up, the pair were clearly very happy with the victory. What next for these talented players – Wimbledon?

b **Read the report again. Circle T (*True*) or F (*False*).**

1 The game lasted for 130 minutes. T / F
2 Kylie and Connor were favourites to win. T / F
3 Dan and Olivia won the singles titles. T / F
4 The game had to stop for five minutes. T / F
5 The seagull was scared of the people watching the match. T / F
6 Kylie and Connor nearly lost the last set. T / F



Grammar and vocabulary

Present perfect

1a **Remember Kylie and Connor's conversation from 1b on page 12. Complete the sentences with *for* or *since*.**

1 We've been here _____ two hours now.
2 I've been nervous _____ we arrived.
3 We've trained for this _____ three weeks.
4 I haven't eaten a burger _____ June!

b **Look at these time expressions. Write *F* (*for*) or *S* (*since*).**

1 ☐ 2020
2 ☐ a few minutes
3 ☐ 5 o'clock
4 ☐ yesterday
5 ☐ ten years
6 ☐ my birthday
7 ☐ days
8 ☐ a long time

c **Circle the correct verb forms.**

1 **A** (Have) / **Did** you ever **won** / **win** a trophy before?
B Yes, I **have won** / **won** the girls' singles trophy two years ago.
2 **A** **Have** / **Did** you **check** / **checked** your rackets since we got here?
B Yes, I **checked** / **have checked** them ten minutes ago.

d **Ask and answer the questions. If your partner says "yes", find out more.**

1 win / sports competition?
2 watch / tennis match?
3 meet / famous sportsperson?
4 lose / important match?

Describing people

2a **Look at the news report on page 12 again. Underline the adjectives that we can use to describe people.**

b **Complete the sentences with five adjectives from 2a.**

1 He's a very _____ person. We always laugh a lot when we're with him.
2 Ruby is very _____. She never seems to get stressed out by anything.
3 I would like to be more _____ with my little brother, but he's so annoying.
4 He's a fantastic artist. He plays the guitar and the piano too. He's very _____.
5 My sister is such a _____ person. She never lets anything get her down.

c **Write sentences about two people you know using two of these adjectives. Use the examples in 2b as model sentences.**

friendly sensible shy polite honest funny helpful sensitive clever rude

1 _____

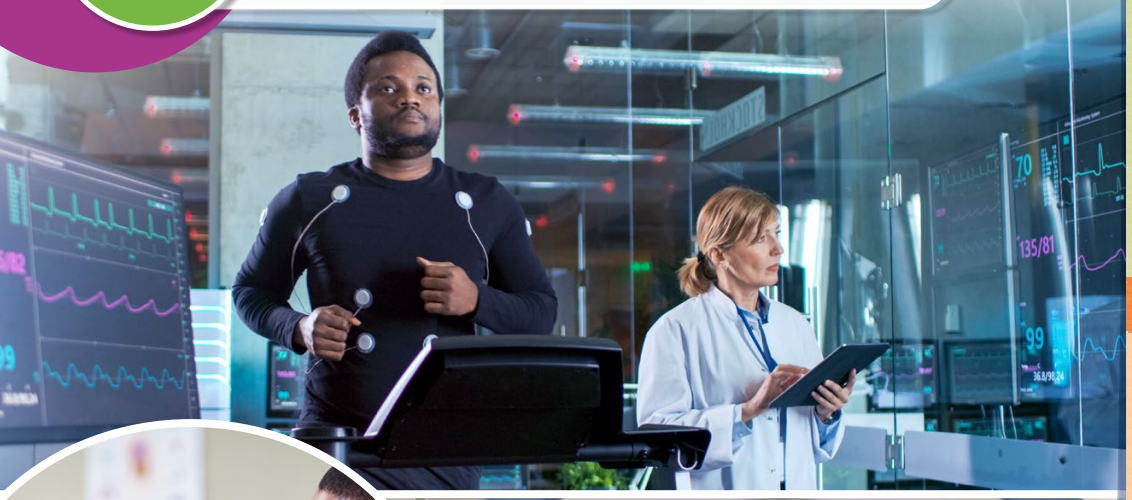
_____

2 _____

_____

d **Read your sentences from 2c, but don't say the adjective. Can your partner guess the missing word?**

1 Feeling fine



At the end of this unit ...

you know

- ☐ words to talk about health problems
- ☐ different types of phrasal verbs
- ☐ how to use phrasal verbs
- ☐ how to use the present perfect continuous

you can

- ☐ make suggestions to help people with their problems
- ☐ say whether you think a suggestion is a good idea
- ☐ understand an article about living for a long time
- ☐ write an online forum post making suggestions

Vocabulary Health problems

1a 1.01 Listen to the words. Work in pairs. How do you say these words in your language? Use a dictionary to help you.

Problems

I've got ...

the flu a cold an allergy
food poisoning a broken leg

Symptoms

I've got ...

a headache a sore throat
a rash a runny nose
a bruise a cough
a pain in my ...
a (high) temperature

I feel ...

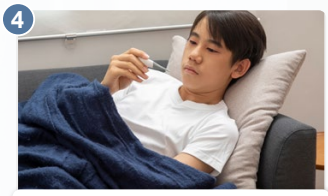
sick dizzy

b Label the photos with words or phrases from **1a**.

1
a broken leg

2

3

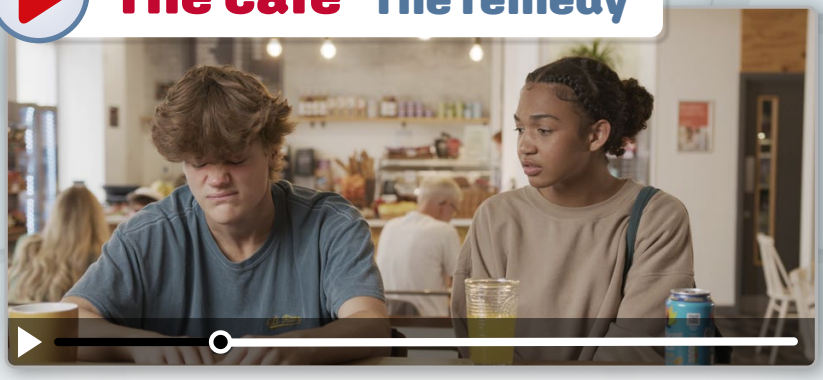
4 

5

c **Choose one of the problems in 1a. Describe your symptoms. Can your partner guess your problem?**

I've got a headache and I feel dizzy.

The café The remedy



1a Watch part 1 of the video.

b Read the dialogue. Circle T (*True*) or F (*False*).

1 Kylie is excited about their plans. T / F
2 They made their plans two days ago. T / F
3 Connor woke up this morning feeling bad. T / F
4 Connor has had terrible headaches. T / F
5 Other people have had the flu recently. T / F
6 Kylie thinks he's definitely got a cold. T / F
7 Connor is worried he might feel worse. T / F
8 Kylie says her mum can help him get better. T / F

Kylie Are you ready for tomorrow? [1] I can't wait.
Connor Um … I'm afraid there's a bit of a problem.
Kylie What?
Connor I'm not sure I'm going to be able to make it.
Kylie [2] You're joking. We've been planning this trip for months.
Connor I know. I feel terrible, Kylie.
Kylie And so you should.
Connor No, I mean I really feel terrible. I'm feeling ill. I haven't been feeling well since Thursday evening.
Kylie Really? So [3] what's the matter?
Connor Well, I've been getting these headaches for a while. I mean, they're not really bad, but they're really annoying.
Kylie So [4] what else? Have you been feeling dizzy at all?
Connor Well, I've got a runny nose, a bit of a sore throat and I feel dizzy when I stand up too quickly.
Kylie [5] Sounds to me like you might have got the flu.
Connor Well, that's what I thought.
Kylie Yes, it's been going around for a few weeks now.
Connor Oh dear.
Kylie Or it might just be a cold. Do you feel really ill?
Connor I'm not in bed, so I guess it's not too bad. But it could get worse.
Kylie Listen. I've got just the thing for you. Come back to my house and I'll get my mum to make her remedy for you. That will make you feel better.
Connor Really?
Kylie Yes, and tomorrow you'll be ready for our big day out.

c Watch part 2 of the video. Answer the questions.

