
















	Vocabulary	Grammar	Reading	Listening	Speaking	Writing	GREAT LEARNERS GREAT THINKERS	Exam success Collaborative projects
	<b>Happy families</b> p6 Ages and stages of life The family Words connected with the family Noun suffixes <i>-ment, -ion, -ence</i>	1 Present simple and present continuous, State and action verbs 2 Articles 🔄 <b>Culture exchange:</b> Family dinners	<b>Sharing images on social media</b> A newspaper article	<b>Arguments between teenagers and parents</b> A radio programme	<b>Asking for personal information</b> A role-play	<b>Introducing yourself</b> An informal email 1	<b>Attitudes to the young and old</b> ▶ <b>Video:</b> How does it feel to be old? * <b>SEL:</b> Keeping an open mind * Social and Emotional Learning	<b>Exam success 1–2</b> <b>Reading:</b> 4-option multiple choice p30 <b>Listening:</b> Gap fill p144 <b>Speaking:</b> Questions p144 <b>Writing:</b> An article p144
	<b>Law and order</b> p18 Crimes Detective work Phrasal verbs connected with investigating and finding	1 Past simple 2 Past continuous <i>Used to</i>	<b>Surprising true crimes</b> An online article	<b>An actor involved in a crime</b> A conversation	<b>Apologising</b> A dialogue 🔄 <b>Culture exchange:</b> Saying sorry	<b>Helping someone in an unusual situation</b> A blog post	<b>Right and wrong actions</b> ▶ <b>Video:</b> Hacked! <b>SEL:</b> Being considerate	<b>Collaborative project 1</b> Family life in your country p31 
	<b>Plurilingual</b> p32 Languages, countries and nationalities Learning languages Negative prefixes <i>un-, in-, im-, ir-, il-</i>	1 Countable and uncountable nouns <b>Quantifiers</b> 2 Defining and non-defining relative clauses 🔄 <b>Culture exchange:</b> International English	<b>English: The language that never sleeps</b> A newspaper article	<b>Toki Pona: an artificial language</b> A podcast	<b>Asking for information</b> A role-play	<b>Language learning experiences</b> An article 1	<b>Non-verbal communication</b> ▶ <b>Video:</b> Animal communication <b>SEL:</b> Having confident body language	<b>Exam success 3–4</b> <b>Reading:</b> Matching p56 <b>Reading:</b> 4-option multiple choice cloze p145 <b>Speaking:</b> Extended turn p145 <b>Writing:</b> An email p145
	<b>Take care!</b> p44 Parts of the body Health problems Compound nouns connected with health and healthcare	1 Present perfect with <i>ever, never, for, since</i> 2 Present perfect with <i>just, yet, already</i>	<b>Is technology bad for your health?</b> A magazine article	<b>BASE jumping</b> An interview	<b>Describing photos</b> Describing photos and giving feedback	<b>Replying to an email from a friend</b> An informal email 2 🔄 <b>Culture exchange:</b> Using abbreviations	<b>Your health, your responsibility</b> ▶ <b>Video:</b> Allergies all around us <b>SEL:</b> Looking after yourself	<b>Collaborative project 2</b> International words p57 
	<b>Screen time</b> p58 TV programmes and series Words connected with TV and online video Adjectives describing TV programmes Adjectives ending in <i>-ing</i> and <i>-ed</i>	1 Comparatives and superlatives 2 <i>so</i> and <i>such, too</i> and ( <i>not</i> ) <i>enough</i> 🔄 <b>Culture exchange:</b> TV in the UK	<b>Reality TV</b> An online blog	<b>Binge-watching</b> A radio programme	<b>Negotiating</b> A discussion	<b>Edutainment</b> An article 2	<b>The influence of TV and online video</b> ▶ <b>Video:</b> The popularity of online video <b>SEL:</b> Questioning your attitudes	<b>Exam success 5–6</b> <b>Listening:</b> 3-option multiple choice p82 <b>Speaking:</b> Discussion p82 <b>Reading:</b> Open cloze p146 <b>Writing:</b> An article p146
	<b>Changing climates</b> p70 Geographical features The environment Different uses of <i>get</i>	1 <i>will, be going to</i> , and present continuous for future <i>will, may, might</i> 2 Zero conditional First conditional	<b>Understanding climate change</b> An article	<b>Plogging</b> A podcast interview	<b>Making arrangements</b> A role-play	<b>Spending time outdoors</b> An opinion essay 🔄 <b>Culture exchange:</b> Kids and outdoor activities	<b>Plastic and the environment</b> ▶ <b>Video:</b> The plastic sea <b>SEL:</b> Being curious	<b>Collaborative project 3</b> TV and online video in your country p83 
	<b>Get to the top!</b> p84 Jobs and words connected with work Personal qualities Compound adjectives	1 Modal verbs of obligation, prohibition and advice 2 Second conditional, <i>unless</i>	<b>Alan Geaam, chef and Ami Vitale, photographer</b> A magazine article	<b>Unusual jobs</b> A conversation	<b>Giving detailed personal information</b> An interview	<b>Applying for a summer job</b> A job application 🔄 <b>Culture exchange:</b> Jobs for American teenagers	<b>Attitudes to work</b> ▶ <b>Video:</b> Working in the great outdoors <b>SEL:</b> Listening to others	<b>Exam success 7–8</b> <b>Reading:</b> 3-option multiple choice p108 <b>Listening:</b> 3-option multiple choice p108 <b>Speaking:</b> General conversation p147 <b>Writing:</b> An email p147
	<b>Friendly advice</b> p96 Feelings Friendships Noun suffixes <i>-ness, -ship, -dom</i> 🔄 <b>Culture exchange:</b> Positive messages	1 Past perfect 2 Gerunds and infinitives	<b>My best friend is a robot</b> An information text	<b>Friendship</b> A conversation	<b>Reporting a past event</b> Talking about a past event	<b>Giving advice</b> An email of advice	<b>Making friends</b> ▶ <b>Video:</b> Buddy Benches <b>SEL:</b> Empathising	<b>Collaborative project 4</b> Jobs for teenagers in your country p109 
	<b>Facts about fiction</b> p110 Things we read Genres Book reviews Phrasal verbs connected with reading and writing	1 Reported speech – statements 2 Reported speech – questions 🔄 <b>Culture exchange:</b> Three great British writers	<b>Books on the move</b> An online article	<b>Using a pen name</b> A literature podcast	<b>A presentation</b> A book review	<b>Writing from a given first sentence</b> A story	<b>Books and their covers</b> ▶ <b>Video:</b> Books ... or art objects? <b>SEL:</b> Thinking creatively	<b>Exam success 9–10</b> <b>Reading:</b> Gapped text p134 <b>Reading:</b> Open cloze p148 <b>Speaking:</b> Extended turn p148 <b>Listening:</b> Gap fill p148
	<b>Computer update</b> p122 Computers and accessories Using a computer and the Internet Collocations with <i>email</i> and <i>document</i>	1 The passive – present simple 2 The passive – other tenses <i>have something done</i> 🔄 <b>Culture exchange:</b> The Science Museum, London	<b>Switching off the Internet</b> An information text	<b>The Museum of Failure</b> A podcast	<b>Comparing and contrasting photos</b> Describing photos and talking about similarities and differences	<b>Messaging a friend</b> Messaging	<b>Human–computer interaction</b> ▶ <b>Video:</b> Can computers understand or display feelings? <b>SEL:</b> Justifying your opinion	<b>Collaborative project 5</b> A famous writer from your country p135 

# 6



# CHANGING CLIMATES



## Vocabulary in context

### Geographical features The environment

1 **SPEAKING** Discuss which of these geographical features you have in your country or region. Use a dictionary if necessary.

42 **Geographical features**

beach • cave • cliff • coast • desert • forest • glacier • hill • island • jungle/rainforest • lake • mountain • mountain range • ocean/sea • river • stream • valley • waterfall

2 **SPEAKING** Draw a word from 1 on the board. Can the class guess the word?

3a Read this text with advice about protecting the environment. Use the correct form of these verbs to complete the text.

43 **Verbs connected with the environment**

consume • recycle • reduce • reuse • save • throw away • waste

### SOME SIMPLE TIPS FOR PROTECTING THE ENVIRONMENT

Because of global warming, the temperature of the planet is rising at the moment. To help with this problem, we need to (a) ..... greenhouse gases – the UK government promised to do this by 80% by 2050. To reach this goal, we need to use less energy. You can (b) ..... energy by doing simple things like switching off the lights when you leave the room. And don't forget that we (c) ..... energy when we leave computers or TVs on all night. When we (d) ..... plastic, glass or paper to make new products, we are also helping to protect the environment. But it's also good to (e) ..... things instead of using them just once. In general, it's sensible to (f) ..... less – we buy lots of things that we don't really need and then quickly (g) ..... all these useless items.

3b **44** Listen and check your answers.

4 **SPEAKING** Check that you understand all these words and expressions. Then use the words to talk about the photos.

45 **The environment**

carbon emissions • climate change • drought • flood • fossil fuels • global warming • melting ice caps • (air/sea) pollution • (non-)renewable energy • sea level rise • toxic waste



The first photo shows air pollution.

Yes, I think it's coming from using fossil fuels.

5 Complete the questions with appropriate words from 3a or 4.

- How serious do you think climate ..... is and why?
- How is global ..... affecting your country?
- How much ..... energy (such as wind or solar power) is there in your region or country?
- What positive action do you take to ..... water or electricity?
- What products or materials do you ..... or reuse?
- How much do you think your region or country is doing to ..... carbon ..... and toxic .....

Use it ... don't lose it!

6 **SPEAKING** Discuss the questions in 5.

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## Reading

1 **SPEAKING** Look at the photos above. Talk about what you can see. What do you think is the connection between them?

2 **SPEAKING** Look at questions 1 to 5. What answers could you give to the questions?

- Are sea levels getting higher or is it just fake news?
- What can we do to prepare ourselves and our cities for rising sea levels?
- What's causing sea levels to rise?
- Can we still stop sea level rise by reducing carbon emissions?
- What are the consequences of sea level rise for us?

3 Read the text. Match each question (1–5) in 2 to its answer (A–E). Were any of your answers in 2 similar to the answers in the text?

4 **46** Choose the correct alternative. Write the letter of the paragraph where you found the answer.

- Melting ice caps are now more/less responsible for rising sea levels than in the past. Paragraph: .....
- There is evidence of the sea level rising because there have been a lot more/one or two big floods in recent years. Paragraph: .....
- It seems obvious that by reducing carbon emissions we can/can't completely stop the problem of rising sea levels. Paragraph: .....
- About 275 million people live in coastal areas/the ten biggest cities in the world. Paragraph: .....
- There are just one or two important/a variety of different ways we can beat the problem of rising sea levels. Paragraph: .....

5 What do the underlined words and phrases in the text mean? Guess and then check in your dictionary.

Reach higher page 138

## UNDERSTANDING CLIMATE CHANGE

### Sea Level Rise: you ask, the experts answer

**A** According to the US-based National Oceanic and Atmospheric Administration (NOAA), the global sea level in 2016 was 82 mm higher than the 1983 annual average. The NOAA believes that the global sea level will probably rise between 0.2 metres and 2 metres by 2100. Their statistics also show that in many places along the US coast, flooding is much more frequent than it was 50 years ago.

**B** Sea levels are rising for two main reasons. Firstly, glaciers and ice caps are melting and adding water to the ocean. And this is going to happen faster as global temperatures get higher. Over the last ten years, NOAA statistics show that the amount of sea level rise caused by melting has increased dramatically and is now the main factor in rising sea levels. Secondly, the water in the oceans is getting warmer and that means that it expands and takes up more space, increasing the volume of water in the sea.

**C** One big problem is that at least 275 million people live in areas which are going to be at risk from rising sea levels. Eight out of the world's ten largest cities are near a coast according to the UN Atlas of the Oceans. In Europe, London, Barcelona, Dublin and Venice are some of the cities that may face problems. Experts predict that millions of people will need to move away from their homes in the future.

**D** The tenth anniversary of the Paris Agreement to combat climate change and reduce carbon emissions will be in 2025. There are experts who are optimistic that lower carbon emissions will help to reduce the speed of rising sea levels. However, it is clear that we will need to spend money on other ways to protect these coastal areas because rising sea levels will still continue to cause problems.

**E** In the Netherlands, where flooding has always been a problem, engineers and architects are always coming up with different solutions, big and small. One is the building of floating homes. When the water rises, your home will rise, too. Other countries have decided they're going to think about building similar homes. Perhaps the biggest solution is the giant sea gate in Rotterdam that protects the port. A computer controls this gate and it closes automatically when there is danger of flooding. Each of the two parts of the gate is as big as the Eiffel Tower! But will engineers build similar gates to protect other cities?

'Climate Change: Global Sea Level', Rebecca Lindsey, NOAA Climate.gov, 2019.

### 6 Critical thinkers

In your opinion, how and how much does the question of sea level rise affect the place where you live?

What makes you say that?

Give examples from the text and other information to justify your opinion. Then share your ideas.



**will, be going to and present continuous for future**

**1a Look at the sentences.**

- a Experts predict that millions of people **will** need to move away.
- b In 2025, it **will** be the tenth anniversary of the Paris Agreement.
- c They've decided they're **going to** build similar homes.
- d Experts **are meeting** next month to discuss the problem.
- e As it gets warmer, glaciers **are going to** melt faster.
- f Where can I find more information? I know! I'll look on the Internet.

**1b Match these explanations of the use of will, be going to and the present continuous for the future with example sentences a–f in 1a.**

- We use **will** ...
- 1 for decisions that we take at the moment of speaking. *f*
  - 2 to talk about an objective truth. ....
  - 3 to make a general prediction. We often use **think, hope, expect, predict, believe** with this use. ....
- We use **be going to** ...
- 4 to make predictions based on some sort of evidence. ....
  - 5 to talk about plans or intentions. ....
- We use the **present continuous for future** ...
- 6 to talk about future arrangements or plans that are confirmed. ....

Check it page 80

**2 Complete the sentences with the correct forms of the verbs given using will or be going to. Then match each sentence to explanations 1–6 in 1b. Use one explanation twice.**

- 1 Experts believe that temperatures *will continue* (continue) rising. *3*
- 2 It's only the start of June but it's really warm. It ..... (be) a hot summer. ....
- 3 **A:** I can't open the door.  
**B:** Don't worry. I ..... (help) you. ....
- 4 That plant is completely dry. It ..... (die). ....
- 5 My brother has decided he ..... (study) environmental science at university. ....
- 6 Next week it ..... (be) the anniversary of the Kyoto Agreement. ....
- 7 Scientists think that tourism ..... (have) disastrous effects in the Arctic. ....
- 8 I can't go out next weekend. I ..... (revise) for my exam. ....

**3a Use be going to to write down different plans or intentions you have for the future. If the plan is already confirmed, use the present continuous for future. Write about these areas:**

- 1 school
- 2 home
- 3 work
- 4 sport/hobbies
- 5 family
- 6 friends

*I'm doing an English vocabulary test next Wednesday, so I'm going to study vocabulary this weekend.*

**3b SPEAKING** Compare your plans and intentions with a partner. Are any of them similar?

**will, may, might**

**4a Look at the sentences and give an approximate percentage of certainty for each expression in bold.**



- 1 The global sea level **will probably** rise. *70–80% certain*
- 2 We **will definitely** need to spend more money. ....
- 3 **Perhaps** millions **will** need to live in floating houses. ....
- 4 **It's possible that** there **will** be other problems. ....
- 5 London, Barcelona and Istanbul **may** face problems. ....
- 6 Other cities **might** be in danger. ....
- 7 It **probably won't** be as bad as they think. ....
- 8 It **definitely won't** be an easy thing to solve. ....

