

ENGLISH Step by Step

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Workbook

3



Prüfexemplar



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ENGLISH Step by Step Workbook 3 – Prüfexemplar

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Liebe Schülerin, lieber Schüler!

Neben vielen Übungen, mithilfe derer du deine Kenntnisse der englischen Sprache erweitern und festigen kannst, findest du im Workbook am Ende jeder Unit auch eine Auflistung des Lernvokabulars, also der wichtigsten Wörter und Phrasen aus der jeweiligen Unit.

Die Wortlisten sind in der Reihenfolge aufgelistet, wie sie im Student's Book vorkommen, und zur leichteren Orientierung auch mit der jeweiligen Seitenzahl und Übungsnummer aus dem Student's Book gekennzeichnet: p. 10/1a, p. 15/1 usw.

Wichtig: Jene Wörter und Wortgruppen, die fett gedruckt sind, werden im Englischen sehr häufig verwendet. Du solltest sie gut beherrschen.

Zusatzinformation: Es gibt natürlich viele andere Wörter, die im Student's Book eingeführt werden, die aber im Lernvokabular im Workbook nicht vorkommen. Der Grund dafür ist, dass sie im Alltag nicht so häufig gebraucht werden und daher nicht zum eigentlichen Lernvokabular gehören. Du findest sie alle – alphabetisch gereiht – in der Nachschlagliste am Ende deines Student's Book. Mithilfe dieser Liste kannst du schnell die Bedeutung neu vorgekommener Wörter nachschlagen.

Noch ein Tipp: Wer eine Sprache gut beherrschen möchte, sollte darauf achten, dass sein Wortschatz ständig wächst. Das heißt aber auch, dass man schon gelernte Wörter und Phrasen regelmäßig wiederholen muss. Gehe deshalb immer wieder die Liste mit den Wörtern und Phrasen der vorangegangenen Units durch – du solltest dir davon möglichst alle gut merken!

Answer key: Wenn du deine Ergebnisse überprüfen möchtest, findest du am Ende des Buches alle Lösungen für die Übungen im Workbook.

Zeichenerklärung:

1/1



Zu dieser Übung gibt es eine Audioaufnahme.
(Erste Zahl: CD Nummer / Zweite Zahl: Tracknummer)



Von diesem Text gibt es eine vereinfachte oder eine anspruchsvollere Version, die du lesen bzw. anhören kannst.

SB

p. 8

Diese Übung passt zur angegebenen Seite im Student's Book (Seite 8).



Mit dieser Übung trainierst du zusammenhängendes bzw. dialogisches Sprechen.



So unterstützt dich dein **E-BOOK+** optimal beim Englischlernen:



Alle Übungen aus dem Workbook sind im E-BOOK+ bearbeitbar und werden **automatisch ausgewertet**.



Du kannst alle **Audios** und **Stories** direkt abspielen bzw. anschauen und lesen. Wenn du möchtest, kannst du Audios auch langsamer abspielen.



Vocabulary trainer: Der Vokabeltrainer unterstützt dich gezielt beim Lernen von neuen Wörtern und Phrasen. Am Ende jeder Unit kannst du in drei Phasen den Wortschatz wiederholen, trainieren und festigen.

Noch ein Hinweis: Solltest du das E-BOOK+ zum **ENGLISH Step by Step 3 Workbook** noch nicht haben, kann es auch nachträglich noch bestellt werden.

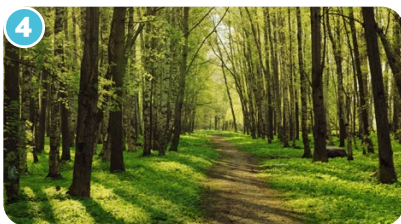
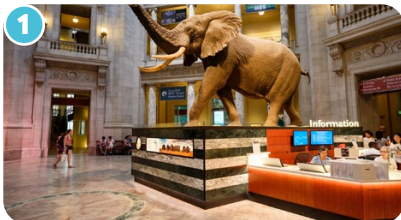
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Vocabulary

Places in a town and the countryside (revision)

1 a Match the photos with the words.

☐ forest☐ sea☐ railway station☐ bank☐ café☐ lake☐ beach☐ supermarket☐ museum

1/1



b Listen and check.

2 a Circle the words to complete the text.

My name's Lily and I live in a village in the north of England.

It's a small town in the countryside so there are lots of

green ¹ *fields / banks* around my house. It has a great town centre with lots of clothes

² *shops / supermarkets* and cool ³ *banks / cafés* where I hang out with my friends. There's

a ⁴ *railway station / museum* too, so you can catch a train to the big cities of Leeds and

Bradford. There's a brilliant film and photography ⁵ *bank / museum* in Bradford. You can

find out lots of interesting facts about film there. I often go there with friends.



b Which places can you find in your village/town/city? Write a list.

.....

.....

.....

.....

.....

1 Read the dialogue on Student's Book page 9 again. Circle T (True) or F (False).



- 1 Brighton is a boring city. T / F
- 2 Kylie sometimes goes to the cinema at the weekend. T / F
- 3 She plays tennis on Saturdays. T / F
- 4 Connor really likes the parks. T / F
- 5 He's starting a new school on Monday. T / F
- 6 He wants to find a football club. T / F

2 a What can you remember? Complete the facts about Brighton with the words in the box.

rich seaside home happiest tourist tower train pier

- 1 Brighton is a town.
- 2 Twelve million visit the town every year.
- 3 It's an hour from London by train.
- 4 The Royal Pavilion was the home of King George IV.
- 5 The tower opened in 1891.
- 6 Many people stay at the Grand Hotel.
- 7 The Brighton i360 is a tower.
- 8 Many people think Brighton is the place to be in the UK.

1/2



b Listen and check.

Let's talk

3 a Complete the dialogue with the expressions in the box.

chance to ride horses It's my dream What do you get up to I'm mad about

- A 1 at the weekends, Caterina?
- B 2 horses. I've got a horse and I go horse riding every weekend. I want to have a farm with lots of horses. 3
- A There are lots of big horse shows in Yorkshire. You should 4 The Great Yorkshire Show is the biggest and the best. It's on every year in July.

1/3



b Listen and check.

1 a Circle the correct words to complete the dialogue.



Tom How old ¹ *is / are* you?

Max I ² *'m / 's* fourteen. It ³ *'m / 's* my birthday today.

Tom Oh, cool. Happy birthday! Do you live here?

Max No, I ⁴ *doesn't / don't*.

Tom Oh, where ⁵ *do / does* you live?

Max I ⁶ *lives / live* in W..., a small town with a big lake. ⁷ *is / are* the lake in England.

Tom Oh, I know! W... ⁸ *'s / 're* a great place to live.

What ⁹ *do / does* you do at the weekends?

Max I usually ¹⁰ *meet / meets* my friends and we ¹¹ *hang / hangs* out at our favourite café in town. It ¹² *'s / 're* got the best ice cream. Then, we all ¹³ *like / likes* cycling, so we often ¹⁴ *leave / leaves* our bikes by the lake together.

1/4



b Listen and check.

2 Complete the texts with the correct form of the verbs in brackets.

David's blog

My name's David. I ¹ (have got) lots of friends at school. I ² (be) very happy there.

My friend, Mel, ³ (like) sports. He ⁴ (play) football and tennis and he ⁵ (be) a good swimmer. I ⁶ (not be) a good swimmer but I ⁷ (like) ball and tennis. We often ⁸ (play) tennis together. We ⁹ (not be) very good but we ¹⁰ (love) it!

My friend, Miranda, ¹¹ (love) animals. She ¹² (have got) lots of pets. I really ¹³ (like) animals, too. I ¹⁴ (have got) three cats. Miranda ¹⁵ (have not got) any cats.

3 a Put the words in the correct order to write questions.

1 you / How old / are

.....?

2 any / Have / got / pets

.....?

3 your / subject / favourite / is / What

.....?

4 you / What / do / free time / your / do / in

.....?

b Think and write two more questions.

.....

.....

1 Complete the sentences with the words in the box.

grandparents	son
daughter	cousins
uncle	parents
grandma	aunt

- 1 My dad's sister is my
- 2 My mum's brother is my
- 3 My mum and dad are my
- 4 My aunt and uncle's children are my
- 5 My mum's mum and dad are my
- 6 My mum's is my sister.
- 7 I am my father's
- 8 My is my grandpa's wife.



2 a Put the letters in the correct order. Write the names of the family members.

Hi Emma,

I had a great weekend. We went to stay with (entsrapandgr). They live in a big house by the sea. It was my 2 's (magrand) birthday. She's 84. All the family was there. They came from all over the country. I've got five 3 (sinscou). We were really well and we love hanging out together, so it was good to see them. My 4 (clenp) took us all swimming in the afternoon. Yes, it was cold but it was fun. When we got back, we had a barbecue. My 5 (pau) cooked all the food. We had chicken, burgers, and sausages, and there were veggie burgers for my (tersis) and my 7 (threuo). Then my (tanu) brought out the cake. It was a big chocolate cake. And there were 84 candles* on the cake!

What did you get up to this weekend?

Lots of love,
Olivia xx

VOCABULARY: *candle – Kerze

1/5



b Listen

3 Do option A or B.

A Write about all your family members.

In my family, there are my three brother(s), Tom, Mark and ..., my 5 cousins ...

B Write about two or three family members. Write at least two sentences about each one.

My mum loves playing tennis. She ...

My cousin Ellen's favourite subject at school is maths. ...

1 a Circle the ten verbs.

pu visit rabake ng stop ig eat lc seer pgory make ak hear lb phone ve sing tb

b Write the past simple forms of the verbs in 1a.

.....

2 a Complete the mini-dialogues with the past simple form of the underlined verbs.

- A What did you bake for the party?
B I a chocolate cake.
- A Did you visit your grandparents yesterday?
B No, I didn't. I them on Saturday.
- A Did you phone Mehmet last night?
B No, I didn't. I him this morning.
- A Did you see Ellen last weekend?
B No, I didn't, but I her sister, Kim.
- A Did you hear my cousin sing last night?
B No, I didn't, but I her singing in a music lesson at school. She was brilliant.
A What did she sing?
B She a song from the musical *Mamma Mia*.

1/6



b Listen and check.

3 a Complete the sentences with the past simple form of the verbs in brackets.

Last week ...

- I (try) a new burger and I (like) it.
- My friends and I (watch) a brilliant film online.
- We (go) to our favourite cafe and
(eat) some carrot cake.
- My brother (not play) tennis with me.
I (play) with a friend.
- I (pass) my maths test and I (not do)
well in it.
- I (win) a prize in a swimming competition.

b What did you do last week? Write six sentences about things you *did* or *didn't* do.

MON	TUE	WED	THU	FRI	SAT	SUN
.....						
.....						
.....						
.....						
.....						
.....						

1 a Look at the photos. Which animal only lives for a week? Guess and tick ☒.



1/7



b Listen to Tom, Elif and Karl talking about amazing animals. Check your answer to **1a**.

1/7



c Listen again and circle the correct words to complete the facts.

- 1 The okapi lives in *America* / *Africa*.
- 2 It's a member of the *giraffe* / *zebra* family.
- 3 Most sea pens are *40 cm* / *2 m* tall.
- 4 They turn bright green when *something is near them* / *they are hungry*.
- 5 The luna moth lives in the USA and *Canada* / *Mexico*.
- 6 It's called the luna moth because of its *green colour* / *the spots on its wings*.

2 Complete the facts. Write okapi (s), sea pen (s) or luna moth(s).

- 1 are usually pink.
- 2 The is as tall as a giraffe.
- 3 The wings of a are as wide as a smartphone.
- 4 The has got black and white stripes on its legs.
- 5 don't live on land.
- 6 don't lay eggs.

3 Find out about an animal and complete the dialogue below. Write three interesting facts about it.

A Is it a mammal*, a bird or an insect?

B

A And what is it called?

B

A Can you tell me three interesting facts about it?

B Yes, I can.

.....

.....

VOCABULARY: *mammal – Säugetier

1 a Look and read. What is the same about the two places in Türkiye?

THE COOLEST PLACE TO LIVE

**Today's country is Türkiye. What are the coolest places to live there?
We asked two students to write and tell us.**



Hi, I'm Melih. I'm 13 and I live in Istanbul. It's the largest city in Türkiye. More than 16 million people live here so it's always very noisy and busy. There are lots of high buildings, shopping centres and museums. We live in a flat near the sea. I love meeting my friends and walking or riding our bikes by the sea. There are some great cafés there, so we often get an ice cream or a cheese toastie* after school. Everybody thinks it's always hot and sunny here but it's very cold in winter. It sometimes snows very heavily and we can't go to school. I love it when it snows. Istanbul looks so cool.



Hi, my name is Zeynep. I'm 13 and I live in Fethiye. Fethiye is a small town in Türkiye. There is a harbour* with lots of shops and cafés. There are two beautiful beaches near the town, Ölüdeniz and Çalış Beach. In the summer, it's very hot. I like going swimming in the sea after school and at weekends. I love history and there are lots of historical Greek and Roman cities near Fethiye. The area is full of history. It's a very interesting place. I love it. I don't want to live anywhere else. It's the coolest place to live.





Tomorrow's country is Italy. What are the coolest cities in Italy? Visit our website tomorrow and find out.

VOCABULARY: *cheese toastie – Käse-Toast; harbour – Hafen

b Read again. How many of these tasks can you do?

- 1 Istanbul is a quiet city in Türkiye. T / F
- 2 Melih likes spending time by the sea with friends. T / F
- 3 In the winter, it sometimes snows in Istanbul.
- 4 There are lots of shops and cafés at the harbour in Fethiye.
- 5 What do they often do after school?
- 6 Why do they like Fethiye is an interesting place?

2 Write (60–80 words) about a place you would like to live in your country or another country. Use these ideas to help you.

What kind of place is it?

a big city, a seaside town, a village in the countryside, busy, quiet

Why do you want to live there?

*I like shops, cafés, museums, lakes, beaches ...
I enjoy horse riding, walking, swimming ...*

What's the weather like?

It's hot / very cold ...

1/8

- 1 a** Listen to a conversation with Lara about where she lives. What is not good about living in Falmouth?



- b** What does Lara like about Falmouth? Tick the pictures.



1/8



- c** Listen again. Circle the correct words.

- Falmouth is *by the sea* / *on the countryside*.
- Lara likes hanging out with friends *in the park* / *on the beach*.
- She plays *basketball* / *volleyball* there with friends.
- There *is* / *isn't* a cinema in Falmouth.
- It takes about *45 minutes* / *6 hours* to drive to Bristol.
- There *aren't* any *clothes shops* in Falmouth.

2 Do options

- A** Write about where you live. Write three things you like about the place and two things you don't like.

I live in ...
I love the ...
It's got some ...
It hasn't got any ...
There aren't any ...

- B** Write about where you live. Write three things you like about the place and three things you don't like.

.....
.....
.....
.....
.....
.....

1 a Read Alice's text about her special weekend. What did she wear on Sunday?

Last weekend, we stayed in a holiday house in Whitby. My friend, Kate, came with us too. It was Halloween! A lot of people go to Whitby for Halloween and they wear scary costumes. Bram Stoker wrote some of the horror story *Dracula* there.

The house was lovely. It was very old and it had an amazing view of the sea. Our bedroom was cool.

On Saturday, we walked to the beach and watched the herring boats. We also went to the Whitby Bookshop. I bought an interesting book! Then, we ate dinner at the Magpie Café. It was a famous fish restaurant.

On Sunday, we put on our scary costumes and we climbed the 193 steps to the spooky abbey*. It was fun. We had a fantastic weekend. We definitely want to go there again next year. We're already making plans.



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

VOCABULARY: *abbey – Abtei, Kloster

- | | |
|---|-------|
| 1 A Where did Alice stay? | |
| B Alice stayed at her friend's house in Whitby. | T / F |
| 2 A Why was that weekend special? | |
| B It was Halloween. | T / F |
| 3 A Who did Alice go with? | |
| B She went with her friend, Kate. | T / F |
| 4 A What did they do on Saturday? | |
| B They watched the herring boats on the beach. | T / F |
| 5 A What did they do on Sunday? | |
| B They ate dinner at a famous restaurant. | T / F |

2 Do one of A or B.

A Write a short text about a special weekend, for example a birthday or Christmas, in your exercise book (60–80 words).

Remember to include the following:

- Where did you go?
- Why did you go there?
- Who did you go with?
- What did you do on Saturday?
- Show you had a good time.

B Write a short text about a special weekend in your exercise book (80–100 words). Write about Saturday and Sunday.

Places in a town and the countryside



forest



sea



museum



railway station



bank



café



supermarket

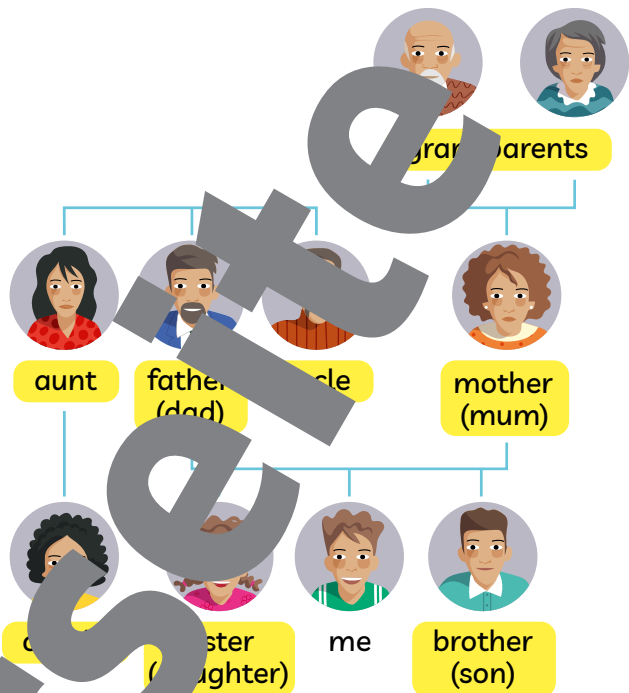


field



lake

Family members



p. 8/2a	to check sth. out coast to be mad about sth. It's my dream. What do you get up to ...?	<i>I like the beaches. I would check them out.</i> <i>Brighton is on the south coast of England.</i> <i>I'm mad about tennis.</i> <i>What do you get up to at the weekend?</i>	etw. ansehen; etw. ausprobieren Küste nach etw. verrückt sein Das ist mein Traum. Was machst/planst du ...?
p. 8/3a	attraction culture fashionable to include tower	<i>Other attractions in Brighton include the pier and the Grand Hotel.</i> <i>Brighton has an exciting culture, music and art scene.</i> <i>Brighton is a fashionable city.</i> <i>The hotel includes a restaurant and swimming pool.</i> <i>The tower is 133 m tall and offers the best views out of the city.</i>	Attraktion, Sehenswürdigkeit Kultur modisch, trendig umfassen; beinhalten Turm
p. 10/2a	crowd	<i>I don't like the crowds in summer.</i>	Menschenmenge
p. 10/2b	opinion	<i>Which of these sentences gives an opinion?</i>	Meinung
p. 11/1a	Take care! (tennis) court	<i>On the next court, I noticed a girl playing with a friend.</i>	Mach's gut., Pass auf dich auf. (Tennis-)Platz
p. 12/1a	get-together	<i>We had a big family get-together.</i>	Beisammensein, Treffen
p. 12/1b	huge	<i>Mum made a huge brunch.</i>	riesig
p. 13/1b	tiny	<i>The Sahara Desert ant is a tiny creature.</i>	Kreatur; Wesen
p. 13/1b	explode	<i>If snailfish swim high up, they explode.</i>	explodieren
p. 13/1b	on the one hand ... on the other hand	<i>The Himalayan jumping spider, on the one hand, lives in temperatures of less than -17°C.</i>	einerseits ... andererseits
p. 13/1b	They don't mind ...	<i>They don't mind the cold or the heat.</i>	Es macht ihnen nichts aus.
p. 14/1a	horse riding	<i>I also like horse riding very much.</i>	Reiten
p. 15/2b	east since	<i>It's a small town in the east of England.</i> <i>I have lived there since I was ten.</i>	Osten; östlich seit
p. 16/1a	penfriend	<i>Last weekend, I went to stay with my penfriend Alice.</i>	Brieffreund/Brieffreundin

1 a Circle the eight food adjectives.



b Complete the food adjectives.

- 1 This meat and potato pie is d _ _ ic _ _ _ . Try it.
- 2 These mangoes are very j _ _ c _ _ . I like them.
- 3 I had chicken with spinach, carrots and potatoes _ _ _ _ _ . It was a very h _ _ l _ _ _ meal.
- 4 We've got some f _ _ z _ _ vegetables. They're good for you too.
- 5 I try to eat some f _ e _ _ fruit and vegetables every day.
- 6 Dad bought some eggs from the l _ c _ _ farm.
- 7 I had a tofu burger for lunch. It was very t _ _ _ _ .
- 8 I like grapes because they are sw _ _ _ .

2 Circle the correct words to complete the mini-dialogues.

- 1 A What did you buy at the market?
B I bought some *juicy* / *fresh* vegetables. They're all from our *local* / *healthy* farm.
- 2 A Do you like the soup?
B Yes, it's very *tasty* / *fresh*.
A It's got lots of vegetables in it. It's very *frozen* / *healthy*.
- 3 A What are we having for dinner?
B We're having fish with *broccoli* and spinach.
A That's *sweet* / *healthy*. What for dessert?
B It's chocolate cake with strawberries. I wanted something *juicy* / *sweet*.
- 4 A Mmm. This pasta is *local* / *delicious*. What's in the sauce?
B Tomatoes, onion, *garlic* and peppers, and some spinach.
A Did you use the *frozen* / *healthy* spinach?
B Yes, I did. I found it in the *freezer*.*

3 Do option A or B.

VOCABULARY: *freezer – Gefriertruhe, Tiefkühlschrank

A What did you eat today? Write three things. Use the food adjectives.

I ate some *fresh* vegetables. I ate a *juicy* mango. I had some *delicious* pasta.

- 1
- 2

B Imagine you went shopping for food last week. What did you buy?

I bought some *spinach*, *broccoli* and *potatoes*. They were from our *local* farm.
We also bought some *frozen* peas and some *fresh* ...

- 1 a** Look at the pictures and compare the food items. Write sentences with the comparative adjective and use *than* or *not as ... as*.



- 1 The carrot cake is *more expensive than* (expensive) the chocolate cake.
- 2 The strawberries are *not as expensive as* (expensive) the carrot cake.
- 3 The crisps are (healthy) the apples.
- 4 The broccoli is (healthy) the crisps.
- 5 The crisps are (sweet) the oranges.
- 6 The oranges are (sweet) the broccoli.
- 7 The strawberries are (big) the oranges.
- 8 The apples are (big) the strawberries.

- b** Look at the prices of the food items. Complete the dialogue with the correct comparative form of the adjectives. Use *than*, *as ... as* or *not as ... as*.

Amy Oh look, Murat. A broccoli is (expensive) the broccoli.
You should buy the broccoli. (healthy) the crisps.

Murat I agree, but I can't eat the broccoli now. I could get some apples. How much are they?

Amy The apples are ³ (expensive) the crisps. They're £2.

Murat But the crisps are ⁴ (not healthy) the apples.

Amy No, they aren't. And we can both eat the apples. We can pay £1 each.

Murat That's a brilliant idea. The apples are ⁵ (not tasty) the crisps
but they are (sweet) the crisps. And I want something
else. Let's get some apples.

1/9



- c** Listen and check.

- 2** Complete the sentences below using the adjectives in the box. Write three sentences.

sweet healthy
tasty delicious

a pizza vegetable soup
apple pie and ice cream an orange

.....

.....

.....

.....

1 Find ten fruit and vegetable words. (→↓↘)



2 a Read the quiz and try to answer the questions.

- It's a fruit and it is very small. It tastes sweet, but it only has 6% sugar.
☐ strawberry ☐ zucchini ☐ watermelon ☐ pear
- Christopher Columbus brought it to Europe more than 500 years ago. You can eat its yellow flowers.
☐ pea ☐ zucchini ☐ strawberry ☐ pear
- It's a fruit. It is a member of the rose family. It has got more vitamin C than an orange.
☐ strawberry ☐ garlic ☐ watermelon ☐ pepper
- It can be yellow or green.
☐ watermelon ☐ cucumber ☐ pepper
- They are a green vegetable. We often buy them frozen and we cook them. Clarence Birdseye made the first frozen in the 1920s.
☐ pears ☐ cucumbers ☐ peas ☐ zucchini

1/10



b Listen and check your answers.

c Write a quiz question for one more fruit or vegetable. Ask your partner.

.....

- 1** Look at the word cloud. Write the superlative forms of the adjectives in the correct columns.



adjective + -est

.....

double the consonant
+ -est

.....

most + adjectives with two
or more syllables

.....

change y to -iest

.....

- 2 a** Complete the sentences with the superlative forms of the adjectives.

- The maths exam was (easy) exam.
- It was (boring) of my life.
- Taylor Swift is (famous) singer in the world.
- The last question in the test was (difficult).
- This Carabao mango is (sweet) fruit.
- It rained very heavily on Sunday. It was (wet) day of the year.
- Thank you. That was (delicious) meal.
- That's (big) watermelon I've ever seen.
- I think peas are (small) vegetable.
- The Olive Tree restaurant makes (good) pasta.

1/11



- b** Listen and check.

- 3** Complete the dialogue with the superlative form of the adjectives in the box.

interesting busy lovely sweet hot

- 1**
- A Did you know that is the
 1 day of the
 year?
- B No, I'm very busy. Let's
 have some watermelon.
 Watermelon is
 2 thing to
 eat in hot weather. It's also
 one of the 3
 fruits.

- 2**
- A Where do you live?
 B I live in Venice.
 A Oh, that's the
 4
 city in the world.
 B I agree. And it's
 also one of the
 5
 cities.



Sounds right Sentence stress in comparatives

1/12

**1 a** Listen and underline the stressed parts of the sentence.

- 1 Strawberries aren't as sweet as grapes.
- 2 This chicken sandwich is the most delicious sandwich.
- 3 The pizza is more expensive than the pasta.
- 4 Zucchini's are tastier than spinach.
- 5 The apples aren't as juicy as the pears.

1/12

**b** Listen again and repeat the sentences.

1/13

**2 a** Look at the photos of the four vegetables. Which vegetable is in the unusual bread on sale at the market? Listen and tick ☒.

1



2



3



4



1/13

**b** Listen again and circle T (True) or F (False).

- | | |
|---|-------|
| 1 The food barn sells frozen food from local farms. | T / F |
| 2 Emma's favourite stall sells milkshakes. | T / F |
| 3 The fruit juices from Candy Cafe are sweeter than other fruit juices. | T / F |
| 4 You can buy the most interesting bread at Baker Bob's stall. | T / F |
| 5 Baker Bob sells the most popular hot cake. | T / F |
| 6 There is no bread left at his stall after midday. | T / F |

3 Complete the dialogues about your favourite café. Write the superlative forms of the adjectives in brackets.

Interviewer What's the (good) drink at your favourite café?

You The
.....

Interviewer And what's the (delicious) meal?

You
.....

Interviewer What's the (expensive) meal?

You
.....

Interviewer What's the (good) dessert?

You The
.....

Interviewer Is that the (healthy) dessert?

You The
.....

1 a Read the list of ingredients. Write the numbers in the boxes to label the picture.

Recipe for zucchini fritters

Ingredients

- 1 two zucchinis
- 2 one small onion
- 3 some garlic
- 4 125g of feta cheese
- 5 1 teaspoon* of red chilli flakes*
- 6 70g flour
- 7 2 eggs
- 8 olive oil



b Read the recipe and match the steps (1-6) with photos (A-F) below.

- 1 Prepare the zucchinis. Add some salt and ... them.
- 2 Put the eggs and the flour into a bowl*. Then ... them.
- 3 Cut the onion and garlic. Then ... the ...
- 4 Add the zucchini, the feta cheese and the ... onion and garlic to the bowl. You can also add some chilli flakes.
- 5 Heat the olive oil in a ...
- 6 Drop spoonfuls* of the zucchini batter* into the hot oil. Then cook for ten minutes. Eat them with some yogurt. They are delicious!



VOCABULARY: *teaspoon – Teelöffel; chilli flakes – Chiliflocken; bowl – Schüssel; pan – Pfanne; spoonful – Löffel von; batter – Teig

2 What vegetables would you like in a fritter? Choose three vegetables. Then write the recipe in your exercise book. Use the recipe above to help you.

1/14

1 a Listen to the dialogue. Where is Amy going to meet Chris? Tick the correct picture.



1/14

b Listen again. Correct the underlined words.

- Chris is going with his brother and his mum.
- Chris is going to see a horror film.
- The film starts at 5 p.m.
- They are going to the cinema first.
- They sell the tastiest pizzas ever.
- Last week, Chris had the pizza with zucchini, mushrooms and cheese.
- Amy will meet Chris at 4 p.m.
- The address of Joe's Pizza is 114, the High Street.

c Match the sentence halves to make expressions.

- | | |
|---------------------|---|
| 1 Did you | <input type="checkbox"/> say that again? |
| 2 Are you | <input type="checkbox"/> check that with you. |
| 3 Is that | <input type="checkbox"/> get that? |
| 4 Let me | <input type="checkbox"/> clear? |
| 5 Do you want me to | <input type="checkbox"/> following me? |

2 Circle the correct expressions.

- | | |
|--|---|
| Max Hi, Susan. You're late. Where are you? | Max So you need to walk straight ahead. |
| Susan I can't find the restaurant. | Max Walk past the supermarket. Then |
| Max Oh, OK. Where are you? | Max take the second right ... no the second |
| Susan I'm outside the bank on the High Street. | Max left. ² Are you following me? / Do you |
| Max Sorry, I can't hear you. Are you outside the restaurant? | Max want me to say that again? |
| Susan No, I'm outside the bank. | Susan No, but don't worry. I'll use the app on |
| Max Is that clear? / Are you following me? | Susan my phone. |
| Max Yes, it is. I'm outside the bank. | Max Sorry? What did you say? |
| Susan Right. | Susan I'll use the app on my phone. ³ Let me |
| | Susan check that with you. / Did you get |
| | Susan that? |
| | Max Yes. You'll use the app on your phone. |
| | Max Brilliant. I'll see you soon. |

3 Do option B.

You want to go to the cinema.
Write your answers to these questions.

- What kind of film do you want to see?
- Is there anyone famous in the film?
- When do you want to go?
- Who do you want to go with?
- What time does it start?

B Invite a friend to a restaurant. Write the dialogue. Think about:

- what kind of restaurant it is
- what time you're going
- who you are going with
- the address

Then check he/she has got the correct address.

1 a Read the three diary entries. Which dessert did Elif eat?

ANNA'S DIARY

Sunday 28th June

It was my birthday yesterday and I had a picnic with family and friends. I had lots of sandwiches. I made them with fresh bread from our local bakery. I think the tastiest sandwiches were the cucumber and cream cheese sandwiches. Mum made a zucchini chocolate cake. It was a zucchini chocolate cake and it was delicious. I've eaten lots of chocolate cake before but I've never had zucchini cake! It was the best birthday cake ever!

TOM'S DIARY

Saturday 15th July

I had a great birthday today. We had a barbecue in the garden and lots of friends came. We had burgers, sausages and chicken wings. Dad made a special sauce for the chicken wings. It was the tastiest sauce ever! My friends all loved it. Mum made a big salad and lots of tasty dishes* with fresh vegetables, so it was a very healthy birthday meal!

ELIF'S DIARY

Saturday 23rd September

It was my birthday today and I've just got home. My family and I went to a new Lebanese* restaurant in town. I wanted to try something different, so I had a chicken dish with carrots, garlic, green olives and rice. It was delicious. I'm happy I chose it. For dessert I had watermelon. I chose it because it was healthier than other desserts. Everyone else had the mango cheesecake. I think the watermelon was as sweet as the cheesecake. I loved it.

VOCABULARY: *dish – Gericht, Speise; **Lebanese** – libanesisch

b Read again and complete the sentences with the correct food words.

- 1 Anna thought the and cream cheese sandwiches were the best.
- 2 There was some in Anna's birthday cake.
- 3 Tom's dad made a tasty for the
- 4 Tom's mum made lots of tasty with fresh
- 5 There were and green olives in Elif's chicken dish.
- 6 Elif's family had cheesecake for dessert.

c Read again and answer the questions.

- 1 Which food from the diary entries do you like best?
- 2 Why do you like it?
- 3 Is there any food you don't like in the diary entries? What is it?

2 Describe your special birthday meal.

A Write about a special birthday meal (60–80 words). Think about the following:

- Where was it?
- Who was there?
- What did you eat?
- Remember to use some food adjectives from the diaries.

B Write about a special birthday meal (80–100 words).