1 What's in the remedy? Tick the boxes.

☑ ginger ☐ sugar ☐ apple
☐ honey ☐ lemon ☐ orange

2 How does Connor feel after the last activity? Tick the correct emoji.

A ☐
B ☐
C ☐

Everyday English

2a Match the underlined expressions in the dialogue with their meanings.

a ☐ What's the problem?
b ☐ 1 I'm really excited (about it).
c ☐ I hope you aren't being serious.
d ☐ Is there anything more?
e ☐ (From what I've heard) I think …

b Work in pairs. Choose two of the expressions and write a two-line dialogue for each one.

A *Are you going to see the new Marvel film?*
B *Of course I am. I can't wait.*

c Act out your best dialogue.

Grammar

Present perfect continuous

1a Match the sentence halves from the dialogue on page 15.

1 ☐ We've been planning this trip …
2 ☐ I haven't been feeling well …
3 ☐ I've been getting these headaches …
4 ☐ Have you been feeling dizzy …
5 ☐ It's been going around …

a since Thursday evening.
b for a few weeks now.
c for months.
d for a while.
e at all?

b Read the dialogue again and check.

2a 1.02 **Listen and read.**

Language box

1 **I've been watching** TV all day.
2 **Have** you **been waiting** long?
3 He**'s been talking** for hours.
4 She **hasn't been doing** her homework.
5 They **haven't been playing** very well.

b Circle the correct options to complete the rules.

- We can use the present perfect continuous to talk about an action that started in the [1] **present** / **past** and is still happening now.
- To form the present perfect continuous, we use *has been / have been* and the [2] **infinitive** / ***-ing*** form of the verb.
- If we want to say how long the action has been happening, we use [3] ***for*** / ***since*** with a point of time and [4] ***for*** / ***since*** with a period of time.

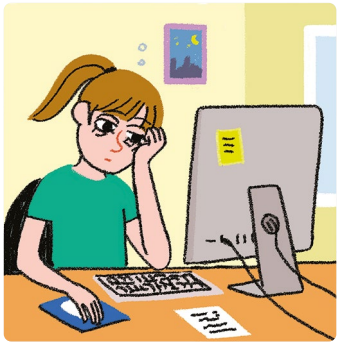
c Match the sentences in the Language box with the sentences below.

a ☐ Mr Lewis is going to talk to her parents.
b ☐ I don't think they'll win today.
c ☐ I should turn it off and go for a walk.
d ☐ It must be something important.
e ☐ The nurse will be free soon.

3 What are these people's problems? Write present perfect continuous sentences using the phrases.

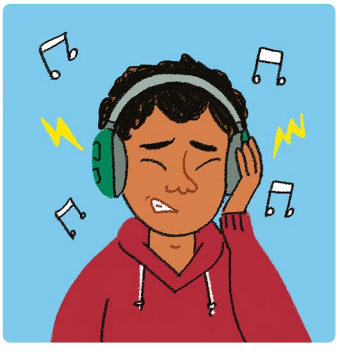
work on the computer listen to loud music
~~lie in the sun~~ play tennis all day

1 *He's been lying in the sun.*



2 _____

3 _____



4 _____

4a Write three interesting things about yourself using the present perfect continuous. Two are true and one is false. For example:

I've been doing karate since I was ten.
I've been playing the guitar for three years.
I've been training lions for six months.

b Work in groups. Read out your sentences. Can you guess which sentences are made up?

I think that's true. I think that's false.

Vocabulary and speaking

Phrasal verbs

1a **Read the story quickly. What mistake did Mrs Davis make?**

The allergy

Mrs Davis wasn't feeling well. It started with a sneeze and then a runny nose. "I don't know what's [1] going on," she said. "I was feeling fine yesterday." "I think you're [2] coming down with a cold," her husband said. "You probably [3] picked it up from the grandchildren when they [4] came over yesterday to [5] drop off the cat. Why don't you [6] lie down for a bit? I'll bring you a cup of tea."

The next morning, Mrs Davis was feeling worse, and she was finding it difficult to breathe. "I can't [7] put up with this cold any more," she said, and she [8] called the doctor up to make an appointment.

The doctor was very nice. She [9] carried out some tests and took Mrs Davis's temperature. "I don't think it's a cold," she said. "I think it's an allergy. Have you got a pet?"

Mrs Davis told her they were [10] looking after the cat for the grandchildren. "That's it," said the doctor. "I'm afraid you need to give back the cat." "I can't," said Mrs Davis. "They've [11] gone away for two weeks."

The doctor gave Mrs Davis a spray. "Use it twice a day," she said, "and make sure you spray right to the back of the mouth."

Two days later, Mrs Davis [12] went back to the doctor's. She wasn't feeling better.

"Doesn't the spray help you?" the doctor asked.

"I don't know," Mrs Davis replied. "Every time I try to open the cat's mouth, it bites me."

b **Match the phrasal verbs in 1a with the words that could replace them in the story.**

a [6] have a rest on the bed
b [ ] getting/catching
c [ ] phoned
d [ ] taking care of
e [ ] happening
f [ ] got/caught
g [ ] returned
h [ ] left
i [ ] leave
j [ ] did
k [ ] live with / tolerate
l [ ] visited

c 1.03 **Listen and check.**

2 **Use four of the phrasal verbs in the story to complete the mini-dialogues. You may have to change the form of the verb.**

1 **A** Why can't you come to the cinema tonight?
B Because I've got to _____ _____ my little brother.

2 **A** Was your science lesson fun?
B Yes, we _____ _____ a really cool experiment.

3 **A** Is Jessica still staying with you?
B No, she _____ _____ home yesterday.

4 **A** You don't look very well. Are you OK?
B No, I think I'm _____ _____ _____ something.

Sounds right p. 110

Options

3 **Choose A or B.**

A **Work in pairs. Choose four of the phrasal verbs in the story and write a two-line dialogue for each one.**

Work with another pair. Read your dialogues, but leave out the phrasal verbs. Can the other pair guess them?

B **Work in pairs. Choose four of the phrasal verbs and use them in a short sketch.**

Perform your sketch for another pair.

Grammar

Phrasal verbs

1a **Complete the sentences with the object of the phrasal verb in the correct position.**

a a cold — I think you're coming [1] _____ down [2] _____ with [3] _____.

b it — You probably picked [1] _____ up [2] _____ from the grandchildren.

c the cat — They were looking [1] _____ after [2] _____.

b **Read the story on page 17 again and check.**

2a 1.04 **Listen and read.**

Language box

1 I can't **put up with** this noise.
2 I'm going to **lie down**. I'm tired.
3 He's **looking after** their cat for a week.
4 He **called** me **up** in the middle of the night.

b **Complete the rules with the phrasal verbs.**

look after | lie down | put up with | call up

- There are different types of phrasal verbs, and it's important to know where we can put the object of a sentence with each type.
- Some phrasal verbs are intransitive. This means they don't take an object. With these phrasal verbs, the word order isn't a problem. An example of this is [1] _____.
- Some phrasal verbs are transitive (they take an object) and the two parts can be split. An example of this is [2] _____.