**4b Look at the position of the adverbs definitely and probably in sentences 1 and 2 and sentences 7 and 8. What do you notice?**

Check it page 80

**Exam tip**

You are going to do a sentence transformation activity. Read the instructions carefully. What things are important to check when you finish an activity like this?

**5 Rewrite the sentences keeping the same meaning. Use between two and five words, including the word given.**

- 1 It's possible that the sea level will go up in the next 50 years.  
**may**  
The sea level ..... *may rise* ..... in the next 50 years.
- 2 It's 100% certain that people will reuse plastic bags.  
**definitely**  
People ..... plastic bags.
- 3 They say there's a possibility summers will be hotter.  
**might**  
They say ..... as cool as they are now.
- 4 It's 80% certain the coast won't be the same as now.  
**probably**  
The coast ..... different in the future.
- 5 It's 80% certain that people won't want to consume so much.  
**will**  
People ..... buy less.
- 6 It might improve soon.  
**possible**  
It ..... get better soon.

**6 Change these predictions depending on the percentage of certainty given. Use a different expression from 4a in each sentence.**

- 1 The weather will definitely become more extreme. (70–80% – negative)  
*The weather probably won't become more extreme.*
- 2 There will be sharks near the UK coast. (50%)
- 3 We won't drive cars in the future. (50%)
- 4 We will probably have terrible droughts. (100% – negative)
- 5 They will clean all the plastic from our seas. (50%)
- 6 Perhaps we will stop using fossil fuels. (100%)

**Use it ... don't lose it!**

**7 SPEAKING** Which predictions do you agree with – the original one or the new one?

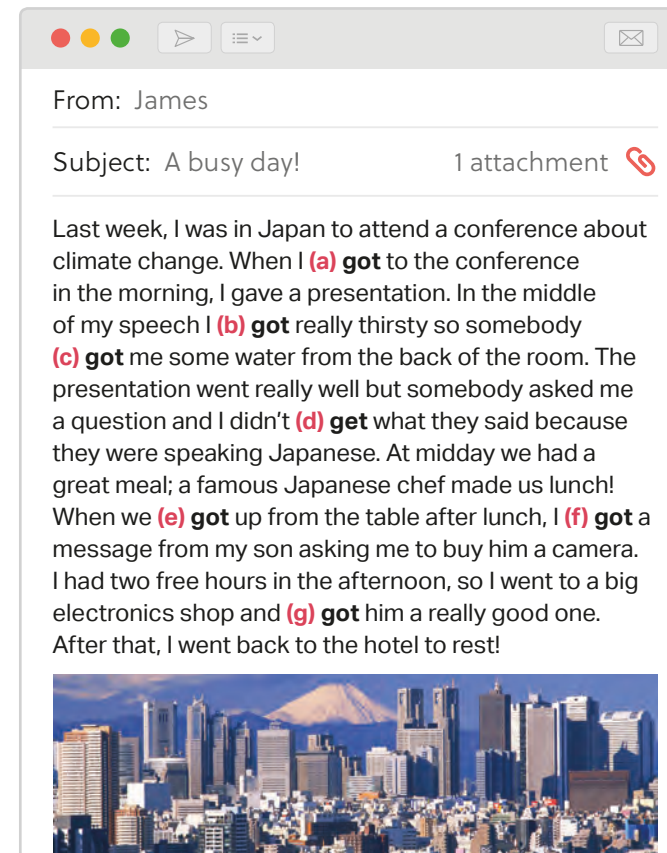
*I think the weather will definitely become more extreme.*

*I disagree. I think it probably won't.*

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**Different uses of get**

**1 Read this text. Get is used seven times in the text. Match each use (a–g) to the correct meaning (1–7).**



- 1 arrive
- 2 bring
- 3 become
- 4 obtain or buy
- 5 receive
- 6 understand
- 7 move into a position or place

**2a Use get to write six sentences about the weather and the environment using the topics in A and the adjectives in B. Use the comparative form of the adjectives or less.**

A	B
the air • beaches • days • deserts • rivers • the seas • summers • winters	clean • cold • dark • dirty • dry • extreme • hot • long • short • sunny • warm • wet

*Days are getting shorter at the moment because winter is coming.*

**2b SPEAKING** Share your ideas with the rest of the class. Do you agree with all the ideas?

**3 SPEAKING** Write a dialogue where you use get as many times as possible. Try to include all the different meanings a–g in 1.

**Use it ... don't lose it!**

**4 SPEAKING** Act out your dialogue for the class. Who used get the most?

Reach higher page 138



# GREAT LEARNERS GREAT THINKERS

## PLASTIC AND THE ENVIRONMENT

Lesson aim: To think about the impact of plastic on the environment

Video: The plastic sea

**SEL** Social and emotional learning: Being curious

**1** **SPEAKING** Ask and answer the questions.

- 1 What types of fruit or vegetables do people grow (outdoors or in greenhouses) where you live?
- 2 Where do you think that most of the fruit and vegetables you eat come from?

**2** **VIDEO** Watch a video about an area of Spain. What basic information about farming in this area do you learn in the video?

**3** **VIDEO** Find eight mistakes in the text and correct them. Then watch the video again to check your answers.

About	New posts	Archives
	<p>The video shows the eastern coast of Spain. It's dry and one of Europe's only two deserts. The temperatures can reach 45°C. You can see plants, vegetation and the Mediterranean Sea from up in the sky. Plastic has become part of the earth in this area. It comes from rubbish that local people throw away. The plastic becomes smaller and smaller and finally goes into the sea. About 7% of Europe's plastic is in the Mediterranean. This plastic only affects fish and sea life. The plastic greenhouses in this area only bring us positive consequences.</p>	

- |         |         |
|---------|---------|
| 1 ..... | 5 ..... |
| 2 ..... | 6 ..... |
| 3 ..... | 7 ..... |
| 4 ..... | 8 ..... |

### GREAT THINKERS

#### Think-Question-Explore

**4** Read the title of the text in 5 and answer the questions.

- 1 What do you **think** you know about the problem of plastic in the environment?
- 2 What **questions** do you have about this topic?
- 3 How could you **explore** to find more information and the answer to these questions?



**5** **SEL** Read the text and answer the questions.

- 1 Does it confirm the things you **thought** you knew about the topic?
- 2 Does it answer any of your **questions**?
- 3 What would you still like to **explore**?

### PLASTIC FOR A DAY? NO, PLASTIC FOREVER

It seems we use half of all plastic items just once before we throw them away. For example, 60 million water bottles go into rubbish bins every day. But plastic doesn't simply disappear. Plastic straws, for example, take up to 200 years to break down into tiny pieces. And these tiny pieces get everywhere, even to remote mountain ranges and the sea. Larger plastic items are also a problem. For example, animals try to eat balloons after they fall back to earth, or plastic bags in the sea. This plastic blocks their digestive systems.

**6** **SPEAKING** Make a list of things you often use that are made of plastic. How often do you use each one? Think of different things that are not made of plastic and that are better for the environment because you can recycle or reuse them. Could you make your life plastic-free?

### GREAT LEARNERS

Great learners think globally and act locally.

Think of everyday things you do that affect the planet (e.g. the transport you use, the food you eat, the things you buy). What could you do differently to reduce your negative impact on the environment?

Learner profile page 143

1a **SPEAKING** Look at the photo. What can you see?



1b Write a list of questions that you would like to ask about this activity.

*Do many people do this?*

2 **47** Listen to an interview from an ecology podcast. Does Carol, a person who does the activity in 1, answer any of your questions in 1b? Which?

3 **47** Listen again. Are the sentences True (T) or False (F)?

- 1 Plogging is a logical name for the activity. T / F
- 2 Erik Ahlström saw people plogging in the US and took the idea back to Stockholm. T / F
- 3 Carol started running because she wanted to go out and clean the streets. T / F
- 4 UK authorities are not spending money to stop the problem of litter in streets. T / F
- 5 Plogging is better for fitness than just running. T / F
- 6 The presenter mentions two different arguments against plogging. T / F
- 7 Carol admits that plogging can only ever make a small difference to the environment. T / F
- 8 Carol feels satisfaction after plogging for two different reasons. T / F

4 **47** What do Carol and the presenter say about these different things? Give as much detail as possible. Then listen again and check your answers.

- 1 The idea of 'plogging'
- 2 'Trash running'
- 3 The equipment necessary for plogging
- 4 Statistics about litter in UK streets
- 5 The argument(s) against plogging

5 **Critical thinkers**

In your opinion, what other small actions like *plogging* can we do to protect the environment? Do you think they are effective?

**What makes you say that?**

Use ideas from the listening and other information to justify your opinion. Then share your ideas.

Zero conditional

1a Look at the sentences in the zero conditional. Then choose the correct alternative.

- 1 If you **combine** these words, you **get** 'plogging'.
- 2 You **use up** more calories if you **move** more.

We use the zero conditional to talk about *specific situations/things that are generally true*.

1b Look again at the sentences in 1a.

- 1 What tenses do we use in the zero conditional?  
If + .....
- 2 Does the half of the sentences with *if* always come first? .....
- 3 When do we use a comma in conditional sentences? .....

**Check it page 80**

2 Match the correct halves of the sentences.

- 1 If you put ice in the sun, .....
- 2 If the weather's good, .....
- 3 If you are in the sun for a long time, .....
- 4 If you walk in the rain without an umbrella, .....
- 5 If it's very cloudy, .....
- 6 If it rains from time to time, .....
- a it's bad for your skin.
- b you get wet.
- c it's hard to see the sun.
- d people go out more.
- e it's good for plants and trees.
- f it melts.

3a Write the second half of these sentences to make general statements using the zero conditional.

- 1 If you don't do your homework, *your teacher doesn't like it*
- 2 If you eat chocolate all day, .....
- 3 If you read a lot, .....
- 4 You feel sad if .....
- 5 You do well in English if .....
- 6 Your teacher is happy if .....

3b **SPEAKING** Read out your answers in 3a but **out of order**. Can your partner identify which sentence it is?

*Your best friend has a problem.*

*I think it's sentence 4.*

First conditional

4a Look at these sentences in the first conditional. Then choose the correct alternative.

- 1 If I **don't pick up** this rubbish, maybe a bird or some other animal **will eat** it.
- 2 It **will make** a massive difference if lots of people **do** it.

We use the first conditional to talk about *possible/impossible* situations and their consequences.

4b Look at the sentences again and choose the correct alternative.

- 1 In the part of the sentence with *if* we use *the present simple/will or won't*.
- 2 In the other part of the sentence we use *the present simple/will or won't*.

**Check it page 80**

5 Choose the correct alternative.



ARCTIC CRUISES TODAY, ARCTIC DISASTERS TOMORROW?

- 1 If the ice caps *melt/will melt*, it *is/will be* easier to visit the Arctic.
- 2 If it *is/will be* easier to visit the Arctic, a lot of people *want/will want* to go there.
- 3 More cruise ships *sail/will sail* there if a lot of people *want/will want* to go.
- 4 If lots of ships *sail/will sail* to the Arctic, there *is/will be* more pollution there.
- 5 The ice *melts/will melt* faster if there *is/will be* a lot of pollution.
- 6 If the ice *melts/will melt* faster, the Arctic *changes/will change* drastically.
- 7 It *becomes/will become* almost impossible for polar bears to survive if the Arctic *changes/will change* drastically.

6 Complete the text with the verbs in the correct tenses. Use contractions where possible.



FARMING ... IN THE STRANGEST PLACES

The United Nations thinks it's possible that the world population will reach 9.8 billion by 2050. If that (a) ..... (happen), we (b) ..... (need) to produce more food. If we (c) ..... (want) to do that, it (d) ..... (become) essential to find more land for farms. But there is a problem. There (e) ..... (not be) as much land for farming as now if sea levels (f) ..... (continue) to rise. That's why people are thinking of new places to grow food. For example, Steve Dring and Richard Ballard have started growing food in a tunnel under London. If the plan (g) ..... (be) successful, perhaps more people (h) ..... (copy) them. It won't be easy to produce lots of food like this. But if everybody (i) ..... (produce) some food for themselves, it (j) ..... (help) a little bit. Another interesting idea is 'skyfarming': growing food on tall buildings. An advantage of 'skyfarming' is that scientists think air pollution (k) ..... (get) better if people (l) ..... (grow) more plants in big cities.

Use it ... don't lose it!

7 **SPEAKING** Begin with the sentence below. Take it in turns to add conditional sentences. How many sentences can you make?

*If I'm free at the weekend, I'll go for a run.*

*If I'm free at the weekend, I'll go for a run.*

*If I go for a run, I'll get tired.*

*If I get tired, I'll sleep really well.*

*If I sleep really well, I'll ...*

**Reach higher** page 138

Making arrangements



1 **SPEAKING** Look at the photos above. Discuss the questions.

- Where do you like going at the weekend when it's ...
- 1 sunny?
  - 2 raining?
  - 3 cold and snowing?

2 **48** Listen to two people making arrangements for this weekend and answer the questions.

- 1 Where are they going?
- 2 When and where are they going to meet?
- 3 What are they going to take?
- 4 What will they do if it rains?

3 **48** Complete the dialogue. Listen again if necessary.

**Jamie:** Are you up to anything this weekend?  
**Danny:** Not really. What about you?  
**Jamie:** If the weather's (a) ....., Alex and I are going to go to the (b) ..... Do you fancy coming?  
**Danny:** Sure. What time shall we meet?  
**Jamie:** How about (c) .....?  
**Danny:** OK. Why don't we meet at the (d) .....?  
**Jamie:** Fine. I know. I'll bring some (e) ..... and we can (f) .....  
**Danny:** What will we do if it (g) .....?  
**Jamie:** I'll give you a (h) ..... and we'll go somewhere else.  
**Danny:** OK. Listen. I'll (i) ..... Liz too and see if she wants to come.  
**Jamie:** Good idea. See you tomorrow at (j) .....  
**Danny:** See you.

4 Tick (✓) the expressions in the Speaking bank that appear in the dialogue.

**Speaking bank**  
Useful expressions for making arrangements

- Asking about somebody's plans**
- What are you up to at the weekend?
  - Are you up to anything this weekend? ✓
  - Do you fancy verb + -ing?
- Arranging to meet**
- What time shall we meet?
  - Where shall we meet?
  - Why don't we meet at ...?
- Responding to plans and arrangements**
- Sure. / Fine. / OK. / Great. / Good idea.
  - Not really. / Sorry, I can't. / I prefer ...

5a **PRONUNCIATION** Listen to the start of the dialogue again. How do the speakers use their voices to show enthusiasm?

5b **SPEAKING** Practise the dialogue. Remember to show enthusiasm.

6 **SPEAKING** Look again at the photos in 1. Which other places do you enjoy going to at the weekend? What is good and bad about each place? When is it best to go to them?

**Practice makes perfect**

7a **SPEAKING** Do this role-play. Use the dialogue in 3 and the expressions in the Speaking bank to help you.

**Student A:** Ask about your partner's plans for the weekend. Then suggest an idea for an activity on Saturday afternoon if the weather is good. Invite your partner and agree on a time and place to meet.