Adjectives

fresh

tasty

local

delicious

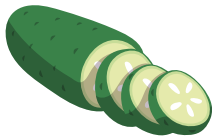
juicy

sweet

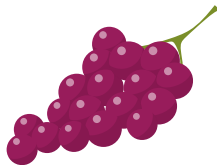
healthy

frozen

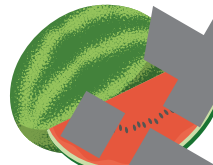
Fruit and vegetables



cucumber



grapes



watermelon



garlic



pepper



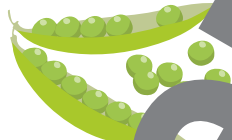
pear



banana



strawberry



peas



zucchini

p. 18/1	mushroom	These mushrooms come from China.	Pilz, Champignon
p. 18/2	beef	I know some meat from Scotland.	Rindfleisch
p. 19/1c	sugar	Sweet things taste like sugar.	Zucker
p. 19/2	dessert	Design a meal, main course and dessert.	Nachtsch
	main course	In the main course, we have chicken from the local farm.	Hauptgang, Hauptspeise
	waiter, waitress	A waiter or waitress serves food in a restaurant.	Kellner/Kellnerin
p. 21/2a	to grow	He grows watermelons and zucchinis in his garden.	hier: anbauen; wachsen
p. 22/1a	to weigh	The world's heaviest carrot weighs 10.7 kg.	wiegen
p. 23/2	change	Time for change?	Veränderung
	to order	Order online at katycornershop.com.	bestellen
	owner	Complete the signs with the names of the owners.	Besitzer/Besitzerin
p. 24/1a	ingredient	You can add your own, local ingredients.	Zutat
	recipe	You need a lot of ingredients for this recipe.	Rezept
	salt	Add some salt.	Salz
p. 24/2	to cook	Boil the vegetables for 15 minutes.	kochen
	to heat	Heat water in a pot with some olive oil.	erhitzen
	pot	I cooked the potatoes in a pot.	Topf
	to serve	Serve and add the parmesan cheese on top.	bedienen; servieren
p. 25/3	to celebrate	Let's go out for dinner to celebrate your birthday.	feiern
p. 26/1a	fried chicken	I think it was fried chicken, but I'm not sure.	Backhendl
	proud	Dad was really proud of it.	stolz
	slice	I had two slices of toast for breakfast.	Scheibe; Stück
	usual	My usual breakfast is toast and orange juice.	üblich

Vocabulary Types of sport

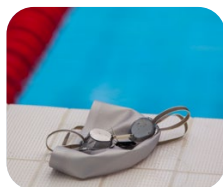
1 a Circle ten words for sports.



b Match the sports in **1a** to the sports equipment. Write the words.



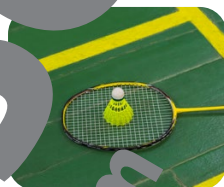
1



2



3



4



5



6



7



8



9



10

2 a Look at the pictures and complete the texts with a sport from **1a**.



In winter, when the lake is frozen, I often go
.....



I played
on the beach with some
friends last weekend.



On Saturday, I went
..... with a
friend from school.



Yesterday, it was sunny so
I played
with my cousin, David.
I won the match!

b Choose a sport and write a sentence about it.

.....
.....

1 Remember part 1 of the episode. Read and circle the correct words.



- 1 Kylie wants to be a professional *tennis* / *volleyball* player.
- 2 Connor has never seen a professional *football* / *tennis* match.
- 3 Connor *has to* / *doesn't have to* watch a football match on TV.
- 4 Connor should go *cycling* / *running*.
- 5 Connor *has been* / *hasn't been* to the tennis club before.
- 6 They agree that *Kylie* / *Connor* will buy the lemonade.

Let's talk

2 a Match the words to make phrases.

- 1 Don't
- 2 You
- 3 Sounds
- 4 It's

- ☐ great
- ☐ a day
- ☐ a high ball
- ☐ too

b Complete the dialogues with expressions from 2

Dialogue 1

Tom Wow, Kate! You've got an amazing singing voice.

Kate Oh, thank you. ¹
Your voice is lovely.

Tom ² want to
be a professional singer.

Kate I think you can be. You're very good.

Dialogue 2

Lily Are you busy?

Josh No, I'm not doing anything now.

Lily Would you like to play a game of tennis?

Josh I'd like to play a game. What time should we meet?

Lily How about 2 p.m.? We can go to the tennis club.

Josh OK. See you then.

Dialogue 3

Liz Come on. Let's go to the café and I'll buy you an ice cream.

Anna OK. You buy the ice cream and I'll buy the drinks.

Liz ⁴



1 a Look at the pictures and write sentences. Use the present perfect.

✓ = have done ✗ = have never done



1 They *'ve played badminton*
(play badminton).



2 He
(meet a tennis player).



3 We
(be to Italy).



(cycle to school) many times.



5 My dad
(fly a plane).



6 She
(win a race).

1/16



b Listen and check.

2 Complete the interview. Use questions with *Have you ever ...?* and the words in the box. Then answer the questions for you.

- 1 *miss a bus* 2 cycle to school 3 write a short story 4 skate on a frozen lake
5 bake a cake 6 go to a museum

Interviewer *Have you ever missed a bus?*
You *Yes, I have. / No, I've never missed a bus.*
Interviewer
You
Interviewer
You
Interviewer
You
Interviewer 5
You
Interviewer 6
You

1 a Complete the expressions with the words in the box.

come set break win (x2) score cross do



- 1 a goal
- 2 a time
- 3 a record
- 4 the finish line
- 5 promotion to the top league
- 6 laps
- 7 seconds
- 8 a medal

b Complete the dialogue with the correct form of verbs from 1a.

- Matt Who's your favourite sportsperson?
- Eva I'll give you a clue. She's a runner.
- Matt Has she ever ¹ an Olympic medal?
- Eva Yes, she has. It was for the 800 m in the 2020 Tokyo Olympics.
- Matt Did she ² a world record?
- Eva No, she didn't. She didn't ³ the ⁴ line after Athing Mu.
- Matt Is it Keely Nicole Hodgkinson?
- Eva Yes, it is. She was ⁵ when she got that silver medal at the 2020 Tokyo Olympics.
- Matt Cool! I don't watch athletics. How many ⁶ the 800 m?
- Eva Two ⁷ and one more thing. Keely ⁸ the second-fastest time for a female under twenty at the 1000 m at the Vienna Indoor Classics. She was 17 years old.
- Matt That's so cool!
- Eva Yes, I think he's amazing. Come on then. Who's your favourite sportsperson?
- Matt Well, he isn't a runner and he's ⁹ a lot of goals!
- Eva Is he in a football team that has just ¹⁰ promotion to the top league?
- Matt Yes, he is.



2

A Write three questions to ask a friend about their favourite sportsperson. Use these phrases to help you:

- win a medal / a cup / Wimbledon
- break a world record
- score a winning goal / a lot of goals

B Write six questions to ask a friend about their favourite sportsperson.

1 a Complete the sentences with *just*, *already* or *yet*.

- The racing drivers have done fifty laps at Silverstone. They've only got two more laps to do.
- She's a brilliant tennis player but she hasn't played at Wimbledon
- He has broken the European record for the 600 m. He's at the finish line now.
- She has won three Olympic gold medals. She won a medal in 2016 and two in 2020.
- Carri Richardson has crossed the finish line. People are shouting and clapping.
- Nobody has scored a goal..... The score is 0-0.



1/17



b Listen and check.

2 a Look at Samira's to-do list for today. Write sentences with *just*, *already* or *yet*.

14th February

Time now 5 p.m.!

My to-do list

	Done (✓)	Not done (x)	Time
1. Write my essay for English.		x	
2. Do my maths homework.	✓		11:00
3. Take the dog for a walk.	✓		10:00
4. Visit Grandma and Grandpa.	✓		16:55
5. Buy a new notebook.		x	
6. Call Ali about the party.	✓		16:50
7. Clean my room.	✓		09:00
8. Cook dinner for Mum and Dad.		x	

I haven't written my English essay yet.

b Write a to-do list for today in your exercise book. Then write six sentences about:

- three things you have already done
- three things you haven't done yet

1/18



1 a Listen to the film trailer for *Happiest on Ice*. Tick the sport that Paul plays.



Vorstellung – Vorsprechen, Vortanzen

b Complete the sentences from part 1 of the trailer.

medal the best dream Well done on ful



- It's a come true.
 2 Stepping onto the ice with my
 team mates was
 3 Sharing the with
 friends was cool.
 4 It was one of feelings.
! You're all amazing.

1/18



c Listen again and check your answers.

1/18



d Listen again. Circle T (True) or F (False).

- | | |
|---|-------|
| 1 Katya started ice skating when she was eight years old. | T / F |
| 2 After the fall, she skated badly. | T / F |
| 3 Katya didn't join the team. | T / F |
| 4 Erica broke her arm. | T / F |
| 5 Paul was watching Katya ice skate. | T / F |
| 6 The film <i>Happiest on Ice</i> is happy, sad and boring. | T / F |

2 What happens next? Write the end of the story. Think about these questions:

- Does Katya join the *Ice Queens*?
- What happens at the championship in Canada?
- Do they win a medal?
- How does the film end?

1 a Look and read. Which sports are not mentioned in the text?

cycling ☐ rugby ☐ diving ☐ swimming ☐ running ☐



Having fun and dreaming big!

My name's Gethin and I live in Wales. I love cycling and my hero is the Welsh cyclist Owain Doull. He went to school in Cardiff and he won an Olympic gold medal in 2016. When he was at school, he joined a local cycling club called the Maindy Flyers. I have just joined the Maindy Flyers and I really love it. It's great fun in the beginners' class and I train every evening after school. Our coach teaches us to race bikes on the track at the Maindy Sports Centre. Of course, I have not won any competitions yet.

The Maindy Centre cycle track is 460 m in length. We usually do 99 laps of the track. That's 45 km! The track is not as steep as other tracks, so it is good for beginners. It's easier for us to cycle round. There is also a running track and a swimming pool there, so I go running and swimming too. My dream is to cycle in the Olympic Games, so I need to be strong and healthy. And of course, I need to do a lot of training. Track cycling is now one of the most popular sports in the Olympics.



Cyclists at Maindy

VOCABULARY: *steep – steil

b Read again. How many of these tasks can you do? Then listen and check.

- Owain Doull won an Olympic gold medal for cycling. T / F
- Gethin has been in the Maindy Flyers for many years. T / F
- The beginners' class usually of the track.
- I joined for beginners because the track isn't other tracks.
- What other sports does Gethin do?
- What does Gethin need to do to cycle in the Olympic Games?

2 Write a short text (60–80 words) about your sports club or a sport you do at school. Think about these questions:

- What is the sport?
- How long have you played the sport?
- What do you like about it?

1/22



1 a Listen to the five dialogues and number the pictures.



1/22



b Complete the expressions from the dialogues with the words in the box. Then listen and check.

believe mind happy what wonderful dear

- 1 That's
- 2 Guess
- 3 Oh
- 4 I really to hear that.
- 5 You won't it.
- 6 Never

1/22



c Listen again and circle the correct words to complete the sentences.

Dialogue 1

- 1 Elif came *first / last* in the swimming competition.
- 2 Elif is very *upset / proud*.

Dialogue 2

- 3 The new girls' volleyball team haven't *played / won* any matches yet.

Dialogue 3

- 4 Marco won the race by one second.

Dialogue 4

- 5 Lucas broke his *leg / arm* playing football.
- 6 Lucas isn't too upset because his team won the *championship / competition*.

Dialogue 5

- 7 The important thing is to have *fun / win*.
- 8 Jack and Helen *enjoyed / won* the tennis match.

2 Do options on

Write a short dialogue giving and reacting to good news. Use the expressions in 1.

Situation 1: Your friend has won a singing competition.

B Write two short dialogues, (1) giving and reacting to good news and (2) giving and reacting to bad news.

Situation 1: Your friend came first in the maths exam.

Situation 2: You didn't win the badminton championship.

- 1 a** Read the article from the River Valley High School magazine about the mini marathon for London schools. Match the information (1–4) to the numbers.



Marianne Jones comes third in the Mini London Marathon

WE ♥ THE MINI LONDON MARATHON

Every year, there is a Mini London Marathon. Young people take part from all towns and cities in the UK. It's on the same route* as the London Marathon and it's on the same day. It is three miles (around 5 km) long and you have to be eleven to seventeen years old. There are six races – three races for boys and three races for girls. It's special because you run past lots of famous places in London – the London Eye, Big Ben and Buckingham Palace.

My name's Jack Walters and I live in Kingston in London. This year, twelve students from schools in Kingston took part. They chose the six fastest female students and the six fastest male students from our town. This year, two students from our school took part – Jack Walters, and Marianne Jones. I didn't do very well but Marianne beat all the other students from Kingston in her race. In the last few miles of the race, she overtook two other runners and she crossed the finish line third. It was very exciting. She broke our school record with a time of fifteen minutes and 12 seconds.

Jack enjoyed taking part. It was great fun. I want to take part again next year and who knows? Maybe I'll break the record.

VOCABULARY: *route – Route, Strecke

- | | |
|---|--------------------------------|
| 1 The length of the mini marathon. | <input type="checkbox"/> 15.12 |
| 2 The age of the students. | <input type="checkbox"/> 11–17 |
| 3 The number of students from Kingston in the marathon. | <input type="checkbox"/> 3 |
| 4 The time it took Marianne to run the mini marathon. | <input type="checkbox"/> 12 |

- b** Read the text again. Write **T (True)** or **F (False)**.

- | | |
|--|-------|
| 1 Only children from London take part in the Mini London Marathon. | T / F |
| 2 The Mini London Marathon is the day after the London Marathon. | T / F |
| 3 The route passes some very famous places in London. | T / F |
| 4 Marianne ran faster than all the other students from Kingston. | T / F |
| 5 Jack doesn't want to take part next year. | T / F |

2

- A** Write about a past sports event at your school (60–80 words). Write about:
- what sport it was
 - who took part
 - who won
 - what the prize was

- B** Write about three past sports events at your school (80–100 words).
- a tennis / football / basketball match
 - running
 - gymnastics
 - swimming competition
 - diving

Types of sport



Sport verbs



p. 28/2	See you in a bit.		Bis gleich.
	to warm up	Well, it's too late to have enough time to warm up.	(sich) aufwärmen
p. 28/3a	It's a deal.		Abgemacht.
	Sounds great.		Klingt super.
p. 28/4	annoying	I live with a very annoying little brother.	nervig
	apart from	Sport apart from tennis and football, what else do you like?	außer, abgesehen von
p. 31/1a	to fall off	to fall off your bike.	herunterfallen
	lead	She is 10 seconds ahead of the rest but it is a small lead.	Vorsprung
	personal best	Jackson set a personal best in that race of 52 seconds.	persönliche Bestleistung
	race	There's still one qualifying race.	Rennen
p. 31/1b	cyclist	How far does the cyclist have to go until the end of the race?	Radfahrer/Radfahrerin
p. 31/2b	running track	The 5000 m race is 12.5 laps of a 400 m running track.	Laufbahn
p. 32/2c	goalkeeper	The goalkeeper has picked the ball up.	Torwart/Torwartin
p. 33/1b	come true	How far does a man have to go to make his dreams come true?	wahr werden, in Erfüllung gehen
	give up	Don't give up. There's still one qualifying race.	aufgeben
	I don't care.		Es ist mir egal.
p. 34/1a	all in all	All in all, I do lengths in the pool for about three hours.	alles in allem; insgesamt
	to lift weights	I go running or cycling, and I lift weights.	Gewichte heben
p. 35/2	upset	He isn't too upset.	aufgebracht
p. 35/3	to fail	I hope I don't fail my English test.	nicht bestehen, durchfallen
p. 36/1a	congratulations	A big congratulations to everyone who took part.	Glückwunsch

Topic 1

Learn how to set and achieve learning goals

1 a Read. Tick the sentences that are true for you.

- When I start a new unit ...
 - ☐ I look at the title. I think of the words and ideas I already know.
 - ☐ I write my learning goals. These are the things I want to learn.
- When I finish a unit ...
 - ☐ I look at my learning goals. I tick the new things I know now.
 - ☐ I ask a friend to test me on the new things I know.
- After I do a test ...
 - ☐ I look at my mistakes. I try to understand what is wrong or I ask the teacher.
 - ☐ I do more exercises to improve, for example, extra grammar or listening practice.



b Compare your answers to 1a. How many are the same?

When I start a new unit, I think about what I know. What about you?



2 a Discuss. What are these? How can they help you with your learning goals?

At the end of unit 1 ...

you know

- ☐ words for places in the countryside
- ☐ words for buildings in a town
- ☐ words for family members
- ☐ how to use the present simple (revision)
- ☐ how to use the past simple (revision)

you can

- ☐ understand an interview with someone and talk about where they live
- ☐ understand texts about teenagers from different parts of the world
- ☐ ask and answer questions about where you live / how you spent the weekend

Now go back to page 8. Check with a partner what you know / can do.

b Read the tips. Check your ideas in 2a.

Tips for achieving your learning goals

- Set your learning goals.** When you start a unit in your Student's Book, look at the box at the top of the first page. Read the *you know* / *you can* sections. Do you know any useful words already? Set your learning goals. Write your learning goals. Write down words and use them when you speak and write in this unit.
- Reflect on your learning.** When you finish a unit, look at the *you know* / *you can* sections again and at your learning goals. Think: Do I know those things now? Can I do those things? Ask a partner to test you on the statements in the box. Then tick the things you know. Now, it's your turn to test your partner!
- Check your test results and practise.** Doing a test helps you check what you know and what you need to work on. When you get your test results, look at all the answers you've got right! Then look at your mistakes. What do you need to practise more?
- Think about your general English learning goals.** Before you look at the goals for a unit, think about your English in general. Do you find it easy to understand when you listen and read? Can you try to speak English more in the classroom? Do you remember to check your writing? What do you want to work on?

3 a Look at 2b again. Choose and write a tip that you want to practise.



b Compare your answers.

In Unit 3, I want to ...

1 a Complete the phrases with the verbs in the box.

dye have (x2) stay hang out get go spend

- | | |
|-------------------------|----------------------|
| 1 a friend over | 5 up late |
| 2 money on sweets | 6 hair |
| 3 with friends | 7 a lot of fun |
| 4 to parties | 8 a tattoo |

b Complete the sentences with phrases from 1. Use the correct form of the verbs.

- I often at the weekend. She comes to my house and we chat and listen to music.
- I want to I am older. My older sister, Alice, has got a little blue bird on her ankle. It's so ...
- My friend, Louise just pink. She's got curly hair, so I think it looks amazing.
- My brother, Mike, at the weekend. They go into town or they play football at the sports centre.
- I sometimes and watch a film on Friday nights. I don't go to bed until after ten ...

2 a Read and circle the correct options.



Lily has lots of friends. On weekends, we usually ¹ goes to parties / has friends over. We like staying at her house because her mum and dad let us ² hang out / stay up late on Friday nights. We don't go to bed until after 11 p.m. and we always ³ have a party / go to parties. We also like going to her house because she lives on a farm. Of course, Lily loves animals and she's got a horse. She doesn't ⁴ spend money on sweets / have a tattoo, she only buys food for her horse. She loves horses and she has taught us to ride too. When we go to her house, we ... her horse, Regasus. Lily has a problem at the moment. She wants to ⁵ get a tattoo / dye her hair but her mum won't allow her to. She just wants some blue highlights*, but her mum thinks she will regret* it later.

VOCABULARY: *highlights – Strähnen; regret – bereuen

3 Do exercise A or B.

A Write three sentences about a friend. Use phrases from 1a.

My friend Ali has / hasn't got a tattoo. ...

B Write five sentences about a friend. Use phrases from 1a.

1 a Complete the sentences with the correct form of *be allowed to* (✓ = *allowed to*, ✗ = *not allowed to*).

- Tom go to the party on Saturday. (✓)
- Jack and Milly go swimming in the lake. (✗)
- We stay up late last night. (✓)
- My sister go on the school trip last week. (✗)
- I cycle to my friend's house at weekends. (✓)
- Ibrahim come to the party. (✓)
- My brother dye his hair orange. (✓)
- I have friends over at the weekend. (✓)

1/24



b Listen and check.

2 Look at the table. Complete the sentences with *can/are (not) allowed to* or *was/were (not) allowed to*.

Activities	My mum	Me	My older brother
dye his/her hair	✗	✓	✓
get a tattoo	✗	✗	✗
stay out late	✗	✗	✗
go to parties	✓	✓	✓
have friends over	✓	✓	✓
walk to school	✗	✗	✓
go swimming with friends	✓	✗	✗

- When my mum was a child, she dye her hair.
- When my mum was a child, she walk to school.
- I have friends over.
- I get a tattoo.
- My older brother walk to school.
- My older brother stay out late.
- My brother and I go to parties.
- My brother and I go swimming with friends.

3 Write true sentences about you with *be (not) allowed to* and phrases in the box.

dye hair go to the cinema with friends go to parties
 get a tattoo stay up late sometimes have a friend over

I'm.....

.....

.....

.....

.....

.....

1 Match the rules of the forest (1– 8) to the pictures (A–H).

RULES	of the FOREST			
1 DON'T LIGHT A FIRE.	A 	B 	C 	D 
2 TAKE YOUR RUBBISH HOME.	E 	F 	G 	H 
3 HAVE A GOOD TIME.				
4 DON'T MAKE A LOT OF NOISE.				
5 TAKE PHOTOS.				
6 DON'T FEED THE WILD ANIMALS.				
7 STAY ON THE PATHS.				
8 DON'T SWIM IN THE RIVER.				

2 a Complete the mini-dialogues with rules from the box.

Don't swim too far out take your rubbish home Take some photos
Stay on the path don't play too close to people

- A We want to have a game of volleyball on the beach.
B That's a good idea. But
- A Can I go in the sea now?
B OK, but be careful.
- A We're going for a walk in the park.
B I don't want you to I'd love to see them.
- A Mum, we've seen lots of animals here in the park. I've just seen an owl and there are some deer.
B Oh, really! I'd love to see them.
- A We're having a picnic here today.
B Have a good time. Enjoy the picnic, then

1/25



b Listen and check.

3 Do option A or B.

A Use rules from 2a to complete the mini-dialogues.

Tina: I want to play football in the park.

Grandma: That's a great idea. But 1.....

Tom: We're going to the beach and we're taking a picnic with us.

Mum: Have a good time. But please, 2.....

B Write a dialogue about rules. Choose one of the situations below.

- You're going to a concert on Saturday with friends.
- You're going to the cinema with Grandma and Grandpa tonight.

1 a Complete the sentences with *was/were(n't) able to* or *could(n't)*.

- 1 We ate too many sweets, so we (able to) eat dinner.
- 2 She missed the school bus, but she (able to) walk quickly. She got to school on time.
- 3 I didn't message you back because I (could) my phone.
- 4 It was very dark, so they (able to) take photos of the deer in the forest.
- 5 It was very cold. Luckily, we had some matches* so we (could) light a fire.
- 6 There was a storm, so he able to, swim in the sea.

1/26



b Listen and check.

2 Complete the text with the correct form of the verbs in the box.

not phone not see able to go not walk not able to swim



We were on holiday and it was a beautiful day. My sister and I went to the beach. The sea was beautiful and calm so we ¹ swimming. After we swam, we went for a walk along the beach. We took a picnic with us and we explored the caves. We didn't look at the sea because we were too interested in the rocks and the caves. Finally, we sat and ate our picnic in one of the caves. We ² the sea from there. When we walked out of the cave, we had a big shock! There was no sandy beach. There was just sea. We ³ back now. We ⁴ either because the sea was too rough*. There was no phone network so we for help. We climbed onto a big rock and waved. We were very scared. Luckily, somebody saw us. The woman for help and a man in a boat came and rescued us. "The sea can change very quickly," said the man. "You must always keep an eye on* it."

VOCABULARY: *rough – hier: stürmisch; **keep an eye on** – aufpassen, im Auge behalten

3 Imagine you went to the beach. What could or couldn't you do? Complete the three sentences. Then write one more sentence.

The sea was rough so ...

We took some sandwiches so ...

There were lots of caves so ...

Sounds right Sentence stress

1/27

**1 a** Listen to the sentences. How many words do you hear in each one?1 ☐2 ☐3 ☐4 ☐5 ☐6 ☐

1/27

**b** Listen again and complete the sentences. Then practise saying them.

- 1 I never on school days.
- 2 I'm allowed to at weekends.
- 3 My sister has dyed
- 4 My brother isn't allowed to
- 5 I sometimes
- 6 My grandad didn't friends' park.

1/28

**2 a** Listen to Maria and Dan talking about their favourite game. Who talks about the things below? Write **M** (Maria) or **D** (Dan).

1/28

**b** Listen again and complete the sentences.

MARIA'S GAME – SIX SECOND SCRIBBLE

- 1 Maria loves Six Second Scribble because she's good at
- 2 You have to draw something in Olympic sports one of the You both score one point if you the drawing correctly.

DAN'S GAME – BATTLE OF THE BIKES

- 1 Dan and his friends love
- 6 You learn a lot of
- 7 You can choose a game on a
- 8 At the end of the game, the winner is the person with

VOC *scribble – kritzeln; tricky – knifflig; impossible – unmöglich

3 Complete the dialogue. Write sentences that are true for you.

Amy What's your favourite game?

You

Amy Who do you usually play it with?

You

Amy Can you tell me one of the rules of the game?

You

Amy Who is the winner of the game?

You

1 a Read the comments about screentime. Who didn't make any screentime rules?

☐ Ellie's mum

☐ Ahmet's parents

☐ Olivia's parents



We have to talk about screentime

Our article on screentime was very popular. Lots of you have written and left comments. Here are a few of our favourites.



My mum doesn't get upset with me about screentime. When I'm bored, she suggests a fun activity. "You should draw a picture for your best friend or make some cupcakes for your friends or learn a new song on the guitar," she says. I think that's cool. She also tells me to have a friend over. Then we can do something together. She's very good with my friends. They all love her and they like spending time at our house.

Ellie, 12 years old



We have rules in our house. We're only allowed 2 hours of screentime a day. I hate that. So when my parents don't allow me to use my phone or tablet, I look bored and I do nothing. I know that's wrong. I've got lots of other hobbies that I could do.

Ahmet, 13 years old



My brother is 30 years old now and he's into tech. He's very good at his job and he loves it. When we were in our teens, our parents didn't make any rules about screentime. My brother was on his screen all day long. Now he says, "That was a mistake. I didn't have any hobbies or friends. Too much screentime isn't a good thing." He doesn't allow his daughter to spend hours on her phone.

Olivia, 27 years old

b Read again. How many of these tasks can you do?

- 1 People didn't like the article about screentime. T / F
- 2 Ellie's mum gives ideas for different fun activities. T / F
- 3 Ellie's mum helps her with her homework.
- 4 Ahmet looks sad when his parents don't allow him to use his phone.
- 5 What were the rules about screentime in Olivia's house?
- 6 What do Olivia's brother have any hobbies or friends?

2 Write a comment about screentime in your house. Write three sentences.

We have rules / don't have rules about ... We're allowed to ...
I think it's a good/bad idea ...

.....

.....

.....

1/29



1 a Listen to a conversation at an adventure camp. Tick the activities at the camp.



1/29



b Listen again. Circle the correct words to complete the rules.

- 1 No climbing / running around the castle after 5 p.m.
- 2 You can't use your phone / read after 9 p.m.
- 3 Everybody must be in the garden / all the way from by 7.30 a.m.
- 4 No being missing / late for breakfast.
- 5 You can't change your courses / nothing now.
- 6 You're not allowed any sweets / snacks.
- 7 It's OK to spend your money on fruit / healthy snacks.
- 8 It's absolutely forbidden bringing a dog / phone into the castle.

2 Do option A or B.

A Write three more rules for the adventure camp at Greenfield Castle. Use the words in **1b** to help you.

.....

.....

.....

B Think of three rules. Write a dialogue asking about the rules and giving the rules.

A: Are you allowed to bring your dog to the castle?

B: It's forbidden to bring a dog.

A: Can you ...

B:

A:

B:

A:

B:

1 a Read the apology note and letter. Match them with the pictures (A-D). There are two extra pictures.



1

Sorry, Milly. I wore your favourite T-shirt without asking and I got blue paint on it. I feel terrible. I'll ask you before I wear your clothes again. I'm really sorry. I'll buy you a lovely new T-shirt.
Jess

2

Dear Mr and Mrs Sykes,
I'd like to apologise for the noise yesterday. We were allowed to have some friends over and we played football in the garden. We got excited about the game and we were very noisy. We aren't allowed to play football in the garden now, so it won't happen again. I hope we didn't disturb you too much.
Best wishes,
Your neighbour Jack

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

- 1 Milly gave Jess her favourite T-shirt. T / F
- 2 Jess got blue paint on the T-shirt. T / F
- 3 Jack stayed out late with his friends yesterday. T / F
- 4 Jack and his friends were very noisy when they played football. T / F
- 5 Jack and his friends are allowed to play football in the garden again. T / F

2 Do option A or B.

A

Write an apology note to a family member (30–50 words) and apologise.

- write about what you did
- apologise
- promise not to do it again

The problem: He/She got some chocolates for his/her birthday. You ate his/her chocolates.

B

Write a short letter to a neighbour (50–80 words) and apologise. In your letter:

- write about what you did
- apologise
- promise not to do it again

The problem: You had friends over. You had a band practice in your bedroom. You played the drums too loudly. It was Saturday night and your neighbour couldn't sleep.

Teenage activities



Outdoor activities



p. 38/1b	to brush one's teeth	John, have you brushed your teeth?	seine Zähne putzen
	to do the washing-up	Please do the washing-up after dinner.	Geschirr spülen
	to sit up straight	Sit up straight and don't eat so fast.	gerade sitzen
p. 39/1b	to be allowed to	At two times the players are allowed to take a short break.	dürfen
	to stay out	I can stay out until 12 a.m.	ausbleiben
	to stay the night	Anna's friends were allowed to stay the night.	übernachten
p. 40/2b	guest	John has got a guest so we can't meet at my place.	Gast/Gästin
	What's on?	What's up, Fred and Sophie? Why are you late?	Was ist los?, Was geht ab?
p. 41/2a	deer	We saw a beautiful deer on the path in the forest.	Reh
	dry	Dad made a fire and we were soon warm and dry again.	trocken
p. 42/1	to be able to	We were able to take some good photos of the deer.	imstande sein etw. zu tun
	to get across	The water wasn't deep, so we were able to get across the river.	überqueren
		We were able to get across, but then we were wet and cold.	nass
p. 43/2	Go!		Schieß los.
	Your turn!		Du bist dran.
p. 45/1	to be up	All children must be up by 6 a.m. in the morning.	auf sein, wach sein
	forbidden	It's forbidden to phone your parents.	verboten
	to get a good night's sleep	We want you all to get a good night's sleep.	gut schlafen
p. 46/1a	pocket money	I'll get you something when I get my pocket money next week.	Taschengeld

Vocabulary Personality adjectives

1 Circle the correct adjectives.

- Liam painted that picture. He's a very *helpful* / *talented* artist.
- My mum's so *funny* / *careful* – she always makes me laugh.
- My grandpa was a scientist – he was a very *clever* / *polite* man.
- Marcus is a very *careful* / *helpful* boy – he always helps with the homework.
- Lola is a *talented* / *positive* person – she always believes good things will happen.
- My cousin is very *polite* / *active*. He plays tennis and basketball and he loves taking photos.
- My grandma always says please and thank you to people in shops and cafés. She's very *polite* / *funny*.
- My brother likes making model planes. He follows the instructions. He's very *active* / *careful*.

2 a Complete the text with words from the box.

careful talented positive helpful clever funny



This is my friend Kara. I think she's great. She's a really
 1..... cook and she wants to become a chef
 in the future. When we were younger, we baked cakes.
 2..... She always followed
 the recipes and her cakes were amazing! I didn't follow
 the recipes and my cakes were never very good.
 3..... Kara writes her own recipes! She's very
 4..... Last week, she made a chocolate
 zucchini cake. I know, it sounds weird, but it was delicious.
 Kara is also very kind. I often talk to her when I've got a
 problem. After talking to Kara, I feel more
 5..... and I'm not worried or upset any more.
 She is 6..... When I'm upset, she tells me a story and she makes me laugh.
 Kara has always helped me with my school projects. She says it's important to be
 7..... People will always remember your kindness*.

VOCABULARY: *kindness – Freundlichkeit, Güte

1/30



b Listen and check.

