

CAMBRIDGE

STUDENT'S BOOK & WORKBOOK

Herbert Puchta, Jeff Stranks & Peter Lewis-Jones
with Clare Kennedy

B1
B1+

THINKING GETTING

SECOND EDITION

AGENDA 2030 | EDUCAZIONE CIVICA

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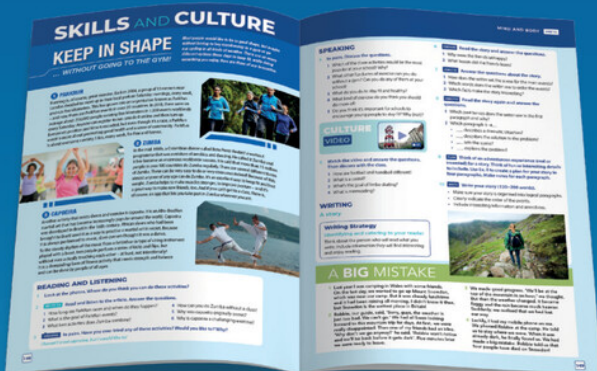
IL MEGLIO DELLA PRIMA EDIZIONE...

Argomenti educativi e stimolanti elaborati da Herbert Puchta, Jeff Stranks, Peter Lewis-Jones e Clare Kennedy.

Design chiaro e inclusivo adatto allo stile di apprendimento visivo.



Lezioni **Skills and Culture**.



Le sezioni **Get It Right!** aggiornate con le ultime indicazioni del **Cambridge Learner Corpus** sugli errori più comuni degli studenti italiani e come evitarli.



GET IT RIGHT!

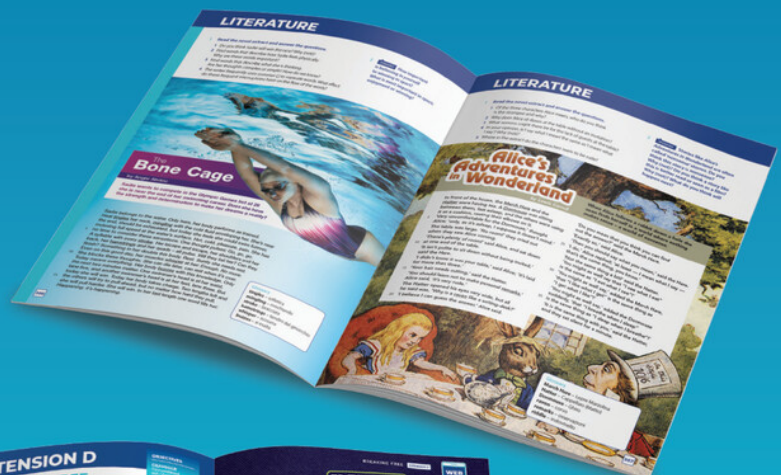
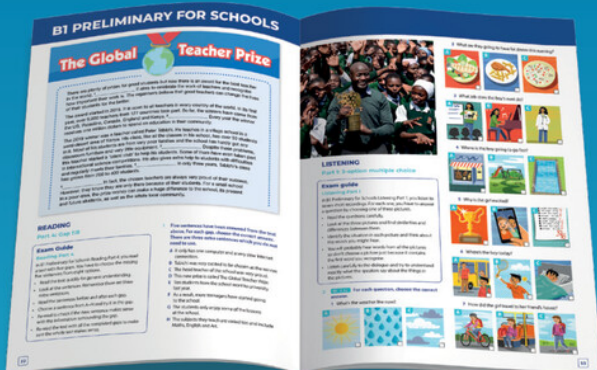
We use the Past continuous for past actions in progress, when the *Imperfetto* is used in Italian.

✓ She **was wearing** her sunglasses when I saw her.

✗ She **wore** her sunglasses when I saw her.

Sezioni **B1 Preliminary for Schools** per la preparazione alla certificazione.

Lezioni di **Literature**.



Quattro **Extension Unit** introducono argomenti grammaticali al livello B1+. Arricchiscono inoltre le competenze lessicali in ambiti rilevanti per la comunicazione.



E LE SOLUZIONI PER LA CLASSE DI OGGI!

Quattro tipi di video:



Documentari **Unit Opener** che introducono il tema dell'unità.



Interviste **Real English** con modi di dire comuni.



Animazioni **Grammar Revision**.



Documentari **Skills and Culture** sugli argomenti delle lezioni **Skills and Culture**.

Lezioni **Developing speaking**:

- Comprensione del vero inglese parlato da persone reali per strada.
- Uso di strategie Speaking in situazioni reali.
- Uso di linguaggio funzionale in situazioni reali.
- Uso di espressioni idiomatiche comuni.
- Role Play con mappa che guida all'uso di linguaggio funzionale, espressioni idiomatiche e strategie Speaking.



Abilità miste:

- Pagine di **Recupero** in WB.
- **Learn by Doing**: progetti individuali e di gruppo.
- Workbook e Test **Inclusive**.

Test & Train B1 Preliminary for Schools

Uno strumento digitale pratico e semplice per preparare l'esame **Cambridge B1 Preliminary for Schools**.

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- **materiale ufficiale** Cambridge Assessment English per prepararsi a tutte le parti dell'esame;

Sviluppo e attivazione delle competenze:

- Strategie per Reading.
- Strategie per Writing.
- Strategie per Listening con attività **INVALSI**.
- Strategie per Speaking.
- Attività dedicate al **Vocabulary Expansion**.

TOWARDS INVALSI

8 **SPEAKING** In pairs. What do you do to protect your identity online?

Listening Strategy

Recognising consonant links between words

When a word ends with a consonant and the next word begins with the same consonant, we only hear this consonant once:

a bad day = /ə bædeɪ/

Vocabulary Expansion

The same word as noun and verb

In English a single word often functions as both a noun and a verb:

break | challenge | damage | fall
laugh | promise | repair | transport

Can you find two more examples in Ex. 1? Check in your dictionary.

Attività di competenze connesse alle otto **EU Key Competences**, tra cui **Cittadinanza**.

- Citizenship Competence
- Entrepreneurship Competence
- Multilingual Competence
- Learn to learn Competence
- Digital Competence

Citizenship Competence

Our responsibility for public health

The health of each individual is linked to the health of everyone in the community.



WELCOME

A GETTING TO KNOW YOU

Introducing yourself

- 1 Read the email quickly. Write the names under the photos.



Alex
alex@mymail.cxm

Hi Patricia!

Hi Patricia,

My name's Alex and I'd like to be your e-pen pal.

I got your name and email address from my teacher,

Mr Goodall. He lived in Peru for three years and he's a good friend of your father's.

So, what would you like to know about me? I'm 15 years old. I live in a small house in Birmingham with my mum and my two little brothers. They're OK but they can be annoying sometimes. I go to Ashton High School. I quite like school but my teachers always give us too much homework. I usually do it when I get home from school but I'm not doing that today – that's because I'm writing to you!

I like listening to music and playing games on the computer. I also like playing the guitar. I play in a band with some of my friends.

I like sport, too. I play basketball and tennis. I'm in the school basketball team. We usually play matches on Sunday mornings.

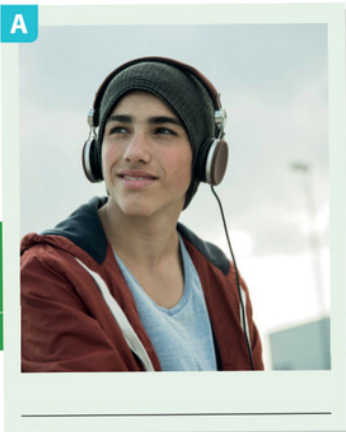
That's a bit of a problem because I don't really like getting up early at the weekend.

But what about you? I hope you'll want to write to me. There are lots of questions I want to ask you. Things like: what's life like in Peru? Do you like your school? What's it like? What's the weather like in Lima? Have you got a big family? All that sort of stuff to help me get to know you. Mr Goodall says you like volleyball, but that's all I know about you.