**Student B:** Listen to your partner's questions and suggestion. Think of another idea if the weather is bad. Suggest inviting another friend, too. Check your arrangements and say goodbye.

7b **SPEAKING** Act out your dialogue for the class. The rest of the class should make notes with the most important details of your plans.

An opinion essay

1 **SPEAKING** Look at the photo. How often do you do outdoor activities? Do you enjoy doing them? Why/Why not?



2 Read the statistics below about children in the UK and answer the questions.

- 1 What do you think of the statistics?
- 2 Do you think the statistics are similar in your country?
- 3 What do you think explains the similarities or differences?

**Culture exchange**

**Kids and outdoor activities**

A survey by Persil found that 74% of UK children spend fewer than 60 minutes playing outside each day. But there are United Nations guidelines for prisoners which say they should have 'at least one hour of suitable exercise in the open air daily'.

A UK government survey discovered that more than one in nine children in the UK has not been to a park, forest, beach or any other natural environment for at least a year.

The same study found that in families where parents rarely or never visit natural environments, only 39% of their children spend time in nature. But when parents visit natural areas frequently, 82% of their children do the same.

Some parents don't let their children play outside because of a fear of strangers, traffic and accidents. It also appears that children have less time because of busy school lives, and parents have less time because of work.

The Persil survey found that children in the UK spend twice as much time playing on screens as playing outside.

3 Look at this statement. Do you agree or disagree with it? Make a list of reasons to justify your opinion.

'Today's children need to spend more time outdoors.'

4 Read this opinion essay. Is the writer's opinion similar to yours? Do they mention any of your ideas in 3?

Nowadays children don't spend much time outdoors, which I think is bad. There are important reasons why they need to get outside.

**Firstly**, I think children need to spend time outdoors because it's good for their physical health to walk and play in a natural environment. **Furthermore**, it's good for the mind because being in a park or on a beach is very relaxing and reduces stress.

**Secondly**, some parents think that being outdoors is dangerous. **Nevertheless**, I think that running, swimming and climbing trees outdoors are normal activities and children have always done them.

**Finally**, many people say children don't have time to get out because they have lots of homework and exams. **However**, lots of children find time to play video games. **What's more**, if children are organised, they'll find time to do everything.

All in all, I believe that we all need to be outdoors more often because doing physical activity in the open air is important for adults as well as for children.

5 The words in bold in 4 are all linkers. Put them in the correct place in the Writing bank below.

**Writing bank**  
Useful expressions in an article

- Sequence: *Firstly*, .....
- Addition: *Furthermore*, .....
- Contrast: *However*, .....

6 Look at the statement. Do you agree with it? Why/Why not? Make notes.

'From the moment you get up until the time you go to bed, there are many things you can do to look after the environment.'

**Practice makes perfect**

7a Write an essay giving your opinion about the statement in 6. Use the model in 4, the Writing bank and this plan to help you.

- Begin by giving your opinion.
- Explain your main reason for your opinion.
- Give additional reasons for your opinion.
- End with a short conclusion.

7b Use the Writing checklist on page 141 to check your essay.

**Exam tip**

When you write in exam conditions, what can you do if you do not know a word or if you are not sure how to use a specific grammar structure?

will

- We use *will* and *won't* to make general predictions about the future. We often use *think, hope, expect, imagine*, etc. with *will* and *won't* to express our opinion about the future.  
*I don't think the weather will be worse in the future.*
- We also use *will* and *won't* when we decide to do something at the moment of speaking, for example when we suddenly offer to do something for someone.  
*You look tired. I'll carry your bag.*
- We use *will* and *won't* to talk about the future when we consider it to be an objective truth.  
*It's my birthday next week. I'll be seventeen.*
- We use *definitely, probably, perhaps* and *it's possible that* with *will* to say how certain we think something is. *Definitely* is when we are very certain, *probably* when we are quite certain, and *perhaps* and *it's possible that* when we think the situation is 50–50.
- Definitely* and *probably* come just after *will* but just before *won't*.  
*I'll definitely be there. It definitely won't be there.*

be going to

- We use *be going to* to talk about plans and intentions for the future. We use it for things that we have already decided to do in the future.  
*I've decided that I'm going to study biology.*  
*I'm going to have a big party for my birthday next year.*
- We can also use *be going to* to make predictions about the future, particularly when we have evidence for the prediction.  
*It's really cold. I think it's going to snow.*  
*This bag isn't very strong. It's going to break.*

Present continuous for future

- We use the present continuous to talk about future arrangements or plans that have been confirmed.  
*Tomorrow I'm meeting Tom. We agreed to the meeting last week.*  
*I'm leaving on the 7:33 train tomorrow morning.*

may, might

Affirmative	subject + <b>may/might</b> + verb in infinitive <i>The weather may get worse.</i>
Negative	subject + <b>may not/might not (mightn't)</b> + verb in infinitive <i>We may not be able to do anything.</i>

- May* and *might* are used in predictions when we are not sure about something. They express approximately 50% certainty.

Zero conditional

- If* + present simple, present simple  
*If you go out in the rain, you get wet.*  
*The teachers aren't happy if we don't do our homework.*  
*If you press this button, the computer turns off.*
- We use the zero conditional to talk about situations that are generally or always true.  
*If you take a fish out of water, it dies.*  
(= *This is not just a specific situation – it always happens.*)

First conditional

- If* + present simple, *will* + infinitive  
*If the climate changes, food will be a problem.*  
*If we don't do something soon, the situation will get worse.*
- The present simple comes in the part of the sentence with *if*. *Will* does not appear in this part of the sentence.  
**NOT** *If it will be sunny, it will be hot today.*
- We use the first conditional to talk about possible and probable situations in the future and their consequences.  
*If the sun comes out (possible future situation), we'll go to the beach (the consequence of this situation).*  
*If my friend decides to go to the cinema with me (possible future situation), I'll be really happy (the consequence of the situation).*

will, be going to and present continuous for future

1 Correct the mistakes in these sentences.

- The students going to go on an excursion.
- What are your plans? What do you do tomorrow?
- They say it's raining next week.
- I can't meet you tomorrow because I'll do an exam.
- I don't know what to do now... I know! I'm seeing Joe!

/ 5 points

will, may, might

2 Choose the correct alternative.

- My team will definitely/probably win tonight. I'm sure.
- I might/will go and see her next week but I don't know.
- Probably the problem will/ The problem will probably disappear.
- They definitely won't/may not go out tonight because they have an exam tomorrow, but it's not impossible.
- It's possible that I see/will see my grandparents tomorrow.

/ 5 points

Zero conditional

3 Answer the questions with complete zero conditional sentences.

- What happens if you mix blue and yellow?  
.....
- What happens if you are late for school?  
.....
- What happens if you never brush your teeth?  
.....
- What happens if you run every day?  
.....

/ 4 points

First conditional

4 Complete the sentences with the correct form of the words given.

- If the sun ..... (shine), we'll be able to go out.
- We'll go out if my mum ..... (finish) work early.
- If you do the exercise carefully today, you ..... (get) all the answers right.
- It'll be great if she ..... (come) tonight.
- She'll leave hospital today if she ..... (be) OK.
- I ..... (not bring) the dog if you don't want me to.

/ 6 points

Vocabulary

1 Geographical features

beach • cave • cliff • coast • desert • forest • glacier • hill • island • jungle/rainforest • lake • mountain • mountain range • ocean/sea • river • stream • valley • waterfall

2 Verbs connected with the environment

consume • recycle • reduce • reuse • save • throw away • waste

3 The environment

carbon emissions • climate change • drought • flood • fossil fuels • global warming • melting ice caps • (air/sea) pollution • (non-)renewable energy • sea level rise • toxic waste

4 Different uses of get

arrive • become • bring • move into a position or place • obtain or buy • receive • understand

Vocabulary test

Geographical features

1 Put the letters in order to make geographical features.

- flatarewl .....
- flifc .....
- realgic .....
- sniald .....
- master .....
- stranifore .....

/ 6 points

Different uses of get

3 Decide on a synonym for *get* in these sentences.

- I'm going to get some juice from the shop. ....
- Did you get home late last night? .....
- Don't move. I'll get you a glass of water. ....
- I never get his explanations. ....
- I'm getting tired. ....
- She got an email from her best friend. ....

/ 6 points

The environment; Verbs connected with the environment

2 Read the definitions and explanations. What are the words and phrases?

- solar and wind power are examples of this type of energy .....
- going up, like temperatures or the sea level .....
- changing from ice to water .....
- using something more than is necessary or in a way that is not useful .....
- when it doesn't rain for a long time .....
- CO/CO<sub>2</sub> that cars and factories produce and send into the atmosphere .....
- put something in the bin because you don't want it or need it .....
- the increase in the temperature on earth .....

/ 8 points

Total: / 40 points





## TV and online video in your country

### 1 SPEAKING Starting point

Look back at the Culture exchange text on page 64. How similar or different do you think the information is for TV in your country?

### 2 SPEAKING Project task

Search the Internet for information about TV and online video in your country so that you can explain it to a class of teenagers from another country. Prepare one of these:

- A poster
- B presentation
- C video message
- D information leaflet

#### Research areas

- the most popular channels, streaming services and types of programme
- when and how much people watch TV and online video
- the most famous programmes and presenters
- internationally famous actors/presenters from your country
- differences between teens and parents in terms of what they like to watch

### 3 Think about ...

**Digital skills**  
When you find a piece of information that you want to use in your project, search for at least one other source that confirms that information.

**Intercultural awareness**  
Think about any elements in your presentation that would be new or unusual for somebody not from your country. Check also for any words or expressions in your language that you think are difficult to translate. Then decide how to explain those elements, words and expressions.

**Collaboration**  
When you work in a team, remember that making constructive suggestions can help you to make progress.

**Useful language**  
*Do you think it would be a good idea to ...? How about + verb -ing? What about + verb -ing? Should we try to + infinitive? Let's try and + infinitive. Why don't we + infinitive?*

**Academic skills**  
The texts that you find on the Internet may be too long and complex to include everything. Highlight the main information and use it for your own text. Don't be afraid to use easier and more direct structures when you write.

### 4 SPEAKING Project time

Do the project. Then present it to the class.

### 5 Evaluation

Give each project a mark from 1 to 5 (5 = very good) for these categories.

Content	<input type="checkbox"/>	Design	<input type="checkbox"/>
Presentation	<input type="checkbox"/>	Language	<input type="checkbox"/>



## Speaking

**Speaking exam tip**  
When negotiating with a partner, remember ... Use different expressions to agree, disagree and give your opinion. Using a variety of expressions can help you get higher marks.

### 4 SPEAKING Think about the situation below. You are going to discuss it with a partner for about two minutes.

Some students want to improve their school grounds. Look at the activities they could do. Talk together about the different activities and say which would most improve the school grounds.



### 5 SPEAKING Discuss these questions with your partner.

- 1 Do you enjoy learning about the environment at school? Why/Why not?
- 2 Where is your favourite place to study at school? Why?

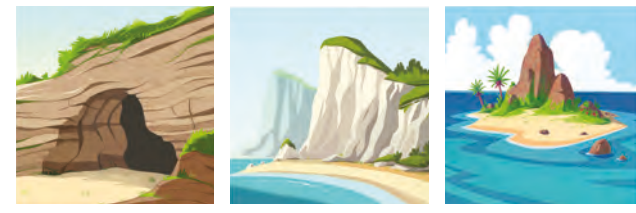
## Listening

**Listening exam tip**  
In multiple-choice activities, remember ... Look at the pictures or answer options to try to predict the topic, words and ideas you are going to hear in each situation.

### 1 SPEAKING What do you usually do at the weekend?

### 2 ES2 Listen to three short conversations. For each question, choose the correct answer.

- 1 Which photo did the girl find most interesting?



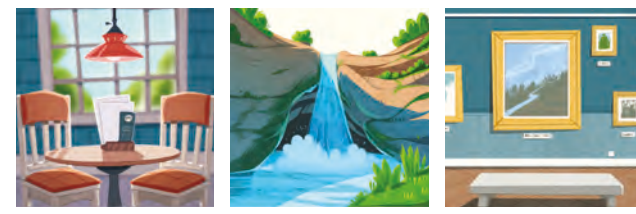
- A B C

- 2 Which activity do the friends decide to do next?



- A B C

- 3 Where did the girl go at the weekend?



- A B C

### 3 ES3 Listen to three short conversations. For each question, choose the correct answer.

- 1 You will hear two friends talking about a TV series. What does the boy say about the series?
  - A He finds it uninteresting.
  - B He likes how accurate it is.
  - C He thinks the acting is good.
- 2 You will hear a conversation about watching TV. What does the girl say about game shows?
  - A She finds out useful information from watching them.
  - B She always watches them.
  - C She rarely watches them to the end.
- 3 You will hear two friends talking. What does the boy prefer doing in his free time?
  - A watching TV
  - B visiting friends
  - C playing an instrument



**Grammar in context 1** (page 61)

Complete the second sentence so it has the same meaning as the first sentence. Use *as ... as*, *not as ... as* or *less ... than*. Use each expression twice. When you finish, put a tick (✓) if you agree with each sentence or a cross (X) if you disagree.

- American TV series are more violent than European series. *European TV series ...*
- Talent shows are interesting, but game shows are also very interesting. *Game shows ...*
- Video games are more popular with teenagers than TV programmes. *TV programmes ...*
- Crime series are exciting. Fantasy series are equally exciting. *Fantasy series ...*
- Watching horror films in the cinema is scarier than watching them at home. *Watching horror films at home ...*
- Books are more informative than TV documentaries. *TV documentaries ...*

**Developing vocabulary** (page 61)

Use one adjective ending in *-ing* to describe each of these things and one ending in *-ed* to describe how they make you feel.

- exams • pop music • reading • spiders • sport • theme parks

*I think exams are usually tiring. They sometimes make me a bit frightened!*

**Grammar in context 2** (page 65)

Write as many true sentences about yourself as possible. Use the adjectives *old* and *young* and *too(not) enough*.

*I'm too young to vote. I'm not old enough to vote.*



**Vocabulary in context** (page 70)

Read the definitions and write the correct words from page 70. Then write definitions for three more words from that page.

- a large mass of ice that moves slowly
- a long period of time without rain
- a large quantity of water that suddenly covers an area
- the increase in the earth's temperature
- to use something more than necessary

**Reading** (page 71)

Why do these numbers, words and phrases appear in the text on page 71? Write one or two sentences to explain.

- |                    |                   |
|--------------------|-------------------|
| 1 the NOAA         | 4 the Netherlands |
| 2 the Eiffel Tower | 5 2025            |
| 3 275              | 6 82 mm           |

**Grammar in context 1** (page 72)

Write one prediction for the future about the things in the box. Use *will* for general predictions or *be going to* if you have some sort of evidence for your prediction.

- the environment • fashion • medicine • politics • sport • transport

**Developing vocabulary** (page 73)

Complete the sentences with the words in the box. What is the meaning of *get* in each sentence?

- consume • late • sunny • red • sure • worst

- I can see that you're hot. Your face is getting .....
- I didn't get your message. Are you ..... you sent it to me?
- This was the ..... test I've ever done in my life! I didn't get any of the questions.
- We really don't need to get more and more things. We need to ..... less.
- Could you please get my sunglasses? It's really ..... outside.
- I'll get here exactly at 7pm. My train is never .....

**Grammar in context 2** (page 77)

Use the prompts to write first conditional sentences.