  I called up my mum. OR *I called my mum up.*
  If a phrasal verb can be split, some dictionaries enter it like this: **call somebody ↔ up**
  But if we use a pronoun, it must come between the two parts of the phrasal verb.
  I called her up. NOT ~~*I called up her.*~~
- Some transitive phrasal verbs can't be split. An example of this is [3] _____.

  I looked after the baby. NOT ~~*I looked the baby after.*~~
- Some phrasal verbs have three parts. The object must always come after the third part of the phrasal verb. An example of this is [4] _____.

c **Match the sentences in the Language box with the photos.**

3a **Look at the dictionary definitions of these phrasal verbs. Which phrasal verb can be split?**

1 **look up** *phrasal verb*
look something ↔ up
■ to look for information in a book or by using a computer

2 **come across** *phrasal verb*
come across
■ to find by chance

b **Tick all the sentences that are correct.**

1 ☐ Why don't you look up the word in a dictionary?
2 ☐ Why don't you look the word up in a dictionary?
3 ☐ Why don't you look it up in a dictionary?
4 ☐ Why don't you look up it in a dictionary?
5 ☐ I came across the photo in an old book.
6 ☐ I came the photo across in an old book.
7 ☐ I came across it in an old book.
8 ☐ I came it across in an old book.

4 **Discuss the questions.**

1 What do you find more difficult to put up with – loud music or people talking loudly on the phone?
2 In what situations do you usually look up information online?
3 What do you prefer – to write a message to someone or call them up? Why?

Skills Reading

1a Read the article quickly. What was the idea of the research project? Is the story true?

Who wants to live forever?

Today is Jim's birthday. He's 200. He's sitting in his favourite armchair and thinking back on his life. He was born in 1950 and he worked for a chemical company until he was 70, when he [1] retired. Then he finally had time for his favourite things: taking long walks during the day and reading in the evenings. He also had a lot more time to think. He decided that he liked living. One day he had his great idea. Why not become the world's oldest man? He knew that his body wouldn't [2] last forever, even if he lived a very healthy life. But he would do all he could to help it.

When he was 90, he was doing really well. But he realised that fitness, a healthy [3] diet and meeting people weren't enough. It was at this time that he found a research project online. The researchers were looking for older people who wanted to live as long as possible. Jim [4] signed up. There were lots of tests, especially blood tests. The doctors did some work on stem cells. They explained to Jim that these cells could [5] replace the [6] damaged cells in his body. They also explained that humans have stem cells that can repair and even regrow parts of the body.

He made good progress and before he knew it, he was already 120. He now found himself working with the next generation of scientists. When he was about 150, most of the original research team was dead, but Jim was still [7] hanging on. Luckily, new experiments to create mechanical body parts showed good results. First, doctors replaced an arm, then later both legs. Then they replaced some [8] organs like his liver and his lungs. They put little pumps into his body to help the blood flow around better. All of this worked beautifully, and Jim got older and older.

So today he is 200. A group of doctors came to see him in the afternoon. They forgot to bring him a present, but they did carry out some important blood tests.

Jim is thinking about his wife and children, even his grandchildren, all long gone now, of course. And he is asking himself: was it worth it to grow so old?

Options Basic text Enriched text

b 1.05 Read the article again and listen. How many of these tasks can you do?

1 Jim worked until he was 75. T / F
2 When he retired, he had a lot of time to think. T / F
3 Jim wanted to be the world's oldest man. T / F
4 When he was 90, he joined a _____ _____.
5 The doctors carried out a lot of _____ on Jim.
6 Most of the original researchers were dead by the time Jim _____.
7 What do stem cells do?
8 How did doctors help his blood flow?
9 What does the story say about the doctors' attitude towards Jim when he was 200?

2 Match the underlined words in the story with their meanings.

a ☐ the food and drink you usually have
b ☐ stopped working because of old age
c ☐ joined the group
d ☐ continue to exist
e ☐ body parts that perform an important job
f ☐ not working properly
g ☐ managing to stay alive
h ☐ change with new ones

3 Discuss the questions.

1 What would be the advantages of living for such a long time?
2 What would be the disadvantages of living for such a long time?
3 Do you think it will ever be possible for someone to live to 200? Why (not)?

Skills Listening and speaking

Making suggestions and reacting to them

1a 1.06 **Listen to Amy and Tarek talking about Tarek's school play. What's he finding difficult?**

b Why is Tarek so busy? Tick the pictures of the things he does.

c 1.07 **Listen again. Make a list of Amy's suggestions. In pairs, decide which you think are best.**

2 Look at the phrases from Amy and Tarek's conversation. Write them in the correct place in the table.

You should cut down on …	That sounds like a good idea.
That's easy to say, but …	I'm not so keen on …
That makes sense.	It might be a good idea to …

Making suggestions
I always find it useful to … How about …ing? Why not …
Accepting suggestions
I'll give it a go.
Disagreeing with suggestions
No way!

Options

3 Choose A or B.

A Your friend finds it difficult to hand in homework on time. Make suggestions to which he/she reacts. Use the phrases from 2 and role-play the conversation.

Why not try to finish it the day before you need to hand it in?

Good idea, I'll give it a go.

B Make a list of things in your life that cause you stress. Choose some of the things from your list and tell your partner. Listen to his/her advice and react. Use the phrases from 2.

Getting to school on time is really stressful.

How about getting up 15 minutes earlier?

I tried. But I was still late!

Skills Writing

An online forum post making suggestions

1a Read Oliver's post. What's his problem? Think of two suggestions to help him.

Dear Caroline,

I'm writing to you because I'm having problems with my sleep. I go to bed fairly late, usually around 11 p.m. I have no problem falling asleep, but after two or three hours, I wake up. I get up and sit in front of my computer and play a short game. I know this probably doesn't sound like a great idea, but it actually helps me. After about half an hour, I go back to bed and then I sleep the rest of the night without waking. In the morning, I never want to get up, and I'm always tired. I know that I've got a problem, but I don't want to talk to my parents about it, because they would take away my computer. What can I do?

Thanks,

Oliver

b Read Caroline's reply. How do her suggestions compare with yours?

Hi Oliver,

Thank you for your post. First of all, let me say that you're not the only person with this problem, and you're also not the only person who's trying to solve a problem using a bad idea. And switching on computers or mobile phones to fight sleeplessness is exactly that – a bad idea. Here's what I suggest. How about going to bed earlier? You might say that's a no-go, but why not give it a go for a week? Maybe this will solve your problem fairly quickly.

It might also be a good idea to put your laptop and mobile phone in another room to make it more difficult to get them when you wake up. Finally, I would turn off all electronic devices at least one hour before you go to sleep. I'm guessing you won't be so keen on this idea, but again: give it a go.

Best wishes and good luck!

Caroline

2 Answer the questions.

1 How does Caroline start her reply?
2 How does she finish it?
3 What does she say to make Oliver feel better?

3 Read Caroline's reply again. Underline the phrases she uses to make suggestions in one colour. In another colour, underline the phrases that show she thinks Oliver might not like her suggestion.

Options

4 Choose A or B.

A Read this post. Write a reply making suggestions about what Paulo could do (120–140 words).