So please email me. I'd love to have a Peruvian friend.

Best,

Alex



- 2 Read the email and complete the information about Alex.

- 1 name Alex
2 home town _____
3 age _____
4 family _____
5 likes _____
6 dislikes _____

Asking questions

- 3 Match questions 1–5 with answers a–f to make mini-dialogues.

- 0 d What time do you get up?
1 ___ What are you doing?
2 ___ What do you like doing?
3 ___ Do you like studying English?
4 ___ Where are you from?
5 ___ Are you 15?

- a I'm watching TV.
b Yes, I love languages.
c I'm from Italy.
d It depends on the day.
e No, I'm 16.
f I love playing video games.

- 4 **SPEAKING** In pairs. Ask the questions in Ex. 3 and answer about you.

A *What time do you get up?*

B *I get up at seven o'clock.*

- 5 Read the questions below. Which answer a–f in Ex. 3 do they reply to?

- 0 d What time do you go to bed?
1 ___ Do you live in Rome?
2 ___ What's your favourite TV programme?
3 ___ When is your birthday?
4 ___ What languages do you speak?
5 ___ Me too. Are you really good at any video games?

- 6 **SPEAKING** In pairs. Ask the questions in Ex. 5 and answer about you.

A *What time do you go to bed?*

B *It's usually about ten o'clock.*



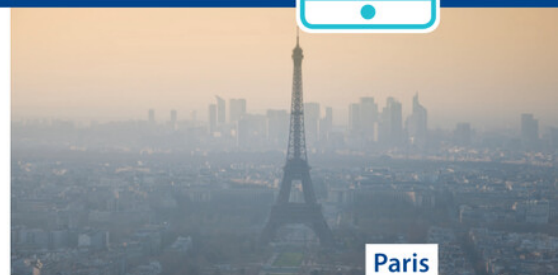
Cape Town



New York



London



Paris



Seville

GRAMMAR

Present simple vs Present continuous

RULE:

We use the **Present simple** for routines and facts that are always true.

*We usually **play** football on Sunday afternoons.*

We use the **Present continuous** for actions in progress at or around the time of speaking.

*I'm **watching** that programme!*

We don't usually use the **Present continuous** with stative verbs (*know, understand, believe, like, etc.*) or with verbs of perception (*look, sound, smell, taste*).

*I quite **like** school.*

NOT *I'm quite liking school.*

*Pizza **tastes** good.*

NOT *Pizza is tasting good.*

► workbook page 172

7 ★☆☆ Look back at the email on page 6.

- 1 Circle the verbs in the Present simple.
- 2 Underline the verbs in the Present continuous.

8 ★★☆☆ Write the verbs in the correct form: Present simple or Present continuous.

- 0 Alex has got (have got) two brothers.
- 1 Patricia _____ (come) from Peru.
- 2 Alex usually _____ (do) a lot of homework.
- 3 Alex _____ (write) an email at the moment.
- 4 He _____ (not listen) to music now.
- 5 Alex's brothers sometimes _____ (annoy) him.
- 6 Alex _____ (not know) much about Patricia.

Families

9 Look at the family words. Complete the pairs.

- 1 mother and _____
- 2 brother and _____
- 3 aunt and _____
- 4 grandma and _____
- 5 husband and _____
- 6 niece and _____



10 W.01 Listen to Alex talking to Patricia on Skype. How are these people related to Alex?

- | | |
|------------------|----------------|
| 1 Peter _____ | 6 Mary _____ |
| 2 Lawrence _____ | 7 Hemi _____ |
| 3 Lynne _____ | 8 Claire _____ |
| 4 Steve _____ | 9 Becca _____ |
| 5 Tony _____ | 10 Harry _____ |

11 SPEAKING In pairs. Ask each other about your families.

- A *Have you got any cousins?*
B *Yes, I've got ten cousins.*

The weather

12 What kind of weather do you love, like or hate? Complete the faces with 😊, 😐 or ☹️.

- | | | | | | |
|--------------------------------|--------------------------|-----------------------------|--------------------------|------------------------------|--------------------------|
| <input type="radio"/> sunny | <input type="checkbox"/> | <input type="radio"/> wet | <input type="checkbox"/> | <input type="radio"/> cloudy | <input type="checkbox"/> |
| <input type="radio"/> warm | <input type="checkbox"/> | <input type="radio"/> cold | <input type="checkbox"/> | <input type="radio"/> windy | <input type="checkbox"/> |
| <input type="radio"/> humid | <input type="checkbox"/> | <input type="radio"/> rainy | <input type="checkbox"/> | <input type="radio"/> dry | <input type="checkbox"/> |
| <input type="radio"/> freezing | <input type="checkbox"/> | <input type="radio"/> hot | <input type="checkbox"/> | <input type="radio"/> foggy | <input type="checkbox"/> |

13 SPEAKING In pairs. Tell your partner about your weather preferences in Ex. 12.

I love rainy weather.

14 W.02 Listen to the weather forecast for the UK. Tick (✓) the weather words in Ex. 12 that you hear.

15 SPEAKING In pairs. Look at the photos. Ask and answer questions about the weather in the places.

- A *What's the weather like in New York?*
B *It's freezing!*

B EXPERIENCES

Meeting people

1 Put the dialogue in the correct order.



- ☐ A Really! Where? When?
- ☐ A What book was it?
- ☐ A Did you get one?
- ☒ A Have you ever met a famous person?
- ☐ A Did you go into the restaurant to speak with him?
- ☐ B It was my English course book, believe it or not. I had it with me to help me with my English.
- ☐ B Well, I realised that I didn't have my phone with me, so he signed a book that I was carrying.
- ☐ B It was last summer. We were on holiday in LA. We were walking out of a restaurant when he walked in.
- ☐ B Yes, I did. I asked him for a selfie.
- ☐ B Yes, I have. John Green.

2 W.03 Listen and check your answers.

3 **SPEAKING** In pairs. Practise the conversation. Change the names, places and other details.

4 Find examples of the following in Ex. 1. Write in your notebook:

- 1 a Past simple positive verb
- 2 a Past simple negative verb
- 3 a Past simple question
- 4 a Past simple short answer
- 5 a Past continuous sentence
- 6 a Present perfect question with ever
- 7 a Present perfect short answer

GRAMMAR

Past simple vs Present perfect

RULE:

We use the **Past simple** for finished past events:

*I **asked** him for a selfie.*

*I **didn't have** my phone with me.*

We use the **Present perfect**:

– for events and situations any time until now:

***Have you ever been** to the US?*

– for past experiences any time until now:

*I **have never lost** my suitcase at an airport.*

► workbook page 173

5 ★★☆☆ Complete the story with the Past simple forms of the verbs below.

be | feel | meet | not ask | not know
not speak | run | see | take

I ⁰ met a famous person once – well,

I ¹ _____ to her, I just ² _____ her.

We ³ _____ at an airport when we noticed a group of photographers. There was obviously a celebrity there but we ⁴ _____ who it was.

My sister and I ⁵ _____ over to see. It was the writer Suzanne Collins. I ⁶ _____ her for her autograph because I ⁷ _____ a bit embarrassed, but my sister ⁸ _____ a photo of her.

6 ★★☆☆ Write the irregular past participles of these verbs in your notebook.

drink | eat | lose | make | read
run | see | think | wear | win

7 ★★☆☆ Complete the questions with logical past participles.

0 Who's the most famous person you've ever seen ?

1 What's the strangest food you've ever _____ ?

2 What's the best book you've ever _____ ?

3 What's the most expensive thing you've ever _____ and never found again?

4 What's the best prize you've ever _____ ?

5 What are the funniest clothes you've _____ ?

6 What's the longest distance you've ever _____ ?

8 ★★★★★ Write personal answers to the questions in Ex. 7 in your notebook.

9 ★★★★★ **SPEAKING** In small groups. Choose a question from Ex. 7 and write two more specific questions with the Past simple. Ask the others your three questions.