- If/I/pass/all my exams/this year, I/have/a special holiday in the summer
- Mark/help/you with your homework/if/you/ask/him
- The world/be/in trouble/if/we/not do/something about climate change
- If/you/climb/that mountain, you/need/special equipment
- If/we/not leave/now, we/be/late for school
- Some towns on the coast/be/underwater/if/sea levels/rise/much more



**Vocabulary in context** (page 84)

Think of a job for each word in 4a on page 84 where that personal quality is particularly important.

*ambitious – sportsmen and women*

**Reading** (page 85)

According to the text on page 85, match the statements below to the correct person Alan Geaam (AG), Ami Vitale (AV) or both (B). Choose the correct alternative.

- He/She was once ill because of his/her work. *AG/AV/B*
- At some point, he/she received a prize for his/her work. *AG/AV/B*
- He/she has travelled a lot in his/her job. *AG/AV/B*

- He/She began his/her successful career in the country where he/she was born. *AG/AV/B*
- Armed combat has been present in his/her life at some moment. *AG/AV/B*
- During his/her life he/she has done very different types of jobs. *AG/AV/B*

**Grammar in context 1** (page 86)

Write two sentences to give advice to each person. Use *should* and/or *shouldn't*.

- I want to be a tourist guide.
- I want to be a chef.
- I want to be a doctor.
- I want to be a scientist.

**Developing vocabulary** (page 87)

Read the definition or example and write the correct adjective from 1 and 3 on page 87.

- when your job isn't all day, 9-to-5
- with blue eyes
- rich, having enough money to live well
- relaxed and calm
- when you don't get much money in your job
- famous, recognised by lots of people

**Grammar in context 2** (page 90)

Rewrite the two sentences to make one second conditional sentence.

- We don't go running regularly. We can't compete in the 10 km race.  
*If we went running regularly, we could compete in the 10 km race.*
- My mum works late during the week. She can't come to the school show.
- They don't speak to people. They don't have any friends.
- Ava doesn't know the answer. She won't tell us it.
- I haven't got a Saturday job. I haven't got any money.
- Matt isn't coming to the party tomorrow. You didn't invite him.



**Vocabulary in context** (page 96)

Read the definitions and write the correct words and phrases from 4a on page 96.

- to have a good relationship with somebody
- to stop being friendly with someone because you have had a disagreement with them
- to become friends again after a disagreement
- to see things in the same way as another person
- to have the same interests, experiences or opinions as someone
- describing a friend you spend a lot of time with

**Reading** (page 97)

Decide which paragraph in the text on page 97 talks about the things in 1–6. Then write one or two sentences to give more information. For example, what exactly is the change in 1?

- a change in the way that we see robots in general
- evidence that some people feel a type of sympathy for robots
- a robot that helps people who are ill
- loveable robots that don't really exist
- a fictional robot that makes a human being change their mind
- a robot that can show negative human emotions

**Grammar in context 1** (page 98)

Complete the text with the past perfect form of the verbs given.

Before Ryan was seven, he (a) ..... (learn) to speak five languages. Before he was 16, he (b) ..... (pass) all his university entrance exams. He went to Cambridge because they (c) ..... (give) him a place to study there. By the end of the first week, he (d) ..... (meet) lots of interesting people. At school he (e) ..... (not see) eye to eye with his classmates. It (f) ..... (take) him a long time, but finally he had a real circle of friends.

**Developing vocabulary** (page 99)

Complete each sentence with a noun ending in *-ness*, *-ship* or *-dom* from 1a on page 99.

- That's a crazy idea. It's .....
- ..... is being able to control and direct a group of people.
- To beat the other team, we need to find their ..... There must be something that they aren't very good at.
- He loves the ..... of being able to do what he likes, when he likes.
- They took out his ..... teeth when he was 18.
- Television is popular because of the ..... we feel when we have nothing to do.

**Grammar in context 2** (page 102)

Read this text and find eight mistakes with gerunds and infinitives.

William Hanna and Joseph Barbera were responsible for create cartoons like *Scooby-Doo* and *The Smurfs*. Hanna and Barbera had different skills and personalities. Hanna liked singing and play music and Barbera was very good at think of funny situations for the characters. Hanna used to go walk and he enjoyed to be outdoors, but Barbera went to the beach relaxing. Eat good food was another thing he enjoyed. They always wanted making cartoons together and remained partners and friends for over 60 years.

- |         |         |         |
|---------|---------|---------|
| 1 ..... | 4 ..... | 7 ..... |
| 2 ..... | 5 ..... | 8 ..... |
| 3 ..... | 6 ..... |         |



## Unit 1

Great learners are **open-minded and positive** towards others.

“Sometimes the media treat all teenagers or all older people in the same way. Stereotypes can sometimes help us to generalise, but they can also simplify our thoughts and reactions in a dangerous and inflexible way. Great learners are open-minded and positive about other people, because each individual is different.”

How open-minded and positive towards others are you? Grade yourself from 1 to 5.

1	2	3	4	5
---	---	---	---	---

## Unit 2

Great learners act with **integrity and honesty**.

“We often have to make difficult decisions in life. Sometimes we take an ‘easy’ decision because it has an immediate benefit. But this decision may not be based on positive values or ‘doing the right thing’. It’s important to act with integrity and honesty, so that in the long term we feel proud of what we do.”

Do you always act with integrity and honesty? Grade yourself from 1 to 5.

1	2	3	4	5
---	---	---	---	---

## Unit 6

Great learners **think globally and act locally**.

“When we hear about global problems such as environmental change, poverty or hunger, it’s easy to think that these problems are too big for us to solve. But if everybody takes positive steps to change something, the impact can be enormous. We all need to use what we learn to think about our global responsibilities in an active way.”

How much do you think globally and act locally? Grade yourself from 1 to 5.

1	2	3	4	5
---	---	---	---	---

## Unit 7

Great learners **listen actively** to others.

“When we listen to others, for example in a conversation or a presentation, we sometimes become passive listeners. We are not really paying full attention to what the other person is saying, or noticing how they are feeling. We should remember to listen actively, encouraging the other person to explain their ideas or feelings and waiting before interrupting, so we can really understand the person’s message.”

Do you always listen actively to others? Grade yourself from 1 to 5.

1	2	3	4	5
---	---	---	---	---

## Unit 3

Great learners have **confident body language**.

“Relaxed and confident body language can create a good impression and influence how people see and respond to us. But we don’t have to become actors. Simply choose two or three things to work on (e.g. making frequent eye contact, sitting and standing still and straight) and practise them. This will be useful in exams, interviews, meetings and presentations.”

Do you have confident body language? Grade yourself from 1 to 5.

1	2	3	4	5
---	---	---	---	---

## Unit 4

Great learners **make connections** between what they learn and the world outside.

“Sometimes when we learn information from teachers, texts, books and videos inside a classroom, we forget that this information can be useful in our everyday lives outside the classroom. Great learners think about connections between the knowledge we learn in class and the outside world.”

How much do you make connections between what you learn in class and the world outside? Grade yourself from 1 to 5.

1	2	3	4	5
---	---	---	---	---

## Unit 8

Great learners **show empathy and kindness** to others.

“Sometimes we may think that learning at school or university is a question of absorbing knowledge and information. But we also need to learn to ‘read’ other people’s feelings, see things from their position and offer to help them when they need it. We all know how it feels to be sad or lonely at times. If we are all considerate and compassionate, it’s easier for us all to get through hard times.”

Do you always show empathy and kindness to others? Grade yourself from 1 to 5.

1	2	3	4	5
---	---	---	---	---

## Unit 9

Great learners can **think creatively**.

“We live in a world where we rely on the Internet to find the answer to any question or task. But in life new problems and situations can appear at any moment. Using our imagination and thinking creatively are the only ways to find solutions to all sorts of new, unexpected problems. Great learners use their imagination and think creatively in challenging situations.”

How much do you think creatively? Grade yourself from 1 to 5.

1	2	3	4	5
---	---	---	---	---

## Unit 5

Great learners question their own **attitudes and behaviour**.

“We often do things that just become a routine. We stop thinking if the things we are doing are good or bad. So, it’s important to stop sometimes and ask yourself: ‘Why am I doing this? Is it the right thing to do?’ When you do this, it’s important to be honest and self-critical so you can do things better in the future.”

How much do you question your own attitudes and behaviour? Grade yourself from 1 to 5.

1	2	3	4	5
---	---	---	---	---

## Unit 10

Great learners **justify their opinions**.

“It’s easy to give an opinion or to say you agree or disagree with something. But to show that you have understood a complex question, or to convince somebody that your opinion has a solid and valid foundation, it’s important to give logical, objective reasons and arguments to justify your opinion.”

How much do you justify your opinions? Grade yourself from 1 to 5.

1	2	3	4	5
---	---	---	---	---

## Vocabulary in context

### Geographical features

#### Great students' tip

##### Efficient vocabulary revision

Frequent revision is the best way to learn new words. Look at your vocabulary notebook or list every week and test yourself to see how much you remember. It's easier to learn vocabulary when you focus on words in the same group, e.g. parts of the body, adjectives ending in *-ing* and *-ed*, etc.

- 1 ☆ Find fourteen geographical features in the word search.

S	I	W	C	X	Q	W	H	J	Z	R	D
V	H	A	L	W	H	I	U	I	E	N	E
Y	H	T	I	A	L	N	S	I	A	C	S
Y	C	E	F	L	G	L	C	E	N	A	E
E	A	R	F	L	A	A	C	E	H	V	R
L	E	F	E	N	L	O	M	E	I	E	T
L	B	A	D	G	F	O	R	E	S	T	K
A	H	L	M	A	E	R	T	S	F	X	X
V	K	L	T	S	A	O	C	F	D	U	K

- 2 ☆☆ Complete the geographical features.

- The Amazon is the biggest tropical r..... in the world.
- The Alps are an important m..... r..... in Europe.
- The longest r..... in France is the Loire.
- The Caspian Sea is not actually a sea. It's the world's biggest l.....

### The environment

- 3 ☆☆ Complete the text with the verbs in the box.

consume • recycle • reduce • reuse • save • throw • waste

## WE CAN ALL HELP TO (a) THE PLANET!

We all (b) ..... away too much food and packaging. We need to (c) ..... most of it. We also need to (d) ..... the number of things that we buy and (e) ..... less. When we've finished with a product, we should try to (f) ..... it and not just put it in the bin. We can't continue to (g) ..... resources in the same way as before.


- 4 ☆ Match words (1–6) and (a–f) to make environment expressions.

- |             |       |             |
|-------------|-------|-------------|
| 1 global    | ..... | a warming   |
| 2 melting   | ..... | b pollution |
| 3 air       | ..... | c rise      |
| 4 renewable | ..... | d ice caps  |
| 5 sea level | ..... | e waste     |
| 6 toxic     | ..... | f energy    |

- 5 ☆☆ Complete the factfile with the expressions in the box. There is one expression which you do not need.

air pollution • carbon emissions • fossil fuels • global warming • melting ice caps • sea level rise

### CLIMATE CHANGE FACTS



The average temperature on the planet has gone up 0.9°C since the end of the 19<sup>th</sup> century. (a) .....

Antarctica lost about 127 billion tons of ice per year from 1993 to 2016. (b) .....

Oceans are on average 23 cm higher than in 1880. (c) .....

This causes the death of over 4 million people in cities every year. (d) .....

The European Union wants to reduce these by 40%, compared to the levels in 1990. (e) .....

### Vocabulary extension ☆☆☆

- 6 Complete the sentences with the correct prepositions.

- Without action now, we will run from/out of time to save the planet.
- When we cut down/under trees in the rainforests, the environment suffers.
- Plants and animals die away/out when we destroy their habitat.
- We need to look for/after the environment to protect our future.
- We need to stop using cars that run on/by fossil fuels.
- We must clean up/along the toxic waste in our oceans.

## Reading

### Great students' tip


#### Reading: Prediction

Before you read a text, look at the pictures or photos that go with it and the title of the text. This helps you to think about the topic of the text and to predict some of the ideas and words in it. This will help you to understand the text more when you read it for the first time.

- 1 Look at the photo and the title of the article. What do you think it is about?

- why mobile phones are so expensive
- the environmental impact of tech gadgets
- how companies persuade us to buy a new mobile phone
- the best way to recycle digital products

- 2 Look at the article for 20–30 seconds and check your answer.

- 3  26 Read the text again. Which paragraph (A–D) is about ...

- why it is sometimes hard to recycle your old gadgets? .....
- what consumers and companies can do? .....
- who is really paying the price of e-waste? .....
- what e-waste is and why it is a problem? .....



## Do you really need a NEW MOBILE PHONE?

**A** What do you think of when someone talks about recycling waste? Paper? Organic waste? There's another type of waste which is problematic: e-waste. This is things like mobile phones and computers. Inside these 'cool' products, there are some very toxic heavy metals that can cause serious damage to the environment. If we burn this waste, we get air pollution. If we put it in landfill, toxic chemicals go into the earth and, in the end, pollute the water.

**B** So, what's the right thing to do if you want to throw away your old mobile phone or laptop? For a start, don't put it in with your usual rubbish. Take it to a recycling point! However, even if you do this, you might find that they don't accept your e-waste if it's big – for example, a laptop or the main part of a computer. That's the first problem with e-waste – finding somewhere to recycle it.

**C** However, there's a much bigger issue that many people don't know about. The European Union and the US are sending tonnes of e-waste to poorer countries. When this e-waste arrives, these countries don't have the technology to dispose of it properly. This causes direct harm to the people who handle it and also to the population in general.

**D** What are the solutions to the e-waste problem? First, as individuals, we need to recycle our e-waste responsibly. Second, tech companies will need to look into ways to make it easier to repair their products so that people can continue to use them. At the moment, tech companies are more interested in producing new models and don't want to extend the life of existing ones. Third, if we want a new smartphone, we can buy it from a company like Fairphone, which produces phones that are eco-friendly and easy to repair. Finally, and most importantly, we can stop buying the latest model every one or two years, and keep our phone for longer. A large part of the solution is actually in our hands. However, are we prepared to consume less?

### Critical thinkers

- 6 Tick (✓) the ideas which the writer agrees with.

- Landfill is a good solution for e-waste.
- We need to make it easier to recycle all e-waste.
- If individuals recycle their e-waste properly, we will solve the problem.
- Consumers, and not companies, are the key to solving the problem.

### Match the underlined words in the article to the meanings.

- damage, negative effects .....
- problem .....
- with little impact on the environment .....
- process or destroy .....
- a place where rubbish is put in the ground .....

- 5 Complete the sentences with the correct form of the words in 4.

- The ..... of dangerous waste is one of the worries of the Ministry of the Environment.
- One of the ways to get rid of non-toxic waste is to use it as .....
- Electric cars seem to be more ..... than those using fossil fuels.
- Disposing of the batteries of electric cars is becoming an ..... as they become more common.
- A challenge for electric car makers is how to recycle their batteries – lithium, its main component, is very ..... for the environment.

**will, be going to and present continuous for future**

- ☆ Choose the correct alternative.
  - What do you do/are you doing this evening?
  - It'll be's going to be my 15<sup>th</sup> birthday next month.
  - Experts think that the economy will get/is getting worse soon.
  - It looks like it'll be's going to be hot again today.
  - I'll see/'m seeing Tim at 6 o'clock tonight.
  - Here's my New Year's resolution: I won't buy/'m not going to buy any new clothes.