3 Choose the most important adjectives for a good teacher. Complete the sentences with your ideas.

helpful positive talented patient funny calm

A good teacher should be because
 They should be because
 They should also be because

1 Remember episode 3. Circle T (True) or F (False).

- 1 When Kylie and Connor see the circus guy, he is drinking tea with a friend. T / F
- 2 Kylie and Connor saw the man at school a few weeks ago. T / F
- 3 The man does circus tricks with knives and fire. T / F
- 4 The man isn't very good at circus tricks because he isn't careful. T / F
- 5 When he teaches the kids on Sunday, he really helps them. T / F
- 6 Kylie and Connor want to learn some circus tricks. T / F



Let's talk Saying that you are following

2 a Complete the expressions with the words in the box.

sure following Come see

- 1 on!
- 2 Oh, I
- 3 I'm not
- 4 Are you

b Complete the mini-dialogues with expressions from 2a.



- 1 A That light in the sky is a plane.
B I think it's a star.
- 2 A That's the new teacher.
B What new teacher?
A The new music teacher. She's replacing Mr Smith.
B
- 3 A The school trip is tomorrow.
B I'm sorry.
What school trip?

4 A I'm really hungry.

B Let's go to the pizza restaurant round the corner.

c Choose an expression from 2a. Write your own mini-dialogue.

- A
- B

1 Circle the correct words.

- 1 I *like* / *'m liking* Joe. He's so funny!
- 2 My brother *is doing* / *does* his homework right now.
- 3 *Do* / *Are* you usually help at home?
- 4 My uncle *doesn't work* / *isn't working* in a bank.
- 5 Katie *doesn't sing* / *isn't singing* because she has a sore throat today.
- 6 We *are buying* / *buy* some paint for the art project at the moment.
- 7 *Do* / *Are* they having breakfast at the moment?

2 Complete with the present simple or present continuous form of the verbs.

- 1 Tom (play) in a band. He isn't at home tonight because he (play) in the school concert!
- 2 Olivia (do) her homework right now. She (do) it right after she comes back from school.
- 3 My parents (not cook) breakfast on Sundays. Today is Sunday, so they (not cook) – we're in a hurry!
- 4 Freddie and Ben are at the pool. They (swim) right now. They (swim) every Monday.
- 5 It's Friday today, so my sister and I (not go) to music club. We (not go) to music club on Fridays.

3a Complete the dialogue with the present simple or present continuous forms of the verbs.



Matt Hi, Ellie! What you
 (listen) to?
 Ellie I'm listening to a podcast called *Talented Teens*. I
 (listen) to it every day. You should listen to it too!
 Matt I'm not sure ... I (not listen) to
 podcasts very often. What's it about?
 Ellie It's a podcast where a different teenager (tell)
 the interviewer about a hobby they have. Usually, I
 (learn) something useful. This week,
 we (learn) how to do circus tricks.
 Matt It sounds interesting. But I (not think) it's my kind of thing.
 Ellie (understand) that. Anyway, you
 (want) to go to the park? Jack and Emma
 (play) tennis there today. We can go and watch them.
 Matt Good idea. Let's go!

1/31

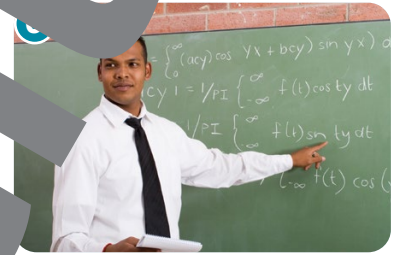


b Listen and check.

4 Complete the sentences so they are true for you. Use the present simple or the present continuous.

- 1 Right now, I 3 I don't on Sundays.
- 2 On Saturdays, I often

1 Look at the photos. Complete the words.



- 1 My cousin is a c _ _ m _ ch _ _ _ c. My friend's dad is a h _ _ rd _ _ ss _ _.
- 2 My dad is a p _ _ i _ _ o _ _ i _ _ _ . My mum was a famous sp _ _ _ sp _ _ _ _ n.
- 3 My aunt was a very talented p _ _ t _ _ _ _ ph _ _ . My mum and dad are both t _ _ _ h _ _ s.

1/32



2 Circle the correct words to complete the sentences. Then listen and check.

- 1 He was a *hairdresser* / *graphic designer* for a famous magazine in the 1990s. He chose the photos and the pictures for the stories.
- 2 She is a very talented *musician* / *photographer*. She plays the violin really well.
- 3 I'm a *car mechanic* / *electrician*. I had to be very careful in my job. I go to people's houses and I help them fixing their ovens and fridges.
- 4 She spends a lot of time replying to letters and sending emails. She's a *secretary* / *graphic designer*.

3 Complete the text with the words in the box.

photographer musician sportsperson police officer hairdresser

At school today, we talked about different jobs. My friends and I all want to do different things. When I'm older, I want to be a I'm really good at tennis, volleyball and basketball. My friend wants to be a police officer. He would like to be a He is fit and strong, so it's a good job for him. Izzy's mum is a She knows everybody in our town because she cuts their hair. Izzy wants to work for her mum. Adam is a piano player in the school concerts, and he's great – he wants to be a and be famous one day. Finally, Zara wants to take pictures of famous people. She hopes to become a and work for a magazine. We may see our photos in her magazine one day!

4 Write about two friends in your exercise book. What do they want to be and why?

Zara loves maths and she often helps her friends with their maths homework.
She wants to be a maths teacher.

1 Match the sentence halves.

- | | |
|--|--|
| 1 Spanish is a language | <input type="checkbox"/> who told me I should listen more in class. |
| 2 Ed Sheeran is a musician | <input type="checkbox"/> which my dad often watches. |
| 3 Donna Strickland is a Canadian scientist | <input type="checkbox"/> who writes his own songs. |
| 4 <i>MasterChef</i> is a TV show | <input type="checkbox"/> which I speak fluently. |
| 5 This is a website | <input type="checkbox"/> which has information about different jobs. |
| 6 That's the teacher | <input type="checkbox"/> who won the Nobel Prize for her work in 2018. |

2 Circle the correct relative pronouns.

- Lucy is the artist *who / which* painted this picture.
- Biology is the subject *who / that* Zack finds the most difficult.
- A vet is a doctor *which / who* looks after animals.
- Usain Bolt is a sportsperson *which / who* has won eight gold Olympic medals.
- Tennis is a sport *which / who* I'd like to learn.
- Charles Dickens is the writer *which / who* wrote *A Christmas Carol*.

3 a Complete the text with *who* or *which*.



Jessica Watson is an Australian sailed around the world solo. And she did it when she was 16. is the youngest person ever to do this! Jessica sailed on a boat she named *Ella's Pink Lady*. She left Australia in October 2009 and returned 2010, after 210 days at sea. In 2011, Jessica wrote a book called *True Spirit* tells the story of her adventure. There's also a film has the same name. The actor plays Jessica in the film is Teagan Croft.

1/33



b Listen and check.

4 Complete the sentences so they are true for you.

- A friend always listens to me is
- A job I'd really like to try is
- A film I enjoyed when I was younger was
- A famous person lives in my country is
- An interesting topic I'm learning at school is
- A book I'm reading at the moment is

1/34

- 1 a** Listen to Lizzie and Antonio talking about their dreams. Who won a world record in 2013?

the tennis player, Martina Navratilova ☐

National Geographic Kids ☐

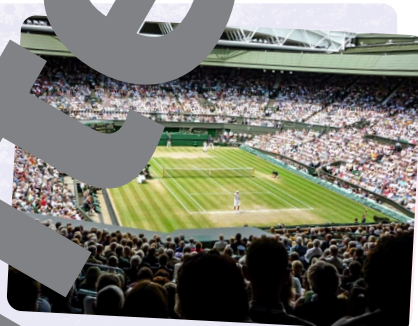
1/34

- b** Listen again. Complete the sentences with one word.



LIZZIE

- Lizzie is years old.
- She plays tennis times week on school days.
- Her dream is to win a Wimbledon
- Lizzie needs to stay



ANTONIO

- Antonio is a photog.....
- Antonio takes lots of photos
- He shares his photos on page.
- National Geographic Kids got the world record for the line photo album of animals.
- Antonio's dad he break the record.



2 Do option A or B.

- A** Choose a job. Then complete the dialogue. Use the phrases below to help you.

sportsperson photographer musician writer singer
most talented youngest

- A Which world record would you like to break?
B I'd like to break the world record for
I want to be the in the world.

- B** Choose a hobby and a job. Then complete the dialogue.

Have you got a hobby?

B

I want to be a (job)

A Are you any good at ?

B Yes, I'm a(n) (brilliant/great/amazing)

A Which world record would you like to break?

B I'd like to break the world record for

I want to be the

1 a Read the article. Complete the sentence.

Mikaila Ulmer's company makes with in it.



Mikaila Ulmer and the Bees

Mikaila Ulmer is one of the youngest entrepreneurs in the United States. Her successful company is called *Me & the Bees*. They make delicious lemonade from a very special recipe. Mikaila started her business in 2009, when she was only 4 years old. It began with a business competition for children. Mikaila wanted to enter the competition, but she didn't have an idea for a business. Then, Mikaila got two bee stings in one week! That made her scared of bees. Mikaila's parents didn't want that, so they encouraged her to read about bees, and understand them. Mikaila learnt that they are very important to our planet. She also learnt that there are fewer bees now. That's why she decided to make a business which helps the bees.

Mikaila took a recipe for lemonade and added some honey. The recipe came from her great-grandmother Helen, and she got her honey from local beekeepers. She started selling the lemonade outside her home and gave some of the money to organisations which help bees. Everyone loved the lemonade and wanted more! Soon a local restaurant asked Mikaila to sell their lemonade. Then in 2014, Mikaila started selling her lemonade to a famous American supermarket. Today, shops in every part of the US sell Mikaila's lemonade. In 2021, Mikaila wrote a book called *Bee Fearless* about her business. In it, she encourages other young people to become entrepreneurs.

1/35+36+37



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

- 1 Mikaila started selling lemonade when she was four. T / F
- 2 Mikaila has always loved bees. T / F
- 3 Mikaila added to her great-grandmother's recipe for lemonade.
- 4 The first place that she sold lemonade was
- 5 How does Mikaila's company help bees?
- 6 What does Mikaila encourage young people to do?

c Match the words and words in the article with their meanings.

- | | |
|----------------|--|
| 1 entrepreneur | <input type="checkbox"/> people who look after the bees |
| 2 talented | <input type="checkbox"/> a talented person who starts a business |
| 3 encouraged | <input type="checkbox"/> we get these from a bee on our body – they hurt |
| 4 honey | <input type="checkbox"/> a sweet food made by bees which we put on bread |
| 5 beekeepers | <input type="checkbox"/> helped somebody feel able to do something |

2 Imagine you're going to interview Mikaila. Write two questions to ask her.

- 1
- 2

1/38



1 a Listen to the conversation. Complete the sentences with *Carla* or *Dan*.



- 1 congratulations and to good news.
 2 offered to

1/38



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

- 1 Carla is going to be in her school concert. / F
 2 Dan didn't like the film of *Alice in Wonderland*. T
 3 The Cheshire Cat has got a big smile. / F
 4 Carla got the good news today. T / F
 5 Dan feels nervous about his performance. T / F
 6 Carla won't go to see Dan perform tomorrow. T / F

1/39



2 a Complete each expression with one word. Listen and check.

- 1 That's fantastic
 2 You're really
 3 Of you
 4 Don't!
 5 You're a musician.

b Circle the correct expression.

- 1 A I got 100% in the history test last week!
 B Congratulations! *Of course you can do it.* That's fantastic!
 2 A I'm worried about my French exam. There are a lot of new words.
 B No problem. *You're really good at French.* / Congratulations. And you've studied a lot.
 3 A They've asked me to be captain of the football team! I'm not sure I can do it.
 B *Of course you can do it.* / Congratulations! You'll be a great captain!
 4 A I'm really nervous about the 200 m swimming race tomorrow! And I want to do well in it.
 B *You can do it.* / Don't worry! You're a great swimmer!

3 Do option A or B.

A Answer the questions. Write sentences that are true for you.

- 1 When did somebody congratulate you? Why did they congratulate you?
 2 When did you encourage somebody? Why did they need encouragement?

B Answer the questions in A. Write sentences that are true for you. Give two answers to each question.



1 a Read the profile. What is Daniel's job?

Profile – my cousin Daniel

- 1 My family are talented in different ways. One of them became a successful magician when he was a teenager!
- 2 My cousin Daniel was born in Cardiff, Wales, in 2004. Today, he's a magician who performs all over Cardiff and at festivals around the UK.
- 3 When Daniel was six, his parents took him to the theatre to see a famous magician. Daniel loved the performance. He became interested in doing magic tricks. In 2012, Daniel started going to magic lessons after school. He learnt lots of tricks very quickly. In the same year, he began to perform for his classmates in the school playground. He also did magic tricks at family birthday parties. Two years later, Daniel performed at the school end-of-year show. Everyone loved him! In 2017, he started a business doing magic at children's parties. When he became popular, his mum helped him create a website and he hasn't stopped working since then.
- 4 I think Daniel is an amazing person because he followed his dream. Now, he has a job that he loves and he makes people happy.



b Read the profile again. Number the items in the order they appear in the profile.

- ☐ He launched his website.
- ☐ He was in the school show.
- ☐ He started taking magic lessons.
- ☐ He became interested in magic.
- ☐ He started to perform at children's parties.
- ☐ Daniel saw a famous magician at the theatre.
- ☐ He started to do magic tricks for his classmates.

c Match the paragraphs in the profile to the headings below.

- | | |
|--|---|
| a <input type="checkbox"/> What did Daniel do? | c <input type="checkbox"/> Introduction |
| b <input type="checkbox"/> Who is Daniel? | d <input type="checkbox"/> Who is Daniel? |

2 Do optional activities

A Write a profile of someone in your class (50–80 words). Interview him/her before you start writing. Ask about:

- when and where he/she was born
- his/her job or hobbies
- important achievements in his/her life

B Do some research and write a profile of an amazing person from your country (80–100 words). Remember to:

- use the profile of Daniel as a model
- organise your ideas into paragraphs

Personality adjectives



Jobs



p. 48/1a	interest	has lots of interests and does lots of things.	Interesse
p. 48/2a	Are you sure?		Bist du dir sicher?
	Come on!		Komm(t) schon!
	I'm not following.		Ich kann dir nicht folgen.
	knows	The man is holding a knife.	Messer
	Oh, I see.		Ach so, ich verstehe.
p. 50/2b	for now	The dog sleeps on the bed for now, but in summer he will sleep outside.	derzeit, im Moment
p. 50/1b		What do you normally do at the weekend?	normalerweise
p. 54/1a		Greta Thunberg is a famous climate change activist.	Aktivist/Aktivistin
p. 54/1c		What is his biggest achievement?	Leistung, Erfolg
p. 55/2b	to congratulate sb.	I always congratulate people when they win.	jdm. gratulieren
p. 55/4	captain	Your teacher wants you to be captain of the school sports team.	Kapitän/Kapitänin
p. 56/1a	to earn	With a good idea, you can earn a lot of money.	verdienen
	to found	In 2015, he founded a start-up company.	gründen
p. 56/1c	to produce	At the age of 16, he produced an app.	produzieren

Topic 2

Learn how to write and organise a text in paragraphs

1 a Read. Match the sentences (A–C) with the spaces in the text.

- A My favourite room is my bedroom.
- B My house is very nice.
- C My house is near a canal in Amsterdam.



My new house

Hi! I'm Dunya and I'm from Amsterdam. My family and I have moved into a new house.

- ¹ ☐ A canal is like a very narrow river. There are lots of canals in my city! The house is in the centre of town. I can walk to school and there are lots of shops and parks around.
- ² ☐ There's a big living room and a smaller dining room. My dad has bought new orange armchairs for the living room. They're very comfortable! There are three bedrooms – one is my parents' bedroom, the other one is my bedroom, and I share the third one with my sister. There's a garden with nice plants and flowers.
- ³ ☐ My sister and I have got lots of posters on the walls. My mum has also bought us a new bookcase and two cool lamps – we like them very much at night time. We're very happy in our new house. It's got everything we need!

b Answer the questions about the description in 1a.

- 1 How many paragraphs are there in the description?
- 2 How is each paragraph organised?
- 3 How is the first sentence in each paragraph important?

2 Read and complete the tips with the words in the box.

ending idea introduction topic

Tips for organising your text

- Think about the ¹ you are going to write about. How many ideas do you want to put in?
- Divide your ideas into ² Each main idea needs to go in a separate paragraph. Each paragraph starts on a new line and has two or more sentences.
- Write your paragraphs.
- Each paragraph has to ³ the topic of your text.
- The middle paragraphs each need to be about one main ⁴
- Your last paragraph needs to be your ⁵ or conclusion.

3 a Write a description of an amazing person you know and like. Divide your description into paragraphs.

b Share your description with a partner. Give each other feedback.



6

Into the unknown

Vocabulary A road trip

1 a Complete the phrases.

- 1 g _ _ on a road trip
- 2 p _ _ k the bag(s)
- 3 _ a _ e a break
- 4 _ l _ _ p in a hotel
- 5 s _ _ the sights
- 6 _ t _ p for a meal
- 7 _ _ st
- 8 f _ _ p the car

b Complete the sentences with phrases from 1a.

- 1 I want to this summer. Driving
- 2 We'll leave very early tomorrow, so we need to tonight.
- 3 I'm hungry now. Can we
- 4 We'll in San Francisco on the first night.
- 5 We need to go to a petrol station and
- 6 Let's stop at the next town. I'm tired and I need to
- 7 I think we I don't know how to get to the next village.
- 8 We're going to drive across the US and For example, the Grand Canyon and the Golden Gate Bridge.

1/40



2 Circle the correct phrases. Then listen and check.

- Josh Mum, I'm so excited about our trip to the Cotswolds. I've always wanted to ¹ *take a break / go on a road trip!* What are we going to do first?
- Mum Well, first we have to ² *fill up the car / see the sights* at a petrol station.
- Josh Then we'll be ready to start our trip, right?
- Mum Yep! We're going to drive through the countryside and ³ *see the sights / pack our bags* in an ⁴ *hotel / take a break* in Broadway and visit the Broadway Tower.
- Josh Can we climb it?
- Mum Of course! There'll be amazing views of the countryside from the top! Then we'll get back on the road and see some pretty villages. Later, we'll ⁵ *stop for a meal / pack our bags* at Chipping Norton. Maybe some afternoon tea.
- Josh Yummy!



Broadway Tower



afternoon tea

3 Do options A or B.

A Write the beginning of a story about a road trip (60–80 words). Use the ideas below to help you.

My family and her family went on a road trip last summer.
Along the way they saw the sights.
For example, ...
When they were hungry, they ...
One night, they slept ...

B Imagine a story about a road trip. Write 60–80 words. Try to use all the phrases from 1.



1 Look at the photos. Complete the sentences with *was*, *were*, *wasn't* or *weren't*.



- 1 Sarah's dad doing exercise. He filling up the car.
- 2 She shopping. She seeing the sights.
- 3 Tom and his family sleeping. They having breakfast.
- 4 Ian studying for his exam. He playing tennis.
- 5 My friend and I listening to music. We riding our bikes.
- 6 My sister taking a break. She working.

2 Complete the sentences with the past continuous form of the verbs.

- 1 This morning, my family and I (get) ready for our road trip.
- 2 I (not swim) in the pool. I was in the sea.
- 3 How Will (feel) last night?
- 4 It (not rain). The sun (shine).

3 a Complete the questions and answers in the mini-dialogues. Use the past continuous form of the verbs.

- 1 A I called you at six yesterday evening. What / you / do / ?
 What were you doing?
 B I / finish / my maths /
 I was finishing my maths.
- 2 A Who / your mum / do / this afternoon / ?
 She / speak / the hotel manager / .
 She was speaking to the hotel manager.
- 3 A It was amazing in here yesterday evening! What / you and Ali / cook / ?
 B We / make / pizza / .
 We were making pizza.
- 4 I saw your brother on the street this morning. Where / he / go / ?
 B He / go / to a café / to meet a friend / .
 He was going to a café to meet a friend.

1/41

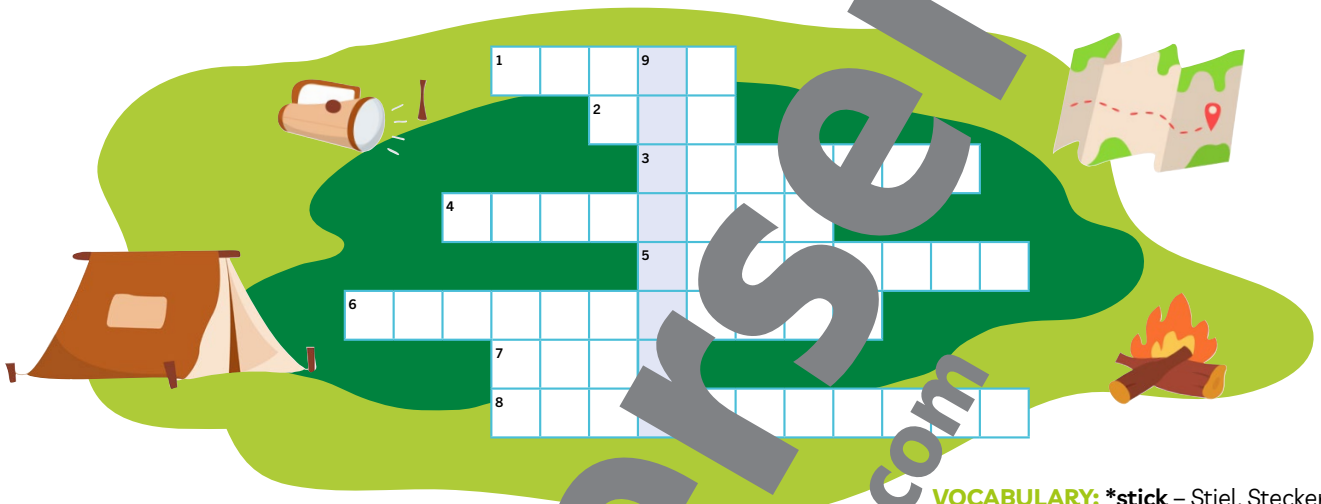


b Listen and check.

4 What were you, your friend and someone in your family doing at 5 p.m. yesterday? Write sentences in your exercise book.

1 Read and complete the puzzle. What's word number 9?

- 1 This small light helps you see when it's dark.
- 2 This may help you when you are lost.
- 3 These are very small sticks*. You use them to light a fire.
- 4 You carry this bag on your back.
- 5 You put this on to protect your skin from the sun.
- 6 When somebody is hurt, you need this.
- 7 You stay in this when you are camping.
- 8 You go to bed in this when you are camping.
- 9 We didn't stay in a hotel, we stayed at a



VOCABULARY: *stick – Stiel, Stecken

2 a Complete the sentences with words from the box.

map torch sun cream tent matches

- 1 It's important to wear especially on hot and sunny days.
- 2 Have you got the? I want to light a fire.
- 3 I think we're lost. Let's look at the
- 4 I love sleeping in a It isn't as comfortable as home, but it's fun!
- 5 I can't find my torch! I need the

1/42



b Listen and check.

3 Do option A or B.

A Imagine you are packing your backpack for a hike in the countryside. Write a list of three things you need and two things you don't need. Use words from 1.

- 1 I think it's important to take a ...
- 2 We should take ...
- 3 We really need ...
- 4 We don't need ... or ...


B Imagine you are packing your backpack for a hike in the countryside. Write a list of six things you need and two things you don't need. Use words from 1 and your own ideas.



1 Read the sentences. Circle *when* or *while*.

- 1 I unpacked my backpack *when / while* my dad was putting up the tent.
- 2 Sam was walking back to his tent *when / while* he dropped his torch.
- 3 It started to rain *when / while* we were making a fire.
- 4 Carla lost her map *when / while* she was hiking in the mountains.
- 5 I was cooking lunch *when / while* I cut my finger.

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



Last weekend, I went on a school camping trip to the forest. I had a great time, but the first night was a little scary!

After we put up our tents, we built a fire. My friend Joseph ¹ (tell) us a horror story while we were building it. Later, while we ² (sit) by the fire, we sang songs and I ³ (play) the guitar. At ten o'clock we went to our tents. My friend Ana and I ⁴ (lie) in our tent when it suddenly started to move. I was scared, but it was only the tent! Luckily, the tent didn't fall down. In about five minutes the wind stopped. Then, while we were trying to go to sleep, we ⁵ (hear) some noises. Ana quickly went outside to see what the noise was. I ⁶ (wake) up out of my sleeping bag when she said, "It's just bats. They're flying over our tent!"

1/43



b Listen and check.

3 Write sentences with *when* or *while* and the past simple or past continuous.

- 1 we / arrive / at the campsite
Everyone was sleeping *when we arrived at the campsite*
- 2 I / sleep
..... the wind blew my tent down.
- 3 we / walk / the forest
We found our backpack
- 4 she / drop / her camera
Migra was standing on the bridge into the river.
- 5 I / sit / the tent
....., the other students were telling stories around the fire.

4 Imagine you are at a barbecue by a lake where things go wrong. Write three sentences.

fall over burn my finger cut my leg drop my camera start to rain

While I was carrying the sausages to my dad, I fell over. ...

Sounds right Consonant and vowel linking

1 a Read and underline the links between the consonants and the vowels.

- 1 He carried it in his backpack. (sounds like carry-d-i-tin)
- 2 When she finished university, she got her first job. (sounds like go-t)
- 3 She always slept in a tent. (sounds like slep-tin-a-tent)
- 4 He couldn't put up a tent. (sounds like pu-tup-a-tent)
- 5 She took a break and had some cake. (sounds like tu-ka-break-na)

b Listen, check and repeat.

2 a Listen to a podcast about Elise Downing who ran around the coast of Great Britain. What was she most scared of? ☒ cows ☐ dogs ☐ cliffs

b Listen again. Circle the correct answers to the questions.

Max What was Elise's first challenge?

Lily Her first challenge was to run a
1 *marathon / half marathon*.

Max Where did she run next?

Lily She ran 2 *around the coast / along*
the rivers of Great Britain.

Max What couldn't she do?

Lily She couldn't 3 *read a map /*
a fire.

Max How long did it take her?

Lily It took her 4 *less than a year /*
than a year.

Max Who did she go with?

Lily She 5 *didn't go with anyone /*
with her friends.

Max What did she take with her?

She took a tent, sleeping bag and
a 6 *torch / first aid kit*.

Max What did she eat?

Lily I'm not sure. I just know she ate a
lot of 7 *pasta / cake*.

Max What did she do when she finished
the challenge?

Lily She 8 *went to university /*
wrote a book.

c Listen to the conversation and check.

3 Imagine you have completed a challenge to hike, run, swim or cycle somewhere in your country. Complete the dialogue.

Max What was your challenge?

You
..... kilometres was it?

Max Wow! That's a long way. How long did it take?

You

Max I know, you were camping. What did you take with you?

You

Max Your family must be very proud of you.

You

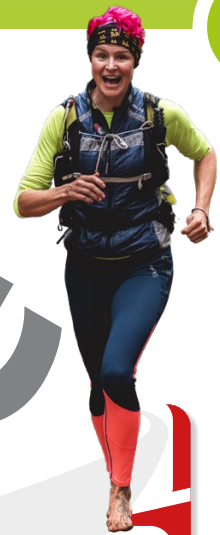




1 a Read the article. Complete the sentences with the numbers.

3,785 1,700 2,000

- 1 Anna ran with more than people.
- 2 Anna ran kilometres.
- 3 young women listened to Anna's talks.



A JOURNEY ACROSS BRITAIN ... WITH NO SHOES ON

A lot of people run long distances, but not many do it without shoes! Meet British adventurer, speaker and author Anna McNuff. In 2019, she ran about 3,785 kilometres across Britain! And yes, she did this barefoot.

Anna's adventure began in June in the north of Scotland. It finished in London five months later. Why did Anna choose this challenge? She wanted to encourage young women to challenge themselves.

It took Anna 18 months to prepare for her challenge. Anna needed to practise running without training shoes. During her training, Anna ran 168 days a week, barefoot and in special socks. She always stayed positive and she never gave up. Every week she ran further. At the end of her training, Anna's feet were much stronger, and she was ready for the challenge.

Anna spent 168 days on the road and ran about 3,785 kilometres a day.

More than 2,000 people ran with her on different parts of her journey. They all enjoyed taking part in her adventure. During her journey, Anna McNuff visited 143 towns, and she gave talks to about 1,700 young women. When Anna finished her challenge on 17th November 2019, her feet were really sore and she needed a rest.

b Look at the underlined words in the article. Write them next to their meanings.

- 1 hurting
- 2 get ready for
- 3 not wearing shoes or socks
- 4 doing or joining in an activity
- 5 difficult or new task that tests your ability
- 6 writer

c Read the article again. How many of these tasks can you do? Then listen and check.

- 1 Anna started and finished her journey in London. T / F
- 2 Anna trained for her challenge for a year. T / F
- 3 While preparing for her challenge, Anna practised
- 4 Anna always remained positive and she
- 5 How far did Anna run every day?
- 6 How many towns did she visit when she finished the challenge?

2 Answer the questions.

- 1 Why do you think Anna ran barefoot?
.....
- 2 How do you think Anna felt when she started her journey?
.....
- 3 How do you think Anna felt when she finished her journey?
.....

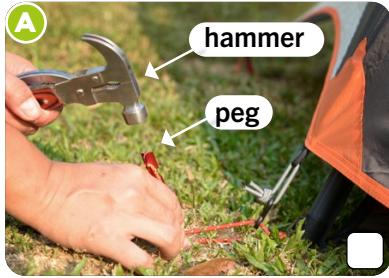


6 Skills options Listening and speaking

1/50



1 a Look at the photos. Put the steps for putting up a tent in order, 1–3. Then listen to the conversation and check.



1/50



b Listen again. Number the steps in the order you hear them.

- ☐ Put the tent on the groundsheet.
- ☐ Attach the tent to the poles.
- ☐ Put the groundsheet on the ground.
- ☐ Put the poles together.
- ☐ Use the hammer to put the pegs in.
- ☐ Get the hammer and the tent pegs.

1/50



c Listen again. Circle the words you hear. Then write **G** (giving instructions) or **F** (following instructions).

- 1 What / Where do we do first?
- 2 First / Final of all, we have to put the groundsheet ...
- 3 What's now / next?
- 4 Never / Next we just have to put the tent ...
- 5 After / Also that, we need to put the poles ...
- 6 Now / Then what?
- 7 Soon / Now we need the hammer ...
- 8 And finally / usually we put in the pegs!

☐
☐
☐
☐
☐
☐
☐
☐

2 Look at the picture. Write a dialogue about how to pack a backpack. Use some of the expressions from 1c.

- A What do I do first?
- B First of all, we need to
- A
- B
- A
- B
- A
- B
- A
- B



1 a Read the beginning of a story. What did the family leave at home?

- 1 On Friday morning, my family and I got up early. We were all excited because we were going camping by the beach for a few days. While we ¹ were packing the car, Mum said, "It'll take us four hours to get there!" She was wrong.
- 2 Mum was driving along ² happily, when the car ³ started to make a strange noise. "I think there's something wrong with the car," Mum said. Suddenly the car stopped. Luckily, there was a garage by the side of the road! We got out of the car and pushed it into the garage. It wasn't a serious problem and the mechanic fixed our car, but it took a few hours.
- 3 It was getting dark when we arrived at the campsite. It was late and we were ⁴ tired and hungry. While Dad was cooking, Mum and I set up our tent. We were getting ready to go to bed when my brother asked, "Where are our sleeping bags?" "Oh, no!" Dad said. "I think we left them at home."



b Read again. Match the questions with the answers.

- | | |
|-----------------------------------|--|
| 1 Who is the story about? | <input type="checkbox"/> a family who want to spend a few days by the beach. |
| 2 Where are they going? | <input type="checkbox"/> On Friday morning, afternoon and evening. |
| 3 Why are they going there? | <input type="checkbox"/> To a campsite by the beach. |
| 4 When does the story take place? | <input type="checkbox"/> The car stops and they need to take it to a garage. |
| 5 What is the first problem? | <input type="checkbox"/> The narrator and his family. |

c Match the underlined words and phrases in the story with a-e.

- | | | |
|--|--|--------------------------------------|
| a <input type="checkbox"/> past simple | b <input type="checkbox"/> direct speech | c <input type="checkbox"/> an adverb |
| d <input type="checkbox"/> past continuous | e <input type="checkbox"/> an adjective | |

2 Do option A or B.

- A** Look at the picture. Write the beginning of the story (50–60 words). Include two paragraphs and all the things in 1c. Start your story with the sentence:

It was a very morning, so Benji and I decided to go cycling.

As we were cycling back home, suddenly the sky got dark.