Who's the most famous person you've ever seen?

Where did you see him/her?

Did you say anything to him/her?

Losing things

10 Read Liam's story. What was in the container?

People often complain about airline companies losing their suitcases when they fly. It's never happened to me, but something a lot worse happened to my family.

About ten years ago my mum got a job teaching at a university in Thailand. At first, she only went for six months, but she really liked it and agreed to stay longer, so we all went to live with her. We had a great time, but last year my parents decided that they wanted to return to the UK. Because we'd been there so long, we had loads of things we wanted to take back with us – all the furniture from our house, in fact.

So, Mum and Dad went to a shipping company and arranged to take everything back in one of those big containers that you see on ships. The company packed everything into it: the armchairs and sofas, the TV, wardrobes, desks, even all the rugs and curtains. Our whole house was inside that big green metal box.

We flew back to the UK and waited for the container to arrive. About ten weeks later, we were having breakfast one morning when a big lorry arrived outside our house. On the back was a big green metal box. We were so excited. The men opened the container and started to take out our things. But they weren't our things. The container was full of gym equipment. It was the wrong one. We were so upset.

But the story has a happy ending. The men took the container and gym equipment away and about two months ago our things finally arrived.















11 Read Liam's story again and answer the questions in your notebook. Use Past simple verbs.

- 1 When did Liam's mum start her job in Thailand?
- 2 When did the family move to Thailand?
- 3 How long did they stay there?
- 4 When did they decide to move back to the UK?
- 5 How long after they got back to the UK did the first container arrive?
- 6 When did the correct container finally arrive?

Furniture

12 Write the names of the furniture under photos 1–12. Then tick (✓) the items Liam mentions in Ex. 10.

1 	2 
3 	4 
5 	6 
7 	8 
9 	10 
11 	12 

13 SPEAKING In small groups. Imagine your family is moving to the other side of the world. Which five items from your bedroom or house do you want to take with you?

14 WRITE Write a short story in your notebook about something you lost. Include the answers to these questions.

- What was it?
- When did it happen?
- Where did you lose it?
- What did you do?
- How did you feel?
- Did you find it? If so, when and where?



Katy
katy@thinkmail.com

Party

Hi Lucy,

I was really happy to get your text saying that you're coming to visit us at the end of the month. I'm very excited and you're going to be here at just the right time! On the 29th our town is having its special weekend gala. There is one every year. What's a gala? Well, it's like a party but with sports and other events, too. There are lots of different activities. We're going to join in, so I hope you're ready for some fun!

It all starts on Saturday. There's an opening ceremony in the morning and after lunch, there are things for kids – like races and games. And at 5 o'clock, there's a football match – we're playing against a team from another town. Then in the evening, there's dancing in the town square. A famous DJ is playing the music! (I can't say who yet – it's a secret!)

On Sunday morning, there's a charity run – it's about five kilometres. It starts at the town hall and goes past the school and down the High Street to the park, where it finishes. And guess what? I'm running in the race! (Would you like to run, too? I think we can get you in – let me know ASAP, OK?) And on Sunday afternoon, there's a big street party with games and food. It's going to be great. The only problem is the weather forecast says it's going to rain, so I'm going to wear my raincoat.

We're looking forward to seeing you here. Oh, I almost forgot! On Sunday evening, we're having a party at our place for my dad's 50th birthday! We're going to make it a really special party. Please say you don't have to leave on Sunday evening!

Anyway, let me know more about your plans. When are you arriving on Friday?

See you soon,

Katy

C LOOKING AHEAD

Plans and arrangements

1 Read the email. Match the times 1–5 and the events a–f in Katy's email.

- | | |
|-----------------------------|------------------------|
| 0 <u>c</u> Saturday morning | a sports events |
| 1 ___ Saturday afternoon | b party for Katy's dad |
| 2 ___ Saturday evening | c opening ceremony |
| 3 ___ Sunday morning | d dancing |
| 4 ___ Sunday afternoon | e charity run |
| 5 ___ Sunday evening | f street party |

GRAMMAR

Future tenses

RULE: We use the **Present continuous** for future arrangements with provisions (tickets, appointments, invitations, etc.).

*On Sunday evening, we're **having** a party.*

We use **be going to + verb** for future intentions.

*We're **going to join in**!*

► workbook page 175

2 ★☆☆ Do the verbs express arrangements (A) or intentions (I)?

- 0 I We're going to join in.
1 ___ A famous DJ is playing the music!
2 ___ I'm running in the race!
3 ___ I'm going to wear my raincoat.
4 ___ On Sunday evening, we're having a party at our place for my dad's 50th birthday!
5 ___ We're going to make it a really special party.

3 ★★☆☆ Find other examples of the Present continuous for arrangements (A) and *be going to* for intentions (I) in Katy's email. List them in your notebook and mark them with an A or an I.

4 ★★★ **SPEAKING** In pairs. Ask and answer questions about your arrangements and intentions for next weekend.

- A *What are you doing on Saturday morning?*
B *I'm going running. / I'm going to sleep late!*

Travel plans

5 Complete the sentences with *be going to* and the verbs below.

buy | get up | not visit | take | try | visit

- We don't like flying so we 're going to take a boat.
- I want to go to Dublin. I _____ my ticket online.
- My train leaves at 5.00, so I _____ very early tomorrow.
- We'll only be in Madrid for one day, so we _____ any museums.
- When we're in Birmingham, we _____ my cousins.
- We love Italian food, so we _____ all the best restaurants in Rome!



Present simple for future events

We use the **Present simple** for timetables and scheduled future events.

The train **leaves** at 5 pm. The concert **starts** at 8 pm.

6 Complete the sentences with the correct future form of the verbs: Present continuous, *be going to* or Present simple.

- Sorry, I 'm going to be (be) late.
- The bus _____ (leave) at 2 pm, so go now!
- Tomorrow I _____ (fly) to Paris on holiday.
- I _____ (take) a shower after golf.
- Finish your homework – the film _____ (start) in ten minutes!
- How many bands _____ (play) tonight?

7 Put the dialogue in the correct order. Then listen and check your answers.

- ☐ A Great idea. OK, see you soon. We're going to have a lot of fun this weekend!
- ☐ A Ah, OK, 3.15 is difficult for me. Is it OK if I don't meet you at the station?
- ☒ 1 A Hey, Connor. What time are you arriving on Saturday?
- ☐ A Well, sometimes the train's late. If it's late, I'll meet you.
- ☐ B OK. As soon as the train leaves Liverpool, I'll send you a text message.
- ☐ B 3.15 – I'm going to catch the two o'clock train from Liverpool.
- ☐ B I know. It's going to be great!
- ☐ B Of course. I can walk. No problem.

8 Imagine you can go on a holiday to wherever you want, any time you want. Make notes about your plans:

- where you're going to go and who with
- how long you're going to stay and where
- what you're going to do and eat
- what time of year you're going to go

9 SPEAKING In pairs. Ask and answer questions about the holiday you planned in Ex. 9.

A *Where are you going to go on holiday?*

B *Thailand. I'm going to stay in a hotel on the beach.*

10 Write the travel verbs below with the correct images 1–5.

catch | drive | fly | miss | ride | take



0 take a taxi



1 _____ the train



2 _____ a car



3 _____ the underground



4 _____ in a plane



5 _____ a bike

1

A QUESTION OF SPORT

OBJECTIVES

GRAMMAR

Past continuous
Past continuous
and Past simple
Defining relative clauses
Past simple vs
Past continuous