I'm really worried that I haven't got enough time to study for my next chemistry exam. There are so many pages in the book and I haven't even done half of them. The exam is in three days. Paulo

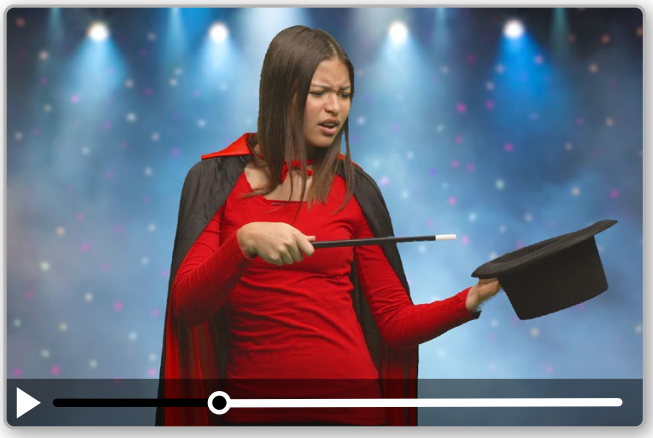
B Read this post. Write a reply making suggestions about what Ellie could do (140–180 words). Think about how she might react to some of the suggestions.

I'm a really good football player. And now everybody expects me to win the upcoming tournament against three other teams. Everybody expects me to score a couple of goals in each match. I know I'm good and I know my team supports me well, but I'm really worried that I can't live up to their expectations. I simply can't train harder. Ellie

Learning for life

Learning from mistakes

1a **Imagine there's a talent show at your school. What are you going to do?**



b **Watch the video. How much of her act did Ruby do?**

c **Watch the video again. Answer the questions.**

1 How much was the prize for the talent show?
2 Why did Ruby's mum and dad suggest doing jokes?
3 How did she find her jokes?
4 How many schoolchildren watched the show?
5 How many acts were there in the show?
6 Who won the talent show?

2a **Match the people in the talent show with the mistakes.**

magician _____ comedian _____
singer _____ dancer _____

1 No one laughed at any of my jokes.
2 I forgot the words to the song.
3 I dropped my cards all over the floor.
4 I fell over halfway through the song.

b **What mistakes did Ruby make?**

3a **Work in pairs. Match the sentences. Which of these things are you good at already? Which do you want to improve?**

Top tips for learning from mistakes

1 ☐ Take responsibility for your mistakes.
2 ☐ Analyse your mistakes.
3 ☐ See your mistakes as an opportunity to improve.
4 ☐ Ask for help.
5 ☐ Don't make the same mistake again.

a Don't always see mistakes as a bad thing. See how they can help you to do things better.
b Next time, show that you've learnt from your mistake by doing things differently.
c That's what friends are for. You don't need to do it all on your own.
d Think about where you went wrong and why.
e Admit that you were wrong. If you don't do this, you'll never make things better.

b **Think about the people in 2a again. Discuss the questions.**

1 Why do you think they made the mistakes?
2 What should they do to make sure they don't make the same mistake again?

Project

4 **Think of a mistake you've made recently. Read the questions and make notes.**

1 What mistake did you make?
2 What have you learnt from it? How can you avoid making the same mistake again?

Work in groups. Use your notes to tell the others about your mistake and listen to their advice. Present the results of your discussions to the class.

Last week I forgot to pick up my little sister from school.

Review

Vocabulary

1 Circle the correct words.

1 Please don't ask me to talk. I've got a **sore throat** / **runny nose**.
2 Ben can't walk. He's got a **broken leg** / **bruise**.
3 I had **a high temperature** / **an allergy** when I had the flu.
4 My mum's got a big **bruise** / **cough** on her arm.
5 I ate too much and now I feel **sick** / **dizzy**.
6 Please can you pass me a tissue. I've got a **runny nose** / **headache**.
7 My dad can't eat bread because he's got a food **allergy** / **rash**.
8 I feel really sick. I think I've got **food poisoning** / **a broken arm**.

2 Complete the phrasal verbs in the dialogue with the verb forms.

lying drop come going goes coming

Dad You don't look very happy, Katie. What's [1] _____ on?
Katie Tom just called me up. You don't need to [2] _____ me off at his house later.
Dad Why not? Aren't you going to see him before he [3] _____ away on holiday?
Katie Well, that's not happening now. He's [4] _____ down with the flu.
Dad Oh, I hope he gets better soon. Don't worry, Katie. Grandma is [5] _____ over this afternoon, so you'll see her.
Katie OK, cool! What about Grandpa?
Dad He's got a headache, so he's [6] _____ down and resting at the moment. He might feel better later.
Katie Oh, why is everyone ill these days?

Grammar

3 Circle the correct words.

1 Layla **has** / **have** been playing the piano since she was 7.
2 Can we stop for something to eat? **We** / **We've** been travelling for hours!
3 You look great! **Have you** / **You have** been eating more healthily since I last saw you?
4 I've got a broken leg so I haven't **be** / **been** doing any exercise for a few weeks now.
5 Noah has got the flu. He **haven't** / **hasn't** been going to school this week.
6 Has Mario been **looking** / **look** after the cat today?

4 Complete the mini-dialogues with the present perfect continuous form of the verbs.

watch play paint not study

1 **A** You look tired, Amy.
B Mum and I _____ my bedroom all day, and we haven't finished it!
2 **A** Where's James?
B He _____ football in the park since 5 o'clock.
3 **A** Your grades have gone down, Zoe.
B I'm sorry, Dad. I _____ much.
4 **A** I've got a headache, Mum.
B Of course you have, Oli. You _____ TV all afternoon!

5 Correct the underlined mistakes in the sentences.

1 I came some family photos across in the attic last week.
I came across some family photos in the attic last week.
2 Yesterday, Marta called up me to chat about her holiday.
_____
_____
3 Can you drop off me at school later?
_____
_____
4 I forgot the milk. I have to go to the shop back.
_____
_____

Go back to page 14. With a partner, check what you know / can do.

Options Now go to your Personal Learning Track

Culture

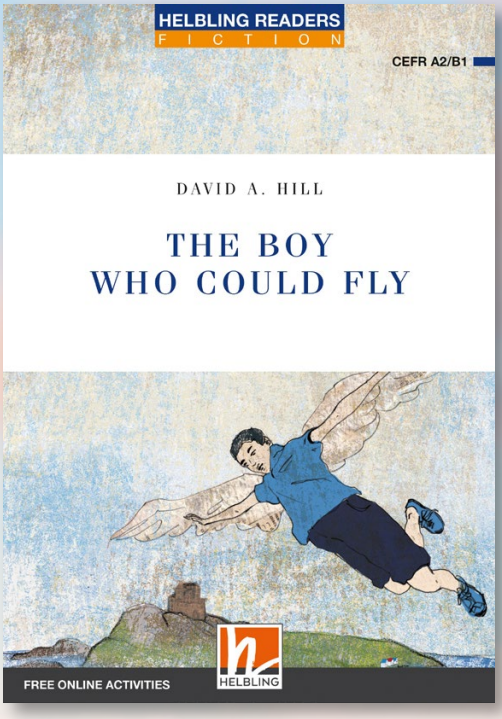
Fiction: *The Boy Who Could Fly*

Key words

specialist x-ray skin
feathers wings flight

1a **Read the introduction to the book and look at the cover. Does it sound interesting to you? Why (not)?**

> **Nobody knew where Michael came from. Sarah and George Broad, who owned a small shop, found him on the doorstep of their house one morning. He was in a basket, with a bag of new clothes and some baby food. Sarah guessed he was about nine months old. Later she found a piece of paper in the bag. The name Michael was written on it.**



b **Read the passage from the book quickly. Tick the reason(s) why Michael cried in the hospital.**

a ☐ The doctors treated him badly.
b ☐ He wasn't allowed to see his parents.
c ☐ He felt lonely.
d ☐ His body hurt.