- B** Look at the picture. Write the beginning of the story and the ending to the story (80–100 words). Include three paragraphs and all the things in 1c. Remember to:

- make sure there are two problems in your story
- organise your story into paragraphs
- write an ending to your story



A road trip



to go on a road trip



to see the sights



to fill up the car



to pack a bag



to take a break



to sleep in a hotel



to get lost

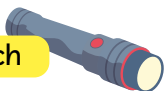


to stop for a meal

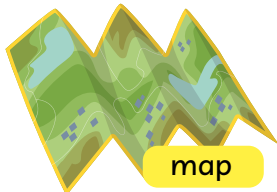
An adventure



tent



torch



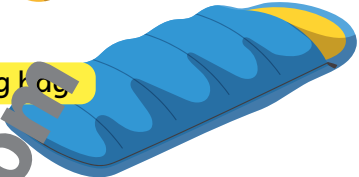
map



backpack



sun cream



sleeping bag



first aid kit



matches

p. 58/1b	all the way	You can't travel all the way along Route 66 any more.	die ganze Strecke
	to end	Route 66 ends in Santa Monica, California.	enden
	route	The road has 8 different states.	Route; Straße
	time zone	Route 66 passes through eight different time zones.	Zeitzone
p. 59/1	petrol station	Where do I fill up the car at the petrol station?	Tankstelle
p. 61/2a	camping trip	We need to prepare for our camping trip.	Campingausflug
p. 61/3	to make a fire	You need wood to make a fire.	Feuer machen
p. 62/4	toothbrush	My toothbrush broke while brushing my teeth.	Zahnbürste
p. 63/1a	to	Let's fill up the car so we don't run out of petrol.	ausgehen, etw. nicht mehr haben
p. 63/2b	local	James Cook died in a fight with the local people in Hawaii.	einheimisch, ansässig
p. 64/1a	equipment	The boat was full of equipment.	Ausrüstung
		They went on a journey from the USA to their home country of Ireland.	Heimatland
p. 65/1a	stone	Let's put stones around to keep the fire in.	Stein
	umbrella	It's starting to rain. Give me the umbrella.	Regenschirm
p. 65/2	to clear a space	We need to clear a space for the fire.	Platz freimachen
	first of all	First of all, we need to look for some wood and then clear a space.	zuerst, als Erstes
p. 65/3	simple	Making a cup of tea is a simple task.	einfach
p. 66/1a	holiday home	We were going to our holiday home in the mountains.	Ferienhaus
	slowly	She started driving more slowly.	langsam

1 a Put the letters in order and write the words.

- | | |
|-------------------|--------------------|
| 1 turepscul | 4 treest tar |
| 2 tingnaip | 5 rawding |
| 3 tarcoon | 6 togphorap |

b Match the words in 1a with the pictures.



2 a Look at the pictures in 1b. Circle the correct words.

- Emma How do you like the ¹ sculpture / painting?
- Matt I think it's cool. I love the ² drawing / photograph of the man by the sea.
- Emma Really? I think it's ugly. I don't like it.
- Matt What about the ³ cartoon / photograph of the cat?
- Emma Ah, I think that's beautiful. It's my favourite.
- Matt My favourite is the ⁴ sculpture / photograph of the woman in Berlin. I love it.
- Emma I really like the famous ⁵ painting / drawing of the two girls in the garden.
- Matt The colours are amazing.
- Emma I don't like it. I think it's boring. I love the ⁶ cartoon / photograph with the blue sea, the beach and the red flowers.
- Emma I love it, too. I'd like to go there now!

2/1



b Listen and check.

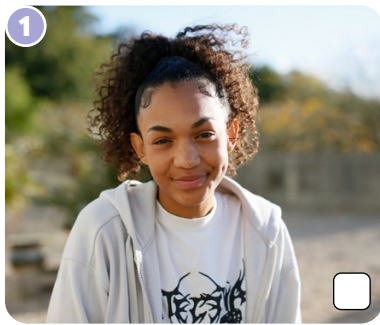
3 Look at the pictures in 1b. Complete the sentences so they are true for you.

I like/love I think it's beautiful/cool.

I don't like the I think it's ugly/boring.

- I don't like the I think it's
- I like the I think it's
- I love the I think it's

1 a Remember part 1 of the video. Who doesn't want to be late for English? Tick.



b Read the dialogue on Student's Book page 69 again. Tick the correct words.

- 1 Kylie is doing a painting and a *drawing* / *sculpture* for her art project.
- 2 She needs to start the *drawing* / *painting*.
- 3 Connor thinks art is *difficult* / *easy*.
- 4 Connor shows Kylie the art park on a *website* / *map*.
- 5 You can see amazing *street art* / *sculpture* at the art park.
- 6 Kylie doesn't want to go because she is *bored* / *interested* / *boring*.

Let's talk

2 Complete the phrases with the words in the box.

got know look up

- 1 What are you to?
- 2 Let's have a Think about it and let me
- 3 I've to go.

3 Do option A or B.

A Complete the mini-dialogues with the expressions in 2a.

- 1 Hakan: Would you like to come to our art exhibition? The gallery is only about ten minutes away. Think about it and 1.....
Katie: OK, I will.
- 2 Hakan: What time does it start? 2.....?
Katie: I'm just on my way to music club. I'm a bit late, actually. 3.....!
- 3 Hakan: Is that your painting, Katie?
Katie: 4.....
Hakan: Oh, it looks really good.
Katie: Oh, thank you!

VOCABULARY: *exhibition – Ausstellung

B Choose two expressions from 2. Write a mini-dialogue.

1 Match the underlined words in the sentences with their meanings.

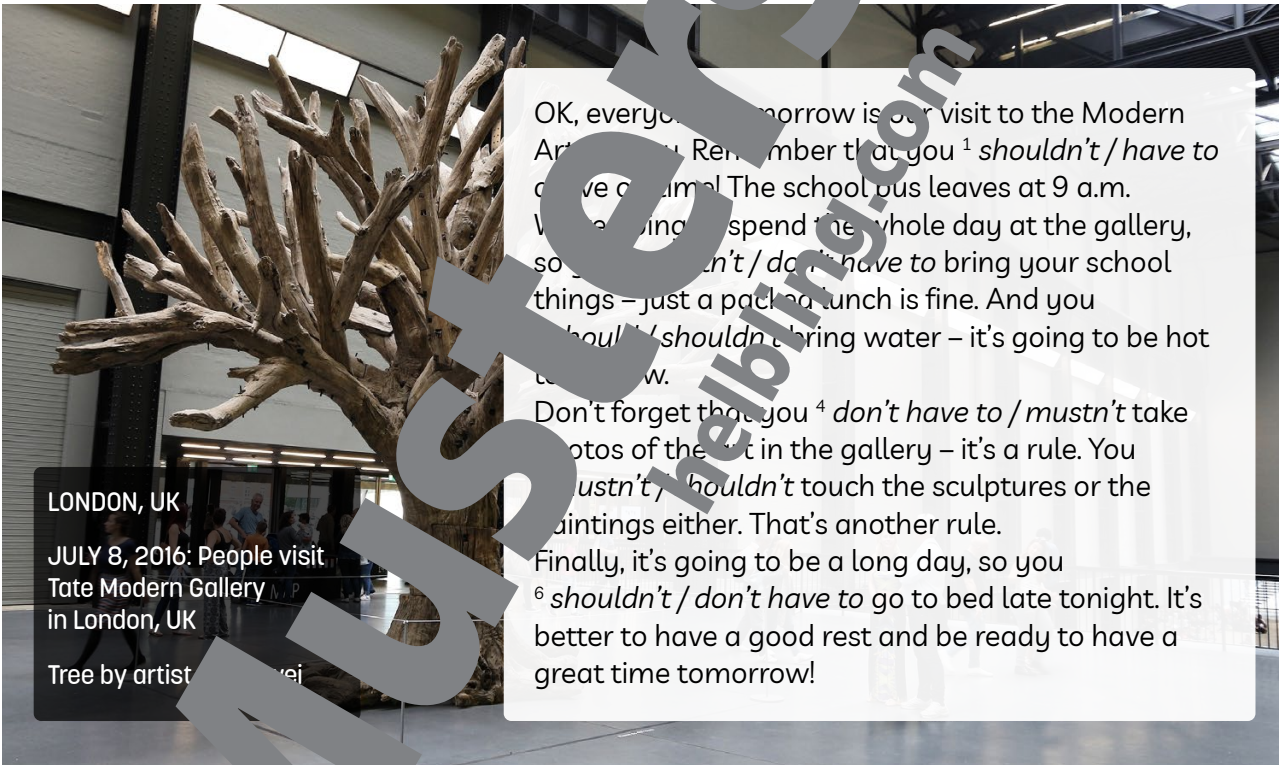
- | | |
|---|---|
| 1 I <u>have to</u> be on time for art class. | <input type="checkbox"/> You can't do this. |
| 2 You <u>mustn't</u> talk during the play. | <input type="checkbox"/> I need to do this. It's expected. |
| 3 You <u>shouldn't</u> watch so much TV. | <input type="checkbox"/> It is a good idea to do this. |
| 4 You <u>must</u> turn off your phone in the theatre. | <input type="checkbox"/> It isn't necessary to do this. |
| 5 I <u>don't have to</u> wear a school uniform. | <input type="checkbox"/> You really need to do this. It's a rule. |
| 6 You <u>should</u> eat more vegetables! | <input type="checkbox"/> It isn't a good idea to do this. |

2 Circle the correct modal verbs.

- People *mustn't / don't have to* speak loudly in a library. It's one of the rules.
- My mum is a doctor. Sometimes she *should / has to* work weekends.
- It isn't her birthday, so Mark *mustn't / doesn't have to* take her present.
- You *shouldn't / don't have to* eat too many sweets before dinner, Alex.
- You *should / must* turn off your phone in the cinema. It's a rule.
- We *mustn't / should* put on sun cream today. The sun is really strong!

3 a Read the text. Circle the correct modal verb.

ART AND ARTISTS WHAT'S ON
search shop



LONDON, UK
 JULY 8, 2016: People visit Tate Modern Gallery in London, UK
 Tree by artist Anselm Kiefer

OK, everyone tomorrow is our visit to the Modern Art gallery. Remember that you ¹ *shouldn't / have to* arrive on time! The school bus leaves at 9 a.m. We are going to spend the whole day at the gallery, so you ² *mustn't / don't have to* bring your school things – just a packed lunch is fine. And you ³ *shouldn't / shouldn't* bring water – it's going to be hot tomorrow.

Don't forget that you ⁴ *don't have to / mustn't* take photos of the art in the gallery – it's a rule. You ⁵ *mustn't / shouldn't* touch the sculptures or the paintings either. That's another rule.

Finally, it's going to be a long day, so you ⁶ *shouldn't / don't have to* go to bed late tonight. It's better to have a good rest and be ready to have a great time tomorrow!

2/2

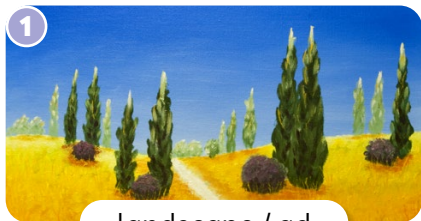


b Listen

4 Complete the sentences so they are true.

- In a museum, people must
- In a hospital, we mustn't
- To stay healthy, we should
- On school days, we shouldn't
- At the weekend, we don't have to

1 Look at the photos. Circle the correct words.



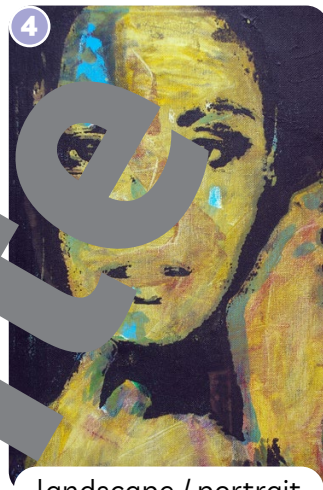
landscape / ad



ad / poster



poster / portrait



landscape / portrait

2 a Look at the picture. Complete the text with the words in the box.

left-hand side foreground centre right-hand side background



This is a photograph of the Bosphorus in Istanbul.

In the ¹..... of the photograph we can see the sea and a couple of small boats. Then, in the ²..... of the photograph, there is a beautiful old tower on a small island in the middle of the sea called the Maiden's Tower. In the ³..... of the photograph we can see a bridge. Behind the tower on the ⁴....., there are lots of buildings and we can also see a white ferry boat. On the ⁵....., there is a big boat with lots of flags and a white tower behind it.

2/3



b Listen and check.

3 Do option A or B.

A Choose one picture. Describe it.



deer yellow flowers
people cycling
grass and trees road



mountains
trees and houses
flowers lake

B Describe the two pictures in A.

This is a photograph/painting of
In the centre, we can see
The background shows
On the left-hand side, there are
On the right-hand side, there is

1 Look at the key below and the underlined modal verb in each sentence. Circle ✓, X or ?.

✓ = It definitely is. X = It definitely isn't. ? = There's a possibility it is.

- I love this landscape painting. Look at the lake and the mountains. It must be Scotland. / X / ?
- That could be Sarah's sister. She looks a lot like her! / X / ?
- The doorbell's ringing, but it can't be James. He's at work. ✓ / X / ?
- That must be Grandpa on the phone. He always calls at this time. / X / ?
- Those pink balls on the cake could be sweets. ✓ / X / ?

2 a Read the dialogue. Circle the correct words.

- Lara Look at this picture, Archie. What can you see?
- Archie That's easy! It's a woman.
- Lara Are you sure? It ¹can't / ²could be something else ... Keep looking.
- Archie What do you mean? I'm sure. It ²could / ³can't be anything else. It ³must / ⁴could be a woman. It isn't a man! Well, perhaps it ⁴must / ⁵could be a teenage girl ...
- Lara OK. You're right. But can you see anything else in the picture?
- Archie Hmm. Those small white balls look like ... Oh, yes! They ⁵could / ⁶can't be something else.
- Lara And ...
- Archie ... I can see the two black cats on either side. It's an optical illusion. ... It's a good one, Lara!
- Lara It is!



2/4



b Listen and check.

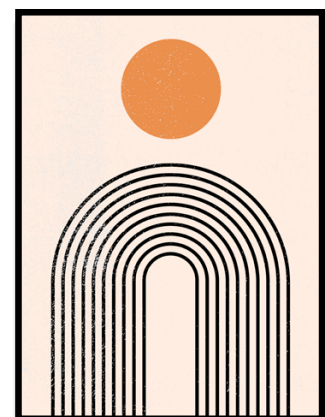
VOCABULARY: *optical illusion – optische Täuschung

3 Complete the sentences with can't, could or must.

- Sophie be older than me, and I'm 14!
- That him in the street. He's at school right now.
- This be Tom's house. His bike is just outside.
- I'm not sure, but I think be Emma's painting. She often paints animals.
- Sally live near school because she always walks there.

4 Look at the painting and complete the sentences with could be, must be or can't be and your own ideas.

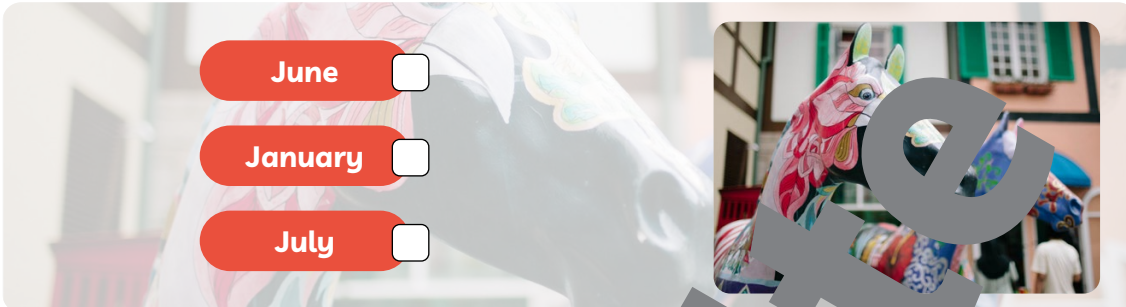
- The orange circle
.....
.....
It can't
.....
.....
The black lines
.....
.....



2/5



1 a Listen to Lizzie talking about an art event. When does the event finish? Tick.



June ☐

January ☐

July ☐

2/5



b Listen again. Complete the sentences with one word.

- Lizzie saw a lot of of horses around town.
- To go on the *City Horses* walking tour, a is necessary.
- The on the horses are all different.
- The interviewer saw an for the sculpture walk.
- The says, 'Run free!'.
- Lizzie thinks the sculpture walk is

2 Put the words in the correct order to make sentences.

- sculpture / is / *City Horses* / a / walk / popular
.....
- download / You / map / a / from / have the website / the
.....
- experience / So, / us / tell / about / your
.....
- artists / painted / The really / bright / horses / the / in
.....
- saw / amazing / I / ad / sculpture / the / walk / an
.....
- slogan / had / It / great /
.....

3 Think of a painting or sculpture you have seen. Complete the dialogue. Use words from the box to help you.

sculpture portrait landscape painting great amazing brilliant
cool bird very different must should

- A I saw a really good exhibition at the Towner Gallery on Saturday.
B Really? How did you know about the exhibition?
A I saw a ad for it on social media. I also saw a poster for it at
the gallery. It had a(n) slogan.
B Oh, what was the slogan?
A
B That's
A You go and see the exhibition. It's too.
B I'd like to go. How long's it on for?
A It finishes, so you've got plenty of time to go.

1 a Read the article. What is it about? Tick the correct answer.

- ☐ five famous art thieves and how they did it
☐ why thieves steal art and what they do with it

TOO famous TO sell?

Paintings and sculptures are more than just pieces of art. Many of them are very ¹valuable and art thieves could sell them. But this is difficult when the piece is very famous.

Sometimes thieves don't sell a famous painting immediately. They hide it and wait. In 1985, thieves stole *Sunrise* by Claude Monet and eight other paintings from the Marmottan Museum in Paris. Six years later, police found them in an apartment on the French island of Corsica. Luckily, only two of them were ²damaged.

Thieves can also steal paintings and ask for a ³ransom. In 1994, thieves stole two paintings by the British artist J. M. W. Turner. Eight years later, the Tate Gallery in London was able to get the paintings back – but that was only after they paid the thieves five million euros in ransom!



Other thieves may not even want money for themselves. In 1986, thieves stole Picasso's *Weeping Woman* from an Australian gallery. The thief wanted the ⁴government to spend more money on arts education and create a new prize for young artists.

People ⁵usually steal a work of art just because they love it, but it does sometimes happen. In 2010, a Polish builder stole another painting by Turner, *Beach in Pourville*, because he loved it. He kept it behind a wall in his home until the police caught him in 2010.

2/6+7+8



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

- 1 It isn't easy for art thieves to sell famous paintings. T / F
- 2 People only steal art to make money. T / F
- 3 All / Most / None of the paintings stolen from the Marmottan Museum were perfect when the police found them.
- 4 The thieves who stole the Turner paintings went to prison / got a lot of money / returned them secretly.
- 5 Why was Picasso's *Weeping Woman* stolen in 1986?
- 6 Which reason for stealing art isn't very common?

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

- | | |
|---|--|
| a <input type="checkbox"/> not damaged | c <input type="checkbox"/> the group of people who control a country |
| b <input type="checkbox"/> the money that a criminal asks for | d <input type="checkbox"/> worth a lot of money |
| e <input type="checkbox"/> harmed* and not perfect | |

VOCABULARY: *harmed – beschädigt

3 Imagine a famous painting has been stolen. Write a short paragraph about it. Use these questions to help you.

- When was it stolen?
- What did the thieves steal?
- Where did they steal it from?
- Why did they steal it?
- Did they ask for a ransom?
- Where did they hide it?
- What happened when the police found it?

2/9



- 1 a** Listen to Leyla, Matt and Josh talking about a film. What does Matt think of the actor who played Jack? Tick the correct answer.

He thinks, he's ... ☐ an exciting new actor. ☐ really good. ☐ very silly. ☐ brilliant.



VOCABULARY: *cop – Bulle; passenger seat – Beifahrersitz; car chase – Verfolgungsjagd im Auto

2/9



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

- 1 Matt thought *CopCar* was a silly film but he liked it. T / F
- 2 Josh thought the film was very exciting. T / F
- 3 Jack and his dad fix a broken old lorry. T / F
- 4 Some thieves were stealing sheep. T / F
- 5 Jack wasn't driving the car when the thieves saw him. T / F
- 6 Matt and Leyla both liked the slogan on the poster for *CopCar*. T / F

2/10



- c** Complete the expressions from the dialogue. Listen and check.

- 1 I wanted to switch off the TV because it was so
- 2 I don't it.
- 3 There was boring moment.
- 4 The is, I've it.
- 5 If you get a chance, you watch it.
- 6 The actor who played Jack is really

2 Do option A or B.

- A** Write a dialogue about a film. Use the following ideas:

Interviewer: What was the film called?

You:

Interviewer: What was it about?

You:

Interviewer: What did you think of the film?

You:

Interviewer: Would you recommend the film? Why (not)?

You:

- B** Write a review (60–80 words) about a film. Use these phrases to help you:

I saw a ... film. It was called ... It was about ...

The story was/wasn't realistic / really silly / boring ...

I (don't) recommend it. You must see it. / Don't go and see it.

1 a Read Maisie's art review for the school magazine. What does Maisie think the white paint in *Street Storm* looks like?

- ☐ clouds ☐ fireworks ☐ lightning



Street Storm



To all at sea

Anthony Garratt is an artist who paints outside, often in very wild and windy weather. He paints 'enormous' landscapes of mountains and sea.

He says, we must accept the weather and nature. They are stronger than we can't control them.

In 2013, he painted *Street Storm* on a wall in the centre of Bristol, in the UK.

The painting was 15 metres long and it took him just over a day to paint it. He didn't plan the painting.

He just started very quickly. It was inspired* by a storm. While he was painting it, a terrible storm, Storm X, was moving towards Bristol. I thought it was an amazing painting and I loved it.

It looked really cool on the wall. The white paint which looked like lightning. We both thought it was brilliant street art.

Since then, Anthony has done many outdoor paintings of landscapes and the sea, and people think they are wonderful.

VOCABULARY: *inspired – inspiriert

b Read again. Answer the questions.

- 1 What does the artist Anthony Garratt paint?
- 2 Where did he paint *Street Storm*?
- 3 How big was the painting?
- 4 What happened while he was painting *Street Storm*?
- 5 What did Maisie and her brother both think of the painting?
- 6 What do people think of his outdoor paintings?

2 Look at the underlined words in the review. Circle the words with the same meaning.

- 1 huge / small / visible
- 2 ugly / strange / very good
- 3 difficult / very good / exciting
- 4 amazing / boring / weird

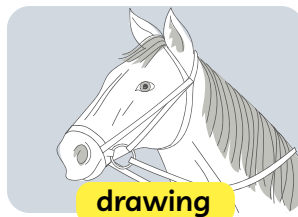
3 Do optional tasks.

A Imagine you are an artist. You have done some street art on a wall in your town. Answer the questions and write notes.

- Where did you paint it?
- What was it called?
- What did it show?
- What did people say about it?

B Imagine you are an artist. You have done some street art on a wall in your town. Write a paragraph about it (80–100 words). Use the information in **A** to help you.

Art



Types of pictures



p. 68/2a	art park	It's a really cool art park with all of fantastic sculptures.	Kunstpark
	I've got to go.		Ich muss gehen.
	Let me know.		Lass es mich wissen.; Sag mir Bescheid.
	Let's have a look.		Zeig mal her. / Lass mal sehen.
	What are you up to?		Was machst du gerade?
p. 68/3	exhausted	I'm exhausted, I have to sit down.	erschöpft
	plenty of	I think I've got plenty of photos now.	reichlich; eine Menge von
p. 69/4a	to be in a hurry	I can't stay, I'm in a hurry.	in Eile sein
p. 70/2a	passenger	Passengers must have a ticket for the journey.	Passagier/in
p. 70/3a	area	They eat in the outside areas.	hier: Bereich
p. 71/1	print	A poster is a large print that you put on a wall.	Druck
p. 71/2a	in the background	In the background, there are some mountains.	im Hintergrund
	in the centre	In the centre, we can see a beautiful rainbow.	in der Mitte
	in the foreground	In the foreground, there is a big meadow.	im Vordergrund
	left-hand side	On the left-hand side, we can see a few cars.	linke Seite
	right-hand side	On the right-hand side, we can see people walking around.	rechte Seite
p. 74/1a	be worth	The sculpture was worth £3 million.	wert sein
p. 74/1b	to cut sth. up into pieces	He cuts up the bronze statue into pieces.	in Stücke zerschneiden
	to melt sth. down	They melt down bronze and sell it for money.	einschmelzen
	security	Museums have the best security systems.	Sicherheit
	shocked	They were shocked because the sculpture was gone.	schockiert
p. 74/1c	mysterious	What do you think is mysterious about it?	mysteriös; geheimnisvoll
p. 75/1a	realistic	The story wasn't realistic, but I liked it.	realistisch
p. 75/2a	waste of time	Watching this film is a waste of time. It is so boring.	Zeitverschwendung
p. 76/1a	danger	There was always a danger the police would arrest Banksy.	Gefahr
	soldier	Banksy likes to paint soldiers.	Soldat/Soldatin
	ugly	Some people think graffiti looks ugly.	hässlich

Topic 3

Learn how to use a mind map to give a talk

2/11



1 a Read and listen to Jake's talk about Liverpool. What's the most interesting place for you?



Hi! I'm Jake and I'm going to talk about my city, Liverpool.

A What can you do and see in Liverpool? There are lots of museums and incredible buildings. The World Museum is very interesting. It's the oldest museum in Liverpool. It's got a cool aquarium and a planetarium. The Liver Building is by the River Mersey. It's one of the very famous buildings in the city.

B Do you enjoy being outdoors? You can walk along the River Mersey. Or you can visit the Japanese and English gardens in Calderstones Park.

C A good place to eat is Liverpool One. This is a big area in the city centre with lots of shops, cafés and restaurants.

D My favourite place in Liverpool is Everton Football Stadium. I'm a fan of Everton Football Club, so I go to the stadium to watch my team!

That's all about Liverpool. Thank you for listening.

b Match the parts of Jake's talk in 1a with the parts of the mind map.



2 Read the tips. Number them in the correct order.

Tips for making a mind map

- ☐ Think of a topic you can write under each main idea. Write words or phrases, not sentences.
- ☐ Write your topic and write it in the middle of a piece of paper.
- ☐ Draw lines to connect each main idea to its words or phrases.
- ☐ Draw a line from the mind map topic to each main idea. You can use a different colour for each idea.
- ☐ Think of three to five main ideas. Then write them around the mind map topic.

3 Choose a town or city that you know. Create a mind map like Jake's in 1b. Use your mind map to prepare and give a talk to the class. Ask a partner to help you prepare for the talk.

1 Circle the correct verbs.

- 1 make / do a lot of money
- 2 be / dream successful
- 3 work / win a prize
- 4 be / make a dream come true
- 5 have / work a lot of talent
- 6 achieve / win a goal
- 7 make / work of becoming a star
- 8 work / win

2 Match the sentences.

- 1 When Anna was a child, she wanted to be a famous singer. ☐ She's made a lot of talent.
- 2 Sam is 20 and he has earned more than £1,000,000. ☐ She dreamt of becoming a star.
- 3 Jenna got up early every day to practise the piano before school. ☐ He's made a lot of money.
- 4 Even when he was a little boy, Tom was a great dancer. ☐ She worked very hard.
- 5 Sophie wanted to be a football player, and now she is. ☐ He won a prize.
- 6 Hugo got an art set for being first at a painting competition. ☐ She's made her dream come true.

3 a Complete the text with the words in the box.

prizes made working successful becoming talent



The British actor Daniel Radcliffe is famous for his role in the Harry Potter films. He's very ¹..... and has won ².....

Daniel acted in his first film for TV when he was 10. He wasn't dreaming of ³..... a star, but when he was 12, the film director Chris Columbus chose him for the role of Harry Potter. He thought Daniel had a lot of ⁴..... and that he was perfect for the role.

Daniel has ⁵..... a lot of money over his career. He's given some of it to charities that help children and young people. On his success, he says that ⁶..... hard is important, but it's even more important to believe in yourself.

2/12



b Listen and check.

4 Complete the answers to the questions so they are true for you.

- 1 What are your talents?
I can
I'm good at
- 2 What are your dreams?
I dream of becoming
- 3 Have you ever worked hard to achieve something? What was it?
.....

1 a Complete the table with the time expressions from the box.

2021 years last week six hours January Monday two months ten days

for	since
.....	2021
.....
.....
.....
.....

b Complete the sentences with *for* or *since* and a time expression from 1a.

- I bought these trainers a week ago. I've had them
- My aunt opened her own bookshop in September. now, so the shop has been open
- The world tennis champion started playing tennis when he was 4. He's played tennis
- I was ill on Tuesday and Wednesday. So I haven't been to school
- I forgot to bring a sandwich with me for so I haven't eaten

2 a Complete the dialogue. Use the present perfect form of the verbs and *for* or *since*.

Chloe Hey, Jamie! Have you ever dreamed of becoming famous?
 Jamie No, I haven't. I ¹ (want) to be an astronaut
² I've never thought about fame.
 What about you, Chloe?
 Chloe I have. I ³ (dream) of being a famous painter
⁴ I hope I can make my dream come true!
 Jamie Of course it can! Are you still going to painting classes?
 Chloe Yes, our new teacher's really wonderful. She ⁵ (teach) us
 so much ⁶ September when she came to the school.
 We're learning how to paint portraits at the moment.
 Jamie You can put a picture of me. And I'll keep it for when you become famous!

2/13



b Listen and check.

3 Complete the sentences so they are true for you. Use *for* and *since*.

- I have known for years.
- I've worked since
- A friend of mine has had for
- My friends and I haven't played since
- My family and I have lived for

8 Vocabulary Adjectives to describe successful people

1 a Complete the adjectives in the posts.



I really like Maya Gabeira. She's a ¹ b _ _ l _ i _ _ _ surfer from Brazil who has travelled around the world! She has surfed the biggest waves and won a lot of surfing competitions. Maya is a very ² p _ p _ _ a _ sportswoman, and she's got a lot of fans like me. In 2020, Maya set a new world record by surfing a wave that was 22.4 metres high! Maya has always been ³ o _ t _ m _ _ t _ c. When she was a child, she wanted to be the best big wave surfer in the world, but making her dream come true wasn't easy. She never stopped trying though because she is very ⁴ h _ _ d _ _ r _ _ _ g.



My favourite writer is Rick Riordan. He's the author of the *Percy Jackson* books. *Percy Jackson* is a boy who lives where he's the son of the ancient Greek god, Poseidon. He's very ⁵ s _ _ r _ _ and can think quickly in difficult situations. Rick Riordan has sold more than thirty million copies of *Percy Jackson* in the US, so he's made lots of money and is very ⁶ r _ _ _ . He's won lots of prizes, but I think he deserves them because he's very ⁷ c _ _ _ v _ _ .



2/14



b Listen and check.

2 Complete the mini-dialogues with the adjectives in the box.

creative kind optimistic popular

- A I'm sure it'll be sunny for our trip to the beach.
B You're always so Millie!
- A Who made this poster for the school?
B My brother, Tim. He's very and has lots of interesting ideas.
- A Can you help your little brother? Talk to him nicely, please.
B Yes, Mum. I'm always to Amy.
- A Is that Miss Brown?
B Yes, it is. She's the teacher at school. We all like her!

3 Write sentences to describe these people. Use the adjectives from 1a and 2.

- Dylan does a lot of research for his school projects and finishes them on time.
Dylan is working.
- George's parents own three famous restaurants. They've got lots of money.
George is
- Olivia is always happy. She says that only good things can happen in the future.
Olivia is
- Oliver is always thinking about other people and makes them feel good.
Oliver is
- My best friend is always
He/She is

1 Write PP (present perfect) or PS (past simple) next to each sentence.

- 1 The young pilot Zara Rutherford flew solo around the world in 2021! PS
- 2 Azra has read a book about famous scientists.
- 3 Mila and her friends didn't play video games yesterday.
- 4 Lorenzo started singing lessons two months ago.
- 5 I've lived in three different countries.
- 6 We've never eaten Japanese food!

2 a Complete the dialogue. Use the present perfect or past simple form of the verbs.

- Noah Hi, Lily! I'm reading a review of this documentary called *The Speed Cubers*. It's about speedcubing – you know, the sport of solving puzzles with a Rubik's Cube. 1..... you (see) it?
- Lily Yes! I 2..... (watch) it last year with my cousins.
- Noah I 3..... (not see) it yet.
- Lily Well, it's about two world champions – Max Park and Zemdeg. They 4..... (break) lots of records since they started competing against each other. They 5..... (win) in 2017 at a competition, and they 6..... (be) really good friends since then.
- Noah I think I've read about Max Park. Has he got autism like me?
- Lily That's right. He started speedcubing when he was 5 to help him move his hands better. Then, he 7..... (become) the fastest in the world. He 8..... (win) the World Championships in 2019 and 2021. And he got another world record in 2023.
- Noah That's so cool!
- Lily So, 9..... you (try) speedcubing, Noah?
- Noah No! But now I want to.