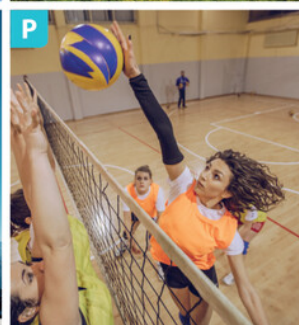
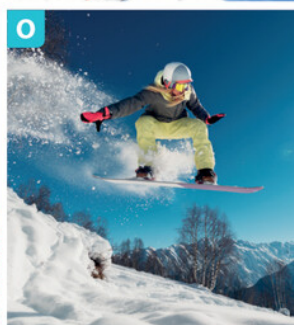
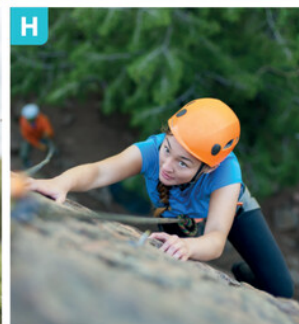
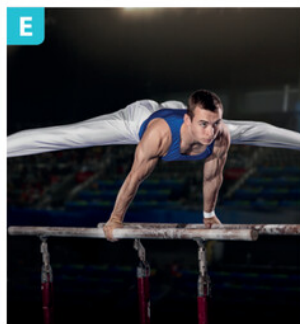
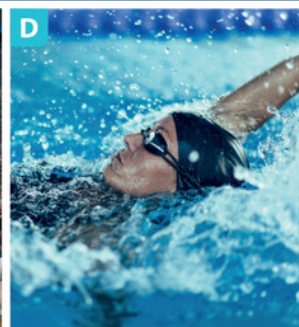
VOCABULARY

Sports
Expansion: Association

FUNCTIONS

Talking about feelings
Role Play:
Sport preferences

VIDEO



VOCABULARY

Sports

- 1 1.01 Match photos A–P with sports 1–16.
Then listen, check and repeat.

- | | | | |
|---------------------|-----|---------------------|-----|
| 1 ___ athletics | ___ | 9 ___ sailing | ___ |
| 2 ___ basketball | ___ | 10 ___ scuba diving | ___ |
| 3 ___ football | ___ | 11 ___ skiing | ___ |
| 4 ___ golf | ___ | 12 ___ snowboarding | ___ |
| 5 ___ gymnastics | ___ | 13 ___ swimming | ___ |
| 6 ___ horse racing | ___ | 14 ___ tennis | ___ |
| 7 ___ rugby | ___ | 15 ___ volleyball | ___ |
| 8 ___ rock climbing | ___ | 16 ___ windsurfing | ___ |

- 2 **SPEAKING** Which sport(s) in Ex. 1 do the things below refer to?

ball | bars | match | net
race | rider | track | water

- 3 **SPEAKING** What other sports do the things refer to?

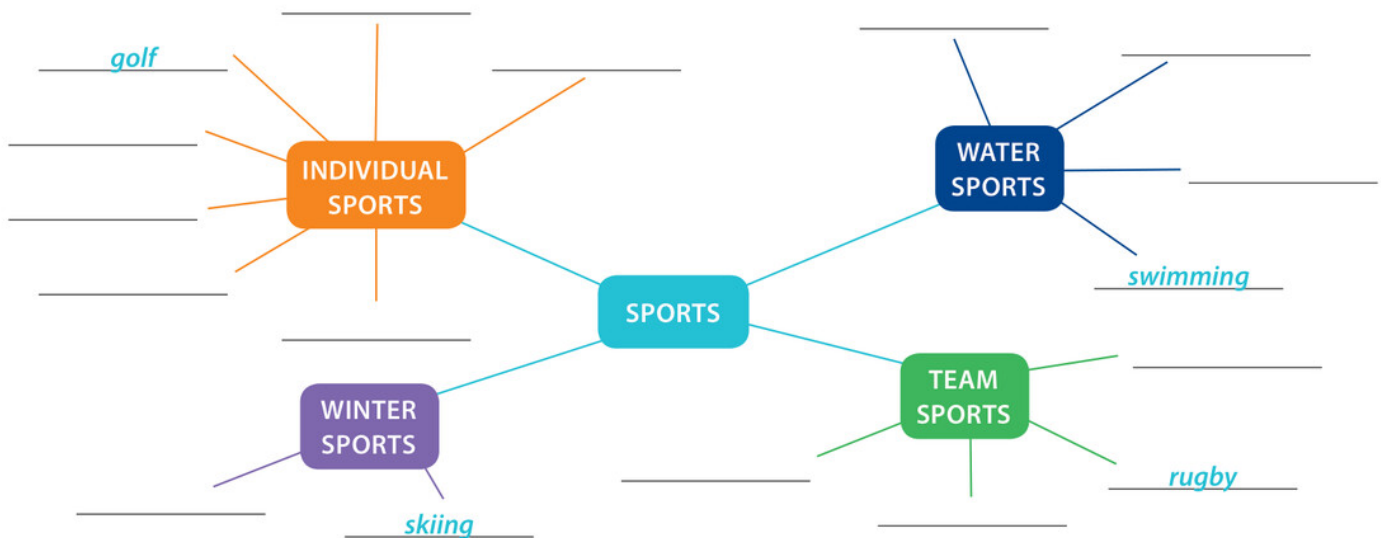
You use a ball in...

- 4 Which sports are popular in your country? Which ones do you like? Write P (popular) and / or L (like) next to each sport in Ex. 1.

- 5 **SPEAKING** In pairs. Discuss your ideas in Ex. 4.

A *Basketball is popular here, but I don't like it very much.*

B *I like tennis and it's very popular here.*



6 Write the sports in Ex. 1 in the mind map above. Some sports go in more than one category.



Sports verbs

We use different verbs for different kinds of sports:

- *play* + team sports (e.g. *football*);
- *go* + verb + *-ing* with distance sports (e.g. *running*);
- *do* + individual activities (e.g. *athletics*).

7 Complete the table with the sports in Ex. 1.

play	go	do
<i>basketball</i>	<i>running</i>	<i>athletics</i>

8 **SPEAKING** In groups. Answer the questions about the sports in Ex. 1.

Which sports...

- are team sports?
- are dangerous?
- are water sports?
- are in the Winter Olympics?
- are expensive?
- are difficult to play or do?

Vocabulary Expansion

Association

A good way to expand your vocabulary when you learn a new word is to find other words associated with it.

- Copy the table below and add four sports from Ex. 1. Can you add words for *person*, *place* or *equipment*?

sport	person	place	equipment
<i>tennis</i>	<i>tennis player</i>	<i>court</i>	<i>racket, net, tennis ball</i>
<i>skiing</i>	<i>skier</i>	<i>slope / piste</i>	<i>skis, poles, helmet, mask</i>

- Use your dictionary to check your ideas.

9 Answer the questions in your notebook.

- Four of the sports in Ex. 1 have got players and a team. Which ones are they?
- Nine of the sports in Ex. 1 add *-er* or *-or* for the people who do them. Which ones are they?
- What do we call someone who does gymnastics?

GET THINKING



10 **SPEAKING** Watch the video and answer the questions. Then discuss with the class.

- How are sports similar to life in general?
- Why are sports good for us (three reasons)?
- What do sports teach us?



THE WORLD'S GREATEST SPORTING ACHIEVEMENTS

The world of sport is full of wonderful moments. Here are our top three.

★ The triple double

The starting gun went off. Suddenly, eight athletes were flying down the track in Rio de Janeiro's Olympic Stadium. Less than 20 seconds later the race was over. Usain Bolt was walking around the stadium with the Jamaican flag over his shoulders – he was a double Olympic champion... again! Four years earlier, at the 2012 London Olympics, he became the first man to win a gold medal in both the 100m and 200m sprint at a second Olympic Games (he won them both at the 2008 Beijing Olympics, too). In Rio, he did it for a third time. As well as his eight Olympic gold medals (he won the other two in relay races with other teammates), Bolt also won 11 world championships and currently holds the world record for the 100m and 200m. He is one of the greatest sprinters in history.



★ The perfect ten

Everyone was looking at 15-year-old Romanian gymnast Nadia Comaneci as she left the bars, flew through the air and landed perfectly on the ground. She turned round. The crowd was cheering. Everyone was waiting nervously for the judges' score. Then it came. The scoreboard was showing '1.00'. The crowd was confused. But then the organisers explained. The makers of the scoreboards thought it was impossible to get a perfect score of 10. The boards were not able to show '10.00'.