Michael's life changed when he started primary school. He started feeling pains in his back, near his [1] shoulders. Sometimes he couldn't sleep at night because of them. The family doctor [2] examined him but he found nothing unusual. When Michael started his second year at school the pains got much worse, so Sarah took him to see a [3] specialist at the hospital.

The specialist examined him and ordered [4] x-rays. From the x-rays he could clearly see that some extra bones were growing out of Michael's shoulders. These bones were pushing against his [5] skin and causing the pains. The doctor told Sarah to bring him back the following day, but it was too late.

That night Sarah and George were woken up by shouts from Michael's bedroom. They quickly ran to him and were [6] shocked by what they saw. A large [7] bone was growing out of each of his shoulders!

George called an ambulance, and an hour later Michael was back in the hospital. They x-rayed him again and several specialists examined him. George and Sarah stayed there all night and were able to see him from time to time. Between visits, the specialists asked them a lot of questions about Michael. At 7 o'clock in the morning a nurse told them to go home.

"What about Michael?" asked George.

"He has to stay here," the nurse replied.

Later that same morning he was put into an [8] ambulance and taken to another hospital a long way away. That day he cried because of the pains in his shoulders. He cried because he didn't know where he was. He cried because he wanted Sarah and George.

Everyone in the hospital was very nice to him. They gave him his favourite food, read him stories and let him watch television. But he was still very sad. In the evening he talked to Sarah on the phone.

"Don't worry, Michael," she said. "We'll come and see you tomorrow."

Options Basic text Enriched text

c 1.08 **Read the passage again and listen. Put the events in the order they happened.**

a ☐ The doctor finds that Michael is growing extra bones.
b ☐ Michael has to stay in hospital for more tests.
c ☐ Michael's shoulder and back start hurting.
d ☐ Michael is taken to a second hospital.
e ☐ Michael sees the local doctor.
f ☐ Michael wakes up in pain.
g ☐ Michael sees a doctor at the hospital.

d Match the underlined words in the passage with their meanings.

a ☐ "photos" that can see inside the body
b ☐ what covers your body
c ☐ one of the parts inside your body that give it structure
d ☐ the parts of your body above your arms
e ☐ did medical tests
f ☐ a vehicle that takes people to hospital
g ☐ very surprised/upset
h ☐ a doctor who is an expert on one part of the body

2a 1.09 **Listen to what happens next. Why do you think Sarah and George were laughing and crying at the same time at the end of the passage?**

b 1.10 **Listen again. Answer the questions.**

1 What happened to Michael after six months in hospital?
2 What did Mr Smith teach Michael?
3 How did he teach him?
4 What did Michael do with Pete?
5 What happened to Michael after nine months in hospital?
6 Why did Michael feel sorry for Mr Smith?
7 Why did Michael realise he was special?
8 Why did Michael want Sarah and George to wait outside for him?

c Discuss the questions.

1 What things do you think Michael will use his ability for?
2 What problems might he face?
3 What do you think will happen to him?

3a Look at the superpowers. For each one, discuss what would be good about having this ability and what problems it might cause.

- super strength
- super speed
- invisibility (when other people can't see you)
- the ability to read other people's minds

b Choose one of the superpowers in 3a and use it as an idea for a story. Think about:

- a title
- a brief description of what happens

c Write an introduction to your story (60–80 words) like the one in 1a. Remember, it should make your reader want to read on.

2 The arts

At the end of this unit . . .

you know

- ☐ words to talk about films and film-making
- ☐ phrases to talk about creative activities
- ☐ how to use the present, past and future passive
- ☐ how to use *have something done* and reflexive pronouns

you can

- ☐ talk about films and creative activities
- ☐ motivate and support a friend
- ☐ respond to ideas and suggestions
- ☐ understand a webpage about an art museum
- ☐ write a leaflet to advertise an event

Watching the world World of film

1a Before you watch.

Look at the photos. Who are the people? Where are they? What are they doing?

b Watch the video. Circle T (*True*) or F (*False*).

1 In the US, the average teenager spends three hours a week watching films or videos. T / F
2 In Latin America, 17% of teens watch videos on YouTube. T / F
3 A moving film was shown to the public for the first time in Paris. T / F
4 The first films had no sound. T / F
5 More films are made in Bollywood than in Hollywood. T / F
6 People say the highest paid Bollywood star is paid $12 million per year. T / F

2 Discuss the questions.

1 What sorts of films or videos do you watch? When and where do you usually watch them?

> I often watch videos about ... on my phone. And I sometimes watch ...

2 What was the last film you saw at the cinema? What did you like or not like about it?

> I went to the cinema with my brother last weekend. We saw ...

Vocabulary and speaking

Films and film-making

1a **Read the article quickly. Circle the best summary.**

a How a film is made **b** The life of a film director

There are lots of jobs to choose from! A big film can have a crew of 600 people – and an amazing 2,984 crew members were needed to make Avatar! A crew includes the cast – in other words, the actors – and many other roles. But what do they all do?

A big film can cost millions. One of the most expensive ever, Pirates of the Caribbean: On Stranger Tides, cost $379 million! The money is provided by a film producer.

The film director is in charge of the filming – he or she tells everyone (including the actors and camera crew) what to do.

Before filming, the lead actors are chosen. This is done at auditions. Actors are asked to read and act out parts of the script and the director chooses the best ones.

Then there are rehearsals, when scenes are practised by the actors. Changes to the script are made by the scriptwriter and costumes are made by the costume designers.

Sometimes films are made "on location" – for example, Avatar was filmed in Hawaii and parts of the Harry Potter films were made in Oxford – but often the filming is done in a studio, where a film set is created to look like the real world.

A film also needs music. Film music is called a soundtrack, and is written by a composer.

Lead actors are paid millions – for example, how much was Tom Cruise paid to star in Top Gun: Maverick? He wasn't paid $1 million or even $10 million. He was paid $100 million!

When all the work is finished, the director and producer must hope that the film will be watched by millions of people – if not, a lot of money will be lost.

b **Read the article again. Circle the correct answers.**

1 Almost **600** / **3,000** people worked on *Avatar*.
2 The **director** / **producer** tells the actors what to do.
3 The actors are chosen at **auditions** / **rehearsals**.
4 ***Avatar*** / ***Harry Potter*** was filmed in Hawaii.

2a **Match the words with the definitions. Use the article to help you.**

☐ film producer	☐ cast	☐ script
☐ film director	☐ camera crew	☐ soundtrack
☐ lead actor	☐ audition	☐ costume
☐ composer	☐ rehearsal	☐ studio

1 clothes worn by actors in a film
2 an interview or test for a role as an actor
3 the star of a film
4 the music in a film
5 a place where films are made or produced
6 all the actors in a film
7 a practice for actors before filming
8 a person who writes music
9 a person responsible for the money that is needed to make a film
10 people whose job is to operate a camera for making films
11 the text that actors say in a film
12 a person in charge of a film who tells the actors what to do

b 2.01 **Listen and check.**

c **Circle the correct words.**

1 **Costume designers** / **Actors** do auditions and the director chooses the best ones.
2 The soundtrack is written by a **composer** / **film producer**.
3 The script is what the actors **say** / **wear** in a film.
4 Some scenes are filmed in a **studio** / **cast**.
5 The **camera crew** / **cast** do the filming.
6 The **actors** / **costumes** in that film were amazing! They looked just like the clothes that people wore in the 1800s.