VOCABULARY: *autism – Autismus

2/15



b Listen and check.

3 Answer the questions. Write the sentences that are true for you.

- 1 What have you done today?
.....
- 2 What did you do yesterday?
.....
- 3 What did you do last weekend?
.....
- 4 What is one goal you have achieved?
.....
- 5 What is something new you have tried this year?
.....

Sounds right Word stress

2/16



1 Listen and write the words in the correct column. Practise saying the words.

funny optimistic prize successful intelligent amazing dream talent

1 syllable	2 syllables	3 syllables	4 syllables

2/17



2 a Listen to Mike's poem about his friends. What do they say they will do one day?

☐ achieve their goals☐ make lots of money☐ be successful☐ make their dreams come true

2/17



b Listen and circle the correct words.

My amazing friends

1 Meg's funny and kind. She's **hard-working** / **creative** and smart. She's really **bad** / **good** at science but she's **not** / **very good** at art.2 Ken **can** / **can't** play the piano and he **can** / **can't** play the drums. But he's a **terrible** / **great** mathematician and he's very **bad** / **good** at maths.3 Amelia's very **good** / **terrible** at history. Last year, she **has never won** / **has won** a prize. She is also very **honest** / **hard** and so she never lies.4 Joe's very untidy but we don't mind. He's **optimistic** / **creative** and **smart**. He's **popular** / **funny** and kind.5 Hannah loves sport. She plays tennis and basketball / volleyball with me. And she really likes **diving** / **swimming** in the deep blue sea.6 Chloe does **silly** / **funny** things which make me laugh. She's kind / **helpful**, too. When she has a bar of chocolate, she gives me half.7 Tom is always **optimistic** / **brilliant**, but he's never won a prize. He has **been successful** / **achieved any of his** goals yet but he's a star in my eyes.And then there's Nico and Jane – I love the cool / **trendy** clothes they wear. I even like their **weird** / **lovely** blue hair.

We've got a lot of talent and one day we'll make our dreams come true. Now, tell me about all your friends. Are they amazing, too?

2/17



c Listen again. Number the pictures.



3 Complete the dialogue about a friend. Answer the questions.

Interviewer What's your friend's name and why have you chosen him/her?

You

Interviewer Has he/she got any talents?

You

Interviewer Has he/she ever won any prizes?


You

Interviewer What does he/she dream of becoming?

You

1 a Read the article. What did Sally Ride become famous for?

- ☐ She was the first woman from the US to travel into space.
☐ She was the only woman that worked for NASA in the 1970s.



Share

REACHING FOR THE STARS

As a child, Sally was good at tennis and she thought about becoming a professional tennis player, but later, she decided to study English and physics at Stanford University, California.

In 1977, NASA ¹advertised for young scientists to train as astronauts. Sally answered the advertisement, and she and five other women were successful. In 1978, they were the first women to train as astronauts at NASA.

Five years later, NASA chose Sally to go on their *Challenger* ²mission, and on 18th June, 1983, she became the first American woman in space. After she left NASA in 1989, Sally taught physics at the University of California.

Sally was ³just a brilliant astronaut. She was also ³passionate about education. One of her dreams was to help people have careers in STEM* subjects. She made this dream come true when she started her company in 2001: Sally Ride Science.

Sally Ride Science has been successful for more than 10 years. The company has created many programmes for girls and boys to join. It wants to be sure that everybody has the same opportunities in STEM education.

Sadly, Sally Ride died in 2012 at the age of 61. However, the company she began is still encouraging young people to ⁵reach for the stars and make their dreams come true.

2/18+19 **CALENDAR** STEM = science, technology, engineering and maths

b Read the article again. How many tasks can you do? Then listen and check.

- 1 Instead of becoming a tennis player, Sally decided to go to university. T / F
- 2 Sally answered an advertisement to be an astronaut. T / F
- 3 In 1977, NASA chose Sally and to train as astronauts.
- 4 In 1989, Sally went to the University of California
- 5 Why did Sally start Sally Ride Science in 2001?
- 6 What happened in 2012?

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

- ☐ believe in your dreams and aim for the best job
☐ having a positive attitude about something
☐ a journey in space
☐ put a notice in a newspaper or on social media telling people about new opportunities
☐ continue to do something you want to do

3 Do up A or B.

A Write three questions to ask your hero/heroine. He/She could be a sportsperson, a scientist, an artist or a musician.

B Write six questions to ask your hero/heroine. He/She could be a sportsperson, a scientist, an artist or a musician.

2/20



1 a Listen to the conversation. Choose the correct option.

Paula is unhappy because ...

- ☐ she doesn't like her classmates at her new school.
- ☐ she misses her friends from her old school.
- ☐ she'd like to sit with a different classmate.



2/20



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

- | | |
|---|-------|
| 1 Paula started her new school a month ago. | T / F |
| 2 Paula enjoys being a new student. | T / F |
| 3 Paula's aunt changed schools when she was younger. | T / F |
| 4 Paula and her classmate Julia have got the same class. | T / F |
| 5 Paula's aunt thinks that Paula should invite Julia to the cinema. | T / F |
| 6 Paula's aunt thinks that Paula is very hard-working. | T / F |

2/20



c Listen again. Tick the advice that Paula's aunt gives Paula.

- | | |
|---|--------------------------|
| 1 Try to go back to your old school. | <input type="checkbox"/> |
| 2 Be optimistic about the future. | <input type="checkbox"/> |
| 3 Sit next to someone new every day. | <input type="checkbox"/> |
| 4 Try to make plans with your classmate. | <input type="checkbox"/> |
| 5 Don't try to be the same as other people. | <input type="checkbox"/> |

2 a Complete the sentences with the phrases in the box.

Don't worry How about ... You could Why not

- 1 talking to Julia?
- 2 something together after school?
- 3 invite her to your house.
- 4 about looking like other people.
- 5 you choose the right friends.

2/21



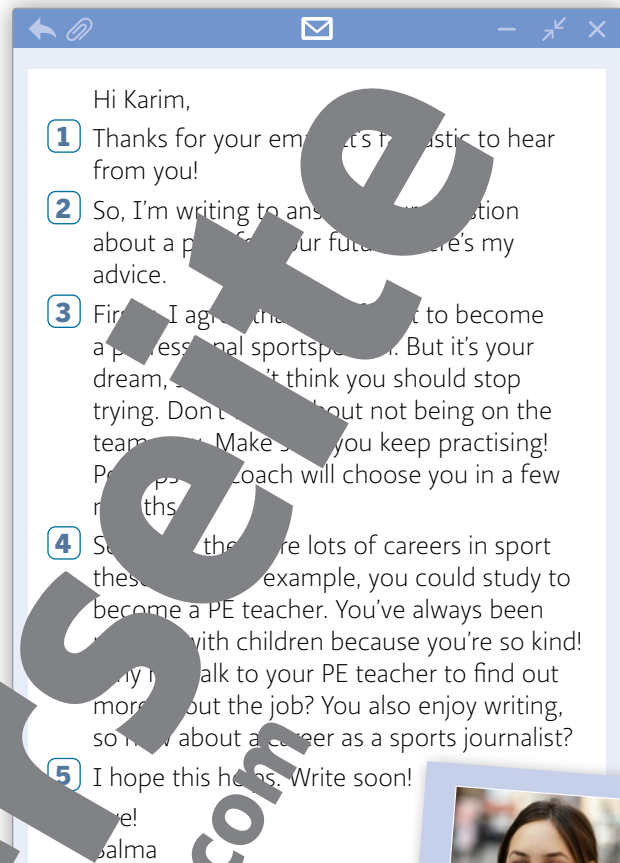
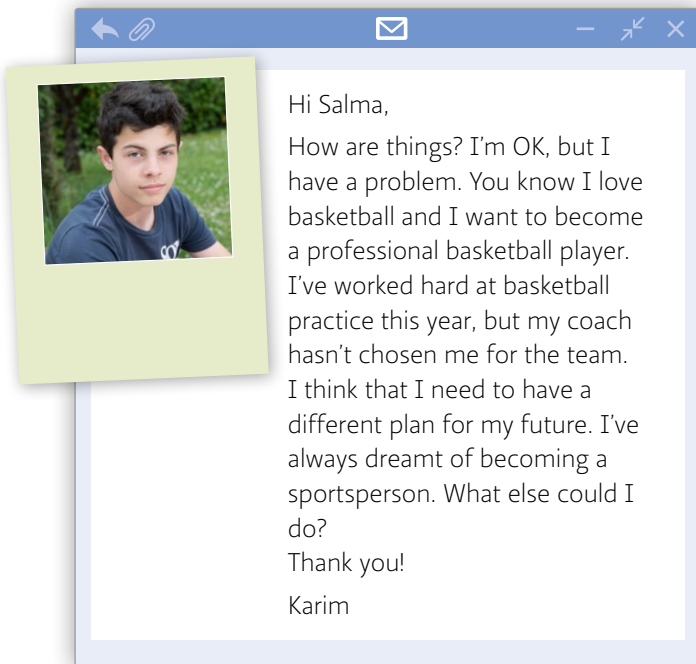
b Listen and check.

3 What advice could you give Paula so that she feels happier at her new school? Complete the ideas. Think about these situations.

..... after school in class

- You could?
- Make sure?
- Don't worry?
- Why not?
- How about?

1 a Read Karim's email. What does he want advice about?



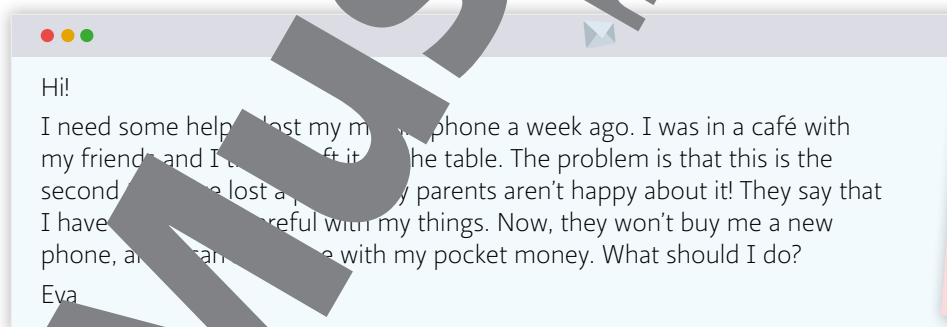
b Read Salma's email. What two jobs does she suggest Karim could do?

2 a Read Salma's reply again. Underline the phrases she uses to give advice.

b Match the parts of Salma's email with their content.

- | | |
|---|---|
| <input type="checkbox"/> a asking for a reply | <input type="checkbox"/> d saying thanks for writing and being friendly |
| <input type="checkbox"/> b saying why she's writing | <input type="checkbox"/> e saying goodbye |
| <input type="checkbox"/> c giving advice | |

3 a Read Eva's email below. What advice could you give? Think of 5 ideas.



b Do you agree?

- A** Write a reply to Eva, giving her your advice (60–80 words). Use two of your ideas from 3a.
- Use Salma's email as a model.
 - Organise your email into paragraphs.
 - Include the parts of the email from 2b.
 - Use some of the phrases from 2a.

- B** Write a reply to Eva, giving her your advice (100–120 words). Use four of your ideas from 3a.

Becoming successful

to make a lot of money

to work hard

to have a lot of talent



to dream of becoming a star

to make a dream come true

to win

to be successful

to achieve a goal

Adjectives to describe successful people



brilliant



creative



hardworking



kind



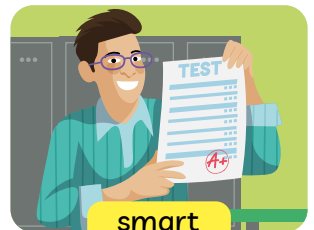
optimistic



popular



rich



smart

p. 78/1b	ceremony	The Nobel Prize ceremony is in Paris.	Zeremonie
	spring	The festival comes every year in spring.	Frühling
p. 79/1a	to achieve	What goals do you want to achieve?	erreichen
p. 80/2b	to be surprised	I am really surprised they've become so successful.	überrascht sein
p. 81/2	charity	My uncle often gives his money to charity.	Wohltätigkeitsorganisation
p. 82/1a	impossible	It's impossible to do that. That's impossible.	unmöglich
p. 84/1	to forgive	Would you forgive a man who robbed your father?	verzeihen
	hospital	He hit his head and went to hospital.	Krankenhaus
	to hug	He hugged him and said he was sorry.	umarmen
	neighbourhood	A girl from the neighbourhood couldn't believe it.	Nachbarschaft
p. 85/1a	advice	Help! I need some advice with a problem.	Ratschlag
	to change your mind	It's OK to change your mind and try something else.	sich umentscheiden
	confident	Bella is a confident 15-year-old.	selbstbewusst
	flexible	Be flexible – it's OK to change your mind.	flexibel
	to make sth. up	Make sure you work hard at school.	sicherstellen
	to mess sth. up	No one is perfect, we all mess things up sometimes.	etw. vermässeln
	to succeed	If you don't succeed, keep trying.	Erfolg haben
p. 85/1b	to improve	You can always improve.	(sich) verbessern
p. 85/2	engineering	I really want to study engineering at university.	Ingenieurwissenschaften
p. 86/1a	high school	I don't know what subjects to choose in high school.	Sekundarstufe; Gymnasium
p. 86/1b	greeting	Felipe gives a friendly greeting.	Begrüßung
p. 86/2	decision	Can you help me with an important decision?	Entscheidung

1 Look at the photos. Circle the correct words and phrases.



- 1 My project is going to be about animals that live in the *rainforest* / on cliffs.
- 2 My brother and I like to walk *in the woods* / by the coast.
- 3 Can you hear the sound of that *waterfall* / canyon?
- 4 It was very dark inside the *cave* / volcano! We needed torches.

2 Match the words in the box with their meanings.

- | | | | | |
|------------------------------------|---------------------------------|---------------------------------|----------------------------------|-------------------------------------|
| <input type="checkbox"/> caves | <input type="checkbox"/> woods | <input type="checkbox"/> canyon | <input type="checkbox"/> volcano | <input type="checkbox"/> rainforest |
| <input type="checkbox"/> waterfall | <input type="checkbox"/> cliffs | <input type="checkbox"/> coast | | |

- 1 This is an area of land covered with lots of trees.
- 2 These large holes can be in the side of a mountain or underground.
- 3 It's very green. It's in tropical areas.
- 4 This is part of a river where a lot of water flows* very quickly from higher to lower.
- 5 These are high areas of rocks, often by the sea.
- 6 This is the land next to the sea.
- 7 This mountain has a large hole in it. Hot liquid rock may come out of it!
- 8 This is a deep valley between high mountains or rocks. A river often runs along the bottom.

VOCABULARY: *flow – fließen

3 Complete the text with words from 2.



Mount Etna is an active
1..... in Italy.
The hot liquid rock inside
it, Magma, is near the
2..... on the east
3..... of Sicily.

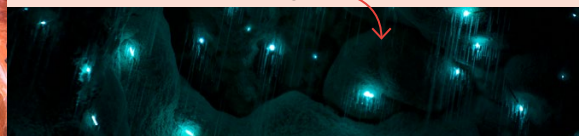


Angel Falls, in Venezuela,
is the highest
3..... on
the planet. Water comes
down from a height of
979 metres!

Antelope Canyon is
in Arizona. It's millions of years
old and it's about 2 kilometres
long. When the sun is shining,
it makes pink, red, orange and
gold patterns on the 37-metre
high walls. It's very beautiful, so
photographers come from around
the world to take pictures.



The Waitomo Glowworm
5..... are in New Zealand.
It's very dark inside, and there are
glowworms (a kind of insect). Their
bodies make small, blue-green lights on
the walls and ceiling.



1 Read the dialogue on Student's Book page 89 again. Circle T (True) or F (False).

- 1 Kylie is going to get up late on Saturday. T / F
- 2 Kylie definitely wants to go to the football with her dad on Saturday afternoon. T / F
- 3 Connor doesn't think a walk in the woods is very exciting. T / F
- 4 Kylie thinks there is a really great view from the top of Wil's Dyke. T / F
- 5 Connor wants to go to the coast and walk along the beach. T / F
- 6 Kylie loves jumping off cliffs and swimming in the sea. T / F

Let's talk

2 a Complete the dialogue with the words from the box.

free sort sure thing

Ruby Hi, Dylan. Are you ¹..... on Saturday?

Dylan I am at the moment. But I'm going to do something fun, that's for ²..... So what are you doing, Ruby?

Ruby My friends and I are going to go geocaching in the woods. That's when you use a GPS to find hidden small prizes in a place, like a special coin or a key ring*, that ³..... of things.

Dylan Yeah, I know, but that's not really my ⁴..... I went geocaching once and didn't find anything. At the end of all, we got lost!



VOCABULARY: *key ring – Schlüsselanhänger

b Complete the mini-dialogues with the phrases in 2a.

1 Helenie, would you like to come to the park with me tomorrow?

No, sorry,

2 What are you doing tomorrow?

I'm not staying at home, I might go to the sports centre for a game of tennis.

3 tomorrow?

I'm busy in the morning, but I'm not doing anything in the afternoon.

4 Are you doing anything exciting tomorrow?

Helen's coming over and we're going to look at photos, play video games, chat –

1 Circle the correct phrase.

- A What are you going to do next Saturday night?
B I still don't know. *I'm going to go / I might go* to a concert.
- A What's Kate doing this weekend?
B I know *she's going to see / she might see* the new comedy film on Friday night. She's already got tickets.
- A Have you got any plans for Sunday afternoon?
B We're not sure ... *We're going to play / We might play* video games.
- A It's Lily's birthday party on Saturday!
B I know, but *I'm not going to come / I might not come*. I have to go to my grandma's 80th birthday.
- A Are Grandma and Grandpa coming to the cinema with you tonight?
B Yes, they're really looking forward to it. The film starts at 6.30 p.m., so *they're going to meet / they might meet* us at the cinema at 6 p.m.

2 a Read and complete the text using *going to* or *might* and the verbs in brackets.

Dear Diary,

I'm excited! Next week, my class and I ¹
(go) on a walking tour of the Giant's Causeway. It looks
amazing. Today, we learnt that the strange stones there came
from ancient volcanoes.

Here's our plan. We ² (walk) along the
coast for about two hours until we get to Dunseverick Castle
(which isn't a castle any more – just a lot of stone walls!).

I ³ (not take) my phone because my
phone is broken, but my friends will lend me theirs. And our
geography teacher, Mr Duffy, ⁴ (video)
everything.

The bus is going to meet us near Dunseverick Castle and
then we're going to have lunch. Dunseverick isn't sunny yet, but we
⁵ (visit) Dunluce Castle in the afternoon,
too. I hope we do. It looks amazing. There ⁶
(not be) enough time though. I can't see.



The Giant's Causeway, Northern Ireland



Dunseverick Castle



Dunluce Castle

b Listen

3 Think about your dream day. Complete the sentences so they are true for you. Use the verbs in the box to help you.

have a picnic with friends over have a lie-in play computer games all day
score 5 goals swim with dolphins sing with (favourite band)

Today is my dream day!

- In the morning, I'm
- In the afternoon, I
- Today, I might
- I might not



1 Rewrite the sentences. Replace the underlined words with the words below.

CLIMATE CHANGE

ENDANGERED

EXTREME WEATHER

FOREST FIRES

RECYCLE

POLLUTION

GREEN ENERGY

CLEAN UP

- Today, more and more people are using energy sources like the sun and wind.
- A mix of dangerous chemicals in the air or water is a problem in big cities.
- Temperatures going up is causing storms and very hot and wet weather.
- People should always make a place clean and tidy after they have a picnic.
- Some animals like elephants and tigers are not safe because hunters are killing them.
- There are more trees burning in summer than in winter.
- Countries around the world are experiencing unusually heavy rain, very strong winds, heavy snowstorms and very hot temperatures.
- More and more people every year send old plastic, paper and glass into different bins so that we can use them again.

2 a Read the dialogue. Circle the correct words.

- Layla What's your geography project to be about, Henry?
- Henry Climate ¹*change* / *pollution* and now we can help to stop it. I might also do some research on ²*pollution* / *forest fires* – you know, how we can use natural sources* of electricity like the wind or the sun, which are kinder to the environment.
- Layla Sounds good. I should help. I read that this weekend, people are getting together at Central Beach. They're going to clean ³*down / up* the beach. I might join them!
- Henry I read about it. They also want to ⁴*recycle / change* the litter they find and make a work of art with it. Now, tell me about ⁵*endangered* / *extreme* animals.
- Layla I'm writing about animals that are ⁵*extreme / endangered*, like the Javan rhino or the Amur leopard.
- Henry That sounds really interesting.



VOCABULARY: *source – Quelle

3 Answer the questions. Use words from 1.

- What environmental problems are there in your area?
- What do you do to help the environment?
- What do you think is going to be the most serious environmental problem in the future?



1 Complete the first conditional sentences with the correct form of the verbs.

- If we (not use) more public transport, air pollution (get) worse.
- Extreme weather (get) worse if we (not stop) climate change.
- If we (have) shorter showers, we (save) water.
- Polar bears (lose) their habitat if the world (get) too warm.
- If you (start) recycling your waste, you (help) the environment.
- Forest fires (continue) if people (not learn) to be more careful.

2 Write first conditional sentences with *if* and the correct form of the verbs.

- you / study for the test / you / do well
If you study for the test, you will do well.
- we / be / late for the film / we / not leave now
- the weather / be / good this afternoon / they / go swimming
- I / get / a part in the school play / I / be / very happy
- he / not have / any homework to do / he / hang out / with his friends in town

3 a Complete the first conditional sentences in the dialogue.

- Millie What are your plans for the weekend, Ben?
- Ben If it ¹ (not rain) my parents and I ² (go hiking). Would you like to come?
- Millie I'd love to! But I'm my sister's birthday. I ³ (be) busy this Saturday if she ⁴ (want) to have a party.
- Ben OK, let me know. By the way, it's my birthday the next weekend!
- Millie Cool! What are you going to do?
- Ben I'd love to go to the new adventure park, you know? I think we ⁵ (go) if the tickets (not be) too expensive.
- Millie It has been there, and it's good fun! If you ⁷ (decide) to go there, I ⁸ (tell) you about the best attractions.
- Ben Great!

b Listen and check.

4 Complete the sentences with your ideas.

- If we plant more trees,
- Cities will be less polluted if
- If we protect animals that are endangered,
- Climate change will get worse if
- If we use public transport instead of cars,



Sounds right Stress in the 1st conditional

2/25



1 a Listen and underline the stressed words.

- 1 If we work hard, we'll do well in the test.
- 2 My mum will be very happy, if I win a prize.
- 3 If the weather isn't nice tomorrow, they won't go to the beach.
- 4 He won't cycle to school if it rains.

2/25



b Listen, check and repeat.

2/26

2 a Listen to the *Good News* podcast about a group of students who are helping the environment. How does the teacher describe her students?

The teacher says that they are ...

- | | |
|---|---|
| <input type="checkbox"/> talented and optimistic. | <input type="checkbox"/> popular and kind. |
| <input type="checkbox"/> creative and talented. | <input type="checkbox"/> brilliant and smart. |

GOOD NEWS

From plastic waste to beautiful jewellery

A seal caught in a fishing net

Small pieces of plastic found on a beach

Jewellery made from ocean plastic

2/26



b Listen again and circle the correct words.

- 1 The students live *by the seaside* / *in the countryside* / *in a city*.
- 2 The aim of the students is to save our water *falls* / *beaches* / *rivers*.
- 3 They want to make something *useful* / *beautiful* / *comfortable*.
- 4 If we don't *cut down* / *clean up* / *pollute* our beaches, the fish will eat the plastic.
- 5 *Seals and dolphins* / *Sharks and fish* / *Cliffs and caves* get caught in the fishing nets.
- 6 The project has been *brilliant* / *successful* / *popular*.

VOCABULARY: *fishing net – Fischernetz

3 Complete the dialog about the *Good News* podcast. Write your answers to the questions.

Ellie What have the students won a prize for?

You 1

Ellie What was their goal?

You 2

Ellie What did they decide to do with the plastic?

You 3

Ellie Do you like their idea? Why (not)?

You 4

Ellie Plastic is a big problem. What do you think we should do about it?

You 5

1 a Read the article. Why did the writer write this article?

- ☐ To tell readers about Earth Day.
☐ To suggest ways to protect the planet every day.
☐ To ask their country to take action on the environment.



EARTH DAY EVERY DAY!



Every year, on 22nd April, more than 193 countries celebrate Earth Day. People take part in activities like planting* trees or cleaning up rubbish. People celebrated Earth Day for the first time in the USA in 1970. They wanted everyone to think about problems like air and water pollution. Today, Earth Day is the biggest environmental movement in the world.

So, Earth Day is important, but we need to protect our planet every day of the year! But how do we do that? Here are some ideas.

REDUCE* YOUR WASTE

There are over 8 billion tonnes of plastic in the world and about 6 billion tonnes of plastic are rubbish! If you reduce your rubbish, companies will be able to produce as much plastic or other materials. You can also find new uses for things. For example, make an old tin into a plant pot.

PLANT TREES

When trees produce oxygen, they help clean the air. They also help the Earth cool, and that helps with climate change. Trees provide* food, too, and they are homes for lots of animals.

VOLUNTEER FOR CLEANUPS

Find out about cleanups in your area. Are there any near you? You could volunteer to collect rubbish in your local park, for example.

BUY LESS

If you buy fewer things, you will save money, and you will also help reduce waste. If you can, buy eco-friendly products that are kinder to the environment. We want to encourage companies to make products that don't damage* the planet.

EARTH DAY CAN BE EVERY DAY.

START NOW!

VOCABULARY: *plant – pflanzen; reduce – verringern; provide – bieten, liefern; damage – beschädigen, schaden

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

- 1 Earth Day started in the USA. T / F
- 2 In the world there are about 6 billion tonnes of plastic rubbish. T / F
- 3 The writer suggests there will be less plastic and other materials if we
- 4 The writer says that trees are important for keeping
- 5 What are the advantages of buying fewer things?
- 6 How do we encourage companies to do?

2 Imagine it's Earth Day today. Complete the sentences with your plans.

Today, I'm going to clean up the beach. I'm not going to buy anything plastic.

- 1 Today, I'm going to
- 2 I'm not going to
- 3 I might
- 4 I think I'll

2/30

1 a Listen to Jenny and her dad talking about a trip. Tick the activities they talk about.



Cerro Catedral, Patagonia, Argentina



The Perito Moreno glacier

☐ skiing

☐ ice skating

☐ swimming

☐ hiking

☐ kayaking

☐ mountain biking

2/30

b Listen again. Write **J** (Jenny) or **D** (Dad).

- Who suggests they start planning their ski holiday? ☐
- Who suggests looking at a website about Patagonia? ☐
- Who says they can't see the Perito Moreno glacier? ☐
- Who doesn't want to go ice skating? ☐
- Who doesn't like guided tours very much? ☐
- Who suggests that they go for a hot chocolate? ☐

2 Circle the words you heard.

- Why don't we *starting* / *start* planning our ski holiday? I'm not so keen *about* / *on* ice skating.
- I think *that* / *that's* a good idea. How about *skiing* / *ski* and seeing some of the sights?
- Let's *look* / *looking* at the website. I'd rather do something more fun.
- I'd love / *loving* to see it. I'd prefer *going* / *to go* kayaking or mountain biking.

3 a Complete the dialogue with the phrases in the box.

Why don't I'd rather I'm not so keen I'd love to
I'd prefer Let's go How about I think

Sam 1..... somewhere fun this weekend, Mila. 2..... the amusement park?

Mila 3..... on the amusement park. The last time I went, there were a lot of people and the queues* for the rides were really long. 4..... to go somewhere quieter. 5..... we go to the beach? We can play beach volleyball!

Sam Great. 6..... that's a good idea. 7..... play beach volleyball.

Mila 8..... on Saturday?

Mila 9..... go on Sunday. It might be busier on Saturday.

Sam 10..... See you Sunday then!

VOCABULARY: *queue – Warteschlange

2/31

b Listen and check.

4 Read the situation below. Write a dialogue between you and your friend in your exercise book. Use some of the expressions from **3a**.

You and your best friend are at the coast. You have only a little money to spend. Plan your day.

1 a Read Pablo's description of a place he loves. What sound does he like listening to?

- ☐ birds ☐ water ☐ deer ☐ the wind

A place I love

Doñana National Park is my favourite place because it's peaceful there.

My family and I often go for long walks in Doñana. We love exploring its beautiful old woods and we always discover new paths. I love seeing all the different flowers and plants. They have a lovely smell. My favourite is the pretty purple lavender.

Sometimes, we walk on one of the wonderful big beaches. Other times, we sit by one of the lagoons* and enjoy the stunning view. We love seeing the pink flamingos in the lagoon! They look like an amazing painting. I like watching these colourful birds and listening to the sound of water. It relaxes me.

I love Doñana, and I always go home feeling happy.



VOCABULARY: *lagoon – Lagune

b Read the description again. Make notes about:

- 1 things Pablo hears 2 things Pablo sees 3 things Pablo smells

c Find the nouns in the description. Write the adjectives Pablo uses to describe them in the correct place in the table.

Noun	woods	lavender	beaches	flamingos
Opinion	beautiful			
Size		-		-
Age	old		-	-
Colour			-	

2 Use the words to write sentences. Follow the adjective order from the table in 1c.

- 1 friendly / cat / black / old **a friendly old black cat**
 2 film / sad / a / new
 3 red / many / flowers
 4 large / trees / orange
 5 an / ugly / building / grey

3

A Write a short description of a place you love (50–60 words). Describe three things. Use adjectives. Think about:

- What is your favourite place?
- Why is it your favourite place?
- What do you do there?
- What things can you see there?

B Write a description of a place you love (60–80 words). Describe five things you can see, hear and/or smell there. Say how this place makes you feel.

Our natural world



canyon



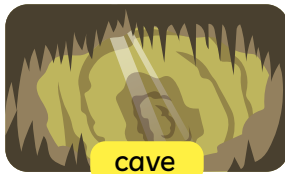
waterfall



rainforest



cliffs



cave



woods



volcano



coast

The environment



climate change



to recycle



endangered



green energy



pollution



forest fires



extreme weather



to clean up

p. 88/2a	adventurous	<i>I'm not very adventurous and I hate getting wet.</i>	abenteuerlich
	Are you free?		Hast du Zeit?
	that sort of thing		so was eben
	That's for sure.		Das ist sicher., Das steht fest.
	That's not really my thing.		Das ist nicht wirklich mein Ding., Das ist nicht meins.
p. 88/3	daydreaming	<i>Connor! You're daydreaming again.</i>	Tagträumen
p. 91/1a	chemicals	<i>There are lots of dangerous chemicals in the air.</i>	Chemikalien
	to go up	<i>The planet's temperature will go up very year.</i>	steigen
	joke	<i>Extreme weather is a joke.</i>	Witz
	to throw away	<i>Don't throw it away – recycle!</i>	wegschmeißen, entsorgen
p. 91/1b	to die out	<i>They might die out in the next 50 years.</i>	aussterben
	solar panel	<i>More and more houses in Austria have solar panels.</i>	Solarpanel
p. 93/2a	to take a shower	<i>You should take shorter showers – long showers are bad for the environment.</i>	(sich) duschen
p. 93/2b	to cut down	<i>They cut down rainforests to get more land.</i>	abholzen
p. 93/3	particles	<i>There are very small plastic particles, little bits of plastic, in cosmetics.</i>	Teilchen, Partikel
p. 94/1a	waste	<i>People collected a lot of waste on World Cleanup Day.</i>	Abfall, Müll
p. 95/1a	to be keen on	<i>I'm not so keen on the rainforest.</i>	von etw. begeistert sein; auf etw. Lust haben
	rather	<i>I'd rather go somewhere with sun.</i>	Ich hätte/möchte lieber
p. 96/1a	fascinating	<i>I love to close my eyes and think about a fascinating film.</i>	faszinierend
	headphones	<i>Sometimes I put on my headphones and listen to some loud music.</i>	Kopfhörer
	to take a walk	<i>When I want some time to think, I take a walk.</i>	spazieren gehen
	tidy	<i>I love my room because it's tidy and decorated with bright colours.</i>	aufgeräumt, ordentlich
	to walk past	<i>I walk past beautiful old trees on my walk.</i>	vorbeigehen an
p. 97/1b	comprehensive school	<i>I go to Blueway Comprehensive School.</i>	Gesamtschule
	to suppose	<i>I suppose we're quite good at it now, because we do it regularly.</i>	annehmen, vermuten

Topic 4

Learn how to expand your vocabulary

1 Read. Tick the sentences that are true for you.

- | | |
|---|---|
| 1 The best way for me to learn vocabulary is | 2 I think it's best to study vocabulary |
| <input type="checkbox"/> in class with my teacher. | <input type="checkbox"/> a little every day. |
| <input type="checkbox"/> at home. | <input type="checkbox"/> once a week. |
| <input type="checkbox"/> in class and also at home. | <input type="checkbox"/> only when I have time. |

2 Read the paragraph. What does the writer think? Circle T (True) or F (False).

This is important for your future – because you learn better that way!