So, on July 18th 1976, at the Montreal Olympics, Nadia made history when she became the first gymnast ever to get a perfect ten. She got six more 'perfect scores' at the games and won three gold medals, making her one of the best athletes in her sport of all time.

★ The four-minute mile

It was the final lap. Roger Bannister was running fast, but could he really become the first person to run a mile in under four minutes? A minute later, he was lying exhausted on the ground. Then, there was an announcement of his time: '3 minutes, 59.4 seconds.' The crowd went crazy. Before May 6th 1954, experts said that a four-minute mile was impossible to run. Roger showed them that they were wrong. He planned to stop running after the 1952 Summer Olympics, but there he only came in fourth place. Without a medal, Roger wanted to show how good he was. In 1954, he did exactly that.



READING

1 **SPEAKING** Look at the photos. Which sports are the stories about?

2 **1.02** Read and listen to the article and check.

Reading Strategy

Using text structure to understand general idea

Identify how the text is organised. Try to understand if there is a hierarchy among the sections. If you know this, it's easier to understand the main idea.

Use the strategy

3 **Decide how the article is organised using the strategy. Then choose the main idea of the article a–c.**

- a These are the three greatest sports.
- b These are the three greatest athletes of all time.
- c These are the three most memorable episodes in sports history.

4 Read the article again. Are the sentences T (true) or F (false)? Correct the false ones in your notebook.

- 1 ___ Usain Bolt won both the 100m and 200m gold medals at three Olympic Games.
- 2 ___ Bolt won all his gold medals alone.
- 3 ___ Bolt was world champion 11 times.
- 4 ___ Nadia Comaneci was 16 years old when she got the perfect score.
- 5 ___ The scoreboard didn't show Comaneci's score correctly.
- 6 ___ Comaneci scored 10.00 six times at the Montreal Olympics.
- 7 ___ Some people thought it was impossible to run a mile in four minutes.
- 8 ___ Roger Bannister did not win a medal at the 1952 Olympic Games.

Personal Competence

Trying, winning and losing

5 Think about these sentences. Which do you agree with most?

- 1 When you play sport, you should always try your hardest.
- 2 Having fun is more important than winning.
- 3 No one remembers the person who finishes second.
- 4 Getting physical exercise is more important than winning trophies.
- 5 Sport is the most important thing in life.

6 **SPEAKING** In pairs. Compare your ideas with a partner.

I agree with number 1 the most. What about you?

Cultural Competence

Different countries, different sports

7 **SPEAKING** In pairs. What do you think the most popular sport is in these countries? Write down your ideas. Then check them on the internet. What surprised you?

Australia | Canada | India | United States



TOWARDS INVALSI

8 **SPEAKING** In pairs. Where do you find out about sports news?

Listening Strategy

Recognising important information from word stress

Listen for the words with emphasis. They will give the important information, especially when the information is new or a surprise.

Use the strategy

9 **SPEAKING** 1.03 Read and listen to the sentences. Underline the words the speaker emphasises.

0 Ireland beat France in Paris yesterday.

- 1 The England vs Wales match starts at 8 pm this evening.
- 2 Bad news, I'm afraid, for the British team today.
- 3 In the men's downhill, the Canadian Jake Logan...
- 4 ... one of the USA's top athletes, Jessica Thompson...
- 5 And finally, some news for all you skateboarders.

Listening Practice

10 **SPEAKING** 1.04 Listen to a radio sports news programme. While listening answer the questions (1–5) below. Write a maximum of four words. Write your answers in the boxes. The first one (0) has been done for you. You will hear the recording twice. You will have one minute at the end of the second listening to complete your answers. You now have one minute to read the questions.

0	Which rugby match was in progress at the time of the programme?
1	How was Jenny Minton playing?
2	Why was there no snowboarding yesterday?
3	What did the winner of the men's downhill race do?
4	When did Jessica Thompson's accident happen?
5	Which sport is new to the Olympic Games?

0	Scotland and Italy
1	
2	
3	
4	
5	

GRAMMAR

Past continuous

RULE: We use the **Past continuous** for actions in progress at a specific time in the past.

Positive	Negative
I / He / She / It was working.	I / He / She / It wasn't (was not) working.
We / You were working.	We / You weren't (were not) working.
Questions	Short answers
Was I / he / she / it working?	Yes, I / he / she / it was. No, I / he / she / it wasn't (was not).
Were we / you working?	Yes, we / you were. No, we / you weren't (were not).

▶ workbook page 178

- 1 ★☆☆ Complete the sentences from the article on page 14 with the correct form of the verbs below.

cheer | fly | lie | run

- Eight athletes _____ down the track.
- The crowd _____.
- Roger Bannister _____ fast.
- A minute later, he _____ exhausted on the ground.

- 2 ★☆☆ Find and write four more examples of the **Past continuous** from the article on page 14.

- _____
- _____
- _____
- _____

- 3 ★★☆☆ Yesterday the PE teacher was late. What were the students doing when he got there? Complete the sentences with the correct **Past continuous** form of the verbs.

- Lucy _____ *was talking* (talk) on her phone.
- Daniel and Sophie _____ (play) basketball.
- Samuel _____ (read) a book.
- Ken and Sarah _____ (climb) up the ropes.
- Lisa _____ (not think) about sports. She _____ (dream) about a day on the beach.
- Andy and Matt _____ (not do) any sports. They _____ (look) at photos on Andy's tablet.

- 4 ★★★ Complete the dialogues with the **Past continuous** form of the verbs.

- A What _____ (you / do) yesterday when we phoned you?

B I _____ (wait) for my mum in town. It was horrible because it _____ (rain)!
- A Why didn't you answer when I phoned you?

B I _____ (cook) my lunch.
- A Was it a good game yesterday?

B Well, the beginning was fine. We _____ (play) well and we _____ (win). But then they scored four goals!
- A _____ (you / watch) TV when I called last night?

B No, I wasn't. I _____ (read) a magazine.

- 5 ★★★ **SPEAKING** In pairs. Ask and answer questions about your actions in progress in the moments below. Answer with the **Past continuous**.

- last Sunday at 6 pm
- at this time yesterday
- this morning at 7 am
- 12 hours ago
- two hours ago
- half an hour ago

- A *What were you doing last Sunday at 6 pm?*
B *I'm not sure. I think I was walking in town with my friends.*

Past continuous and Past simple

RULE: We can describe a past interruption with the **Past continuous** for the action in progress in the past and the **Past simple** for the interruption. We combine the two with **while** before the **Past continuous** or **when** before the **Past simple**.

▶ workbook page 178

- 6 ★☆☆ Look at the diagram. Which part shows the action in progress in the past? Which part shows the interruption?

I was skateboarding down the road
when I saw my best friend.

- 7 ★☆☆ Read the two parts of the sentences below. Indicate if the parts use **Past simple (PS)** or **Past continuous (PC)** verbs.

- While I was playing tennis, PC it started raining. PS
- Were you sleeping _____ when I called? _____
- When we arrived, _____ everyone was sleeping. _____
- What were you doing _____ when I saw you? _____
- Shona wasn't watching me _____ when I fell. _____

8 ★★☆☆ Complete the sentences. Use the Past continuous or Past simple form of the verbs.

- 0 While he was running (run), he felt felt (feel) a pain in his leg.
- 1 The ball _____ (hit) me while I _____ (watch) a bird.
- 2 Jenny _____ (sail) when she _____ (see) some dolphins.
- 3 He _____ (chase) the ball when he _____ (fall) over.
- 4 When I _____ (look) outside, it _____ (snow).

9 ★★☆☆ SPEAKING In pairs. Ask and answer about actions in progress when the events below happened.