Options

3 **Choose A or B.**

A **Talk about a film that you like. What do you like about it?**

B **Tell each other how a film is made and who does what.**

So, first, the money is provided by the producer.

Yes, and the actors are chosen by the director.

Grammar

Past, present and future passive

1a Match the sentence halves.

1 ☐ An amazing 2,984 crew members …
2 ☐ The money to make the film …
3 ☐ Changes to the script are made …
4 ☐ How much was Tom Cruise paid …
5 ☐ He wasn't paid …
6 ☐ If a film isn't successful, …

a is provided by a film producer.
b a lot of money will be lost.
c $1 million. He was paid $100 million!
d were needed to make *Avatar*.
e by the scriptwriter.
f to star in *Top Gun: Maverick*?

b Read the article on page 27 again and check.

2a 2.02 **Listen and read.**

Language box

1 Usually the script **is written** before the actors **are chosen**.
2 The actors **aren't chosen** by the costume designer.
3 My favourite soundtrack **was written** by an Italian composer, Ennio Morricone.
4 This film **wasn't made** in Hollywood. It **was filmed** in Rome.
5 Her next film **won't be made** on location. It **will be created** in a studio.
6 How much **will** he **be paid** for his next film?

b Choose the correct options to complete the rules.

- We use the passive to focus on [1] **the person who does the action / the object of the verb**. We do this when the person who does the action isn't known or isn't important.
- To form the passive, we use the correct form of *be* with the [2] **past simple / past participle** of the verb.

3 Complete the text with the verb forms.

is divided are made are located won't be allowed
was built will be sent were opened

Cinecittà Studios andCinecittàWorld

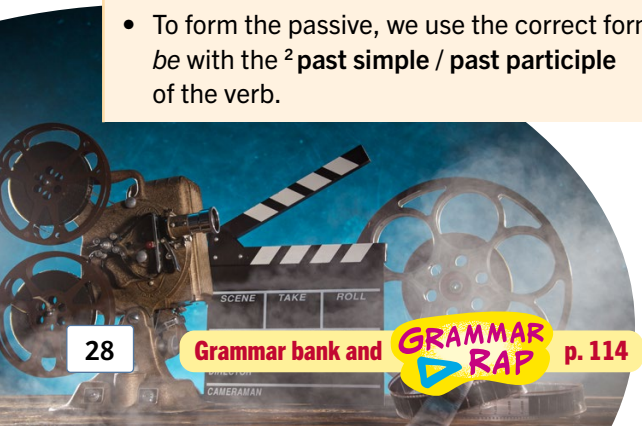
Cinecittà Studios are the biggest film studios in Europe. They [1] _____ near the city of Rome. They [2] _____ in 1937. Many films [3] _____ there every year – more than 3,000 films since 1937.

Cinecittà World is a film theme park, 25 km from Cinecittà Studios. The theme park [4] _____ in 2014. It's open all year, except in February, and it [5] _____ into seven areas, including Spaceland, Aqua World and Adventure Land. Why not visit this summer? If you buy your tickets online, the tickets [6] _____ to you by email. You can even go to Cinecittà World with your pet dog, but it [7] _____ into the restaurant.

4 Change the sentences so they're true for you. Tell your partner.

1 My shoes were made in Brazil.
2 For my birthday this year, I was given a pair of socks and a bicycle.
3 My dinner this evening will be made by my dad.
4 My favourite book was written by J. K. Rowling.
5 I won't be woken up by my alarm clock tomorrow morning. My mum will wake me up instead.

My shoes weren't made in Brazil. I think they were made in China.



Grammar bank and GRAMMAR RAP p. 114 WB p. 16 Cyber Homework 6

Vocabulary and speaking

Creative activities

1a Match the phrases with the photos.

☐ play in an orchestra	☑ 1 design a video game
☐ sing in a choir	☐ make an animation
☐ perform on stage	☐ direct a film
☐ compose a piece of music	☐ organise an exhibition
☐ create a website	☐ write a novel or a play

b 2.03 Listen and check.

Sounds right p. 110

2 Complete the table with the activities in 1a. Then tell a partner. How similar are you?

Things you've done
Things you'd like to do
Things you aren't interested in

Options

3 Choose **A** or **B**.

A Discuss 1 below.

B Discuss 1, 2 and 3 below.

1 Which three things in 1a do you think are the most difficult? Which three things do you think are the easiest?

I think learning a musical instrument is very difficult – for me, anyway!

Making a video is very easy. Just get your phone and ...

2 Do you know people who have done / can do the things in 1a?

My mum's friend designs video games. She works for a gaming company.

3 What other creative activities do you like?

WB p. 17

Grammar

have something done; reflexive pronouns

1 2.04 **Listen to a film director's assistant talking about her job. Which thing doesn't she mention? Tick the photo.**

2a 2.05 **Read and listen to sentences 1–5. Circle the correct meanings.**

Language box

1 My son **is having his hair cut**.
   a He's cutting his own hair.
   b Someone is cutting his hair for him.
2 Last time, he **cut his hair himself**.
   a He cut his own hair.
   b Someone cut his hair for him.
3 The actors **have their make-up done**.
   a The actors do their own make-up.
   b Someone does the make-up for the actors.
4 One actor likes to **do her make-up herself**.
   a The actor does her own make-up.
   b Someone does the make-up for the actor.
5 I **had the walls painted.**
   a I painted the walls.
   b Someone painted the walls for me.

b Read the rules. Complete the example sentences.

- We use *have something done* (*have* + object + past participle) to say that someone does something for us – usually when we pay them to do it.
- You can change the form of *have*. For example:

  He [1] *has* *his hair cut once a month.* (present simple)
  They [2] _____ *their car fixed yesterday.* (past simple)
  I [3] _____ *my eyes checked next week.* (*"will"* future)
- We can use reflexive pronouns (*myself, yourself, himself, herself, itself, ourselves, yourselves, themselves*) to emphasise that we do something without the help of another person. For example:

  I always make breakfast [4] _____.
  We usually cut the grass [5] _____.
  They never fix the car [6] _____.

3 Complete the answers using *have something done* or a reflexive pronoun.

1 Did you clean the windows yourself?
   No, I *had the windows cleaned.*
2 Did she have the washing machine fixed?
   No, she _____
3 Will you decorate the living room yourselves?
   No, we _____
4 Are you having your bike repaired?
   No, I _____
5 Are they cutting the grass themselves?
   No, they _____
6 Did he have a cake made for your birthday?
   No, he _____

4 Tell a partner about:

- things that you and your family usually do yourselves.
- things that you have done for you (by someone else).

I usually fix my bike myself.

My mum usually buys food at the supermarket after work. But yesterday she had it delivered to the house – she was too busy!

Skills Listening and speaking

Motivating and supporting a friend

1a 2.06 **Listen to the conversation. How does Sara feel? Why?**

b 2.07 **Listen again. Circle T (*True*) or F (*False*).**

1 Sara finds playing the piano difficult. T / F
2 Sara doesn't enjoy listening to music. T / F
3 Jon wanted to learn a musical instrument last year. T / F
4 Jon's parents didn't allow him to play basketball. T / F
5 Jon says Sara should talk to her mum. T / F
6 Jon says Sara is very good at drawing. T / F
7 Sara shows Jon a picture of a cat. T / F

c Who does each of these things? Write *Sara* or *Jon*.

1 _____ asks what's wrong.
2 _____ describes problems.
3 _____ tries to motivate and support.
4 _____ responds to support.