2 ☆☆ Put the verb in the correct future tense. Sometimes more than one tense is possible.

- A: The phone's ringing.  
B: Don't worry! I ..... (get) it.
- My family and I ..... (spend) next weekend in Edinburgh! I can't wait!
- They've haven't scored a single goal! Playing like this, they ..... (lose) this match.
- Don't get up! I ..... (close) the window.
- Chloe studies hard and she ..... (be) a great doctor, like her mum.

3 ☆☆☆ Complete the dialogue with the verbs in the box in the correct future tense. Sometimes more than one tense is possible.

agree • come (x2) • cost • discuss • find • have • talk • try

- Roy: We (a) ..... a meeting tomorrow about how to make the school greener. Do you want to come?
- Sam: Sure, I (b) ..... But what (c) ..... you ..... about, exactly?
- Roy: Well, we (d) ..... different ideas. For example, I think it's a good idea to put recycling bins in each classroom.
- Sam: Do you think the school (e) ..... to that?
- Roy: Why not? I don't imagine that it (f) ..... much money.
- Sam: OK, I (g) ..... to think of some ideas before the meeting. By the way, how many people (h) ..... ?
- Roy: I don't know exactly. We (i) ..... out tomorrow!

**will, may and might**

4 ☆ Complete the sentences with the words in the box, according to the percentage probability.

definitely • might • perhaps • possible • probably

- We ..... consume less in the future. 50%
- I'll ..... reuse this plastic cup. 100%
- It's ..... that there'll be a flood. 50%
- This glacier will ..... disappear in 10–20 years. 70–80%
- ..... the ice caps won't melt very quickly. 50%

5 ☆☆☆ Put the words in order. Then give a percentage certainty for each: 50%, 70–80% or 100%.

- brother / the / win / your / Perhaps / competition / will  
..... = .....%
- weekend / won't / It / next / probably / rain  
..... = .....%
- will / finish / This / soon / film / definitely  
..... = .....%
- out / might / tonight / William / go  
..... = .....%
- have / an / They / Monday / may / exam / next  
..... = .....%

**Grammar challenge ☆☆☆**

6 Find and correct nine mistakes in the text.

From: Josh

Hi Ben,

I'm not feeling well at the moment, so I don't play football this evening. I'll see the doctor this afternoon. He will tell me that I need to stay in bed – let's see! I hope that I'm going to be OK at the weekend because we go to the beach. I perhaps don't want to miss that! I saw on my phone that the weather is great.

I'm tired, so I think I'm going to have a rest now. Perhaps I phone you later.

Josh

- |         |         |
|---------|---------|
| 1 ..... | 6 ..... |
| 2 ..... | 7 ..... |
| 3 ..... | 8 ..... |
| 4 ..... | 9 ..... |
| 5 ..... |         |

**Different uses of get**

1 ☆☆ Rewrite the sentences with the same meaning using *get/getting/got* in place of the underlined verb.

- Do you think the Earth is becoming hotter?  
.....
- How many text messages do you receive a week?  
.....
- I bought some really cheap headphones at the market!  
.....
- I'm sorry, I don't understand what you're saying.  
.....
- What presents did you receive for your last birthday?  
.....
- Have you ever obtained a really good mark in an exam?  
.....
- Please bring me the tablet that's on the desk.  
.....

2 27 ☆ Listen to a conversation about a school project between two friends. Answer the questions with *Kyle* or *Paloma*.



- Who is doing a project? .....
- Whose dad works with renewable energy? .....
- Who has a bad wifi connection at home? .....

3 27 ☆☆ Listen again. Decide if the sentences are True (T) or False (F).

- The students in Paloma's class are doing a project on the same subject. T / F
- Kyle thinks it's too late to make changes now. T / F
- Kyle's dad works with wind and solar energy. T / F
- Kyle's dad says they haven't found the right technology yet. T / F
- Kyle's dad says that sometimes it's difficult to get permission to build installations. T / F
- Paloma wants to include information about people's attitudes in her project. T / F
- Paloma wants information about wind power in general. T / F
- Kyle says his dad might give Paloma some information. T / F

**Critical thinkers**

4 Will Kyle's father agree (A) or disagree (D) with these statements?

- We now know how to get energy from the wind and the sea. A / D
- I understand why people don't want to have wind or solar farms near them. A / D
- Paloma's doing an interesting project. A / D
- I'm too busy to help people understand more about environmental problems. A / D

**Vocabulary extension ☆☆☆**

5 Choose the correct alternative. Use a dictionary if necessary.

- What time do you get up/on in the morning?
- I got from/off my bike because my leg was hurting.
- Simon got on/into the train and took a seat next to the window.
- They tried to catch the thief but he got down/away.
- Laura got on/into the taxi and told the driver where she wanted to go.
- Jane and I got out/of/off the car and ran to the beach.
- A: How's your brother doing at his new school?  
B: He's getting on/off very well.
- Please get down/off the wall. You can't sit there!

Zero and first conditional

1 ☆ Match the halves to make zero conditional sentences.

- 1 If you go online at this café, .....
  - 2 If you write too quickly, .....
  - 3 If you revise vocabulary regularly, .....
  - 4 If you work in front of a screen all day, .....
  - 5 If you don't have wind or solar farms, .....
- a you don't help the environment.
  - b your eyes sometimes hurt.
  - c you often make mistakes.
  - d you remember words more easily.
  - e you don't get a good signal.

2 ☆☆ Choose the correct alternative to complete the first conditional sentences.

- 1 If countries make/will make changes now, the weather in the future won't be/isn't so bad.
- 2 Matt doesn't/won't come tonight if you don't/won't invite him.
- 3 If our TV doesn't/won't work tomorrow, my mum takes/will take it to the shop.
- 4 If your brother needs/will need help tonight, I come/will come to your house.
- 5 The detective arrests/will arrest the man tomorrow if he finds/will find evidence.
- 6 If you don't/won't play in the next match, we lose/will lose.

3 ☆☆☆ Write sentences in the zero or first conditional using the prompts below.

- 1 If / Dan / have a problem / he / always speak to his parents.  
.....
- 2 I / go to the doctor / if / my neck / hurt tomorrow.  
.....
- 3 Your defences / be very low / if / you get the flu often.  
.....
- 4 Sarah / not be happy / if / she / miss the next train.  
.....
- 5 If / Tom and Jack / not switch off their mobile phones now / I / get angry.  
.....
- 6 If / musicians / not practise every day / they / not be serious about their profession.  
.....

4 ☆☆☆ Complete the text with the verbs in the correct tenses. Sometimes more than one tense is possible.



There (a) ..... (be) some simple things you can do if you (b) ..... (want) to reduce your impact on the environment! Why not try them?

- 1 Eat less meat. If you (c) ..... (eat) a lot of meat, now (d) ..... (be) a good time to change that habit! Meat production uses a lot of land and water. And animals, especially cows, produce a lot of a gas called methane, which is very bad for the environment. The benefits in the future (e) ..... (be) huge if we all (f) ..... (start) to eat less meat from today.
- 2 Unplug all those gadgets. If you (g) ..... (not use) your TV at night, why (h) ..... (you/keep) it plugged in? You (i) ..... (save) money and energy if you (j) ..... (make) sure you unplug things you aren't using. It's a win-win situation!
- 3 Don't buy too many clothes. If you (k) ..... (think) about it, you (l) ..... (not need) a lot of clothes. What (m) ..... (happen) if you (n) ..... (not buy) lots of new T-shirts for the summer? Nothing! What's more, if you (o) ..... (not buy) so many clothes, you (p) ..... (have) more money to spend on other things.

Grammar challenge ☆☆☆

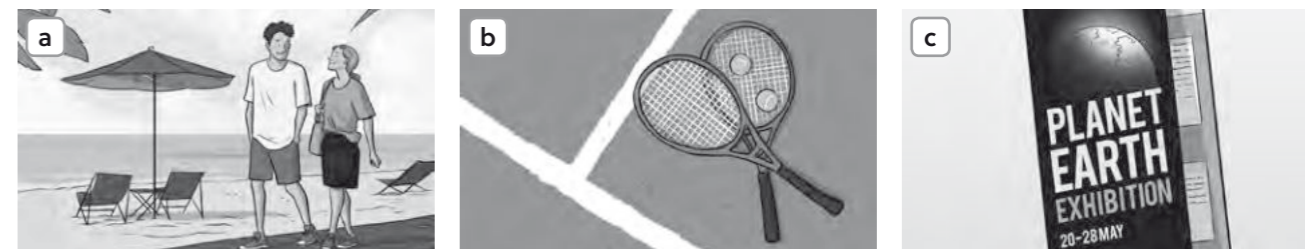
5 Each sentence contains one mistake. Find and correct it.

- 1 If James will be coming soon, I'll go home.  
.....
- 2 I'm going to the party on Saturday, but I'm not sure. If I feel better by then, I definitely will go.  
.....
- 3 The students watch a documentary about climate change next week. Their teacher thinks it's very interesting for them.  
.....
- 4 I'm playing football tonight, so I don't think I have time to go shopping with you this evening.  
.....
- 5 This will be the match of the year! You're sorry if you miss it!  
.....

Making arrangements

1 28 ☆ Listen to Emma and Rui discussing what to do tomorrow. For each question, choose the correct answer.

1 What do they decide to do in the end?



2 Where do they decide to meet in the event of bad weather?



2 28 ☆☆☆ Complete the words in the dialogue. Then listen and check.

- Emma: What are you up (a) ..... tomorrow?  
 Rui: Not much. What about you?  
 Emma: Nothing planned. Do you (b) ..... going to the beach?  
 Rui: Not (c) ..... I've still got sunburn from last weekend! I (d) ..... doing something inside.  
 Emma: Poor you! So, how about going to the Planet Earth exhibition in town?  
 Rui: (e) .....! What time (f) ..... we meet?  
 Emma: How about half past ten?  
 Rui: (g) .....! Why (h) ..... we meet at the bus stop next to my house?  
 Emma: OK, but (i) ..... shall we meet if it rains?  
 Rui: Come straight to my house. I'll ask my dad to take us.  
 Emma: (j) .....! I think I'll see if Amy wants to come, too. Is that OK?  
 Rui: Good (k) .....! See you tomorrow!

3 29 ☆☆☆ Put the dialogue in the correct order (1-9). Then listen and check.

- a  Josh: Let's meet at 10 o'clock.
- b  Josh: Why don't we meet at your house?
- c  Josh: No problem! How about going for a bike ride?
- d  Josh: Do you fancy playing tennis?
- e  Josh: Are you up to anything on Saturday?
- f  Ethan: Fine. And what time shall we meet?
- g  Ethan: Good idea! Where shall we meet?
- h  Ethan: Sorry, but I don't like tennis much.
- i  Ethan: Not really. I haven't got any plans.

Pronunciation

4 30 ☆ Listen and repeat the expressions. Focus on the intonation.

- Positive intonation – goes up**  
 Fine! • Sure! • OK! • No problem! • Great! • Good idea!
- Negative intonation – goes down**  
 Not really. • Not much. • Sorry, I can't. • I prefer something else.

5 31 ☆☆☆ You and your friend are making arrangements for next weekend. Listen and answer the questions out loud. Don't give short answers (e.g. Yes, I have.) Make notes to answer the questions. If possible, record yourself.

- 1 Are you up to anything on Saturday?  
.....
- 2 Do you fancy going for lunch? I'm paying!  
.....
- 3 Where shall we go?  
.....
- 4 What time shall we meet?  
.....
- 5 See you on Saturday!  
.....



## Grammar

### 1 Complete the sentences with the correct comparative or superlative form of the adjectives given.

- Your sister is ..... (intelligent) person I know.
- Liam is ..... (good) player in the team.
- Morocco is usually far ..... (hot) than Ireland.
- I don't think rain is ..... (bad) than snow.
- I think Sean is a bit ..... (thin) than Nick.
- That's ..... (silly) film I've ever seen.

### 2 Rewrite the sentences using the words given. Do not change the meaning.

- Your brother isn't old enough to see that film. (too)  
Your brother .....
- Dan is too slow to win the race. (fast)  
Dan .....
- I think that maths is more difficult than history. (less)  
I think that history .....
- It's too hot to play football today. (enough)  
It's .....
- I think that French is easier than Chinese. (as)  
I think that Chinese .....
- Tom's very tall and Tom's brother's very tall, too. (as)  
Tom is .....

### 3 Choose the correct alternative.

- This is a/the best film we have ever seen.
- The other students aren't as intelligent like/as Matt.
- I'm thinking/think your new smart watch is great.
- There wasn't some/any food at the party.
- Mr Rogers is the teacher what/who taught me geography.
- It's enough/too cold for me to eat.
- Sarah hasn't finished her school project already/yet.
- I'd only like little/a little butter, please.
- We haven't seen Cathy for/since two years.
- Can you tell me how much/many that bike cost?

### 4 Find and correct the mistakes in each sentence.

- The programmes what I like best are documentaries. ....
- There are a lots of good series on this evening. ....
- Sorry, Mr Harris can't talk at the moment because he works. ....
- We saw you in the garden earlier! What did you do? .....
- How long do they live at this address? .....

## Vocabulary

### 1 Complete the types of programme with the missing vowels (a, e, i, o, u).

- t...l...nt sh...w
- c...rt...n
- d...c...m...nt...ry
- cr...m...s...r...s
- sp...rts pr...gr...mme
- dr...m...

### 2 Match the adjectives in the box to the definitions. There are more adjectives than definitions.

annoyed • annoying • confused • confusing • hilarious • relaxing • scary • surprised • surprising

- It's something that makes you laugh a lot. ....
- It's how you feel when something happens that you didn't know was going to happen. ....
- It's something that makes you angry. ....
- It's something that makes you feel frightened. ....
- It's how you feel when you don't understand something. ....
- It's something that helps you to rest and feel good. ....

### 3 Match the words in the box to the categories (1-5).

arson • cold • cousin • hip • middle-aged • niece • pain • shoplifting • thigh • toddler

- The family: .....
  - Stages of life: .....
  - Crimes: .....
  - Health problems: .....
  - Parts of the body: .....
- ### 4 Complete the sentences with the correct words.
- Look at Mark's face. He's got a b..... eye.
  - That answer isn't right. It's i.....
  - Sam speaks Japanese very well. He is f..... in it.
  - A w..... is someone who sees a crime.
  - I can't speak. I've got a s..... throat.

## Grammar

### 1 Choose the correct alternative.

- I won't probably/probably won't do well in the exam.
- Look outside! It will's going to rain in a minute.
- Nobody is certain, but humans will/might travel to Mars in around 2050.
- A:** Someone's at the door!  
**B:** OK, I'll/m going to go.
- Paul says he isn't going/won't go out tonight because he's got a lot of homework.
- Those ice creams look delicious. I think I'm going to/ll get one!

### 2 Complete the sentences with the verbs in the present simple or with will.

- If Matt ..... (go) to Paris next weekend, he ..... (see) the Eiffel Tower.
- Sarah ..... (always / keep) her mouth shut if you ..... (tell) her a secret.
- If you ..... (put) snow in your hand, it ..... (always / get) cold.
- If I ..... (have) the money, I ..... (travel) all around Canada next year.
- If you ..... (look) directly at the sun, it ..... (be) bad for your eyes.
- Tom ..... (do) well in the exam tomorrow if he ..... (not answer) the questions too quickly.