- you finished dinner yesterday
- you arrived at school
- you went to bed last night
- your phone rang
- you got up this morning
- this lesson began

A *What was happening when you finished dinner yesterday?*

B *My sister was playing video games.*

Defining relative clauses

RULE: We use defining relative clauses to give essential information about the person, thing, place or time we are talking about. We use different relative pronouns for people, things, places, time and possession. We don't use commas before or after defining relative clauses.

Person	She's the girl who / that plays tennis with me.
Thing	I like the uniform which / that my team wear.
Place	This is the gym where we train.
Time	I remember when Manchester United was top of the league.
Possession	That's the rider whose horse won the race.

▶ workbook page 178

10 ★★☆☆ Complete the sentences with the correct relative pronoun.

- 0 I know a boy who can speak four languages.
- 1 That's the park _____ we usually play volleyball.
- 2 The goal _____ you scored was brilliant!
- 3 I remember _____ we didn't play on the same team.
- 4 The woman _____ won the race is Kyle's sister.
- 5 That's the man _____ dog fell into the swimming pool.
- 6 Are those the skis _____ Alicia gave you?

LISTENING

- 11 1.05 We asked five teenagers: 'How do you feel about sport?' Listen and draw the correct emoji for each sport they mention.

	Gemma	Andy	Tracey	Paul	Ryan
football					
swimming					
running					
skateboarding					
gymnastics					
skiing					
tennis					

really like



it's OK



don't like



- 12 1.05 Listen again. Who expresses these ideas? Write the name.

- 1 I practise a lot. _____
- 2 I am not competitive. _____
- 3 I like doing things alone. _____
- 4 I'm learning another sport. _____
- 5 I can't do my sport at school. _____



LOOK

Similarity

You can use **like** to express similarity to another person or thing.

Sarah's like Greg. She loves tennis.

Your bike is like mine. They're both mountain bikes.

- 13 **SPEAKING** In pairs. Which of the five teenagers are you like? Tell your partner.

A *I'm like Ryan. I love all sports.*

B *I'm like Andy because I prefer individual sports.*

GRAMMAR REVISION



Sporting fails

Professional athletes need their bodies to be in excellent condition. They train hours every day to achieve this. Sometimes it only takes one small mistake to spoil all that hard work. In 2011, for example, French Golfer Thomas Levet won the French Open. He was so happy that he jumped in a lake and broke his leg. American skier Lindsey Vonn cut her hand badly while she was opening a glass bottle to celebrate winning at the 2009 World Championships.

We know you're not professionals, but we want you to tell us all about your silliest sporting accidents.

- 1** Last year, I was playing volleyball for my school team. I jumped up high and hit the ball really hard. At first, I thought it was a really good shot, but I soon found out it wasn't. The ball hit the post at the side of the net: then it hit me in the face and knocked me to the floor. I had a big purple bruise on my face and I couldn't play the rest of the game.

Liam

Like Comment share

- 2** When I was 13, I played for the school rugby team and we won the schools championship. A few days later, there was a big celebration at school. All the students were there to watch as we walked on to the stage to get medals from the headmistress. I got my medal, but when I was leaving the stage, I tripped and fell down the steps! Luckily, I wasn't hurt but I was really, really embarrassed.

Connor

Like Comment share

- 3** A few days ago, I was skateboarding down my road when I saw my best friend. I shouted to him and started waving. While I was waving, I rode into a lamppost and fell off. My leg was hurting really badly and I couldn't move. After ten minutes, my friend called an ambulance. Finally, they took me to hospital. The doctor there told me my leg was broken. Now I can't skateboard for at least six months and I have to miss the local championships.

Eve

Like Comment share



READING

- Look at the photos. What do you think is happening in each one?
- 1.06 Read and listen to the social media post and match comments 1–3 with photos A–C.
- Read the post and comments again. Answer the questions.
 - Why did the golfer jump into a lake?
 - How did the skier cut her hand?
 - After Liam hit the ball, what did it do?
 - What was Connor doing when he fell?
 - Why can't Eve skateboard for the next six months?

Social Competence

Empathy



- Answer the questions about comments 1–3.
 - Which comment mentions how the person felt?
 - How do you think the other people felt?
 - How do you think people reacted to Liam, Connor and Eve's accidents?
 - If people laughed, how do you think Liam, Connor and Eve felt?
- SPEAKING** In pairs. Have you had a similar experience? How did you feel? What's the best thing to do when other people have accidents? Why?

GRAMMAR

Past simple vs Past continuous

RULE: In stories, we normally use the **Past simple** for the main events. We describe the situation at the time of the story with the **Past continuous**.

▶ workbook page 179

- 6 ★★☆☆ Complete the story with the Past simple or Past continuous form of the verbs.

WINDSURFING IN GOOD COMPANY



It was a sunny day in October. The wind
0 was becoming (become) stronger and the
waves 1 _____ (grow). My friends
were busy, so I 2 _____ (decide)
to go windsurfing alone.

The conditions were perfect, so I
3 _____ (go) far from the coast for
big waves. I 4 _____ (hear) a strange
sound and I 5 _____ (see) a fountain
coming up from the water. It was a whale!
I almost 6 _____ (fall) off my board.
Three whales 7 _____ (pass) and
then they were gone. It was fantastic but I was
afraid. I 8 _____ (return) to the beach
because I 9 _____ (shake)!

LOOK!

Adverbs of sequence

- 7 Complete the story with the adverbs of sequence below.

after | at first | finally | then



1 _____, I was very nervous.
2 _____ the starter fired
the gun.



3 _____ ten seconds,
I crossed the finish line and won!
I was the world champion!



4 _____, the photographers
took photos of me.
5 _____ an hour, they gave
me the gold medal.



6 _____, I woke up. It was
all just a dream!

FUNCTIONS

Talking about feelings

- 8 You are going to answer the question: 'How do you feel about sport?' List some sports you want to talk about on a piece of paper with your name.

Andrew: *running, football, swimming, surfing...*

- 9 What's your general opinion of each sport? Mark them ✓ for positive opinions and ✗ for negative ones.

Andrew: *running ✗, football ✗, swimming ✓, surfing ✓*

- 10 Think about why you put ✓ or ✗. Look at the examples below. Use these words and / or other words you know.

Andrew: *running ✗ boring, football ✗ team sport, swimming ✓ fun, surfing ✓ difficult but fun*

- 11 **ROLE PLAY** Sport preferences. In small groups. Exchange your pieces of paper with your sport preferences. In turn, the other students ask you the question: 'How do you feel about sport?' Answer for the person on your paper. The other students try to guess who you are.

A *How do you feel about sport?*

B *I don't like running but swimming is fun and I love surfing. Who am I?*

C *Are you Simon?*

B *Yes, I am!*

PRONUNCIATION

Strong and weak forms of was and were

- 12 **1.07** Listen to the dialogue.

Girl Was she shopping?

Boy Yes, she was. She was shopping for socks.

Girl Were they doing their homework?

Boy No, they weren't. They were learning to surf!

- 13 Say the words with the / ɒ / sound. Now say the words with the / ɔː / sound. When was and were aren't stressed, we use the / ə / sound. It's the same as / ɔː / but shorter.

- 14 **1.08** **SPEAKING** Listen and repeat. Then practise with a partner.

- 15 **SPEAKING** In pairs. Ask and answer questions about yesterday. Was and were aren't stressed in the questions, but they're stressed in the answers.

Where were you yesterday at...?

6 am | 10.30 am | 1 pm | 7 pm | 11 pm

SKILLS AND CULTURE

READING AND LISTENING

1 **SPEAKING** Look at the photos and say what you think the article is about. Where can you see the following things?

- people climbing
- camels
- a net
- a chess board

2 **1.09** Read and listen to the article. Match sports 1–4 with photos A–D.

3 Read the article again and answer the questions in your notebook.

Why...

- 1 do thousands of people go to Cheung Chau every year?
- 2 do people climb the metal mountain?
- 3 do camel owners drive beside the camels and shout?
- 4 did Filip Eyckmans create bossaball?
- 5 is bossaball exciting to watch?
- 6 are there one-minute pauses in chess boxing?