Vocabulary is important! It is even more important than grammar. Without good grammar, you can say very little – but without vocabulary, you can't say anything! And good vocabulary makes your communication better – speaking, listening, reading and writing.

- | | |
|---|-------|
| 1 Grammar is more important than vocabulary. | T / F |
| 2 Learning more vocabulary means you can improve all your English skills. | T / F |

3 a Read "What the experts say". Which tips are you already doing? Discuss in pairs.

What the experts say – tips to improve your vocabulary

- 1 A little and often is best. Try to **study vocabulary every day**. Just 10 or 15 minutes is fine.
- 2 Words are like friends – the more often you meet them, the better you know them. **So, practise new vocabulary regularly.**
- 3 **Write down new words you want to remember** – for example, in your exercise book, on your laptop, or even on your phone. It's a good idea to include an example sentence for each new word. Try to make the example sentence personal to you – this makes it easier to remember. For example, *I'm happy when my mum makes pizza*. You can also include a translation.
- 4 Words are like people – they have families. **Try to learn "word families"** – the connections will help you to remember them and learn different forms of a word, like *happy, unhappy, happiness*. Mind maps are a good way to present vocabulary families.



- 5 You can meet new friends at parties. Texts are like "vocabulary parties" where you can meet lots of new words. Try to **read and listen to English often**, for example, online. Find topics you're interested in and read and listen for longer. And don't worry if you don't understand everything – that's perfectly OK, and sometimes you can guess the meaning of new words.
- 6 **Check the pronunciation of new words**, for example, in an online dictionary. If you can say the word, you can use it – and if you use it, you'll remember it. Remember the saying, "Use it or lose it!" This is very true of language.



- b** Decide which two new tips you will try first. Compare your choices with a partner. Give your reasons.

1 Match the sentence halves.

- | | |
|--|--|
| 1 We worked on our own, and then we shared | <input type="checkbox"/> language to communicate with him. |
| 2 Animals can communicate by making | <input type="checkbox"/> or with the rest of the group. |
| 3 Some animals such as dogs, cats and monkeys | <input type="checkbox"/> with friends and family in other |
| use body | countries. |
| 4 Thanks to the internet, we can communicate | <input type="checkbox"/> language to communicate with each |
| 5 My younger brother can't hear, so I use sign | other |
| | <input type="checkbox"/> hands or other signals. |

2 Circle the correct words.

- Just send me a *text* / *conversation* when you arrive. I'll come and pick you up.
- My mum wants to *have* / *make* a conversation about my schoolwork.
- If I feel sad, I usually *communicate* / *phone* my friends.
- Whales *text* / *make* three different types of sounds when they communicate.
- How do cats *communicate* / *understand* with their owners?

3 a Complete the mini-dialogues with words and phrases from 1 and 2.

- A OK. What's the next step for the next?
B We have to *share* our *idea* with the group and choose the best one.
- A Someone needs to find a place where to meet us.
B OK. I'll *text* him *now*.
- A Can you hear that?
B Yes – it's my cat! He *communicates* a funny *language* when he's sleeping!
- A Why do you know his *language*?
B Because my brother can't hear. I use hand signals to *communicate* with him.
- A What *language* do cats use?
B They shake their tails when they are angry or unhappy.



2/32



b Listen and check

4 Complete the sentences so they are true for you.

- I *communicate* with my friends when I *text* them.
- I *communicate* more often *than* I *text* anybody else.
- When I don't understand a language, I use *sign language* to communicate with people.
- If someone needs to get in touch with me, they can *text* me.



1 Are the underlined nouns countable? Write ☐ (countable) or ☐ (uncountable).

- 1 ☐ We still have lots of time.
- 2 ☐ I didn't get any messages.
- 3 ☐ We saw a few birds in the park.
- 4 ☐ I've got a lot of homework.
- 5 ☐ There'll be a lot of rain.
- 6 ☐ Some phones work here, but others don't.
- 7 ☐ There isn't much furniture in our new house yet.
- 8 ☐ Could you think of some ideas please?

2 Circle the correct quantifiers.

- 1 We haven't got *a few / many / much* time.
- 2 I need *any / some / many* help with my homework.
- 3 There are *a few / a little / any* mistakes in this text.
- 4 My little sister doesn't know the meaning of *a little / many / much* words.
- 5 Are there *any / some / much* problems with our internet connection?
- 6 I like *a few / a little / many* milk in my tea.

3 a Complete the dialogue with the words.

any a little a few many much

- Lucy Hey, Mum. Do you have to do
1 work today?
- Mum Yes, I need to finish my presentation
and I haven't got 2 time.
Only a couple of hours. Why?
- Lucy I wanted to show you my home
It's about how to improve communication in class.
The teacher told us to write 3 tips, but no more than five.
Just the most important ideas.
- Mum That sounds great. Could you give me 4 help with my
presentation. I don't have 5 ideas at the moment.
- Lucy Really? What's your presentation about?
- Mum It's about how to improve communication at work!



2/33



b Listen and check.

4 Write sentences that are true for you about some of these things. Use the quantifiers from 2 and 3.

from my schoolbag students in my class sports
posters on my bedroom walls food in our fridge jokes

There aren't many students in my class.

.....

.....

.....

.....

.....

1 Complete the phrases with *say*, *tell* or *ask*.

- | | | |
|-----------------|--------------------|-------------------|
| 1 a joke | 4 hello | 7 the truth |
| 2 goodbye | 5 a question | 8 a story |
| 3 a lie | 6 the price | |

2 a Circle the correct words.

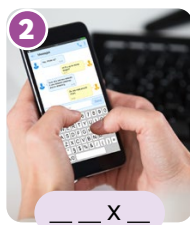
- My face goes red if I *say* / *tell* a lie.
- Let's *ask* / *say* the price of those trainers. I hope they're not too expensive.
- Can you *say* / *tell* us that joke again? It's really funny!
- How do you *say* / *ask* 'hello' in Turkish?
- Shhh. The teacher is going to *say* / *tell* a story.
- When I *said* / *asked* the question, I stood up.

2/34



b Listen and check.

3 Look at the photos. Complete the words.



4 Complete the text with verbs from the box in the correct form.

text call chat translate show present

GREEN HILLS LIBRARY

Remember ...

- Please don't speak loudly or 1.....
- You can't 2..... the library.
Please go outside if you want to talk to your friends.
- Please 3..... anyone on your phone. If you need to contact someone, we suggest that you 4..... them instead.

Latest news!

- Next Thursday 9th, come and learn about how to use social media safely. Nancy Smith will 5.....
- On Friday 10th, language expert Tim Baker will talk about helpful apps we can use to 6..... texts into different languages.

5 Answer the questions. Write sentences which are true for you.

- Who do you know who is good at telling stories?
.....
- How long do you chat online with your friends?
.....
- When was the last time you told a joke? What was the joke about?
.....

1 Circle the correct words.

- I decided *to go* / *going* to the library to do some research on animal communication.
- Alma promised *to help* / *helping* me with my project.
- My brother and sister are really good at *to cook* / *cooking*.
- I enjoy *to watch* / *watching* films with my friends.
- Dad forgot *to buy* / *buying* some bread on his way home from work.

2 Complete the mini-dialogues with the infinitive or gerund.

- Gemma What are you all doing this afternoon?
Tom We've decided (go) to the theatre.
- Jack What are you doing tomorrow morning?
Lisa I've promised (tidy) my room.
- John Are you free on Sunday morning?
Milly No, I've got to do my homework. I forgot (do) it last night.
- Lucas What languages can you speak?
Elif I can only speak English but I am interested in (learn) French and Spanish.
- Jamie Do you want (come) for a bike ride? We're going to cycle round the lake.
Kate You know I'm not good at (cycle). Why don't you ask Sally?
She enjoys (go) for long rides.

3 Complete the dialogue with the gerund or the infinitive form of the verbs.

spend bring garden learn visit help show

- Ellie What are you doing tomorrow, Theo?
- Theo I promised ¹ my grandparents in the morning.
They want ² a new vegetable garden.
- Ellie Have they got a vegetable garden?
How cool! There's one at my school.
I enjoy ³ there.
I'm interested more about plants and vegetables.
- Theo Well, I'm not good at , and I'm not interested in plants or vegetables ...
But I my grandparents, so I'll go. Would you like to come?
- Ellie Sure! I'd like to.
- Theo That's great. See you at my house at 11 tomorrow. Don't forget ⁷ your bike!



VOCABULARY: *garden – gärtnern

4 Complete the sentences so they are true for you. Use gerunds and infinitives.

- I want
- I usually enjoy
- I'm good at
- I've decided

2/35



1 a Listen to the podcast about storytelling. Tick the words you hear.

- | | | | |
|--|------------------------------------|----------------------------------|-------------------------------------|
| <input type="checkbox"/> cave painting | <input type="checkbox"/> sculpture | <input type="checkbox"/> cartoon | <input type="checkbox"/> graffiti |
| <input type="checkbox"/> portrait | <input type="checkbox"/> song | <input type="checkbox"/> violin | <input type="checkbox"/> photograph |
| <input type="checkbox"/> landscape | <input type="checkbox"/> film | | |

2/35



b Listen again. Match the captions (1-4) to the pictures (A-D)

A PICTURE PAINTS A THOUSAND WORDS

- Guglielmo Marconi made the first radio broadcast.
- Storytellers often use body language.
- The first storytellers drew pictures in caves.
- Louis Le Prince made the first film in Leeds in 1888.



2/35



c Listen again and circle the correct words.

The writer tells us that:

- People use *body language* / *sign language* to communicate feelings.
- The first storytellers *lived on cliffs* / *in caves*.
- Today, we still tell *lots of* / *a few* stories with pictures.
- The first film was *one* / *two seconds* long.
- A *creative* / *smart* French inventor made the first film.
- On the first broadcast, Guglielmo Marconi *told a joke* / *asked a question*.

2 Think of many different ways you can tell a story. Answer the questions.

Josh Can you think of a song that tells a story? What's it about and who sings it?

You

Josh Have you ever taken a photograph that tells an interesting story? Describe it.

You

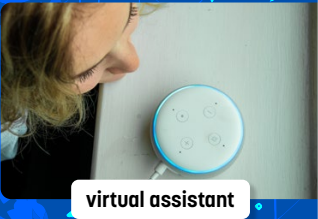
Josh Have you ever made a video? Tell us about it.

You


Josh What's your favourite story? Is it in a song, a poem, a film or a comic book?

You

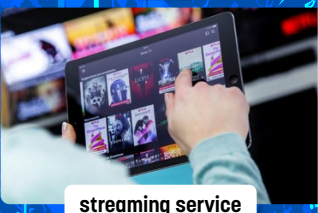
- 1 a Look at the photos in the article. What is the same about these technologies?



virtual assistant



GPS



streaming service

Is artificial intelligence good or bad?

Have you got a smartphone? Do you use a ¹virtual assistant? If the answers are yes, then artificial intelligence, or AI, is already part of your everyday life. So, what do you know about it?

Machines that can think and learn are called AI. Today, AI can make suggestions, answer questions, or find the way for us. We are using AI when our GPS tells us the best way to get to a place or when our ²streaming service suggests a film. So, we know that AI is very helpful. However, it also has ³disadvantages.

In the future, people will use AI more often than now. So, what will happen if this technology ⁴replaces the need for people to work or think? Will a lot of people lose their jobs? Will people become lazy? We need to be rules that make sure AI improves people's lives instead of making them worse.

Some AI technology needs information to work. This information often comes from what we do online. Companies are interested in what we listen to, read and buy. They use the facts to sell us things or design new inventions. However, the way the companies get or use our information might not always respect our ⁵privacy.

So, will AI be good or bad for people in the future? What do you think?

2/36+37



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

- Which of these is not an example of AI in the article?
☐ smartphones ☐ television ☐ virtual assistants
- Which AI ability is not in the article?
☐ making suggestions ☐ answering questions ☐ finding the way to a place
- The writer says that AI technology can help us but it.....
- The writer worries that people..... if they don't need to work or think.
- Where does the information that some AIs use come from?
- Why do companies want to know information about us?

- c Match the definitions with the words in the article with their meanings.

- ☐ the situation where you control who sees your personal information
- ☐ something that causes problems or is bad for you
- ☐ a machine that understands questions and instructions and can control things in a home
- ☐ taking the place of
- ☐ the app or company which sends films, videos or music over the internet

- 2 Answer the questions in your exercise book.

- What do you use AI for in your daily life?
- What other examples of AI can you think of?
- Which jobs could/couldn't AI help with? How? / Why (not)?



2/38



1 a Listen to a conversation about a smartwatch. Which of these things does the sales assistant explain?

- ☐ clock ☐ sleep monitor ☐ pedometer
☐ internet ☐ phone calls ☐ heartbeat monitor

2/38



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

- 1 The woman wants to buy a smartwatch for her brother. T / F
 2 The shop assistant shows the woman a popular new smartwatch. T / F
 3 The pedometer on this smartwatch tells you how many steps you need to take. T / F
 4 The woman doesn't think her dad will find the pedometer useful. T / F
 5 The sleep monitor helps people learn about the way they sleep. T / F

2/38



c Listen again and complete the expressions.

- 1 What do you by pedometer?
 2 Let me
 3 I'm sorry. I don't really that is a sleep monitor?
 4 Can you?
 5 Sorry, I'm a bit You mean that the sleep monitor will help my dad sleep better?
 6 It that he will let you know how he breathes and moves while he sleeps.
 7 In other, a pedometer will let your dad know how far he has walked.

2 Complete the dialogue with the phrases in the box.

a bit Let me explain really I start In other words do you mean by

- Grandpa Lily, I want to attach a photo to this email. Can you help me, please?
 Lily Sure, Grandpa. Look, you need to click on this icon at the bottom of your email.
 1, you have to click on this little picture of a paper clip.
 Grandpa OK. I've done that.
 Lily Great. Now, choose the photo you want to attach. Is it in any of these folders?
 Grandpa I don't 2
 Lily 3 do you see these yellow boxes? Your photo is inside one of them. Do you remember which one?
 Grandpa Yes. It's in the one called 'My photos'. Let's see – here is the photo.
 Lily Yes. You just need to select it.
 Grandpa I'm confused. What 5 'select it'?
 Lily You just have to click on it.
 Grandpa Done.
 Lily Look – you've just attached the photo to your email.
 Grandpa That was easy. Thanks, Lily!

3 Write a dialogue in your exercise book. Ask a friend how a new music app, shopping app or streaming service works. Use expressions from 1. Start like this:

You I don't really understand how this new music/... app works. ...

1 a Read the forum posts. Does TN128 get the advice he wants? ☐ Yes ☐ No

TEEN CHAT
New post:
Starting a podcast - advice, please!

forum

TN128 ¹Hi, everyone! My friend and I have decided to start a podcast about language learning and music apps. We want to tell other teens about the latest news. But ²we don't know much about podcasts or how to make them sound good! ³Can you help?

dodo17 Hiya! Thanks for sharing this. I do a podcast on extreme sports. I think the first thing you have to do is agree on a format for your show. For example, are you going to invite guests onto your podcast every week? Or would you like to just talk about the topic of the day? Deciding on this will help you plan each episode more easily. Next, why don't you work on a few episodes before you record your first show? Maybe you could do some research and then practise what you want to say!

TN128 ⁵Thanks a lot, dodo17! Useful advice. Now, does anyone know what equipment we'll need? We've got our phones and a computer.

choms31 Hi there! Sorry, but if you want to sound good, you'll need a few more things! You should get some headphones and a good microphone. You'll also need some special software.

TN128 Cool, thanks! ⁶Bye! Have a great day!

b Read the forum posts again. Match the underlined phrases with the uses (a-f).

- | | | |
|---|--|--|
| a <input type="checkbox"/> saying thanks | b <input type="checkbox"/> asking for advice | e <input type="checkbox"/> friendly greeting |
| c <input type="checkbox"/> reason for writing | d <input type="checkbox"/> friendly goodbye | f <input type="checkbox"/> giving advice |

c Answer the questions about the forum.

- Do the people use the forum in the posts?
- Do the posts sound formal or informal?

2 Do option A or B.

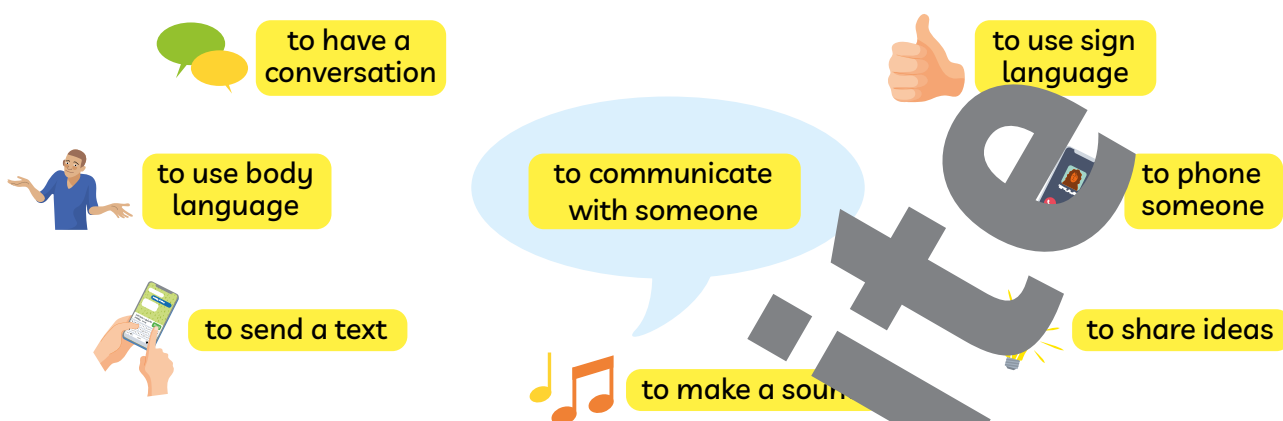
A Read the forum post below. What advice can you give? Write a forum post (50–60 words). Include some phrases from 1b.

Help with my science presentation!

Hi there! I've almost finished my presentation for science class. It's going to be on animal communication. But ... there's a little problem ... I'm NOT good at presenting in front of the class! I get really nervous and forget half the things I want to say! 😞 I also think my presentation is too long, with too many photos. Can you give me some advice? Thanks!

B Think of a school problem a student might have. Write a forum post asking for advice. Then reply to the forum post and give your advice (80–100 words). Remember to use phrases from 1b.

Ways of communicating



Communication verbs



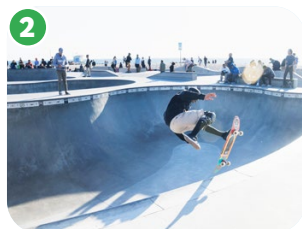
p. 98/1b	to bow	In some countries, people bow to one another to say hello.	(sich) verbeugen
	to develop	About 5,000 years ago, people started to develop early forms of writing.	entwickeln
	handshake	Different cultures have different ways to say hello, for example a handshake.	Händeschütteln
	to receive	People use their phones to send and receive photos and videos.	erhalten, bekommen
	to search	Many people use their phones to search for information online.	suchen
	user	There are more than 4 billion email users in the world.	Benutzer/Benutzerin
p. 99/1a	sociable	Gorillas are often shy when they want to be sociable again.	kontaktfreudig, gesellig
p. 100/2b	thirsty	I'm thirsty, could I have a little water?	durstig
p. 101/1a	to tell a lie	Communication is hard when people tell lies.	lügen
p. 103/1a	to cry	Only a very talented singer can make people cry.	weinen
p. 104/1a	brain	A microchip in your brain could translate everything for us.	Gehirn
	contact details	Apps let you see each person's name and contact details.	Kontaktinformationen
	dis	In the distant future, we might send our thoughts to another person's brain.	fern, entfernt
	to look around	Look around, and you can read information about every person you see.	sich umschauen
p. 104/1a	how many of the ideas in the text exist already?		existieren
	in the future	In the future, we might not need to learn any languages.	in der Zukunft
	no one	No one likes that idea.	niemand
p. 105/1a	in other words	The photos are sharper, in other words, they are clearer.	anders gesagt, in anderen Worten
	sharp	Ultrapixels means the photos are sharper.	scharf
p. 105/3	memory	It's got 128 gigabytes of RAM. That's the phone's memory.	hier: Speicher
p. 106/1a	part-time	Maybe you could get a part-time job?	Teilzeit

Vocabulary Places to hang out

1 Look at the photos. Complete the words.



o _ _ d _ _ p _ _ l



s _ _ _ _ _ p _ _



g _ _



y _ _ h _ l _ _



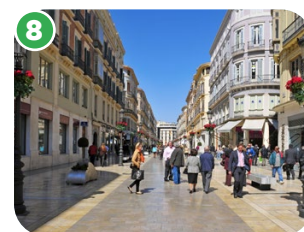
g _ k _ _ t r _ _



f _ _ _ d's _ _ u _ e



s _ _ r _ _ c _ _ t _ _



t _ w _ c _ n _ _

2 Complete the sentences with the words in the box.

skateboard park youth club outdoor pool sports centre go-kart track town centre

- 1 You can do exercise and play different games in a
- 2 You can play games and do other social activities in a
- 3 You can go to a café or go shopping in your
- 4 You can race in small cars at a
- 5 You can swim and dive in a
- 6 You can have fun on your skateboard at a

2/39



3 a Complete the sentences with the words from 1. Then listen and check.



On a summer holiday we're going to the with my family and friends. It's very popular in the summer. I like swimming there.



My family and I live near the It's great to have lots of shops, cafés and restaurants nearby.



I've just bought a new skateboard with my pocket money. I'm going to try it at my local

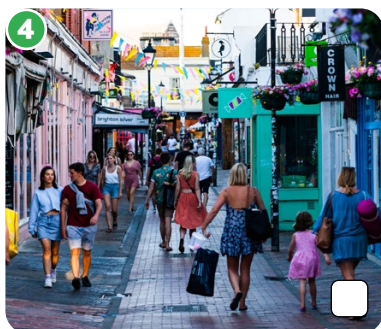
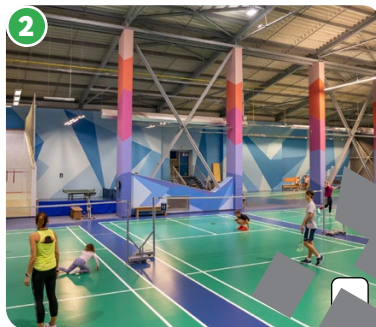


Our nearest is very big. I play tennis there twice a week, and my sister uses the gym.

b What's your favourite place to hang out?

.....

- 1 a Read the dialogue on Student's Book page 109 again. Which places does Connor suggest for Kylie's party? Tick the correct pictures.



- b Read the dialogue again. Circle the correct words.

- 1 The i360 is a *skateboard park* / *tour* by the sea.
- 2 Connor *thinks* / *doesn't think* the i360 is a cool place to have a party.
- 3 Connor suggests the skateboard park because *people enjoy skateboarding* / *it's on the seafront*.
- 4 Kylie *likes* / *doesn't like* skateboarding.
- 5 Kylie *likes a few* / *doesn't like* Connor's suggestions.
- 6 Connor is *on holiday* / *busy* on the day of the party.

Let's talk

- 2 Complete the mini-dialogues with the words from the box. There are two extra words.

see watch talk about talking this

- 1 A Have you been to the new skateboard park yet?
B No, not yet. What about it?
- 2 A Some of us are going there tomorrow. Would you like to come?
B Let's go to the youth club. I think it opens at 9 o'clock.
B Are you sure about? It's Sunday ...
- 3 A How much is a ticket for the outdoor pool?
B Let me It's £10.
- 4 A I don't want to go to the go-kart track.
B What are you about? The go-kart track is great fun! I love going there. Everybody enjoys go-karting.

1 Complete the sentences with *I'd* or *I wouldn't*.

- If I were you, buy some sunglasses. Too much sun isn't good for your eyes.
- If I were you, make any more sandwiches. Only three people are coming over for lunch today.
- If I were you, take Leo home. He's too tired and he doesn't want to be here.
- If I were you, have any of this curry. It's got a lot of chilli in it, and you don't like spicy food very much, do you?

2 a Circle the correct words.

- A My swimming competition is really early tomorrow morning.
B If I *were* / *am* you, I wouldn't go to bed late tonight.
- A The skateboard park by the sports centre is closed, but I wanted to go skateboarding.
B If I were you, I / *I'd* go to the one at the shopping centre.
- A I don't eat meat.
B Well, that restaurant doesn't do vegetarian food!
If I were you, I *didn't* / *wouldn't* go there.
- A Grace is still sleeping.
B If *I'd be* / *I were* you, I wouldn't wake her up. She needs to rest.
- A I've studied a little for the history test, but I'm going to the gym.
B If I were you, *I'd stay* / *I stayed* here and study some more. The test is going to be hard!

2/40



b Listen and check.

3 Write a piece of advice for each situation. Use the prompts.

- A I found a wallet on the street today.
take it / police station
B *If I were you, I'd take it to the police station.*
- A I don't understand this email. It's in Spanish.
use an app / to translate it
B
- A I want to go skateboarding.
go to / the skateboard park
B
- A I really like these trainers, but they're very expensive.
not buy / them
B
- A I'm hungry. It's an hour until dinner.
eat / some fruit
B

4 Answer the questions with *If I were you, I'd...* and your ideas.

What advice could you give to ...

- someone who would like to read a new book?
.....
- someone who would like to try a new sport?
.....
- someone who wants to watch an interesting film?
.....

1 Complete the sentences with phrases from the box.

to decorate a band camping to cook to raise hair a poem

- I want to learn
- My friend, Matt, is going to swim 1 km at the outdoor pool money for charity.
- My brother is going to write about the environment.
- My cousin and his friends play in My cousin is the singer.
- My friend Laura has dyed her for her new hair.
- My aunt Lucy bought a new picture her bedroom.
- We're going this weekend.

2 Circle the correct words and phrases.

- Sam is always hanging out in the kitchen. He's learning to *plant* / *cook*.
- Tina has to write *an email* / *a poem* for homework. She needs a rhyme.
- James is going *camping* / *shopping* next weekend. He's taking his tent and backpack.
- Tom and Nick play *on a team* / *in a band*. Tom plays the drums and Nick the keyboard.
- Sarah is decorating her *bedroom* / *charity shop* with new posters for her wall.
- Oli is selling cards. He wants to *raise* / *win* money for an animal charity.

3 a Complete the dialogue with the correct form of the verbs in the box.

decorate play learn go write sing

- Oscar Something smells delicious. What are you doing, Rose?
- Rose I'm making lasagne. I started to ¹ to I've just started lessons.
- Oscar Cool! I'm not good at cooking. And you know that about the band, I only enjoy ² in my band.
- Rose I know! So, how is that going, Oscar?
- Oscar It's going great. These are posters of the band. I used them to ³ my bedroom.
- Rose I love them! What about the hair? Did Will ⁴ his hair? It wasn't really that long when I saw him ...
- Oscar Yes, he did. He likes looking a bit different.
- Rose Does he still like ⁵ poems?
- Oscar I'm not sure, but he's started writing songs for the band now. Hey, but tell me more about your cooking course. Are you enjoying it?
- Rose I love it! I think I'll write a blog. I'd like to share my recipes.
- Oscar Good idea. We ⁶ camping next week. I'll tell my dad to look at your blog. We can use one of your recipes to make something to take with us.

2/41



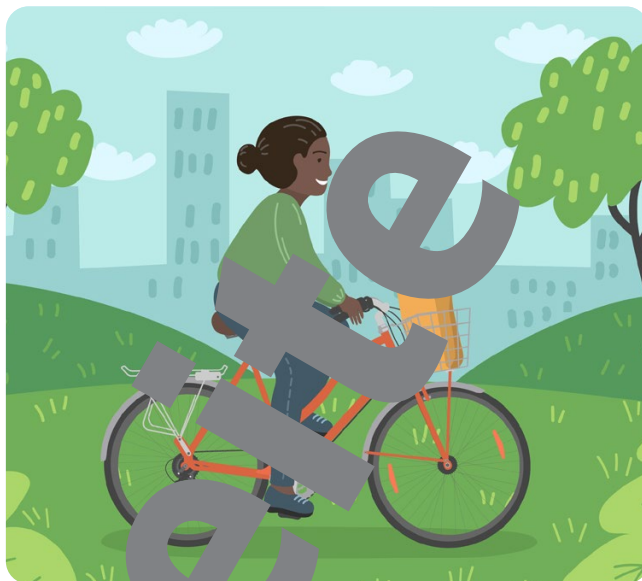
b Answer the questions. Write sentences that are true for you.

- Which type of charity would you like to raise money for?
.....
- When was the last time you decorated your bedroom? What did you do?
.....
- When was the last time you went camping? Where did you go?
.....

1 a Match the sentence halves.

- 1 If we lived near a park,
- 2 If I knew how to cook,
- 3 If they ate more fruit and vegetables,
- 4 You wouldn't feel so tired
- 5 If this dress wasn't so expensive,
- 6 The environment would be cleaner

- ☐ my mum would buy it for me.
- ☐ I'd make you an amazing dinner.
- ☐ if everybody recycled.
- ☐ I'd go cycling there every day.
- ☐ if you did more exercise.
- ☐ they'd be healthier.



2/42



b Listen and check.

2 Complete the sentences with the correct form of the verbs.

- 1 If I (need) help, I (ask) my friend, Jack.
- 2 If my grandparents (live) in the town, I (visit) them more often.
- 3 Lola (join) a youth club there (be) one nearby.
- 4 If we (know) Anna's number, we (call) her.
- 5 If Toby (not go) out tomorrow he (hang out) with his friend.
- 6 I (not go) to the cinema if I (have) a cough.

3 Circle the correct verb forms.

- 1 If you *were* / *'d be* famous, you *would* / *have* different problems.
- 2 Darren would text you if he *had* / *have* a mobile phone.
- 3 Life *wasn't* / *wouldn't be* the same if computers didn't exist.
- 4 If I *wouldn't* / *didn't have* school tomorrow, I'd sleep late.
- 5 If people *were* / *would be* more careful, there would be fewer forest fires.
- 6 What *would* / *would be* you do with you if you travelled to Antarctica?

4 Answer the questions. Write sentences that are true for you.

- 1 If you had longer summer holidays, what would you do?

.....

.....

- 2 What would you enjoy learning if you had more free time?

.....

.....

- 3 If you had a superpower, what would it be?

.....

.....



2/43



- 1 a** Listen to the interviews with Maya and Seb. What are their dreams? Tick the pictures.



2/43



- b** Listen to interview 1 again. Circle the correct word.

- 1 Maya lives in a *large city* / the countryside.
- 2 She says you can never be *upset* / bored there.
- 3 Sydney has some great *skateboard parks* / shopping centres.
- 4 *Street art* / Landscape painting is very popular there.
- 5 Her favourite subject at school is *music* / art.
- 6 Her dream is to *play the violin* / sing at the Sydney Opera House.

2/43



- c** Listen to interview 2 again. Answer the questions.

- 1 What does Seb do after school?
- 2 What club has he joined?
- 3 What's his dream?
- 4 What isn't he keen on?
- 5 Which sport does he play with his friends when they come over to his house?
- 6 What does he want to be when he grows up?

- 2 a** Imagine you can live anywhere in the world. Complete the interview about your dream life.

Interviewer Which country would you like to live in?

You

Interviewer Would you prefer to live on the coast or in a big city?

You

Interviewer Would you like to play in a band or play football? What would you like to do?

You

Interviewer Would you like to be a farmer or a musician? Why (not)?

You


- b** Interview a friend or family member about their dream life. Write the interview in your exercise book.

- their dream place to live *in the countryside, in the mountains, by the sea, in a big city ...*
- their hobbies *go-karting, skiing, painting, singing in a band ...*
- their dream job *sportsperson, astronaut, designer, police officer ...*

1 a Read the problem page for teens. Choose the correct answers.

- | | |
|--|--|
| <p>1 Zoe is writing because</p> <p><input type="checkbox"/> she can't agree with her sister on how to decorate their bedroom.</p> <p><input type="checkbox"/> she needs advice on how to decorate her bedroom.</p> | <p>2 Finley is writing because</p> <p><input type="checkbox"/> he wants to learn to swim before his friend's party.</p> <p><input type="checkbox"/> he doesn't want to feel bad at his friend's party.</p> |
|--|--|

THE TEEN PROBLEM PAGE



Hello! This is a space for you to post your problem and ask for advice from school friends or teachers. We welcome all your queries and try our best to help you!