### 3 Rewrite the sentences using the word given. Do not change the meaning.

- Ben might come later and then we can play tennis together. (if) .....
- This is Ryan's first visit to Italy. (never) .....
- It's possible that I'll get my results tomorrow. (might) .....
- Beth's phone wasn't as expensive as yours. (less) .....
- You've lived here for three years. (started) .....
- Carbon emissions are a big problem and they are getting worse. (which) .....
- My dad didn't drive an electric car before. (used to) .....
- There weren't a lot of people in the park. (few) .....

## Vocabulary

### 1 Write the words for the definitions/descriptions.

- when it rains a lot and rivers get too big .....
- low land between mountains .....
- a small river .....
- not to use things in an effective way .....
- when it doesn't rain and there is no water .....
- a small mountain .....
- high land next to the sea .....
- not use/use less of .....

### 2 Complete the compound nouns.

- global w.....
- toxic w.....
- noseb.....
- b.....-watching
- f.....-a..... kit
- food p.....
- son-i.....-l.....
- cyberc.....
- shopl.....
- w.....chair

### 3 Complete the sentences with the correct form of the words in the box. Use each word once.

enjoy • get • gripping • hurt • official • sprain • throw • turn

- What did you ..... at the shops?
- Are you going to ..... away all that paper?
- I was completely ..... during the whole film.
- How did you ..... your ankle?
- Does this .....?
- Please don't tell anyone because it's .....
- Don't worry, I'm sure something will ..... up.
- Listening to music gives my mum great .....



✓ Exam summary

**Paper 1: Reading**

The Preliminary for Schools Reading exam has six parts with a total of 32 questions. Each question is worth one mark. You have 45 minutes to complete all parts of the exam.

In **Part 1**, there are five short notices, messages and other short texts that are based on things you might read in your everyday life (e.g. a text from a friend, a poster or notice at school, a note from a family member, etc.). Each question consists of three options (A, B or C).

In **Part 2**, there are five descriptions of young people (1–5) and eight short texts (A–H) related to a topic (e.g. summer camps, science websites, school clubs, etc.). You must match the descriptions in the profiles to five of the eight texts.

In **Part 3**, there are five four-option multiple choice questions (A, B, C or D) for a longer text. Note that the first four questions follow the order of the text but the last question tests global understanding.

In **Part 4**, there is a longer text with gaps from which five sentences have been removed. You have eight sentences (A–H) to choose from to fill in the gaps.

In **Part 5**, there is a shorter text, which is usually of a factual nature (e.g. a famous person, location, celebration, etc.), with six gaps. There are six four-option multiple-choice questions. You must choose the correct word to complete each gap.

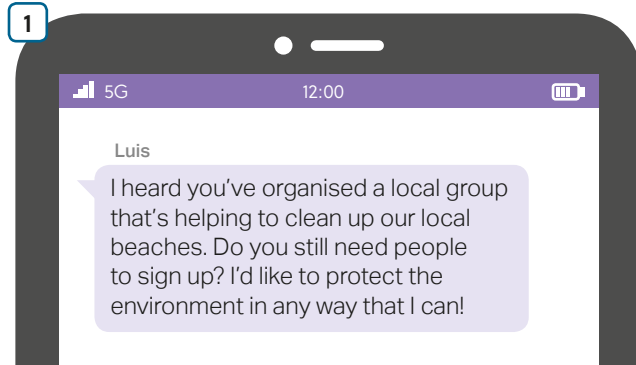
In **Part 6**, there is a shorter text with six gaps. You must read the text and write the correct word to complete each gap.

📖 Part 1

This section tests your understanding of different kinds of short texts. You will read each short text for the main idea. For this task, you should:

- read the text to decide where you might find the information (e.g. is it an email from school, a pinned public notice, a text from a friend or relative, etc.?)
- read the three options carefully, sometimes there is a question with three options and sometimes just three statements for you to choose from)
- find the option that exactly matches the main meaning in the text.

1 For each question, choose the correct answer.

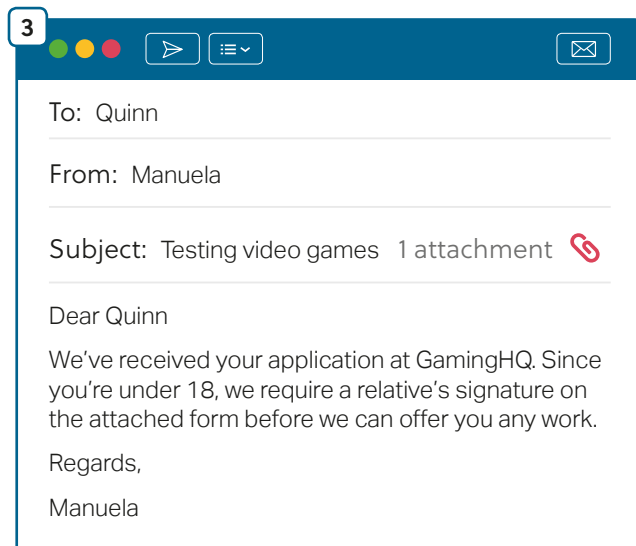


Why has Luis sent this message?

- A to recommend an environmental group to Valeria
- B to ask Valeria's advice about setting up a new group
- C to check if Valeria's group is looking for any more volunteers



- A You will have to practise for a certain period to receive a free tennis session.
- B The teacher is offering lessons only to people who have played tennis before.
- C In order to attend the lessons, you need to have your own racket.



- A Quinn will be able to start testing video games for GamingHQ as soon as he turns 18.
- B A member of Quinn's family must give GamingHQ permission so he can test video games.
- C GamingHQ has contacted Quinn to inform him that his application was not successful.

📖 Part 2

This section tests your understanding of factual information. You will read profiles of young people and match them to short texts about a topic. For this task you should:

- read and underline the key information in each profile
- read the short texts and underline any information that matches the descriptions in the profiles
- make sure a text has all of the requirements that are mentioned in the profile
- avoid simply matching up the same words that appear in the profile and in the texts; instead, look for words or expressions that have similar meaning in the profiles and texts.

2 For each question, choose the correct answer.

The young people (1–3) need to find some information online for a geography project. Decide which website (A–E) would be most suitable for each person.



- 1 Santiago would like to research places with extreme weather conditions. He also wants to see how the industries and populations are changing at some of these locations.



- 2 Lola wants to see diagrams of particular countries in each continent. She also needs to see the kinds of products different regions are famous for producing and who they sell them to.



- 3 Nina needs to compare data of different cities and find out how they are helping to protect the environment. She's keen to watch interviews of young people talking about what it's like where they live.



**A** awe-attractions.com

Every country has landmarks tourists from around the world want to visit. But what to do if you can't travel at all? At awe-attractions.com you can see pictures of these national sites and read the history behind them without leaving your room. You can also see videos of the best-known celebrations all over the world!

**B** theperfectlandscape.com

This educational website has loads of facts and figures about the capital of each country. It makes it easy to see similarities and differences in their size, population, economy, etc. It also shows how these locations are trying to reduce pollution and increase green spaces and has videos of teens sharing their stories about growing up in these locations.

**C** centuriesago.com

This website has an amazing collection of videos of typical street scenes from the late 19<sup>th</sup> century in most capital cities. At centuriesago.com, you're able to compare them with modern videos to see how each city has grown and developed. You can also find information about the typical goods each place is well-known for producing, and how these populations have changed over the past hundred years.

**D** aworldwideview.com

Follow important trends at aworldwideview.com! For instance, you can see how people in different parts of the world deal with living in some of the hottest and coldest places on Earth. This site also provides annual figures of births, deaths and the number of people leaving or moving to these regions due to work and business opportunities.

**E** worldresearcher.com

Find out what countries are well-known for making and the countries which buy their goods at worldresearcher.com. This site also identifies any new trends in industries around the world, and lets you access detailed coloured maps of every nation's mountain ranges, rivers and lakes and borders.



Vocabulary in context p70

Using a range of lexis to talk about geographical features and the environment

Warmer

Books closed. Draw or project on the board illustrations of:

- a footprint, e.g. a simple outline
- the greenhouse effect, e.g. the section of the Earth showing the country where you are teaching; the sun in the sky; a simple dotted line to show the limit of the atmosphere and a series of arrows curving from the Earth to the limit and then bouncing back towards the Earth
- the symbol for recycling, e.g. three arrows forming the three corners of a triangle.

Ask students what they think the pictures represent and how they are connected. Elicit that they are connected to environmental issues and assess students' knowledge of vocabulary on the topic. Then focus on the title of the unit, and ask students what ideas and themes they think they might study in this unit.

Possible answers

We use the word *footprint* to describe an individual's impact on the environment through the use of carbon or water (*carbon footprint*, *water footprint*). When we burn fossil fuels, the greenhouse gases in the atmosphere increase, leading to the *greenhouse effect* and global warming. The symbol refers to *recycling* – the process where materials are reused, not thrown into landfill.

1 SPEAKING 42

- Point out the different pronunciation, and stress for these two words: *desert* (n., a dry region with little water) /'deɪzə(r)t/ and *dessert* (n., the sweet course at the end of a meal) /di'zɜ:(r)t/.
- When checking answers, ask students to try and name a famous example either from their country or from around the world for each of the geographical features in the box, e.g. *Copacabana Beach* (Brazil), *Altamira Cave* (Spain), etc.

3a 43

- Pre-teach any words students may have problems with, e.g. *temperature* (how hot or cold something is), *greenhouse gases* (a gas, e.g. CO<sub>2</sub> that stops heat escaping from the atmosphere), *goal* (something that you hope to do) and *useless* (has no purpose).

3b 44

- After checking answers, draw attention to the word *sensible* and elicit the meaning, i.e. 'reasonable and practical'. If this word is a problem in students' own language, contrast it with *sensitive* (about a person, likely to become angry or upset easily).

Answers

- a reduce b save c waste d recycle e reuse f consume g throw away

4 SPEAKING 45

- If you wish, allow students to use dictionaries.
- Before students do the speaking task, make sure they understand there is no 'right' answer.

Possible answers

The second photo shows melting ice – it might be part of one of the ice caps. This is a result of global warming and is causing sea levels to rise.  
The third photo shows pollution. Some of it could be toxic waste.

Fast finishers >>

Ask students to write definitions of words related to the environment, either from the Student's Book or any other words they know. They then read their definitions for the class to guess the word, e.g. *waste*, *save*, *drought*, *flood*, *deforestation*, *acid rain*, etc.

- 5 Pre-teach *wind power* and *solar power* by drawing a simple picture of a windmill and a sun shining on a solar panel on the board.

Answers

- 1 change 2 warming 3 renewable 4 save 5 recycle  
6 reduce, emissions, waste

Use it ... don't lose it!

6 SPEAKING

- After students do the task, have a show of hands to see how many people are optimistic about the planet's future and how many are pessimistic.

Reading p71

Predicting content, reading for gist and detail

Warmer

Write the following words in two columns on the board:

- |            |        |
|------------|--------|
| turn off   | less   |
| switch off | school |
| fly        | lights |
| recycle    | more   |
| walk to    | taps   |

Ask students to work in pairs and match the words to make phrases. Then ask them to say what the phrases relate to (being green/protecting the environment). Ask students if they try to do any of these things.

Answers

- turn off taps switch off lights fly less recycle more  
walk to school

1 SPEAKING

Culture notes

The central photo shows the Palace of Westminster in London as it would be if the River Thames were to flood dramatically. This possibility was explored in a novel by Richard Doyle in 2002, which was then adapted into a film in 2007.

The right-hand photo shows the Maeslantkering, a sea gate in the Netherlands. It took six years to build and opened in 1997. It protects the area of Rotterdam. It is one of the biggest moveable mechanical structures in the world, which can be seen in the photo by looking at the size of the ship, top right.

2 SPEAKING

- Pre-teach *fake news* (a story that is not true but is designed to make people think that it is).
- After students do the task, elicit their ideas for each question but don't confirm if they are correct or not.

- 3 Pre-teach any words students may have problems with, not including the underlined words, e.g. *factor* (one of the things that explains why something happens), *take up* (fill a particular space or time) and *combat* (try to stop something bad or solve a difficult problem).

Answers

- 1 A 2 E 3 B 4 D 5 C

Mixed ability

To simplify the activity, tell less confident students, or the whole class, to answer only the question *Were any of your answers in exercise 2 similar to the answers in the text?* and not to match the questions to the answers.

4 46

- With less confident classes, give students the correct alternatives, and ask them simply to reread the text and find the paragraphs which contain the information.
- Before students do the task, remind them that if they are not sure that they have found the correct answer, they should read the other sections again in more detail before making a final decision.

Answers

- 1 more, B; ... NOAA statistics show that the amount of sea level rise caused by melting has increased dramatically ...  
2 a lot more, A; Their statistics also show that in many places along the US coast, flooding is much more frequent than it was 50 years ago.  
3 can't, D; ... it is clear that we will need to spend money on other ways to protect these coastal areas because rising sea levels will still continue to cause problems.  
4 coastal areas, C; ... 275 million people live in areas which are going to be at risk from rising sea levels.  
5 a variety of different, E; ... engineers and architects are always coming up with different solutions, big and small.

5 Answers

*According to* – in someone's opinion  
*average* – the quantity that is typical for something  
*amount* – quantity  
*expands* – gets bigger and bigger  
*at least* – not less/fewer than  
*face* – experience and have to deal with  
*move away* – go to another place  
*floating* – sitting on water

6 Critical thinkers

- Before students do the task, remind them that the objective is to justify their opinion and give suitable examples.

Possible answer

I'm certain that where I live – Madrid – sea level rise won't affect me directly. It's hundreds of kilometres to the sea and we are hundreds of metres above sea level! However, I really feel that we need to do more about the environment and to stop sea levels rising. In Spain, the coast and the Canary Islands are going to be very affected if we don't take action. The two-metre rise the NOAA talks about is really worrying. And we're now getting some very big storms, and they are doing terrible damage. I would say the government isn't doing enough to combat this problem.

Test before you teach: Flipped classroom

You may want to ask students to watch the Flipped classroom video for Unit 6 as homework, in preparation for the grammar lesson.

Grammar in context 1 p72

Using *will, be going to* and present continuous for future; using *will, may* and *might*

Warmer

Ask students to choose some of the words from Vocabulary in context, exercises 3a and 4 (page 70) and some of the underlined words from the Reading text (page 71) and write a gapped sentence for each, e.g. *We need to stop burning \_\_\_\_\_ immediately or the environment won't recover.* (fossil fuels), *How much homework do I get? I think the \_\_\_\_\_ is about an hour each day.* (average), etc. They then read out their sentences for their partner to guess the word that fits the gap.

- 1a If you didn't set the Flipped classroom video for homework, watch the video in class before working through the activities.
- Point out that the sentences are based on sentences from the reading text on page 71.
- 1b Remind students of the popular spoken form of *going to*: *gonna*. They hear this form in films, on TV and in songs but they should not use it in written English.

Answers

2 b 3 a 4 e 5 c 6 d

Language notes

Explain to students that the key difference between *will* and *be going to* is that if you make a decision at the moment you speak, you use *will*, e.g. *Do you want to go to the cinema tonight? Sure. I'll see you there at 8 pm.* The negative form of *will* is *won't* (*will not*). It is used to make predictions about things we don't expect to happen in the future, e.g. *I won't see Sarah at the party.*

In normal everyday speech, *will* is rarely used; the contraction *'ll* is much more common. Encourage students to use the contracted form rather than the full form unless they are speaking in more formal situations. If they use the full form, remind them not to stress it unless they have a very strong intention to do something. *'ll* is pronounced with a dark /l/ sound, i.e. it sounds like *ull* in *full* rather than the *l* in *light*.