The wonderful WORLD OF SPORT

Sports such as football, tennis and golf are popular all over the world with millions of people playing them or watching them on TV. But there are also many unusual sports that are not so well known. Here are four interesting examples.

1 ☐

Every year, on a small Chinese island, thousands of people arrive to celebrate a very special event: the Cheung Chau **bun** festival. The highlight of the festival is a **race** to the top of a very strange mountain. The mountain is made of metal and covered with a type of traditional Chinese bun. Spectators watch as three teams compete to see how many buns they can take from the mountain. The climb can be quite dangerous and people who want to **take part** must take a special training course.

2 ☐

Camel racing is a popular sport in many countries around the world, including Mongolia and Australia. But it is especially popular in the Middle East and each year, from late October to early April, many big races **take place** in countries such as the United Arab Emirates. As many as 70 camels race along sandy desert tracks for up to 16 km. The owners of the camels drive by the side of the animals shouting at them to run faster and **cross** the finish line before the others.

3 ☐

Bossaball is a very modern sport that was first played in 2005. It started in Spain but it was the idea of a Belgian man called Filip Eyckmans. He wanted to create a sport that mixed together football, gymnastics, volleyball and the Brazilian music of bossa nova. There are two trampolines with a net between them. The idea is for one team to hit the ball over the net and the other team to try and hit it back. The trampolines let the players jump very high, making the sport very exciting to watch. The sport is already popular in many countries around the world including Brazil, Mexico, Turkey, Singapore and Saudi Arabia.

4 ☐

Chess boxing was the invention of Dutch artist Iepe Rubingh. His original idea was to create a piece of performance art, but it was so popular that it soon became a sport played in countries all over the world. The game is quite simple. Two **contestants** compete against each other at chess and boxing. Each round of chess is followed by a round of boxing with a **break** of a minute between each round to give the players time to put on or take off their gloves. The first person to win either the chess match or the boxing match wins the game.

4 Write the **words** in the article for the definitions 1–6.

- | | |
|----------------------------------|------------------|
| 0 participate in an activity | <u>take part</u> |
| 1 people who try to win | _____ |
| 2 a pause | _____ |
| 3 happen | _____ |
| 4 a speed competition | _____ |
| 5 go from one side to the other | _____ |
| 6 a single-portion cake or bread | _____ |

SPEAKING

- 5 Are there any unusual sports in your country? How do people play? How do they win? Compare your ideas with others in the class.

CULTURE VIDEO



- 6 Watch the video and answer the questions. Then discuss with the class.

- What do people win at the Cooper's Hill race?
- Where do people practise caber tossing?
- How is football different at a high altitude?

WRITING

An article about a sporting event

- 7 **PREPARE** Read Joanna's article in a school magazine about an important sporting event. What do you know about it? Would you like to go there?

Writing Strategy

Using adjectives to make your writing more interesting

Use adjectives to describe the people, places, things and events you write about. This helps the reader to share your experience and makes your writing more fun to read.

- 8 Find these adjectives in the article. What does each word describe?

- | | |
|--------------------------|--------------------|
| 0 lucky <u>my family</u> | 3 quite easy _____ |
| 1 full _____ | 4 great _____ |
| 2 excited _____ | 5 fantastic _____ |



Sportsnews

- Last Saturday was the final of the women's singles at the Wimbledon Championships, obviously at the All England Club in Wimbledon. My family were lucky enough to get tickets in the lottery. When we got there, we went to the court and found our seats. Of course, the stadium was full and everyone was very excited. It was brilliant!
- At ten to two, the players came out: Venus Williams from the US and Garbiñe Muguruza from Spain. At first, I was sure Williams was going to win because she was a five-time Wimbledon champion, but as the match continued, it was clear that I was wrong. Both players played really well and after almost an hour, the exciting first set ended: 7–5 to Muguruza. Could 37-year-old Williams come back? No. She started to look tired and to play badly. The second set was quite easy for Muguruza and after 20 minutes, she won the set 6–0 and won the match. At the age of 23, she was the new Wimbledon champion. The crowd stood and clapped and cheered. And then Muguruza got the trophy.
- After the match, we looked around a bit and then went home. We had a great time. The match was very exciting and it was fantastic to see such a big sports event live.

- 9 **ANALYSE** Look at the three paragraphs of Joanna's article. Match the paragraphs with the contents.

- | | | |
|-------------|-------|-----------------------------|
| Paragraph 1 | _____ | a after the event |
| Paragraph 2 | _____ | b introduction to the event |
| Paragraph 3 | _____ | c details of the event |

- 10 **PLAN** Think of a sports event that you went to or would like to go to. Make notes about:

atmosphere | events | place | feelings | time

- 11 **WRITE** Write an article (about 120–150 words) about the sports event. Use Joanna's article and your notes. Include adjectives for more interest.

2

SMART LIFE

OBJECTIVES

GRAMMAR

have to / don't have to
should / shouldn't
mustn't vs don't have to

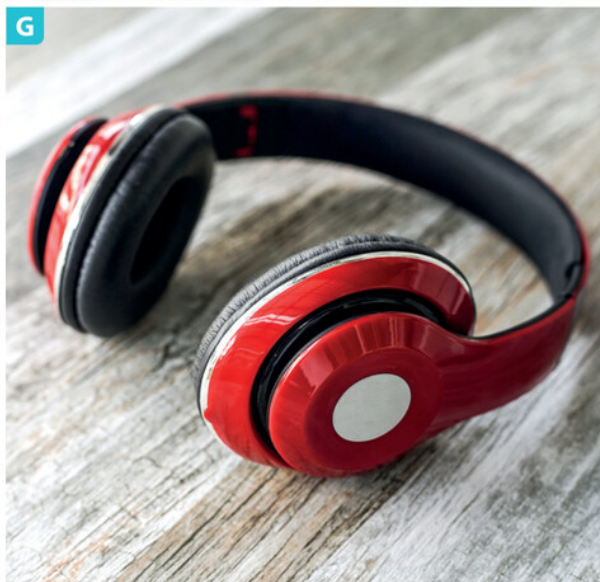
VOCABULARY

Gadgets and appliances
Expansion: Object name
compounds
Housework

FUNCTIONS

Asking for clarification
Role Play: Cleaning up
after the party

VIDEO



VOCABULARY

Gadgets and appliances

- 1 2.01 Match words 1–8 with photos A–H.
Then listen, check and repeat.

- | | |
|-----------------------|----------------------|
| 1 ___ coffee machine | 5 ___ headphones |
| 2 ___ docking station | 6 ___ remote control |
| 3 ___ games console | 7 ___ satnav |
| 4 ___ hair dryer | 8 ___ torch |

- 2 How important are these things for you?
Make a list 1–8 (1 = most important,
8 = not important at all).

- 3 **SPEAKING** In pairs. Compare your ideas and tell
your partner how often you use these things.

A *A... is the most important for me because...*

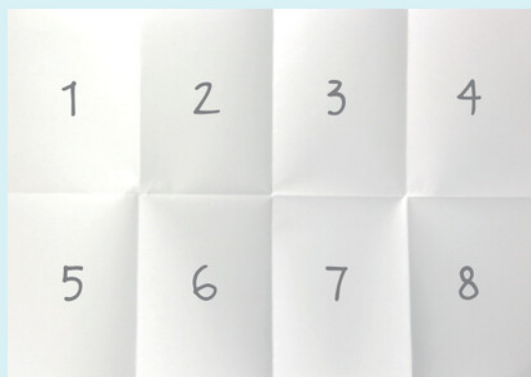
B *I use my... almost every day. What about you?*

A *I never use a...*



4 Use the instructions to create vocabulary cards.

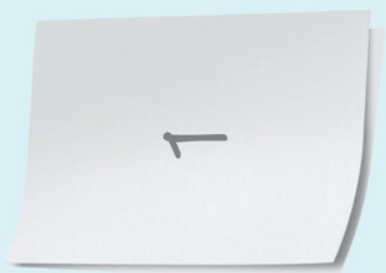
- 1 Fold a piece of A4 paper three times to divide it into eight parts. Number the parts 1–8.