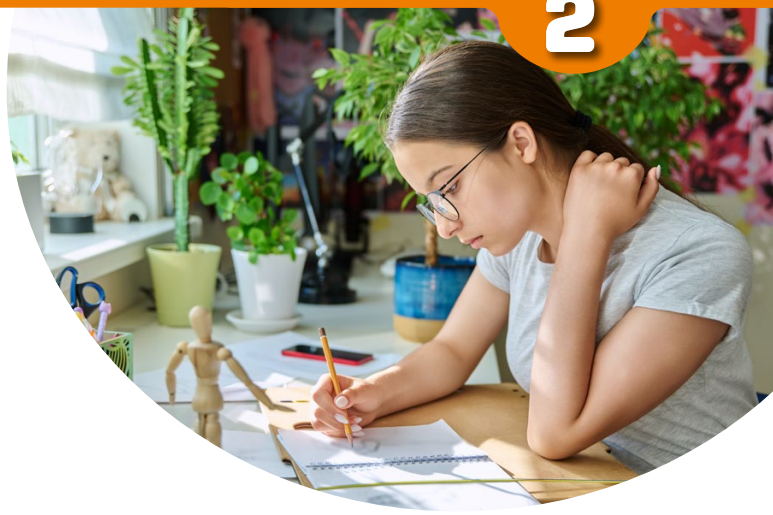
d 2.08 **Listen again and check.**

2a Read the useful phrases. Complete them with the words.

difficult worried give up
keep nice brilliant

Asking someone what's wrong
What's [1] _____ ? What's the matter?
Describing problems
I'm not very good at (singing). I find (maths lessons) very [2] _____ . I'm just a bit [3] _____ about (the test).
Motivating and supporting
You're [4] _____ at (drawing). You've really improved. [5] _____ up the good work. Don't [6] _____ up. You can do it!
Responding to support
It's so [7] _____ of you to say that. Thanks, I really appreciate it.

b 2.09 **Listen and check. Then practise saying the phrases with a partner.**



Options

3 Choose A or B.

A Role-play the conversation between Jon and Sara – as much as you can remember. Use the phrases in 2a to help you.

You look a bit sad. What's up?

Well, I'm just a bit worried about ...

B Student A: Think of a hobby or activity that you find difficult. What do you find difficult about it? Tell your partner. Student B: Suggest ideas to your partner. Try to motivate and support him/her. Use the phrases in 2a to help you.

I'm not very good at ...

I find ... very difficult ...

You shouldn't give up. You can do it!

Skills Reading

1a **Read the text quickly. Where do you think it's from?**

a a history book **b** a tourist information website

Reasons to love the Louvre

Ask anyone the name of a famous art gallery or museum, and there's a good chance the first one that [1] comes into their heads is the Louvre. Located in [2] the heart of Paris, it's the most visited art museum in the world. Around 15,000 people are welcomed through its doors every day!

The Louvre is now the biggest museum in the world, but it was [3] originally built as a fortress. The building work was started in 1190, and in 1202 the fortress was completed. Then, after the French Revolution, the fortress was turned into a museum, and in 1793 it was opened to [4] the public. At that time, only 537 paintings were included in the museum's collection.

Since then, it has continued to grow. These days, it covers 60,600 square metres. It needs to be big, because 480,000 pieces of art are contained in it!

One of the most famous paintings in the Louvre is the Mona Lisa. It's [5] admired by the millions of people who come to the museum every year. You probably know that around a hundred years ago, the Mona Lisa was stolen (and then returned). But did you know about a more recent theft? Two pieces of extremely [6] valuable armour were given to the museum in 1922. The armour was incredibly old. It was made in Milan between 1560 and 1580. It was stolen from the museum in 1983, and was finally discovered and given back almost four [7] decades later, in 2021.

The Louvre isn't just known for its works of art. The building itself is famous too. Most of it is made of stone, but perhaps the best-known view of the Louvre is the glass pyramid that covers the [8] main entrance. This glass pyramid was designed by a Chinese–American architect, I. M. Pei, and it was completed in 1988.

One more fact before we finish. Did you know that there are actually two Louvres? In 2016, a second Louvre museum was opened in Abu Dhabi. It cost over $100 million to build and it's visited by one million visitors per year. Not bad – but the Louvre in Paris gets about ten times as many!

Options Basic text Enriched text

b 2.10 **Read the text again and listen. How many of these tasks can you do?**

1 The Louvre is visited by 15,000 people every week. T / F
2 No museum in the world is bigger than the Louvre. T / F
3 In 1793, there were more than 600 paintings in the Louvre. T / F
4 The Louvre needs to be bigger now because _____.
5 The *Mona Lisa* was stolen around _____.
6 The two pieces of stolen armour were returned after around _____.
7 How is the pyramid at the Louvre different from the rest of the building?
8 In which cities can you find a Louvre museum?
9 How many people visit the Louvre in Paris every year?

2 **Look at the underlined words in the text. Circle the correct meanings.**

1 they think of / they want to go to
2 the most important part of / the centre of
3 in the beginning / interestingly
4 all people / some people
5 photographed / respected
6 beautiful / expensive
7 periods of ten years / periods of ten days
8 smallest / largest, most important

3a **What are the most interesting things you learnt about the Louvre from this text? What else would you like to know about it?**

I didn't know the Louvre was originally built as a fortress ...

Yes, that was interesting. And I'd like to know ...

b **After class, go online and find the answers to your questions.**

Skills Writing

A leaflet to advertise an event

1 Read the leaflet. What's the writer's main objective? How successful do you think the leaflet is?

2 Find these things in the leaflet. Number them in the order they appear.

a ☐ details about where and when the event is happening
b ☐ a headline to catch people's attention
c ☐ how you can find out more information
d ☐ a final "call to action" – asking people to do something
e ☐ what people can see or do at the event, and what's great about these things
f ☐ the name of the event

3 Read the leaflet again. Tick the phrases it uses to encourage people to come.

1 ☐ You'll be amazed to …
2 ☐ If you want, you can …
3 ☐ It's possible that …
4 ☐ You're sure to …
5 ☐ To be honest, you'll …
6 ☐ We promise you …

Options

4 Choose **A** or **B**.

A Do 1 below.

B Do 1 and 2 below.

1 Work in pairs. Plan an exciting event that you can invite people to. Think about these things:

- What type of event is it?
- What can people see and do there?
- What's great about it?
- Where and when will it take place?

Write a leaflet to advertise your event. Use the points in 2 and the phrases in 3 to help you.

2 Show your leaflet to another pair. What do they like about it? Can they suggest improvements? Would they like to come to your event?

Learning to learn

Learn how to concentrate better

1 Tick what's true for YOU.

1 For me, concentrating ...

- ○ is really easy.
- ○ is sometimes easy, and sometimes difficult.
- ○ is always a real challenge.

2 The place where I do my homework ...

- ○ is different from the place where I relax.
- ○ is the same as the place where I relax.
- ○ isn't always the same place.

3 When I do my work ...

- ○ I work for as long as it takes.
- ○ I work for fixed periods of time with short breaks in between.
- ○ I often start working, but after a short time I end up doing something else.

2 Read the paragraph. Circle T (*True*) or F (*False*).

People of different ages have different attention spans – in other words, the time we can fully concentrate on a task without being distracted. The average attention span for a 14-year-old is between 28 and 42 minutes. But studies have shown that we can focus a lot longer when we find our work enjoyable, or when we know it's important for our future lives. And we can train ourselves to concentrate better and longer.

1 A 14-year-old can never concentrate for longer than 42 minutes. T / F

2 It's possible to improve your concentration if you know how. T / F

3a Read "What the experts say". Which things are you already doing?

b Decide which two tips you'll try first. Compare your choices. Give your reasons.