- 2 Before students do the task, ask them: *What happens to the verb be in the structure be going to?* and elicit that they will need to use *am, are* or *is* according to the subject.
- After checking answers, remind students that it is the content words that are usually stressed. Ask students to look at the sentences and underline the stressed words, e.g. *Experts believe that temperatures will continue rising.* They then practise saying the sentences using the correct sentence stress.

Answers

2 's going to be, 4 3 'll help, 1 4 's going to die, 4 5 's going to study, 5 6 'll be, 2 7 will have, 3 8 'm revising, 6

- 3a If you feel your students need more support, suggest they think about what is in the diary app on their phone and what is in their 'to-do' list. If students are still unsure

about the two forms, draw a page from a diary on the board and label it 'present continuous' and a sticky note and label it 'be going to'.

3b SPEAKING

- After students do the task, ask them to share any plans and intentions they had which were similar with the class and see if any other pairs also had similar sentences.

+ Extra activity

Write these problems on the board:

- I can't decide what to do after school today.*
- I don't know what to buy my friend for his birthday.*
- I don't know what to wear to the party tonight.*
- I'm tired of being a teacher but I don't know what job to do.*

Ask students to call out ideas for how to solve each problem using *I know! I'll ...*, e.g. *I know! I'll read a book.; I know! I'll play football with my friends.;* etc.

4a Point out that the sentences are based on sentences from the reading on page 71.

- When checking answers, ask: *Which four expressions have a similar percentage of certainty? (perhaps ... will, it's possible that ... will, may, might); Which word makes will or won't really strong? (definitely); Which word makes will or won't less strong? (probably).*

Possible answers

2 100% certain 3 50% certain 4 50% certain 5 50% certain 6 50% certain 7 70-80% certain 8 100% certain

4b Answer

*Definitely* and *probably* come just after *will* but just before *won't*.

5 In sentence transformation activities, students are given a sentence and must complete a second sentence so that it means the same as the original sentence. In some exercises, students must also use a word they are given. In this case, they cannot change the form of this word. Generally, students can only use between two and five words, including the word given.

- Before writing their sentence, tell students to read the original sentence carefully. They should think about the meaning of the sentence, the type of structure(s) used, the tense(s) used, etc. If students are given a word, they should think about its meaning. They should also think about the grammatical function of the word and whether it always or usually goes with another word or tense.
- Exam tip** To answer the question in the Exam tip box, when they finish, students should check that they have not changed the meaning of the original sentence, have not changed the form of the word they are given and have not used more than the maximum number of words permitted.

Answers

2 will definitely reuse 3 summers might not be 4 will probably be 5 will probably want to 6 's possible that it will

Use it ... don't lose it!

4 SPEAKING

- Before students do the task, write the various meanings of *get* from exercise 1 on the board, i.e. *arrive, bring, become*, etc. Students copy these down and, while they listen, they tick off the uses they hear in each dialogue.

+ Extra activity

Students write a story using *get* as many times as possible. With less confident classes, you could brainstorm collocations with *get* and write them on the board for students to use in their stories, e.g. *get dressed, get ill, get bored, get on, get over, get under, get a shock*, etc.

6 Possible answers

- There may be sharks near the UK coast.
- We might not drive cars in the future.
- We definitely won't have terrible droughts.
- It's possible they will clean all the plastic from our seas.
- We will definitely stop using fossil fuels.

Developing vocabulary p73

Using different uses of *get*

Warmer

Books closed. Write or project the following sentences on the board:

They hoped to \_\_\_\_\_ tickets for the concert before they sold out.

Jo, can you \_\_\_\_\_ me that dictionary from the cupboard?

I have a Saturday job, but I only \_\_\_\_\_ £6 an hour.

We usually \_\_\_\_\_ up at seven o'clock on school days.

Ask students to think which word can complete all four sentences. Tell them to put their hands up when they have worked it out, not call out the solution. Elicit the answer (*get*), and explain that there are many different uses of *get* and that students are going to look at some of these in more detail.

- 1 Pre-teach *conference* (a large meeting, often lasting a few days, where people interested in a subject come together to talk about it).

Answers

1 a 2 c 3 b 4 g 5 f 6 d 7 e

Language notes

The verb *get* has many different meanings in English. It is also part of many phrasal verbs. When we use *get* with a direct object (a noun or pronoun), it often means *receive, obtain, bring, catch, give* or something similar, e.g. *I got your email yesterday., Last week she got a book about pollution., Can you get me that pen that's on the desk?* When we use *get* before an adjective, it often means *become*, e.g. *Summers are getting very hot.* These uses of *get* are generally more informal than the alternatives.

*Get* often means *travel*, and when we use it before a word like *up, out, to* or *away*, it usually refers to a movement of some kind, e.g. *Are you going to get away this summer?*

2a With less confident classes, write the structure:

*is/are getting* adjective + *-er* (*than*)  
less adjective (*than*)

on the board. Ask students: *Which adjectives in B have a change in spelling?* Elicit that in *hot* and *wet* we double the final *t*, i.e. *hotter* and *wetter*; and that in *dirty* and *sunny* the ending is *-ier*, i.e. *dirtier* and *sunnier*. Ask: *Which adjective in B uses less?* Elicit *extreme*.

2b SPEAKING

- When students share their ideas, encourage turn-taking, and make sure they listen to each other and agree or disagree using suitable phrases.

GREAT LEARNERS GREAT THINKERS p74

Thinking about the impact of plastic on the environment

Warmer

Draw three columns on the board, *fruit* on the left, *vegetables* on the right and *grey area* in the middle. Tell students to copy the columns into their notebooks and classify the words you give them. Dictate 10–12 items, e.g. *melon, carrot, peach, tomato, strawberry, broccoli, spinach, pineapple, grape, pepper, cabbage and cucumber*. If useful for your class, adapt the wordlist to cover any typical fruit and vegetables grown where students live which they may not know in English.

Answers

**Fruit:** melon, peach, strawberry, pineapple, grape; **Vegetables:** carrot, broccoli, spinach, cabbage; **Grey area:** tomato, pepper, cucumber (These are usually classified botanically as fruits but by chefs as vegetables.)

1 SPEAKING

Extend the discussion by asking: *Do you know anyone who grows their own fruit and vegetables? What do they grow? Where? Have you ever tried any of the things they grow?*

2 VIDEO

After checking answers, ask students if they can remember the term used in the video for the area where fruit and vegetables are grown to be sold. Elicit/Teach *market garden*.

Answer

The south of Spain is very hot and dry. However, cheap fruit and vegetables are grown for Europe in plastic greenhouses.

3 VIDEO

If your class is less confident, project the text on the board and highlight the eight mistakes before students watch the video again to correct them.

Answers

The video shows the 1 south eastern coast of Spain. It's dry and 2 one of Europe's only deserts. The temperatures can reach 3 50°C 45°C. You 4 can't see plants, or vegetation and the Mediterranean Sea from up in the sky. Plastic has become part of the earth in this area. It comes from 5 the greenhouses rubbish that local people throw away. The plastic becomes smaller and smaller and finally goes into the sea. About 7% of 6 the world's Europe's plastic is in the Mediterranean. This plastic only affects fish and sea life 7 and gets into our food and drinking water. The plastic greenhouses in this area 8 only bring us both positive and negative consequences.

GREAT THINKERS



- 4 The *Think-Question-Explore* thinking routine encourages students to *think* about what they already know about an area; think of related *questions* they would like the answers to; and consider how they can *explore* the area further, answer those questions and learn more. (Note that this routine may be referred to elsewhere as *Think-Puzzle-Explore*.)
- Students work individually at first and can then share their ideas in small groups or as a class.
  - Students may include common misconceptions, but these are still a valuable contribution to the *think* stage as they can later be reconsidered.
  - This routine can be used in later lessons to introduce new topics. Before starting work on a new unit, reading text, listening section, etc., consider asking students to think about what they already know about an area and what questions they would like the answers to. At the end of the lesson/unit, they can then see which of their questions have been answered and discuss how they could find the answers to the questions which haven't.

5 SEL

- Discuss as a class to what extent the text confirms what students already knew, what new information it includes and if students included any common misconceptions in their notes in exercise 4. Most importantly, discuss which questions remain unanswered and how students might learn more about the area.

6 SPEAKING

- Students work in pairs before feeding back to the class. Elicit that it is extremely hard to make your life plastic-free but that small changes are better than nothing.

GREAT LEARNERS



- Remind students that it may be best to take 'baby steps', i.e. be realistic about the changes they can make. Suggest they choose just one idea which they will try over the next week. They can then feed back to the class and, if they've been successful, try making additional small changes.

LEARNER PROFILE



- Ask students to read the statement and the question in the Learner profile on page 143, and then grade themselves from 1 to 5. Explain that here 1 means 'I don't often think globally or act locally' and 5 means 'I always think globally and act locally'.
- If appropriate for your class, get students to share their grades with a partner or small group and, if they wish, to give their reasons. Encourage students to share suggestions for thinking globally and acting locally more. Alternatively, ask students individually to think of ways to think globally and act locally more.

Listening p76

Listening for gist and detail

Warmer

Books closed. Write on the board: *chillax, hangry, froyo, plogging, screenager* and *snaccident*. Elicit what the words have in common (they are blends), and remind students that they learnt about blends in the Reading in Unit 3. Point out that one of the blends is new and ask students which it is. Explain that they will learn more about this blend in the listening. Put students into pairs to try and remember what two words are combined in each of the other blends.

Answers

*plogging* is new  
*chillax* = chill out + relax *hangry* = hungry + angry *froyo* = frozen yoghurt *screenager* = screen + teenager *snaccident* = snack + accident

1a SPEAKING

Possible answer

I can see two people in sports clothes picking up litter. There's a man in the background riding a bike.

- 1b Before students do the task, remind them that they can write both *yes/no* questions and *wh-* questions with *Who, What, Why, When, Where, How*, etc.

2

- If possible, use a map to check that students are clear about where *Sweden* is, and elicit the nationality *Swedish*.

3

Answers

- True – It's a blend of the words 'plocka upp', which is Swedish for 'pick up', and 'jogging'.
- False – ... it was the idea of a Swedish man called Erik Ahlström. He started a community of ploggers in Stockholm.
- False – Carol says I began because I wanted to get fit.
- False – Each year it costs (local authorities) a billion pounds to clear up litter in the UK!
- True – With 'plogging' ... you bend down, stretch, get up again and then carry the rubbish. And we all know that you use up more calories if you move more.
- True – ... just picking up a bag or two of rubbish doesn't really make a big difference to the environment. ... people will drop MORE litter in the street if they know that people like you will pick it up.
- False – Carol says perhaps it is a small step but it can make a real difference. And it will make a massive difference if lots of people do it.
- True – Carol says when you finish running, you feel good because you feel healthier. But ploggers feel even better because they know they're also doing something good for their neighbourhood and for the planet.

4

Possible answers

- 'Plogging' combines running and picking up the rubbish you find on your way. The name is a blend of words. It was the idea of Erik Ahlström and started in Stockholm, Sweden.
- 'Trash running' was a similar thing that used to take place in the US.
- You just need your usual running equipment, some gloves and a bag to put the rubbish in.
- Eighty-one percent of British people are angry about litter in the streets. Each year it costs a billion pounds to clear it up.
- Some people think plogging doesn't make that much of a difference. Other people may not care about throwing litter if they know that ploggers will pick it up.

Homework Workbook page 51

Grammar in context 2 p76

Using the zero conditional; using the first conditional

Warmer

Write the following sentence beginnings on the board:  
*If I'm hungry, ...*  
*If I'm tired, ...*  
 Ask students to suggest ways to complete them so they are true for them. Assess whether what students say is something that happens to them or something they do, e.g. *If I'm hungry, I get hangry.* (something that happens to them); *If I'm tired, I go to bed early.* (something they do). Then circle the *If* at the start of each sentence, and elicit what type of sentence this word introduces (a conditional).

- 1a Point out that the sentences are from the listening in the previous section.

Answer

things that are generally true

1b Answers

1 present simple, present simple 2 no 3 after the first half of the sentence when the sentence starts with *if*

Language notes

The zero conditional is often used to talk about scientific facts and general truths. *When* can often be used instead of *if* without changing the meaning.

2 Answers

1 f 2 d 3 a 4 b 5 c 6 e

3a With less confident classes, have students complete the sentences in pairs. Then work in different pairs for exercise 3b.

### Possible answers

2 you get sick 3 your vocabulary improves 4 something bad happens 5 you practise a lot 6 you pay attention in class

4a Before students do the task, ask: *What will you do if it rains all weekend?* Elicit suggestions with *If it rains all weekend, ..., e.g. If it rains all weekend, I'll go to the cinema with my friends.*, and then elicit that this is a first conditional.

- Point out that the sentences are from the listening in the previous section.

### Answer

possible

4b Answers

1 the present simple 2 will or won't

## Language notes

When we use the first conditional, we're talking about a particular situation in the future and the result of this situation. There is a real possibility that this conditional will happen.

5 Pre-teach *drastically* (having a very big effect).

- Follow up by asking: *Have you ever been on a cruise? Where did you go? Did you enjoy it? Why/Why not? Would you like to go on an Arctic cruise? Why/Why not? Are there lots of cruise ships in your country? Do you think they are damaging the environment? Why/Why not? In which areas is it getting to be a problem?*

### Answers

1 melt, will be 2 is, will want 3 will sail, want 4 sail, will be 5 will melt, is 6 melts, will change 7 will become, changes

6 Before students do the task, write the following contractions on the board: 'll, 'm, 're, 's and 've. Elicit the verb in each case (*will, am, are, is/has, have*), and ask students which contractions they expect to see in the first conditional ('ll; possibly 'm, 're, 's for *is*).

- Remind students that we usually use contractions after subject pronouns, e.g. *I, you, she*, etc. We also sometimes use them after nouns and names but only in informal situations.

### Answers

a happens b 'll need c want d 'll become e won't be f continue g is h will copy i produces j 'll help k will get l grow

## + Extra activity

Introduce the idea of Murphy's law: the opposite of what you want or expect is what usually happens.

Ask students to complete the following sentences using the first conditional and thinking about the concept of Murphy's law:

- If I don't take an umbrella, ...
- If I don't wear a warm coat, ...
- If I study hard for a test, ...

### Possible answers

- it will rain.
- it will be really cold.
- the teacher will forget about it and we'll watch a video instead!

## Use it ... don't lose it!

7 SPEAKING

- Before students do the task, make sure they understand that the second part of sentence 1 becomes the first part of sentence 2, then the second part of sentence 2 becomes the first part of sentence 3, etc.
- Check students have understood the task fully by asking: *When are you going to stop?* (ideally never, the idea is they should keep linking sentences until you stop them); *When should you start again?* (if they get completely stuck and can't think of a way to continue).

### Answer

To show enthusiasm speakers vary the pitch substantially.

## Language notes

Intonation can be described as the movements or variations in pitch which affect the level (high/low) and tone (falling/rising) of our voices. Rising intonation means the pitch of the voice increases; falling intonation means that the pitch decreases. Intonation can be difficult to teach, so here students are simply introduced to the idea of pitch movement to show enthusiasm.