David and Allie

Dear David and Allie,

I've got a problem with my sister, Scarlett. I'm 14 and Scarlett is three years younger than me. We usually get on well, but ¹unfortunately, we share the same bedroom ... If I had ²the choice, I'd have my own bedroom!

Now, we have to decorate our bedroom, so we need to agree on a few things. For example, we have to decide on a colour for the bedroom walls. I'd like yellow, but Scarlett wants green ... Then, I suggested white ³curtains for the windows. But guess what? She wants orange curtains because orange is an 'optimistic colour'. We haven't talked about posters for the walls yet, but I'm sure that will be a problem, too!

Have you got any advice?

Thanks!

Zoe

Dear David and Allie,

I'm really enjoying going to the pool at the moment. It's my friend's birthday next week, and he's celebrating it at our local outdoor pool. Everyone else is going to enjoy themselves because they can swim, but ... I can't. I had swimming lessons when I was younger, but I was ⁴terrified of the water. So, my parents let me give up. Being at a pool or at the beach hasn't been a problem for me so far. I'm fine hanging out on the sand or standing in the ⁵shallow end of the pool. I don't want my friends to find out that I can't swim. What should I do? Should I find an excuse not to go?

Yours,

Finley

2/44+45

b Read the emails again. How many of these tasks can you do? Then listen and check.

- 1 Zoe is three years younger than her sister Scarlett. T / F
- 2 Zoe and Scarlett like different colours for their bedroom walls. T / F
- 3 Zoe and Scarlett haven't discussed which they'd like to put on the walls.
- 4 All of Finley's friends how to
- 5 What does Finley usually do instead of swimming?
.....
- 6 What does he worry might happen at the pool party?
.....

c Match the underlined words in the emails with their meanings.

- | | |
|---|--|
| a <input type="checkbox"/> in front of a window | d <input type="checkbox"/> very scared |
| b <input type="checkbox"/> deep, you can stand here | e <input type="checkbox"/> sadly |
| c <input type="checkbox"/> being asked to choose between two or more things | |

2 Complete the answers to the questions so they are true for you.

- 1 What would you do if you were Zoe?
If I were Zoe,
- 2 What would you do if you were Finley?
If I were Finley,

2/46

**1 a Listen to the conversation between Ava and Noah. Choose the correct answer.**

Ava understands Noah's problem because

- ☐ she has the same problems right now.
- ☐ she had similar problems in the past.
- ☐ she knows somebody else with these problems.



2/46

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

- 1 Noah's parents know about his latest exam result. T / F
- 2 Noah would like to stop doing some of his after-school activities. T / F
- 3 Ava talked to her teacher about how she could manage her time better. T / F
- 4 Ava says it's a good idea to divide* big tasks into smaller parts. T / F
- 5 Noah usually starts studying for an exam a week before it. T / F

VOCABULARY: *divide – teilen**2 Put the words in the correct order to make expressions.**

- 1 Are / alright, / you / Noah / ?

Are you alright, Noah?

- 2 matter / you / the / with / What's / ?

- 3 OK / Is / everything / ?

- 4 big tasks / You / should / divide / into /

- 5 you / Why / start studying / week / don't / before / ?

- 6 were / If / divide / I / I / an exam / you, / into topics / .

3 Complete the mini dialogue with the words in the box.

matter with you what's don't you should Are you alright If I were you

- 1 A I can't do my homework. I don't understand these exercises.
B, I'd ask the teacher to explain them to me.
- 2 A I'm really tired after the camping trip. I need some rest!
B You go to bed early tonight.
- 3 A I can't find my key. What's the , Emma?
B You lost my favourite ring, and I can't find it.
- 4 A I need help to improve my English.
B try this app? It's got fun grammar and vocabulary activities.
- 5 A, Jake? You look sad.
B My aunt and uncle are moving to New Zealand. I'll miss them!

1 a Read Kate's email to a friend. What is Kate's problem? What is Emma's advice?

Hi Emma,

I just want to write a few lines to say thank you. Our conversation last week really helped me. I took your advice and I feel much happier now.

As you know, I've just moved to a new house. I was finding it difficult to make friends and I felt lonely*. I told you about the problem, and you listened to me very carefully. Then you said, "Why don't you join a drama club?" I said, "It's not my kind of thing. I'm very shy and I can't act or sing." You said, "That doesn't matter. Lots of people are shy." I liked the idea so I joined the local drama club and I love it.

Now, I feel more positive about myself. I'm happier and I have lots of new friends. I don't feel lonely any more. I've also learnt to talk about my feelings. I find it easier to talk to my mum and dad now too. And best of all, I didn't know I could tell jokes! I'm very funny!

Again, thank you so much, Emma. You're a great friend.

Lots of love,
Kate



VOCABULARY: *lonely – einsam

b Read again. Match the instructions (1–5) with the sentences from the email.

- | | |
|---|---|
| 1 Start the email with ... | <input type="checkbox"/> Now, I feel more positive about myself. |
| 2 Tell your friend what the problem was | <input type="checkbox"/> Why don't you join a drama club? |
| 3 Say what your friend's advice was | <input type="checkbox"/> Again, thank you so much, Emma. |
| 4 Say how you feel now. | <input type="checkbox"/> As you know, I've just moved to a new house. |
| 5 End the email with ... | <input type="checkbox"/> I just want to write a few lines to say thank you. |

c Circle the three things Kate is better at now.

- | | |
|------------------------------|------------------------------|
| 1 telling jokes | 4 acting and singing |
| 2 doing circus tricks | 5 talking to her mum and dad |
| 3 talking about her feelings | |

2 Do option A or B

- A** Imagine you don't make friends easily and you feel lonely. A friend suggested you join a sports club or a music club. Write an email to say thank you (100–120 words). Write two things you are better at now.
- say why you are writing
 - tell your friend how he/she helped you
 - thank him/her again and finish the email

- B** Imagine you can't swim and you are frightened of water. You are embarrassed and you want to learn to swim now. A friend gave you some advice. Write an email to say thank you (100–120 words).
- say why you are writing
 - tell your friend how he/she helped you
 - thank him/her again and finish the email

Places to hang out



outdoor pool



sports centre



skate board park



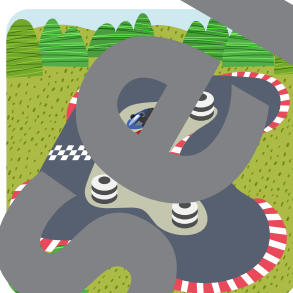
friend's house



youth club



gym



go-kart track



town centre

Free time activities



to play in a band



to get your hair



to go camping



to write a poem



to learn to cook

to decorate
your bedroomto raise money
for charity

p. 108/2a	Are you sure about that?		Bist du dir da ganz sicher?
	Let me see.		Mal sehen.; Zeig mal her.
	to rent out	<i>You can rent out the tower for parties.</i>	hier: mieten; vermieten
	seafront	<i>The i360 is a really big tall tower on the seafront.</i>	Meeresufer, an der Küste
	What about it?		Was ist damit sein?
	What are you talking about?		Wovon redest du?
p. 108/3	unlucky	<i>I'm busy that day. It's really unlucky.</i>	unglücklich
p. 112/1b	magic powers	<i>If I had magic powers, I would make the school day...</i>	magische Kräfte, Zauberkräfte
p. 112/2b	dishes	<i>Look at the dishes I've got to wash up.</i>	Geschirr
p. 112/3	allergy	<i>If I had a cat, I wouldn't be very happy. I have an...</i>	Allergie
p. 113/1a	city life	<i>I'm happy that I live outside Wellington because I'm not used to city life.</i>	Großstadtleben
	farmhouse	<i>I live with my mum and my brother in an old farmhouse near a river.</i>	Bauernhaus
	fishing trip	<i>My dad is a fisherman and sometimes takes me on a fishing trip.</i>	Angelausflug
	to grow up	<i>When I grow up, I want to be a tourist guide.</i>	erwachsen werden; aufwachsen
	tourist guide	<i>My mum is a tourist guide. She shows tourists around Ireland.</i>	Touristenführer/ Touristenführerin
p. 114/1a	to cheat	<i>I cheated in my test and now my teacher wants to talk to me.</i>	schwindeln
	to have a word with sb.	<i>Clara, can I have a word with you tomorrow?</i>	mit jdm. kurz sprechen
	however	<i>My coach thinks that's great. However, I don't like the matches on Sunday.</i>	aber, jedoch
p. 115/1a	Good point.		Gutes Argument.
	to wash out	<i>You can buy those shoes that you can wash out again.</i>	auswaschen
p. 115/1b	to be afraid of sth.	<i>I'm afraid of heights.</i>	vor etw. Angst haben, sich vor etw. fürchten
p. 115/2b	concern	<i>When I she is in trouble, I usually ask lots of questions.</i>	Besorgnis
p. 115/3a	catastrophe	<i>I have a test tomorrow but I haven't studied – it'll be a catastrophe.</i>	Katastrophe
	to get rid of	<i>The only problem is she wants us to get rid of the drummer.</i>	loswerden
	poet	<i>My mum says I'm a really good poet.</i>	Dichter/Dichterin
	record	<i>She wants to make a record with me.</i>	hier: (Schall-)Platte
p. 116/1a	perspective	<i>He helped me to see it from a different perspective.</i>	Perspektive

1 Match the words to make phrases.

- | | |
|-------------------|---|
| 1 rob | <input type="checkbox"/> the law |
| 2 arrest a | <input type="checkbox"/> to prison |
| 3 break | <input type="checkbox"/> the police station |
| 4 commit | <input type="checkbox"/> criminal |
| 5 go | <input type="checkbox"/> a bank |
| 6 pay | <input type="checkbox"/> a crime |
| 7 take someone to | <input type="checkbox"/> a fine |

2 Circle the correct words.

- The police *robbed* / *arrested* the thieves for stealing the painting.
- To *pay* / *buy* this fine, please go to your local police station.
- People may *go to* / *go* prison for stealing.
- You can't camp here. It's a *crime* / *law* to camp in the park.
- The man who *robbed* / *broke* the bank has to go to prison.
- You can't park your car here. You are *breaking* / *paying* the law.

3 a Complete the mini-dialogues with the correct form of a verb from 1.

- A Can you drive a car in Ireland, or are you?

B No, if you drive under the age of 17 you are a crime.
- A Did the police the thief who stole the truck?

B Yes, luckily they did!
- A Are we the law if we walk across this road?

B Yes, we are. We can't do that.
- A What does that mean?

B We have to clean up after our picnic. People who don't have to a fine.
- A Who's the man on the news?

B Because he a bank.

..... to prison for it.
- A What's the man who stole my wallet?

B Don't worry, sir. We'll him to the police station and question him.



VOCABULARY: *motorway – Autobahn



1 Circle the correct words.

- 1 Lots of people around the world *is / are* arrested every day.
- 2 Laws *is / are* made to help people live well together.
- 3 More rice *is / are* grown in China than in any other country.
- 4 Insects *is / are* eaten by 80% of the world's nations.
- 5 A mobile phone *is / are* stolen every six minutes in London.
- 6 A lot of films *is / are* produced in Hollywood.

2 Complete the sentences with the present simple passive and the verbs.

- 1 How many cars (steal) every year?
- 2 Thousands of tickets for the festival (sell) online every year.
- 3 The school's classrooms (clean) every day.
- 4 These T-shirts (not make) from cotton.
- 5 Using your mobile phone (not allow) at school or in a library.
- 6 Only 9% of plastic (recycle).

3 a Complete the text with the present simple passive form of the verbs.

HOW IS GLASS RECYCLED?



1 Glass bottles and other glass objects (take) to a special place recycling plant.

2 The glass (wash).

3 Then, the glass (dry).

4 Next, small pieces of plastic and paper (remove) from the glass.

5 After that, a machine separates the glass by colour – green, brown or no colour. Then the glass (put) into three different containers – one for each colour.

6 Finally, the glass (break) into very small pieces.

7 Factory owners buy the pieces to make new glass. They might make bottles, jars* or other objects.

VOCABULARY: *jar – Glas, Krug

2/48



b Listen and write.

4 Answer the questions. Write sentences that are true for you.

- 1 What vegetables are grown in your area?
.....
- 2 What sports are played at your school?
.....
- 3 What materials are recycled at your school?
.....

1 a Write the words in the correct column.

bully cheat concentrate lie pay attention respect steal support

Good behaviour	Bad behaviour
.....
.....
.....
.....



b Circle the correct options.

- Jack wasn't *paying attention* / *bullying* when the teacher asked him a question.
- Anna didn't lose her exercise book. She didn't do her homework so she *cheated* / *lied* to her teacher.
- My little brother was *supported* / *bullied* at school because some kids called him bad names. It really upset him.
- You must always listen to your friends and *support* / *concentrate* them.
- Max *concentrated* / *cheated* in the English test. He had a small piece of paper with all the words written on it. The teacher saw it and she was angry with him.
- Somebody *respected* / *stole* some money from Emma's bag back yesterday. We don't know who the thief is yet.
- I went to bed very late last night so I couldn't *concentrate* / *lie* at school today.
- We should always be polite to our teachers and *cheat* / *respect* them. They are helping us to have a good future.

2 a Complete the mini-dialogues with the correct form of the words in brackets.

- A Are we going to take the train home?
B Yes. Take your phone out of your back pocket. Someone might (steal) it.
- A Your brother looks really upset. What's the matter with him?
B Some kids (bully) him at school today.
- A Have you finished your maths homework yet?
B No, not yet!
A That's because you (not concentrate) on it. You keep looking at your phone.
- A I know I (cheat) in the test yesterday. I think you should tell the teacher.
B You're right. I feel really bad about it now. I'll speak to Mrs Green today.
- A I met the man your dad (support) you and comes to all your concerts. He's amazing. He's always encouraged me to follow my dreams.
A He is a great friend. You encourage me, too.

2/49



b Listen and check.

3 Choose one of the verbs in 1a. Write a new mini-dialogue.

- A
- B

1 Circle **was** or **were**.

- 1 The car thieves **was** / **were** arrested this morning.
- 2 The old bikes at the sports centre **was** / **were** fixed last weekend.
- 3 The painting **was** / **were** stolen from the museum yesterday.
- 4 Twenty people **was** / **were** rescued from a fire last night.
- 5 The thief **was** / **were** taken to the police station.

2 Complete the sentences with the past simple passive form of the verbs.

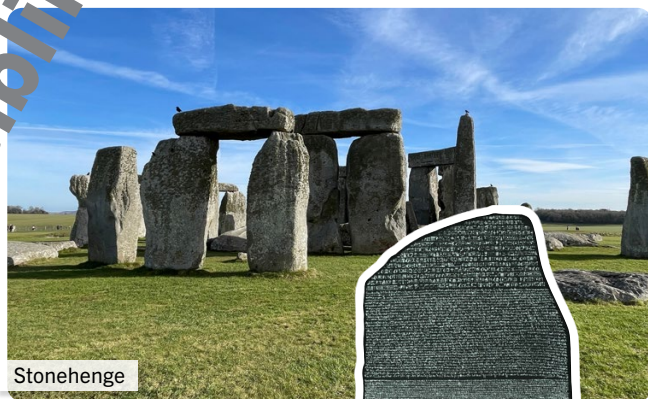
- 1 The internet (invent) in 1983.
- 2 The school (decorate) last month.
- 3 This painting (not do) by a human. It (do) by AI.
- 4 Our parents (give) a tour of our school by the headteacher.
- 5 In the past, films (not make) in colour. They (make) in black and white.

3 Rewrite the sentences in the past simple passive.

- 1 Somebody built this house in the 1900s!
.....
- 2 The police arrested the criminals.
.....
- 3 Somebody gave her those earrings for her birthday.
.....
- 4 My dad didn't cook this broccoli soup.
.....
- 5 Van Gogh didn't paint the Mona Lisa.
.....

4 Write the answers in the past simple passive.

- 1 A When was the first email sent?
B **It was sent** in October, 1969.
- 2 A Where were the first Olympic Games held?
B in
- 3 A Who discovered gravity?
B Isaac Newton.
- 4 A When was Stonehenge built?
B 5,000 years ago.
- 5 A What was written on the Rosetta Stone?
B Three different languages on the Rosetta Stone.



Stonehenge



The Rosetta Stone

5 Write about films, paintings and songs. Complete the sentences with your ideas using the past simple passive.

write paint sing

- 1 Have you read **The Sun and the Star**? It **was written by Rick Riordan**
- 2 Have you read? It
- 3 Have you seen? It
- 4 Have you heard? It

Sounds right -ed endings

2/50

**1 a** Listen and write the words in the correct column.

discovered heard lived invented fixed cheated
finished cooked performed supported

/d/	
/t/	
/ɪd/	

2/51

**b** Listen, check and repeat.

2/52

**2 a** Listen and read the rhymes. Which rhyme does the picture illustrate?

- There are times when I go to bed late.
When I get to school, I'm tired and I can't
- I don't always get good marks but I'd never best.
I always study hard and I do my
- If your friend looks sad, don't be afraid to ask, "What's the matter?
Is anything?"
"You can tell me. You don't always need to be so long."
- I don't always pay attention in class.
Sometimes it's interesting but I don't listen. Yesterday we learnt how
they recycle
- I haven't finished my homework. I said I had. Oh, why did I?
It's Sunday night. It's too late. I just want to cry.
- I've never been bullied. No one's ever called me
I'm lucky I know. Bullying is terrible. It's cruel*. It's not a game.



VOCABULARY: *cruel – grausam

2/52

**b** Listen to the rhymes and circle the words you hear. Then write them in the gaps above.

- | | |
|----------------|-----------------|
| 1 hat / cent | 4 glass / grass |
| 2 best / rest | 5 die / lie |
| 3 wrong / long | 6 names / aims |

2/52

**c** Listen again and check.**3** Complete the dialogue about the rhymes.

Interviewer Which rhyme do you like best?
You
Interviewer Why did you choose this rhyme?
You

1 a Read the article. What's it about? Tick the best answer.

- ☐ job opportunities for people who get out of prison
☐ how education can improve people's lives in prison



CHANGING LIVES IN PRISON

Education can change you. That's why in many prisons around the world, people are given the opportunity to study something. Here are two people's stories.

Marcus

When Marcus got to prison, he didn't want to learn anything. But that changed when a friend lent him a book of poems. Marcus read the poems and he loved them. After that, he began to borrow books of poetry from the prison library.

One day, Marcus found out about a creative writing course in the library. He thought he might enjoy it. When classes started, Marcus wasn't confident about his writing. But he and his classmates were encouraged to write about their lives. At the end of the course, everyone's poems were collected and a book of their poems was published.

Marcus has now decided to do an online university course in English literature. In the future, he would like to teach creative writing to prisoners.

Danna

Danna decided to study biology while she was in prison. But she didn't know what she was interested in. Then, Danna started to help in the prison vegetable garden. While she was working in the garden, she felt happy and relaxed. She loved watching the fruit and vegetables grow. She wanted to learn more about nature. So, she decided to take a course in biology. The course was funded by a charity.

It was very easy for Danna to do the course, because she worked hard to achieve her goals. She is now studying to become a biology teacher, and she is optimistic about her future.

b Look at the underlined words in the article. Complete their meanings with the words.

weather sell sure on short give

- gave somebody something for time
- get something from somebody and then it back to them
- being of your abilities
- produce a book to
- wanted to more about
- all the things in our world that are not made by humans, for example the animals, plants, mountains, sea and the

c Read the article again. How many of these tasks can you do? Then listen and check.

- Marcus became interested in poetry after he was lent a book by a friend. T / F
- The prison library didn't have any poetry books. T / F
- At the beginning of the course, Marcus about what he wrote.
- Marcus wants to to people in prison.
- made decide to study biology?
- What does Danna want to do in the future?

2 Imagine you're going to interview Marcus or Danna. Write three questions you could ask about their lives.

-
-
-



Hundred Islands National Park in the Philippines

number of trees in the world

4 W _ _ !

3 Complete the mini-dialogue using the words in the box.

YOU

.....

.....

.....



1 a Read Leo's blog post quickly. What is Leo's opinion? Choose the correct answer.

- ☐ Leo is against all graffiti. ☐ Leo thinks all graffiti is a crime.
☐ Leo thinks some graffiti is a crime.



- 1** When we say the word "art", most people imagine sculptures and paintings. Not many people think of graffiti. Some of us enjoy seeing street art in public places. Others think it is a problem. So, is graffiti a form of art or is it a crime?
- 2** Some people think that graffiti is a crime. They agree that graffiti artists shouldn't paint on walls that don't belong to them. In many countries, graffiti is just a crime. The police can arrest street artists for breaking the law.
- 3** I don't think all graffiti should be a crime. Of course, some graffiti is just tagging walls or balls, but some of it is really interesting. It is a form of art. Great street artists share their ideas and communicate with a lot of people. In my opinion, we are lucky to see and enjoy their art for free in our city.
- 4** To sum up, I believe graffiti can be an amazing form of art. It shouldn't all be a crime. There should be places for artists to share their work with us in the streets.

b Read the text again. Match paragraphs 1–4 with their content.

- a ☐ final thoughts ☐ a different point of view
 b ☐ introduction ☐ one point of view

2 Complete the sentences with ideas in 1b.

- 1 You sum up the discussion with your
 2 You include a topic sentence and examples when you present and then
 3 A question at the end of the can make the reader curious.

3 Match the phrases with the paragraphs in Leo's blog post.

- a ☐ To sum up, ... c ☐ In my opinion, ... e ☐ I believe ...
 b ☐ They agree ... d ☐ Some people think ... f ☐ I don't think ...

4 Do optional activities.

A Write a short text (80–100 words) on this topic: "Teachers should give homework to students at weekends. What do you think?"

B Write a blog post (80–100 words) on this topic: "People should go to prison for speeding. What do you think?"

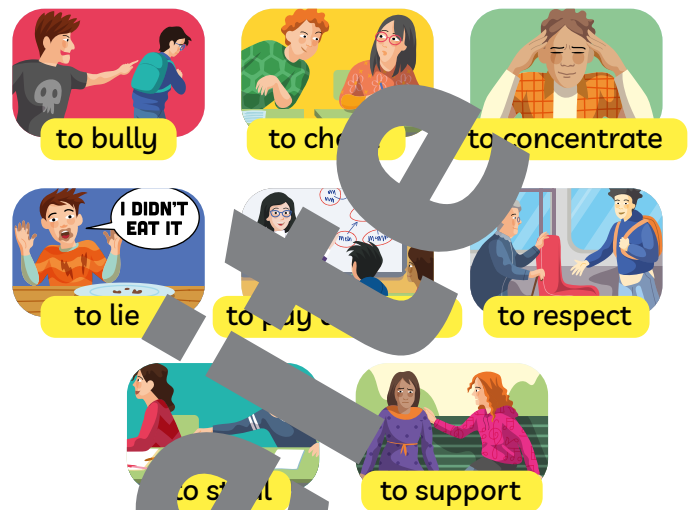
Remember to ...

- use your notes from **2**.
- use Leo's blog post as a model.
- organise your text into the parts from **1b**.
- make sure each paragraph has the correct content.
- include some of the useful phrases from **3**.

Crime and the law



Good and bad behaviour



p. 118/1b	crime	In Arizona, it's a crime to cut down a c...	Verbrechen
	criminal	Should the criminals in the state go to prison?	Verbrecher/Verbrecherin
	to jump on sb.	A police officer jumps on the back of him.	sich auf jdn. stürzen
	to lie down	He was tired and so he decided to lie down on the bed.	sich hinlegen
	to pay a fine	The police asked the man to pay a fine.	eine Strafe bezahlen
p. 119/1a	to break a law	If you break the law, you might have to pay a fine.	gegen ein Gesetz verstoßen
	cow	It's a crime to wear cowbo... if you don't have a cow.	Kuh
p. 119/3	polar bear	In Canada, it's a crime to throw a snowball at a polar bear.	Eisbär
p. 121/1a	to call sb. bad names	Marco always calls the new kid bad names.	jdn. beschimpfen
	to pay attention	I always pay attention in class.	aufpassen, aufmerksam sein
p. 121/2	to push	The boys pushed and called him bad names.	schubsen
p. 122/1a	ambulance	I was taken to the hospital by an ambulance.	Krankenwagen
p. 123/2a	rest	Sunday is a day of rest for us because we have to study for the rest of the week.	Ruhe, Erholung
p. 124/1a	to be encouraged	They are taught to listen and encouraged to speak.	ermutigt werden
	pleasant	The school building is a pleasant environment.	angenehm
	to be punished	He was punished if he did something wrong.	bestraft werden
p. 125/1a	case	There were lots of cases where people had things stolen last year.	Fall
	maximum	There were only forty boys, and a maximum of eight boys in each class.	maximal, höchstens
	No way.		Nein!, Auf keinen Fall!; Wirklich?
	Serious		Im Ernst?
p. 125/1c	to interrupt	It is rude to interrupt.	unterbrechen
p. 125/2	to report a crime	You can report a crime to the police.	ein Verbrechen melden
	billions	Last year the cost of cybercrime worldwide was more than 5 trillion dollars.	Billion
p. 125/3	donkey	There is a place in Serbia where cheese is made from donkey milk.	Esel
p. 126/1a	credit card	You can use a credit card to make online payments.	Kreditkarte
	invention	I think that the internet is a wonderful invention.	Erfindung
	payment	They use their credit card details to make the payments.	Bezahlung
	responsible	Criminals are responsible for cybercrimes.	verantwortlich
	to sum up	To sum up, I think the internet is a wonderful invention.	zusammenfassen
p. 126/1b	point of view	Give a different point of view with examples.	Standpunkt, Ansicht

Unit 1

p. 4, ex. 1a

1. Zeile: 4, 9, 8, 5, 3

2. Zeile: 6, 2, 10, 7, 1

p. 4, ex. 2a

1 fields, 2 shops, 3 cafés, 4 railway station, 5 museum

p. 5, ex. 1

1 F, 2 T, 3 F, 4 F, 5 T, 6 F

p. 5, ex. 2a

1 seaside, 2 tourists, 3 train, 4 home, 5 pier, 6 rich, 7 tower, 8 happiest

p. 5, ex. 3a

1 What do you get up to, 2 I'm mad about, 3 It's my dream, 4 check them out

p. 6, ex. 1a

1 are, 2 'm, 3 's, 4 don't, 5 do, 6 live, 7 is, 8 's, 9 do, 10 meet, 11 hang, 12 's, 13 like, 14 ride

p. 6, ex. 2

1 've/have got, 2 'm/am, 3 likes, 4 plays, 5 's/is, 6 'm/am not, 7 play, 8 play, 9 aren't / are not, 10 love, 11 loves, 12 's/has got, 13 like, 14 've/have got, 15 hasn't / has not got

p. 6, ex. 3a

1 How old are they? 2 Has he got any pets? 3 What is your favourite subject? 4 What do you do in your free time?

p. 7, ex. 1

1 aunt, 2 uncle, 3 parents, 4 cousins, 5 grandparents, 6 daughter, 7 son, 8 grandma

p. 7, ex. 2a

1 grandparents, 2 grandma, 3 cousins, 4 uncle, 5 grandpa, 6 sister, 7 brother, 8 aunt

p. 8, ex. 1a

visit, bake, stop, eat, see, go, make, hear, phone, sing

p. 8, ex. 1b

visited, baked, stopped, ate, saw, went, made, heard, phoned, sang

p. 8, ex. 2a

1 baked, 2 visited, 3 phoned, 4 saw, 5 heard, 6 sang

p. 8, ex. 3a

1 tried, liked, 2 watched, 3 didn't eat, 4 didn't / did not play, played, 5 had / didn't / did not leave on

p. 9, ex. 1b

3 luna moth

p. 9, ex. 1c

1 Africa, 2 giraffe, 3 40, 4 something swims near them, 5 C, 6 something on its wings

p. 9, ex. 2a

1 Sea pens, 2 luna moth, 4 okapi, 5 Sea pens, 6 Luna moths

p. 10, ex. 1a

They are both by the sea.

p. 10, ex. 1b

1 F, 2 T, 3 snows, 4 (lots of) shops and cafés, 5 She goes swimming in the sea. 6 It's an interesting place because it's full of history.

p. 11, ex. 1a

It's a long way from any big city. / It hasn't got any big clothes shops.

p. 11, ex. 1b

1, 2, 4, 6

p. 11, ex. 1c

1 by the sea, 2 on the beach, 3 volleyball, 4 is, 5 4 hours, 6 clothes shops

p. 12, ex. 1a

She wore a scarf to the beach.

p. 12, ex. 1b

1 F, 2 T, 3 T, 4 T, 5 F

Unit 2

p. 14, ex. 1a

tasty, healthy, frozen, juicy, sweet, fresh, delicious, local

p. 14, ex. 1b

1 delicious, 2 healthy, 4 frozen, 5 fresh, 6 local, 7 tasty, 8 sweet

p. 14, ex. 2a

1 not as tasty, healthy, 3 healthy, sweet, 4 delicious, frozen

p. 15, ex. 1a

1 more expensive than, 2 n't/not as expensive as, 3 not as healthy as, 4 healthier than, 5 n't/not as sweet as, 6 sweeter than, 7 n't/not as big as, 8 bigger than

p. 15, ex. 1b

1 more expensive than, 2 healthier than, 3 more expensive than, 4 not as healthy as, 5 not as tasty as, 6 sweeter than

p. 16, ex. 1a

cucumber, grapes, pear, peas, zucchini, strawberry, garlic, watermelon, lemon, pepper

p. 16, ex. 2a

1 watermelon, 2 zucchini, 3 strawberry, 4 pepper, 5 peas

p. 17, ex. 1

adjective + est: (the) sweetest, (the) kindest, (the) longest, (the) oldest, (the) smallest

most + adjectives with two or more syllables: (the) most delicious, (the) most interesting, (the) most expensive, (the) most difficult, (the) most famous

double the consonant + -est: (the) thinnest, (the) hottest, (the) biggest, (the) wettest

change -y to -iest: (the) furriest, (the) heaviest, (the) loveliest, (the) easiest

irregular: (the) worst, (the) best

p. 17, ex. 2a

1 the easiest, 2 the worst, 3 the most famous, 4 the most difficult, 5 the sweetest, 6 the wettest, 7 the most delicious, 8 the biggest, 9 the smallest, 10 the best

p. 17, ex. 3

1 hottest, 2 best, 3 sweetest, 4 loveliest / most interesting, 5 most interesting / loveliest

p. 18, ex. 1a

- 1 Strawberries aren't as sweet as grapes.
- 2 This chicken sandwich is the most delicious sandwich.
- 3 The pizza is more expensive than the pasta.
- 4 Zucchinis are tastier than spinach.
- 5 The apples aren't as juicy as the pears.

p. 18, ex. 2a

3

p. 18, ex. 2b

- 1 F, 2 T, 3 T, 4 T, 5 F, 6 T

p. 19, ex. 1a

- A 8, B 1, C 4, D 3, E 2, F 7, G 6, H 5

p. 19, ex. 1b

- A 1, B 3, C 6, D 5, E 2, F 4

p. 20, ex. 1a

3

p. 20, ex. 1b

- 1 his aunt and his cousin, 2 an adventure film,
3 7 p.m., 4 a restaurant / Joe's Pizza, 5 biggest,
6 tomatoes, 7 5 p.m., 8 144

p. 20, ex. 1c

- 1 Did you get that? 2 Are you following me? 3 Is that clear? 4 Let me check that with you. 5 Do you want me to say that again?

p. 20, ex. 2

- 1 Is that clear? 2 Are you following me? 3 Did you get that?

p. 21, ex. 1a

watermelon

p. 21, ex. 1b

- 1 cucumber, 2 zucchini, 3 chicken wings, 4 getal,
5 carrots, garlic, 6 mango

Unit 3

p. 23, ex. 1a

skiing, volleyball, tennis, swimming, bint
football, diving, cycling, ice skating, bouldering

p. 23, ex. 1b

- 1 diving, 2 swimming, 3 volleyball, 4 bint,
5 football, 6 cycling, 7 sh, 8 tennis, 9 ice skating,
10 bouldering

p. 23, ex. 2a

- 1 ice skating, 2 leg, 3 cycling, 4 tennis

p. 24, ex. 1

- 1 tennis, 2 tennis, 3 can't have to, 4 running,
5 hasn't

p. 24, ex. 2

- 1 Don't laugh, 2 You too. 3 Sounds great! 4 It's a deal!

p. 24, ex. 2b

- 1 You too. 2 Don't laugh, but, 3 Sounds great! 4 It's a deal!