4 Discuss. What are the most useful things you've learnt in this lesson?

What the experts say about concentration

1 **Know the difference between relaxation and work.** Most people can focus best when they have a place that's only for work. Studying while lying on your bed might seem tempting, but it'll make it more difficult for you to fully concentrate.
Make sure your study space is clean and tidy. Remove objects that might distract you – your phone, books you don't need for study, etc.

2 **Become a list person.** Checklists are great – they help you not to forget important tasks, and ticking off things on your list (because you've done them!) makes you feel good. Think about the order you do your tasks in too. Let's say you have three tasks that you *want to do*, and three that you *have to do*. Some people do all their want-to-do tasks first, but that isn't a good idea. Start with one want-to-do task, then do all the have-to ones, and finish with the rest of the want-to tasks.

3 **Breaks are important.** Use a routine of work phases (say half an hour each), with breaks of 10–15 minutes in between. If you can, get some fresh air during your breaks. But if you can't get outside, psychologists have found that looking at beautiful pictures of landscapes and gardens helps us to relax too.

4 **Use a planner.** Planning your time is important. Note down the dates of your tests, homework, etc. in your planner.

5 **And last but not least – try this breathing technique.** Breathe in deeply and slowly – hold your breath for five seconds – breathe out slowly – hold for five seconds – breathe in deeply ... do this breathing cycle 10 to 20 times. It'll help you to get rid of stress and to focus on your work.

Review

2

Vocabulary

1 Put the letters in the correct order to complete the sentences.

1 Mozart was an amazing classical music _____ (rescomop). He created over 600 music pieces.
2 Tomorrow, I've got an _____ (dionuati) for a part in the school play.
3 Let's have one more _____ (rearhelas) to practise before the performance.
4 The _____ (stac) of that film is fantastic. All the actors are brilliant.
5 I'd like to be a _____ (tisewrcritpr). I enjoy writing dialogues between characters.
6 For the performance, the dancers were wearing beautiful _____ (socutems).
7 The camera crew are already at the _____ (utsiod) to start filming the show.
8 When I was younger, I loved the _____ (suotrndcka) of the film *Aladdin*. I knew all the songs!

2 Complete what the students say with the verbs.

design write sing play direct

1 I've been learning to play the violin for a year. I want to practise hard so I can _____ in my school orchestra next year.

2 I'm good at creating stories. My friends love them! They say that one day I might _____ a novel and become a famous author.

3 I'm learning computer programming and I'm into video games. I'd like to _____ video games in the future.

4 I'm really excited! I'm going to _____ a short film at my drama club. I can't wait!

5 My music teacher says I've got a lovely voice and that I should _____ in the school choir. I'm going to think about it.

Grammar

3 Circle the correct verb forms.

1 I don't think cars **will be driven** / **were driven** by people in the future.
2 *The Four Seasons* **is composed** / **was composed** by Antonio Vivaldi in the 18th century.
3 These days, paper **was made** / **is made** from wood and recycled paper products.
4 The London Eye **wasn't opened** / **won't be opened** to the public until 1999.
5 The show **isn't filmed** / **won't be filmed** in the studio next weekend.
6 **Were** / **Are** these costumes **wear** / **worn** by the actors in the last *Spiderman* film?

4 Complete the sentences with the words and the correct form of *have something done*.

1 I usually _____ *have my haircut* _____ (my hair / cut) every two months.
2 Did you _____ (that dress / make) for you? It fits you perfectly.
3 My dad _____ (his laptop / repair) at the moment because it isn't working.
4 We always _____ (pizzas / deliver) to our house for dinner on Fridays!
5 My mum _____ (her teeth / clean) at the dentist's every six months.

5 Complete the email with the correct reflexive pronouns.

Hi Ana,

Guess what! My class and I are finally ready to perform in the school musical on Saturday!

We've been working hard to prepare the musical and we've done it all [1] _____. I'm very proud because I wrote the script [2] _____! Then my friends Tiago and Benji designed some of the costumes [3] _____. They look amazing. And do you remember my friend Vera? She composed most of the songs [4] _____!

I'd love you to come on Saturday, so you can see it!

Matt

Go back to page 26. With a partner, check what you know / can do.

Options Now go to your Personal Learning Track

SUSTAINABLE DEVELOPMENT GOALS

4 QUALITY EDUCATION

Creative learning

1a **Before you watch, discuss the questions.**

1 Can you think of ten creative activities in one minute? Write a list.
2 What other creative activities can you learn at a class or a club?
3 Do you enjoy activities like this? Why (not)?

b **Watch the video. In Mia and Jack's opinion, how can a creative hobby be useful for your future?**

c **Watch the video again. Answer the questions.**

1 What creative hobby does Jack have?
2 What creative abilities does Mia have?
3 What percentage of the world's economy comes from creative industries?
4 What do Jack and Mia decide to do at the end of the video?

d **Complete the words.**

The video mentions these

1 creative activities: a_____, d_____, d_____ and m_____.
2 creative industries: d_____, a_____, f_____, p_____, f_____ and t_____.
3 general skills: c_____, t_____ w_____, c_____ t_____ and p_____ s_____.

Reading

2a **Look at the photos on page 37. What do you have to do in your country if you want to study art after you finish school?**

b **Read the article on page 37. What do the two organisations have in common?**

c **Answer the questions.**

1 How old are the students at Angel Shed?
2 How much do their students pay for classes?
3 How can people over the age of 19 be involved with Angel Shed?
4 What can Free Arts NYC offer to young children?
5 Why do they offer to take students to art galleries?
6 What do the adult volunteers on the Teen Arts Program do?

Project

3a **Work in groups. Use the internet to research a creative job.**

b **Follow the instructions and write a presentation.**

1 Make a list of all the creative jobs that you can think of.
2 Choose one job that you would like to research. Find out if you need any formal qualifications for this job, and how long you need to study or train for it.
3 Think of some important "soft skills" that you might need for this job.
4 Write a short presentation based on your research. Give your presentation to the class.

c **Watch every group's presentation. Whose did you like best? Why? What could you do differently with your own presentation?**

Key words: perform workshop audience audition graphics studio

BLOG

Arts for everyone

Angel Shed, London

Angel Shed is a performing arts charity in London. Children and young people from the ages of 7–19 come after school and in the evenings for classes and workshops in drama, dance and music. Their instructors all work professionally in the performing arts, and the students regularly perform shows in front of audiences. There are lots of theatre groups that do this, but Angel Shed is different. There are no auditions to get in, and people of all abilities and backgrounds are welcome at their workshops. Angel Shed understands that lots of young people can't afford theatre classes, so the students only pay what they can – or nothing at all. In addition, students can study for a qualification in performing arts. And when they are 19, they can join the organisation as volunteer instructors. Some of Angel Shed's students have been there for many years! Angel Shed wants all young people, not just those from richer families, to enjoy the benefits of performing arts: confidence, team work and the opportunity to build a career.

Free Arts NYC, New York

Free Arts NYC is a charity in New York. It supports children and young people who are interested or talented in art, but who don't have the money for classes. The charity offers free art days for elementary schools in the poorer areas of the city. It provides free art materials and encourages the children to be creative. Free Arts NYC also offers visits to the city's art studios and galleries. This can inspire young people who might feel that these places are not for people like them. In addition, their Teen Arts Program supports poorer teenagers who want to study or work in art or graphics. Students who are good at art are matched with a volunteer who helps them to prepare a selection of their work and to apply to colleges. The charity also works with creative businesses to offer work experience to students and help them to reach their dreams.

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