5b SPEAKING

- If your class speaks a language with more limited intonation patterns, tell students that if they don't feel slightly silly doing this activity, then they need to exaggerate it more.

## Mixed ability

To make the activity more challenging, tell the more confident students that they need to practise the dialogue without looking at exercise 3 or the Speaking bank. Give them a few moments to memorise the useful expressions, then tell them to role-play the dialogue using only their answers to the questions in exercise 2. If students have problems, allow them to quickly refer to exercise 3 and the Speaking bank as they work, but encourage them to do as much as possible without referring to the Student's Book.

6 SPEAKING

- With less confident classes, collate ideas from this preparation stage on the board.

## Practice makes perfect

7b SPEAKING

- Remind students to show enthusiasm as they saw in exercise 5a.
- After each pair acts out their dialogue for the class, elicit the key details of each arrangement from the rest of the class, e.g. time, place, other people involved, etc.

## Developing speaking p78

### Making arrangements

#### Warmer

Books closed. Draw or project a simple page from your 'diary' on the board with three (invented) appointments, e.g.

#### Saturday 13<sup>th</sup> Feb

9:00 Shopping with Jon Supersave, shopping centre

11:15 Meet Cathy Café Fiorentina, High Street

13:30 Family lunch Mum and Dad's house

Elicit a sentence from the class for each appointment, e.g. *At nine o'clock you're doing the shopping with Jon at Supersave in the shopping centre.; At quarter past eleven, you're meeting Cathy for coffee at Caffè Fiorentina in the High Street.; At half past one, you're having a family lunch at your mum and dad's house.*

Point to the diary and ask students: *What are these?* to elicit 'arrangements' and ask them which tense they were using (the present continuous).

1 SPEAKING

- Follow up by asking: *Which of the activities in the photos can you do where you live? How far do you have to travel to do them?*

2 48

### Answers

- to the beach
- They're going to meet at 11 o'clock at the station.
- They're going to take some sandwiches.
- Speak on the phone and do something else.

3 48

- After checking answers, highlight *be up to* in Jamie's first question (*Are you up to anything ...?*), and elicit the meaning of this (*doing*). Point out that the end of the question can be changed for any logical time expression and elicit examples, e.g. *this afternoon, tomorrow, on Monday evening, after the swimming competition, etc.*

### Answers

a good b beach c 11 o'clock d station e sandwiches f have lunch on the beach g rains h ring i ring j 11

- After checking answers, suggest a few activities to different students in the class and ask them to accept or reject them using a phrase from the Speaking bank.

### Answers

Do you fancy verb + *-ing?*, What time shall we meet?, Why don't we meet at ...?, Sure., Fine., OK., Good idea., Not really.

5a PRONUNCIATION

48

- Play the recording again up to and including the line: *What time shall we meet?*. If possible, repeat the individual phrases: *Do you fancy coming?* and *Sure,* and highlight the variations in pitch the speakers use to show enthusiasm.

## Developing writing p79

### Writing an opinion essay

#### Warmer

Books closed. Write the following expressions on the board:

- *I think ... because ...*
- *Some parents think ...*
- *Many people say ...*
- *All in all, I believe ...*

Ask students: *Where do you think you might see expressions like these? In what sort of text?*

Elicit that they are all expressions for giving opinions and check the meaning of essay (a short piece of writing on a particular subject).

- 2 When discussing answers, if students think the statistics would be different for their country, ask them to give more detail, e.g. *In my country, I don't think any children spend 60 minutes playing outside each day. We spend a lot of time outside, but not playing – maybe talking with friends or ...; I think there are probably a lot of teenagers here who have never been to a beach.*

#### Culture notes

Persil® is a brand of laundry products. Originally a German brand, it was the first laundry detergent sold and has existed for over 100 years. It is well-known around the world.

- 4 After students read the opinion essay, ask them to put their hands up if the writer's opinion is similar to their own. Then elicit from those students which ideas the writer mentions that they thought of in exercise 3.

#### 5 Answers

Sequence: Secondly, Finally  
Addition: What's more  
Contrast: Nevertheless

#### Fast finishers >>

Ask students if they know any other linkers, and tell them to add them to their lists, e.g. *then, besides, in addition, on the one hand/other hand, moreover, etc.*

#### Language notes

Linkers (sometimes called connectors) are words that join sentences with others. Some frequent linkers are *and, but, or* and *so*. Linkers have different functions (in this unit students see three groups, to express sequence, addition and contrast). Remind students that a logical argument needs few linkers and they should not overuse them.

*Nevertheless* and *however* have similar meanings, but *nevertheless* is slightly more formal. They are both normally placed at the beginning of a sentence when contrasting two ideas. They can also come in the middle or at the end.

*Furthermore* and *what's more* also have similar meanings, but *furthermore* is quite formal and *what's more* is more idiomatic.


- 6 With less confident classes, put students into pairs to discuss whether they agree or disagree with the statement and make notes together. Tell them that even if they don't share the same opinion they can still help each other generate ideas.

#### Practice makes perfect

- 7a Before students do the task, draw attention to the paragraph structure of the opinion essay in exercise 4, i.e. paragraph 1: introduction clearly giving the writer's opinion; paragraph 2: reason 1; paragraph 3: reason 2; paragraph 4: reason 3; paragraph 5: conclusion clearly restating the writer's opinion. Tell students that they definitely need to include the first and last paragraphs in their essay, but they may have only two paragraphs in the middle, depending on how they structure their arguments.

- If you wish, you could do this activity as an exam simulation.

- 7b Remind students that when they write in exam conditions, they can't usually use a dictionary or grammar book.

-  **Exam tip** To answer the question in the Exam tip box, if students do not know a word, they should think of a similar word or a more basic or general word. They should never leave a gap or write the word in their own language. If necessary, students should change what they were going to say. If students are not sure how to use a grammar structure, they should think of a different way to say the same thing.

- Remind students, too, that they should always answer the question. They might not get any points if they don't answer the question properly.
- Students should also pay attention to the maximum and minimum number of words in the instructions. They should plan and organise their essay before they write and check it carefully for mistakes when they finish.

## Test yourself p81

### Grammar test

#### 1 Answers

- 1 The students are going to go on an excursion.
- 2 What are your plans? What are you doing/are you going to do ~~do~~ ~~you do~~ tomorrow?
- 3 They say it's going to rain ~~raining~~ next week.
- 4 I can't meet you tomorrow because I'm doing/I'm going to do ~~do~~ ~~an~~ exam.
- 5 I don't know what to do now ... I know! I'll see ~~I'm seeing~~ Joe!

#### 2 Answers

- 1 definitely 2 might 3 The problem will probably 4 may not 5 will see

#### 3 Possible answers

- 1 If you mix blue and yellow, you get green.
- 2 If you are late for school, you get into trouble.
- 3 If you never brush your teeth, they start to decay/they fall out.
- 4 If you run every day, you get fit.

#### 4 Answers

- 1 shines 2 finishes 3 will/'ll get 4 comes 5 's 6 won't bring

### Vocabulary test

#### 1 Answers

- 1 waterfall 2 cliff 3 glacier 4 island 5 stream 6 rainforest

#### 2 Answers

- 1 renewable energy 2 rise 3 melt 4 waste 5 drought 6 carbon emissions 7 throw away 8 global warming

#### 3 Answers

- 1 buy/obtain 2 arrive 3 bring 4 understand 5 becoming 6 received

## Listening

### 2

#### Answers

- 1 **A correct** – The girl says *There was something about the cave. I couldn't stop looking at it.*  
**B incorrect** – The boy says he *liked the one of the really high cliffs by the coast*, but the girl isn't particularly interested in it.  
**C incorrect** – The boy says *the photo of the small island was cool*, but the girl isn't particularly interested in it.
- 2 **A incorrect** – The girl says *I'm bored of binge-watching TV* and the boy says *I'd like to take a break for a while*, so this is happening at the time of speaking.  
**B incorrect** – The girl says *Let me just finish my sandwich*, so they have already made lunch.  
**C correct** – The boy says *How about we go skateboarding?* and the girl agrees (*Why not?*).
- 3 **A incorrect** – The boy asks *Did you go with your family to that new restaurant in town?*, but the girl replies *No*.  
**B correct** – The girl says *I went hiking with my parents and I'll show you a photo I took of a waterfall. This is where we hiked ...*  
**C incorrect** – The girl says *We were going to see an art exhibition in the city, but the weather was too nice to be inside a museum all day.*

### 3

#### Answers

- 1 **A incorrect** – The boy says he doesn't *usually watch shows like that. They're usually too slow and serious*, but this one is *entertaining*.  
**B incorrect** – The boy says *the stories in the series aren't the same as the historical facts*.  
**C correct** – The boy says *the actors who play the main characters – Queen Victoria and her husband – play their roles so well*.
- 2 **A correct** – The girl says *you can actually learn something from them and I also discover stuff that can help me in my everyday life*.  
**B incorrect** – not stated on the recording  
**C incorrect** – not stated on the recording
- 3 **A incorrect** – The boy says *I'll do almost anything to avoid watching TV*.  
**B correct** – The boy says *I'd rather see my friends than waste my time watching stuff that doesn't mean anything to me*.  
**C incorrect** – The boy says *I'll even practise the piano for hours, that always makes my mum happy*, but it is not his preferred activity.

## TV and online video in your country

### 1

- Students work in groups of 3–4. If possible, make sure these groups are different to the ones students worked in on the previous Collaborative projects.
- Nominate one student in each group to refer to the Culture exchange text, while the others work with their books closed. Groups start their discussion by trying to remember what was in the text before contrasting it with their country.

### 2

- Students continue to work in their groups from exercise 1.
- Encourage students to try a different project type (A–D) for this Collaborative project.
- Point out that for the last research area, groups could prepare a small survey themselves, e.g. to ask ten teenagers and ten parents, in order to include some original research findings in their project.

### 3

- Ask individuals to read aloud the tips and discuss them with the class.
- After reading the *Digital skills* section, remind students that when they do their research online, they should keep a list of the sites they use. When they plan to use a specific piece of information, this means they should note both sources.
- In the *Collaboration* section, remind students that they can also use the phrases from the previous Collaborative projects.

### 4

- Remember to establish a clear plan for the project (interim dates/deadline; stages to be done at home/ in class). Remind students that as much discussion as possible should be in English, both in and out of class.

### 5

- Explain that Presentation here means the way a project has been created and done, e.g. the quality and general attractiveness of the layout and design of a poster of leaflet, or the clarity and coherence of a spoken presentation or video message.

## Virtual Classroom Exchange

- Connect with teachers and students in other countries and encourage students to present their projects to each other.

## Speaking

- 4 If your class is less confident, before they do the task, elicit the different activities they can see in the pictures (clockwise round the main picture of the school: picking up litter, recycling, planting new plants and trees, hanging bird feeders, painting a recycling mural, growing fruit and vegetables).
- Pre-teach *grounds* (the area around a building or group of buildings, in this case a school).
  - If you wish, go to page 146 to continue working through the Exam success section for these two units.
  - See the Exam trainer, Workbook pages 100 and 103, for more information and practice on these Preliminary for Schools tasks.

## UNIT 3 p136

### Answers

#### Reading (page 33)

- 1 False, Paragraph 2 2 True, Paragraph 2 3 True, Paragraph 3  
4 False, Paragraph 2 5 True, Paragraph 4

#### Grammar in context 1 (page 34)

- a some b some c any d any e some

#### Grammar in context 2 (page 38)

#### Possible answers

- 1 A girl whose mother is your sister/sister-in-law or whose father is your brother/brother-in-law.
- 2 Someone that/who commits the crime of arson.
- 3 When someone breaks into a building in order to steal things.
- 4 A police station is a building where police officers work.
- 5 Portuguese is the language that/which people speak in Brazil.
- 6 The period of life when you change from being a child to being a young adult.

## UNIT 4 p137

### Answers

#### Vocabulary in context (page 44)

#### Possible answers

thumb - back - knee - elbow - wrist - throat - toe - ear  
thumb - back - knee - elbow - wrist - thigh - heel - leg

#### Reading (page 45)

#### Text A

- 1 sore neck, pains in your back, headaches
- 2 looking down at a screen for a long time
- 3 EyeForcer Smart Glasses

#### Text B

- 1 colds and flu
- 2 touching your phone
- 3 washing your hands frequently, trying not to use other people's phones, keeping your phone clean, not taking your phone to the bathroom

#### Text C

- 1 hurting yourself, breaking your arm or leg
- 2 walking while looking down at your smartphone
- 3 apps that lock your phone or send an error message when you use your phone on the move, traffic lights on the pavement

#### Grammar in context 1 (page 46)

- 1 Have you ever had a very high temperature?
- 2 Have you ever slept in a hospital?
- 3 Have you ever made soup?
- 4 Have you ever taken medicine that tastes really bad?
- 5 Have you ever visited a friend in hospital?
- 6 Have you ever broken your arm?

#### Developing vocabulary (page 47)

- 1 health centre 2 food poisoning 3 first-aid kit 4 painkiller  
5 black eye 6 Sunburn

#### Grammar in context 2 (page 51)

- a Have, broken b have c went d broke e 've, broken  
f 've had g 've crashed h Have, fallen i haven't j fell

## UNIT 5 p137

### Answers

#### Reading (page 59)

#### Possible answers

- 1 To give an example of an unusual reality show.
- 2 Some shows use actors, the situations are carefully planned, it's easy to edit what people say to make them say something different.
- 3 Because producers need contestants that attract more viewers.
- 4 Some documentaries say they are in one place when in fact they are filming in a different location, in some shows they 'surprise' contestants with things they knew about already, and most shows give a false idea of time.
- 5 It can give us unrealistic ideas about what we can do, it can confuse us, it can make us stop believing everything we see on TV.

#### Grammar in context 1 (page 61)

- 1 are not as violent as/less violent than American series.
- 2 are as interesting as talent shows.
- 3 are not as popular as/less popular than video games with teenagers.
- 4 are as exciting as crime series.
- 5 is not as scary as/less scary than watching them in the cinema.
- 6 are not as informative as/less informative than books.

## UNIT 6 p138

### Answers

#### Vocabulary in context (page 70)

- 1 glacier 2 drought 3 flood 4 global warming 5 waste

#### Reading (page 71)

- 1 The NOAA is the source of the information in Paragraph A.
- 2 The Eiffel Tower appears as a comparison to show how big the sea gate that protects Rotterdam is.
- 3 275 million is the number of people living in areas which are going to be at risk from rising sea levels.
- 4 The Netherlands are an example of a place where flooding has always been a problem but also where architects and engineers are always coming up with different solutions for the flooding problem.
- 5 2025 is the year in which the tenth anniversary of the Paris Agreement will be.
- 6 82 mm is how much higher the global sea level was in 2016 than the 1983 annual average.

#### Developing vocabulary (page 73)

- 1 red, become 2 sure, receive 3 worst, understand  
4 consume, obtain or buy 5 sunny, bring 6 late, arrive

#### Grammar in context 2 (page 77)

- 1 If I pass all my exams this year, I'll have a special holiday in the summer.
- 2 Mark will help you with your homework if you ask him.
- 3 The world will be in trouble if we don't do something about climate change.
- 4 If you climb that mountain, you'll need special equipment.
- 5 If we don't leave now, we'll be late for school.
- 6 Some towns on the coast will be underwater if sea levels rise much more.