p. 25, ex. 1a

- 1 've/have played badminton, 2 's/has never met a famous tennis player, 3 've/have never been to Italy, 4 've/have cycled to school many times, 5 's/has flown a plane, 6 's/has never won a race

p. 25, ex. 2

- 1 Have you ever missed a bus? Yes, I have. / No, I have/'ve never missed a bus. 2 Have you ever cycled to school? Yes, I have. / No, I have/'ve never cycled to school. 3 Have you ever written a short story? Yes, I have. / No, I have/'ve never written a short story. 4 Have you ever skated on a frozen lake? Yes, I have. / No, I have/'ve never skated on a frozen lake. Have you ever baked a cake? Yes, I have. / No, I have/'ve never baked a cake. Have you ever eaten a mango? Yes, I have. / No, I have/'ve never eaten a mango.

p. 26, ex. 1a

- 1 scored, 2 set, 3 break, 4 win, 5 do, 6 come, 7 win

p. 26, ex. 1b

- 1 won, 2 break, 3 come, 4 crossed, 5 do, 6 set, 7 scored, 8 won

p. 27, ex. 1a

- 1 already, 2 set, 3 not, 4 already, 5 just, 6 yet

p. 27, ex. 1b

- I haven't written my English essay yet.
I have already done my maths homework.
I have already taken the dog for a walk.
I have/ve just chatted to Grandma and Grandpa.
I haven't, have not bought a new notebook yet.
I have/ve just told Ali about the party.
I have/ve already tidied my room.
I haven't / have not cooked dinner for Mum and Dad yet.

p. 28, ex. 1a

p. 28, ex. 1b

- 1 dream, 2 wonderful, 3 medal, 4 the best, 5 Well done

p. 28, ex. 1d

- 1 T, 2 T, 3 F, 4 F, 5 T, 6 F

p. 29, ex. 1a

hobby, diving

p. 29, ex. 1b

- 1 T, 2 F, 3 does 99 laps, 4 as steep as, 5 He goes running and swimming. 6 He needs to do a lot more training.

p. 30, ex. 1a

- A 5, B 3, C 2, D 4, E 1

p. 30, ex. 1b

- 1 wonderful, 2 what, 3 dear, 4 happy, 5 believe, 6 mind

p. 30, ex. 1c

- 1 first, 2 proud, 3 played, 4 lost, 5 leg, 6 championship, 7 fun, 8 enjoyed

p. 31, ex. 1a

- 4, 2, 1, 3

p. 31, ex. 1b

- 1 F, 2 F, 3 T, 4 T, 5 F

Unit 4

p. 34, ex. 1a

- 1 have, 2 spend, 3 hang out, 4 go, 5 stay, 6 dye, 7 have, 8 get

p. 34, ex. 1b

1 have a friend over, 2 get a tattoo, 3 has, dyed her hair, 4 hangs out with friends, 5 stay up late

p. 34, ex. 2a

1 has friends over, 2 stay up late, 3 have a lot of fun, 4 spend her money on sweets, 5 dye her hair

p. 35, ex. 1a

1 's/is allowed to, 2 aren't / are not allowed to, 3 were allowed to, 4 wasn't / was not allowed to, 5 'm / am allowed to, 6 is allowed to, 7 isn't / is not allowed to / wasn't / was not allowed to, 8 'm/am allowed to

p. 35, ex. 2

1 wasn't / was not allowed to, 2 was allowed to, 3 'm/am allowed to, 4 'm/am not allowed to, 5 is allowed to, 6 isn't / is not allowed to, 7 are allowed to, 8 aren't / are not allowed to

p. 36, ex. 1

A 6, B 8, C 1, D 7, E 2, F 4, G 5, H 3

p. 36, ex. 2a

1 don't play too close to people, 2 Don't swim too far out, 3 Stay on the path, 4 Take some photos, 5 take your rubbish home

p. 36, ex. 3A

1 don't play too close to people, 2 take your rubbish home

p. 37, ex. 1a

1 weren't / were not able to, 2 was able to, 3 couldn't, 4 weren't / were not able to, 5 could, 6 wasn't / was not able to

p. 37, ex. 2

1 were able to go, 2 couldn't / could not see, 3 could not walk, 4 weren't / were not able to swim, 5 couldn't / could not phone, 6 was able to

p. 38, ex. 1a

1 8, 2 8, 3 7, 4 8, 5 5, 6 10

p. 38, ex. 1b

1 stay up late, 2 go to parties, 3 her / for pin / get a tattoo, 5 have friends over, 6 hang out

p. 38, ex. 2a

1 D, 2 M, 3 M, 4 D

p. 38, ex. 2b

1 drawing, 2 sixty seconds / quick / more difficult, 4 guess, 5 cycling, 6 facts about / what / likes, 7 subject you're interested in, 8 a / the / his / her / its

p. 39, ex. 1a

Olivia's parents

p. 39, ex. 1b

1 F, 2 T, 3 He doesn't use his phone or tablet, 5 He doesn't use his phone or tablet, 6 He had too much screentime, 7 He was on his screen all day long.

p. 40, ex. 1a

1, 2, 5

p. 40, ex. 1b

1 running, 2 read, 3 dining room, 4 late, 5 courses, 6 sweets, 7 healthy snacks, 8 phone

p. 41, ex. 1a

1 B, 2 C

p. 41, ex. 1b

1 F, 2 T, 3 F, 4 T, 5 T

Unit 5

p. 43, ex. 1

1 talented, 2 funny, 3 clever, 4 helpful, 5 positive, 6 active, 7 polite, 8 careful

p. 43, ex. 2a

1 talented, 2 careful, 3 clever, 4 positive, 5 funny, 6 helpful

p. 44, ex. 1

1 T, 2 F, 3 F, 4 F, 5 T, 6 T

p. 44, ex. 2a

1 Come, 2 see, 3 follow, 4 ensure

p. 44, ex. 2b

1 Are you sure? Oh, I see. 3 I'm not following you. 4 Come

p. 45, ex. 1

1 like, 2 is doing, 3 do, 4 doesn't work, 5 isn't singing, 6 is buying, 7 Are

p. 45, ex. 2

1 plays, 2 's/is singing, 3 's/is doing, does, 3 don't / do not cook, 4 're/are cooking, 4 're/are swimming, 5 swim, 5 aren't / are not going, don't / do not go

p. 45, ex. 3a

1 are listening, 2 learn, 3 don't / do not listen, 4 tells, 5 learn, 6 're/are learning, 7 don't / do not think, 8 understand, 9 do, want, 10 are playing

p. 46, ex. 1

1 car mechanic, 2 police officer, 3 photographer, 4 hairdresser, 5 sportsperson, 6 teachers

p. 46, ex. 2

1 graphic designer, 2 musician, 3 an electrician, 4 secretary

p. 46, ex. 3

1 sportsperson, 2 police officer, 3 hairdresser, 4 musician, 5 photographer

p. 47, ex. 1

6, 4, 2, 1, 5, 3

p. 47, ex. 2

1 who, 2 that, 3 who, 4 who, 5 which, 6 who

p. 47, ex. 3a

1 who, 2 which, 3 which, 4 which, 5 who

p. 48, ex. 1a

National Geographic Kids

p. 48, ex. 1b

1 13/thirteen, 2 3/three, 3 final, 4 positive, 5 great, 6 animals, 7 blog, 8 largest, 9 can

p. 49, ex. 1a

lemonade, honey

p. 49, ex. 1b

1 T, 2 F, 3 honey (from local beekeepers), 4 outside her home, 5 She gives some of her money to organisations that help bees. 6 It encourages young people to become entrepreneurs.

p. 49, ex. 1c

5, 1, 2, 4, 3

p. 50, ex. 1a

1 Dan, Carla, 2 Carla, Dan

p. 50, ex. 1b

1 F, 2 F, 3 T, 4 F, 5 T, 6 F

p. 50, ex. 2a

1 news, 2 good, 3 course, 4 worry, 5 great

p. 50, ex. 2b

1 Congratulations. 2 You're really good at French.

3 Of course you can do it. 4 Don't worry!

p. 51, ex. 1a

magician

p. 51, ex. 1b

7, 5, 3, 2, 6, 1, 4

p. 51, ex. 1c

a 3, b 4, c 1, d 2

p. 53, ex. 1a

1 C, 2 B, 3 A

p. 53, ex. 1b

1 4/four, 2 Each paragraph is about a different topic/idea. 3 The first sentence introduces the topic/idea of the paragraph.

p. 53, ex. 2

1 topic, 2 sections, 3 introduce, 4 idea, 5 ending

Unit 6

p. 54, ex. 1a

1 go, 2 pack, 3 take, 4 sleep, 5 see, 6 stop, 7 be, 8 have

p. 54, ex. 1b

1 go on a road trip, 2 pack the bags, 3 have a meal, 4 sleep in a hotel, 5 fill up the car, 6 take a break, 7 are lost, 8 see the sights

p. 54, ex. 2

1 go on a road trip, 2 fill up the car, 3 have a meal, 4 take a break, 5 stop for a meal

p. 55, ex. 1

1 wasn't, was, 2 wasn't, was, 3 weren't, were, 4 wasn't, was, 5 weren't, were, 6 wasn't, wasn't

p. 55, ex. 2

1 were getting, 2 wasn't / wasn't, 3 was, feeling, 4 was, 5 was, 6 was, 7 was, 8 was, 9 was, 10 was, 11 was, 12 was, 13 was, 14 was, 15 was, 16 was, 17 was, 18 was, 19 was, 20 was, 21 was, 22 was, 23 was, 24 was, 25 was, 26 was, 27 was, 28 was, 29 was, 30 was, 31 was, 32 was, 33 was, 34 was, 35 was, 36 was, 37 was, 38 was, 39 was, 40 was, 41 was, 42 was, 43 was, 44 was, 45 was, 46 was, 47 was, 48 was, 49 was, 50 was, 51 was, 52 was, 53 was, 54 was, 55 was, 56 was, 57 was, 58 was, 59 was, 60 was, 61 was, 62 was, 63 was, 64 was, 65 was, 66 was, 67 was, 68 was, 69 was, 70 was, 71 was, 72 was, 73 was, 74 was, 75 was, 76 was, 77 was, 78 was, 79 was, 80 was, 81 was, 82 was, 83 was, 84 was, 85 was, 86 was, 87 was, 88 was, 89 was, 90 was, 91 was, 92 was, 93 was, 94 was, 95 was, 96 was, 97 was, 98 was, 99 was, 100 was

p. 55, ex. 3a

1 A What were you doing? B I was finishing my maths project. 2 A What was your mum talking to this afternoon? B She was talking to the hotel manager. 3 A What were you and your brother doing? B We were making pizzas. 4 A Where was he going? B He was going to a café to meet his friend.

p. 56, ex. 1

1 torch, 2 map, 3 matches, 4 backpack, 5 sun cream, 6 first aid kit, 7 tent, 8 sleeping bag, 9 campsite

p. 56, ex. 2a

1 sun cream, 2 matches, 3 map, 4 tent, 5 torch

p. 57, ex. 1

1 while, 2 when, 3 while, 4 while, 5 when

p. 57, ex. 2a

1 told, 2 were sitting, 3 played, 4 were telling, 5 heard, 6 was getting

p. 57, ex. 3

1 when we arrived at the campsite, 2 I was sleeping when, 3 while we were walking in the forest, 4 when she dropped her bag, 5 when we got back to the tent

p. 58, ex. 1a

1 He couldn't find it in his bag. 2 When she finished university, she got her first job. 3 She always goes to the gym. 4 He couldn't put it on. 5 She took a break and ate some cake.

p. 58, ex. 2a

cows

p. 58, ex. 2b

1 half map, 2 around the coast, 3 read a map, 4 less than a year, 5 didn't go with anybody, 6 first aid kit, 7 wrote a book

p. 58, ex. 2c

1 2,000, 2 1,785, 3 1,700

p. 59, ex. 1b

1 more, 2 prepare for, 3 barefoot, 4 taking part in, 5 challenge, 6 author

p. 59, ex. 1c

1 F, 2 F, 3 running without trainers, 4 never gave up, 5 She ran about 32 kilometres every day. 6 They were really sore.

p. 60, ex. 1a

A 3, B 1, C 2

p. 60, ex. 1b

2, 4, 1, 3, 6, 5

p. 60, ex. 1c

1 What, F, 2 First, G, 3 next, F, 4 Next, G, 5 After, G, 6 Now, F, 7 Now, G, 8 finally, G

p. 61, ex. 1a

They left their sleeping bags at home.

p. 61, ex. 1b

3, 4, 2, 5, 1

p. 61, ex. 1c

a 3, b 1, c 5, d 4, e 2

Unit 7

p. 63, ex. 1a

1 sculpture, 2 painting, 3 cartoon, 4 street art, 5 drawing, 6 photograph

p. 63, ex. 1b

A 2, B 1, C 5, D 3, E 6, F 4

p. 63, ex. 2a

1 sculpture, 2 drawing, 3 street art, 4 painting, 5 photograph

p. 64, ex. 1a

1 Kylie

p. 64, ex. 1b

1 drawing, 2 painting, 3 easy, 4 website, 5 sculptures, 6 is busy

p. 64, ex. 2

1 up, 2 look, 3 know, 4 got

p. 64, ex. 3A

1 let me know, 2 What are you up to, 3 I've got to go, 4 Let's have a look

p. 65, ex. 1

2, 1, 6, 5, 4, 3

p. 65, ex. 2

1 mustn't, 2 has to, 3 doesn't have to, 4 shouldn't, 5 must, 6 should

p. 65, ex. 3a

1 have to, 2 don't have to, 3 should, 4 mustn't, 5 mustn't, 6 shouldn't

p. 66, ex. 1

1 landscape, 2 ad, 3 poster, 4 portrait

p. 66, ex. 2a

1 foreground, 2 centre, 3 background, 4 left-hand side, 5 right-hand side

p. 67, ex. 1

1 ✓, 2 ?, 3 x, 4 ✓, 5 ?

p. 67, ex. 2a

1 could, 2 can't, 3 must, 4 could, 5 could

p. 67, ex. 3

1 can't, 2 can't, 3 must, 4 could, 5 must

p. 68, ex. 1a

January

p. 68, ex. 1b

1 sculptures, 2 map, 3 drawings, 4 ad, 5 slogan, 6 brilliant

p. 68, ex. 2

1 *City Horses* is a popular sculpture. I'd like to download a map from the website. 2 So, tell me about your experience. 4 The children have painted the horses in really bright colours. 5 I saw an amazing ad for the sculpture walk. / I saw an ad for an amazing sculpture walk. 6 It had a slogan.

p. 69, ex. 1a

why thieves steal and what they do with it

p. 69, ex. 1b

1 T, 2 F, 3 Most, 4 got a lot of money, 5 Because the thieves told the government to spend more money on art. 6 I should create a new prize for young artists. 7 It isn't very common to steal a work of art just because it's expensive.

p. 69, ex. 2

a 5, b 3, c 4, d 1, e 2

p. 70, ex. 1a

really good

p. 70, ex. 1b

1 T, 2 F, 3 F, 4 T, 5 T, 6 T

p. 70, ex. 1c

1 boring, 2 recommend, 3 never, 4 story, 5 must, 6 good

p. 71, ex. 1a

lightning

p. 71, ex. 1b

1 He paints (enormous) landscapes of mountains, lakes and sea. 2 He painted on a wall in the centre of Bristol, UK. 3 It was 15 metres long. 4 A storm (Storm Jude) was moving towards Bristol. 5 They thought it was beautiful feet and they think they are wonderful.

p. 71, ex. 2

1 huge, 2 very big, 3 very good, 4 amazing

p. 73, ex. 1b

A 1, B 4, C 3, D 2

p. 73, ex. 2

a 4, b 1, c 2, d 3

Unit 8

p. 74, ex. 1

1 make, 2 win, 3 in, 4 make, 5 have, 6 achieve, 7 dream, 8 win

p. 74, ex. 2

1, 2, 3, 6, 5

p. 74, ex. 3a

1 successful, 2 prize, 3 becoming, 4 talent, 5 made, 6 working

p. 74, ex. 1a

1 two months, 2 years, six hours, ten days
since: 2021, last week, January, Monday

p. 75, ex. 1b

1 since last week, 2 for two months, 3 for years, 4 since Monday, 5 for six hours

p. 75, ex. 2a

1 I've have wanted, 2 since, 3 've/have dreamt/dreamed, 4 for, 5 's/has taught, 6 since

p. 76, ex. 1a

1 brilliant, 2 popular, 3 optimistic, 4 hard-working, 5 smart, 6 rich, 7 creative

p. 76, ex. 2

1 optimistic, 2 creative, 3 kind, 4 popular

p. 76, ex. 3

1 Dylan is hard-working. 2 George's parents are rich. 3 Nihan is optimistic. 4 Oliver is kind.

p. 77, ex. 1

1 PS, 2 PP, 3 PS, 4 PS, 5 PP, 6 PP

p. 77, ex. 2a

1 Have, seen, 2 watched, 3 've/have not seen / haven't seen, 4 've/have broken, 5 met, 6 've/have been, 7 became, 8 won, 9 have, tried

p. 78, ex. 1

1 syllable: prize, dream

2 syllables: funny, talent

3 syllables: successful, amazing

4 syllables: optimistic, intelligent

p. 78, ex. 2a

make their dreams come true

p. 78, ex. 2b

1 hard-working, good, not, 2 can't, can't, great, good, 3 good, won, honest, 4 creative, funny, 5 badminton, swimming, 6 silly, kind, 7 brilliant, been successful, 8 trendy, weird

p. 78, ex. 2c

A 6, B 8, C 4, D 1

p. 79, ex. 1a

She was the first woman from the US to travel into space.

p. 79, ex. 1b

1 T, 2 T, 3 five other women, 4 to teach physics, 5 She wanted to help girls have careers in STEM subjects. 6 Sally Ride died.

p. 79, ex. 2

5, 3, 2, 1, 4

p. 80, ex. 1a

Paula is unhappy because she misses her friends from her old school.

p. 80, ex. 1b

1 T, 2 F, 3 T, 4 T, 5 F, 6 F

p. 80, ex. 1c

2, 4, 5

p. 80, ex. 2a

1 How about, 2 Why not, 3 You could, 4 Don't worry, 5 Make sure

p. 81, ex. 1a

Karim wants advice about his plan for his future.

p. 81, ex. 1b

PE teacher, sports journalist

p. 81, ex. 2a

Don't worry, Make sure, you could, Why not,

p. 81, ex. 2b

a 5, b 2, c 3, 4, d 1, e 6

Unit 9

p. 83, ex. 1

1 in the rainforest, 2 in the woods, 3 in the fall, 4 cave

p. 83, ex. 2

1 woods, 2 cave, 3 rainforest, 4 in the fall, 5 cliffs, 6 coast, 7 volcano

p. 83, ex. 3

1 volcano, 2 coast, 3 waterfalls, 4 Canyon, 5 caves

p. 84, ex. 1

1 T, 2 T, 3 T, 4 F, 5 F

p. 84, ex. 2

1 free, 2 sure, 3 something

p. 84, ex. 2b

1 that's not really my thing, 2 that's for sure, 3 Are you free, 4 that sort of thing

p. 85, ex. 1

1 I might go, 2 she's going to see, 3 We might play, 4 I'm not going to come, 5 they're going to meet

p. 85, ex. 2a

1 are going to go, 2 're/are going to walk, 3 'm/am not going to take, 4 is going to video, 5 might visit, 6 might not be

p. 86, ex. 1

1 Today, more and more people are using green energy. 2 Pollution in the air or water is a problem in big cities. 3 Climate change causes storms and very hot and wet weather. 4 People should always clean up after themselves. 5 Some animals like elephants and tigers are endangered because hunters are killing them. 6 There are more forest fires in summer than in winter. 7 Countries around the world are experiencing extreme weather. 8 More and more people every day recycle plastic, paper and glass so that we can use the planet better.

p. 86, ex. 2

1 change, 2 clean energy, 3 up, 4 recycle, 5 endangered

p. 87, ex. 1

1 don't / won't, 2 will get, 3 have, 4 will lose, 5 start, 6 will / won't, 7 will continue, 8 don't / do not learn

p. 87, ex. 2

1 If you study for the test, you will do well. 2 We will be late for the film if we don't leave now. 3 If the weather is good this afternoon, they will go swimming. 4 If I get a part in the school play, I will be very happy. 5 If he doesn't have any homework tomorrow, he will hang out with his friends in town.

p. 87, ex. 3

1 It doesn't / won't rain, 2 will go hiking, 3 will / 'll be, 4 want, 5 will / 'll go, 6 aren't / are not, 7 decide, 8 will / 'll tell

p. 88, ex. 1a

1 If you work hard, we'll do well in the test. 2 My mum will be very happy, if I win a prize. 3 If the weather is nice tomorrow, they won't go to the beach. 4 He won't cycle to school if it rains.

p. 88, ex. 2a

creative and talented

p. 88, ex. 2b

1 by the seaside, 2 beaches, 3 useful, 4 clean up, 5 Seals and dolphins, 6 successful

p. 88, ex. 3

1 They have won a prize for their eco-friendly project, Ocean Heroes. 2 Their goal is to clean up our beaches and save our fish and sea animals. 3 They decided to make the plastic into jewellery. 4 Students' own answers, 5 Students' own answers

p. 89, ex. 1a

To suggest ways to protect the planet every day.

p. 89, ex. 1b

1 T, 2 T, 3 recycle our rubbish, 4 the Earth cool, 5 You will save money and you will help reduce waste. 6 We want to encourage companies to make products that don't damage the environment/planet.

p. 90, ex. 1a

skiing, ice skating, kayaking, mountain biking

p. 90, ex. 1b

1 J, 2 D, 3 D, 4 D, 5 J, 6 D

p. 90, ex. 2

1 start, 2 that's, 3 look, 4 love, 5 on, 6 skiing, 7 I'd, 8 to go

p. 90, ex. 3a

1 Let's go, 2 How about, 3 not so keen, 4 I'd prefer, 5 Why don't, 6 I think, 7 I'd love to, 8 I'd rather

p. 91, ex. 1a

water

p. 91, ex. 1b

Things Pablo hears: water

Things Pablo sees: different flowers and plants, the stunning views, pink flamingos in the lagoon, colourful birds

Things Pablo smells: different flowers and plants

p. 91, ex. 1c

Noun	woods	lavender	beaches	flamingos
Opinion	beautiful	pretty	wonderful	amazing
Size	-	-	big	-
Age	old	-	-	-
Colour	-	purple	-	pink / colourful

p. 91, ex. 2

1 a friendly old black cat, 2 a scary new film, 3 beautiful red flowers, 4 large old orange tents, 5 an ugly grey building

p. 93, ex. 2

1 F, 2 T

Unit 10

p. 94, ex. 1

5, 1, 4, 3, 2

p. 94, ex. 2

1 text, 2 have, 3 phone, 4 make, 5 communicate

p. 94, ex. 3a

1 share, ideas, 2 send, text, 3 makes, 4 communicate, 5 body language / sign language

p. 95, ex. 1

1 U, 2 C, 3 C, 4 U, 5 C, 6 U, 7 U, 8 C

p. 95, ex. 2

1 much, 2 some, 3 a little, 4 many, 5 any, 6 a little

p. 95, ex. 3

1 any, 2 many, 3 a little, 4 some, 5 many

p. 96, ex. 1

1 tell, 2 say, 3 ask, 4 tell, 5 ask, 6 ask, 7 tell, 8 tell

p. 96, ex. 2a

1 tell, 2 ask, 3 tell, 4 say, 5 tell, 6 asked

p. 96, ex. 3

1 shout, 2 text, 3 present, 4 call, 5 translate, 6 chat

p. 96, ex. 4

1 shout, 2 chat, 3 call, 4 text, 5 present, 6 translate

p. 97, ex. 1

1 to go, 2 to help, 3 cooking, 4 watching, 5 to buy

p. 97, ex. 2

1 to go, 2 to tidy, 3 to do, 4 learning, 5 to come, cycling, going

p. 97, ex. 3

1 to visit, 2 to show, 3 spending, 4 learning, 5 gardening, 6 to help, 7 to bring

p. 98, ex. 1a

cave painting, cartoon, graffiti, song, photograph, film

p. 98, ex. 1b

A 2, B 3, C 1, D 4

p. 98, ex. 1c

1 body language, 2 gestures, 3 lots of, 4 two seconds, 5 creative, 6 asked a question

p. 99, ex. 1

They all like it.

p. 99, ex. 2

1 television, 2 questions, 3 could have disadvantages, 4 will become lazy, 5 It comes from what we see online. 6 They use these facts to sell us their new inventions.

p. 99, ex. 3

1, 3, 1, 4, 2

p. 100, ex. 1a

1 monitor, 2 pedestrian

p. 100, ex. 1b

1 F, 2 T, 3 F, 4 F, 5 T

p. 100, ex. 1c

1 mean, 2 explain, 3 understand, 4 explain, 5 confused, 6 means, 7 words

p. 100, ex. 2

1 In other words, 2 really understand, 3 Let me explain, 4 a bit, 5 do you mean by

p. 101, ex. 1a

1 Yes

p. 101, ex. 1b

a 5, b 2, c 3, d 6, e 1, f 4

p. 101, ex. 1c

1 No, they don't. 2 informal

Unit 11

p. 103, ex. 1

1 outdoor pool, 2 skateboard park, 3 gym, 4 youth club, 5 go-kart track, 6 friend's house, 7 sports centre, 8 town centre

p. 103, ex. 2

1 sports centre, 2 youth club, 3 town centre, 4 go-kart track, 5 outdoor pool, 6 skateboard park

p. 103, ex. 3a

1 outdoor pool, 2 town centre, 3 skateboard park, 4 sports centre

p. 104, ex. 1a

1, 3, 5, 6

p. 104, ex. 1b

1 tower, 2 doesn't think, 3 people enjoy skateboarding, 4 doesn't like, 5 doesn't like any, 6 busy

p. 104, ex. 2

1 about, 2 that, 3 see, 4 talking

p. 105, ex. 1

1 I'd, 2 I wouldn't, 3 I'd, 4 I wouldn't

p. 105, ex. 2a

1 were, 2 I'd, 3 wouldn't, 4 I were, 5 I'd stay

p. 105, ex. 3

1 If I were you, I'd take it to the police station. 2 If I were you, I'd use an app to translate it. 3 If I were you, I'd go to the skateboard park. 4 If I were you, I wouldn't buy them. 5 If I were you, I'd eat some fruit.

p. 106, ex. 1

1 to cook, 2 to raise, 3 a poem, 4 a band, 5 hair, 6 to decorate, 7 camping

p. 106, ex. 2

1 cook, 2 a poem, 3 camping, 4 in a band, 5 bedroom, 6 raise

p. 106, ex. 3a

1 learn, 2 playing, 3 decorate, 4 dye, 5 writing, 6 're/are going (to go)

p. 107, ex. 1a

5, 2, 6, 1, 4, 3

p. 107, ex. 2

1 needed, 'd/would ask, 2 lived, 'd/would visit, 3 were, 'd/would join, were/was, 4 knew, 'd/would call, 5 didn't / would not have, 'd/would hang out, 6 wouldn't / would not go, have

p. 107, ex. 3

1 were, 2 had, 3 wouldn't be, 4 didn't know, 5 were, 6 would

p. 108, ex. 1a

1, 3

p. 108, ex. 1b

1 a large city, 2 bored, 3 shopping centres, 4 Street art, 5 music, 6 play the violin

p. 108, ex. 1c

1 He goes swimming. 2 He's started a surfing club. 3 His dream is to surf the biggest wave / His dream is to break a world record. 4 He isn't keen on winter. 5 He plays football with his friends. 6 He wants to be a farmer.

p. 109, ex. 1a

1 she can't agree with her brother on how to decorate their bedroom, 2 he doesn't want to feel bad at his friend's party

p. 109, ex. 1b

1 F, 2 T, 3 F, 4 S, 5 T, 6 F, 7 T, 8 F, 9 T, 10 F, 11 T, 12 F, 13 T, 14 F, 15 T, 16 F, 17 T, 18 F, 19 T, 20 F, 21 T, 22 F, 23 T, 24 F, 25 T, 26 F, 27 T, 28 F, 29 T, 30 F, 31 T, 32 F, 33 T, 34 F, 35 T, 36 F, 37 T, 38 F, 39 T, 40 F, 41 T, 42 F, 43 T, 44 F, 45 T, 46 F, 47 T, 48 F, 49 T, 50 F, 51 T, 52 F, 53 T, 54 F, 55 T, 56 F, 57 T, 58 F, 59 T, 60 F, 61 T, 62 F, 63 T, 64 F, 65 T, 66 F, 67 T, 68 F, 69 T, 70 F, 71 T, 72 F, 73 T, 74 F, 75 T, 76 F, 77 T, 78 F, 79 T, 80 F, 81 T, 82 F, 83 T, 84 F, 85 T, 86 F, 87 T, 88 F, 89 T, 90 F, 91 T, 92 F, 93 T, 94 F, 95 T, 96 F, 97 T, 98 F, 99 T, 100 F

p. 109, ex. 1c

a 3, b 5, c 2, d 4, e 1

p. 110, ex. 1a

Ava understands Noah's problem because she had similar problems in the past.

p. 110, ex. 1b

1 T, 2 F, 3 F, 4 T, 5 F

p. 110, ex. 2

1 Are you alright, Noah? 2 What's the matter with you? 3 Is everything OK? 4 You should divide big tasks into smaller tasks. 5 Why don't you try studying a week before? 6 If I were you, I'd divide the exam into topics.

p. 110, ex. 3

1 If I were you, 2 should, 3 would, 4 Why don't you, 5 Are you right

p. 111, ex. 1a

Kate's problem: She has moved house, she is finding it difficult to make new friends, and she feels lonely. Emma's advice: She should join a drama club.

p. 111, ex. 1b

4, 3, 5, 2, 1, 6

p. 111, ex. 1c

1, 3 and 5

p. 111, ex. 2

1, 2, 1, 3, 6

p. 111, ex. 3

1, 2, 1, 3, 6

p. 114, ex. 1a

1 arrested, 2 pay, 3 go to, 4 crime, 5 robbed, 6 breaking

p. 114, ex. 3a

1 committing, 2 arrest, 3 breaking, 4 pay, 5 robbed, 6 take

p. 115, ex. 1a

1 are, 2 are, 3 is, 4 are, 5 is, 6 are

p. 115, ex. 2

1 are stolen, 2 are sold, 3 are cleaned, 4 aren't / are not made, 5 isn't / is not allowed, 6 is recycled

p. 115, ex. 3a

1 are taken, 2 is washed, 3 is dried, 4 are removed, 5 are put, 6 is broken

p. 116, ex. 1a

Good behaviour: concentrate, pay attention, respect, support

Bad behaviour: bully, cheat, lie, steal

p. 116, ex. 1b

1 paying attention, 2 lied, 3 bullied, 4 support, 5 cheated, 6 stole, 7 concentrate, 8 respect

p. 116, ex. 2a

1 steal, 2 bullied, 3 aren't / are not concentrating, 4 cheated, 5 supports

p. 117, ex. 1

1 were, 2 were, 3 was, 4 were, 5 was

p. 117, ex. 2

1 was invented, 2 was decorated, 3 wasn't / was not done, was done, 4 were given, 5 weren't / were not made, were made

p. 117, ex. 3

1 This house was built in the 1900s! 2 The criminals were arrested by the police. 3 She was given those earrings for her birthday. / Those earrings were given

to her for her birthday. **4** This broccoli soup wasn't cooked by my dad. **5** The Mona Lisa wasn't painted by Van Gogh.

p. 117, ex. 4

1 It was sent, **2** They were held, **3** It was discovered, **4** It was built, **5** were written

p. 118, ex. 1a

/d/: discovered, heard, performed, lived

/t/: fixed, finished, cooked

/ɪd/: invented, cheated, supported

p. 118, ex. 2a

Rhyme 3

p. 118, ex. 2b

1 concentrate, **2** best, **3** wrong, **4** glass, **5** lie, **6** names

p. 119, ex. 1a

how education can improve people's lives in prison

p. 119, ex. 1b

1 short, **2** give, **3** sure, **4** sell, **5** learn, **6** weather

p. 119, ex. 1c

1 T, **2** F, **3** wasn't / didn't feel confident, **4** teach creative writing, **5** She loved watching the fruit and vegetables grow. She wanted to learn more about nature. **6** She wants to be a biology teacher.

p. 120, ex. 1a

babies, islands, trees, cartoons

p. 120, ex. 1b

4, 1, 2, 3

p. 120, ex. 2a

1 You must be joking. **2** Seriously? **3** No way! **4** What? **5** Really? **6** You can't be serious.

p. 120, ex. 3

1 way, **2** joking, **3** Wow, **4** Really, **5** serious

p. 121, ex. 1a

Leo thinks some graffiti is a crime.

p. 121, ex. 1b

a 4, **b** 1, **c** 3, **d** 2

p. 121, ex. 2

1 final thoughts, **2** one point of view, **3** different point of view, **4** introduction

p. 121, ex. 3

a 4, **b** 2, **c** 3, **d** 2, **e** 4, **f** 3

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