- 2 Turn over the paper. Write a gadget or appliance in photos A–H in each part.



- 3 Cut the paper to create eight identical cards.



- 4 Put the cards on the desk with the number sides up. Follow the instructions in the Learn to learn competence box to play the vocabulary games.



Learn to learn Competence

Playing games to remember vocabulary

Remember them all! – in pairs

- Player A takes card 1 and then guesses the name of the gadget / appliance on the back. A reads the card. If the guess is correct, A gets one point. A puts the card back with the number up.
- Player B takes card 2 and knows that this card is different from 1, so it's easier to guess!
- A and B alternate and try to remember what was on the previous cards so they can guess correctly!

What am I? – in groups of four

- Each player takes a card.
- Player A 'is' the object on the card. The other students ask questions to guess the object but they cannot say the names of the objects. Player A can only answer 'yes' or 'no'.
Example: *Do I use you when I watch TV?*
- The player who guesses the object first gets one point. Each player answers questions for two objects. The student with the most points wins.

Vocabulary Expansion

Object name compounds

We create compound names for objects with three methods:

- 1 (adjective / descriptive noun) + (general noun)
- 2 (verb + *-ing*) + (general noun)
- 3 (object of verb) + (verb + *-er*)

Match the gadgets and appliances in Ex. 1 to the three methods. Can you think of another gadget or appliance for each method? Use your dictionary for help.

GET THINKING



- 5 **SPEAKING** Watch the video and answer the questions. Then discuss with the class.

- 1 Which two gadgets and appliances from Ex. 1 does the video show?
- 2 What's the problem with gadgets and appliances?
- 3 How can we resolve this problem?
- 4 Can you give any examples of 'upcycling' from the video?

This gel saves lives!

- 1 Ludwick Marishane, a young man from South Africa, was with his friends in Limpopo when they started talking about inventing something to put on your skin so you don't have to take a bath. Ludwick thought that this was a great idea. He used his mobile to do some research on the Internet and he found some shocking facts.
- 2 Millions of people around the world haven't got clean water. This is a huge problem because dirty water can create terrible illnesses. One of them is trachoma: thousands of people all over the world get trachoma every year. They wash their faces with dirty water, get an infection and sometimes become blind. To stop trachoma, people don't have to take expensive medication. They don't have to take pills. They don't have to have injections. They have to wash their faces with clean water. That's it.
- 3 Ludwick started thinking. He wanted to make something to help people in parts of the world where it's difficult to find clean water. He did more research on his mobile and he did more thinking. Ludwick had a plan. He wanted to make a gel for people to put on their skin so they don't have to take a bath. He wrote the formula for the gel on his mobile phone. When he was at university, he never stopped thinking about his invention. He started to talk to other people about it and three years later the dream came true. He made the gel and called it 'DryBath'. It looks like any other gel, but it isn't. This gel saves lives!
- 4 Ludwick Marishane is the winner of lots of prizes. People call him 'one of the brightest young men in the world'. He is very happy about his success. DryBath is helping people to be healthy and DryBath also helps to save water. That's important in many parts of the world where it's difficult to find clean water. Now he wants to invent other things and he wants to help other young people to become inventors, too.



READING

Reading Strategy

Scanning a text for specific information

If you need to find specific information in a text, identify the type of information you need (*who, what, when, where, how many, why*). Read the first sentence of each paragraph to locate the paragraph with that information. Then quickly read that paragraph for the answer to the question.

Use the strategy

- 1 The article contains information about 1–6. What type of information is it? Write *who, what, when, where, how many or why*.

- 1 _____ Ludwick's city
- 2 _____ the number of people with no clean water
- 3 _____ the cure for trachoma
- 4 _____ Ludwick's source of information
- 5 _____ the name of Ludwick's invention
- 6 _____ two benefits of Ludwick's invention

- 2 Which paragraph (1–4) contains the information for 1–6 in Ex. 1?

- | | | |
|---------|---------|---------|
| 1 _____ | 3 _____ | 5 _____ |
| 2 _____ | 4 _____ | 6 _____ |

- 3 Write the information in the article for 1–6 in Ex. 1.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

Reading Practice

- 4  2.02 Read and listen to the article. Are the sentences T (true) or F (false)? Correct the false ones in your notebook.

- 0 T Ludwick Marishane is from South Africa.
- 1 Ludwick used his laptop to do research.
- 2 Trachoma makes people blind.
- 3 Ludwick wanted to help people find water.
- 4 DryBath is a success.
- 5 Ludwick wants to invent more things.

- 5 **SPEAKING** In pairs. Discuss the questions.

- 1 Why is Ludwick's story special?
- 2 Was Ludwick's story possible 20 years ago?
- 3 How are mobile phones changing the way we get information?
- 4 What kind of information do you get on your mobile phone?
- 5 Is there a problem in your community that you would like to help resolve?

Citizenship Competence

Caring for people and the environment



- 6 Match values a–d with sentences 1–4.

- a caring about the environment
- b caring about the quality of your work
- c caring about your appearance
- d caring about other people

- 1 The water in a lot of rivers and lakes is not clean.
- 2 I need to wash my hair. It's dirty.
- 3 Are you feeling cold? I can give you my jumper.
- 4 Can you switch off the radio, please? I'm doing my homework.

- 7 **SPEAKING** In pairs. Ask and answer questions about Ludwick Marishane. Try and find as many answers as possible.

A *Does he care... about the environment? / his appearance? / the quality of his work? / other people?*

B *He cares about the environment because DryBath helps to save water.*

- 8 **SPEAKING** In pairs. Look at the gadgets and appliances below. Then discuss the questions.

coffee machine | hair dryer
headphones | remote control | satnav

- 1 Do any of them promote any of the values in Ex 6? What other gadgets promote those values?
- 2 Do any of them go against any of the values in Ex. 6? Why?

TOWARDS INVALSI

- 9 **SPEAKING** What kind of trips does your school organise? Which school trip was your favourite?

Listening Strategy


Recognising weak forms

Basic verbs like **be** and **have**, prepositions and articles are words with a purely mechanical function. They don't give important information, so their pronunciation is reduced to the weak sound / ə /. Fortunately, you can often predict these words from context.

Use the strategy

- 10  2.03 Write the missing words. Then listen and check.

- 0 The centre is at the top of a hill.
- 1 Don't worry! It's great place you'll love .
- 2 As you also know, there different activities every day – sailing, surfing, kayaking, diving so on.
- 3 You won't need laptops tablets, so please leave them home.

- 11  2.04 Listen to information about a school trip. First you will have one minute to study the task below, then you will hear the recording twice. While listening, match the beginnings of the sentences (1–6) with the sentence endings (A–I). There are two sentences you do not need. The first one (0) is an example. After the second listening, you will have one minute to check your answers.

0	The trip is to	E
1	The centre isn't	
2	There are activity sessions	
3	Visitors mustn't use their phones	
4	Visitors have to	
5	Visitors don't have to	
6	Visitors mustn't bring	
A	during activity sessions.	
B	do the cooking.	
C	do a swimming course.	
D	all day.	
E	an outdoor activity centre.	
F	beach equipment inside.	
G	silence after 10 pm.	
H	very easy to get to.	
I	do some housework.	

GRAMMAR

have to / don't have to

RULE: We use **have to** for necessary actions.
We use **don't have to** for actions that aren't necessary.

Positive	Negative
I / You / We / They have to help.	I / You / We / They don't have to help.
He / She / It has to help.	He / She / It doesn't have to help.
Questions	Short answers
Do I / you / we / they have to help?	Yes , I / you / we / they do . No , I / you / we / they don't .
Does he / she / it have to help?	Yes , he / she / it does . No , he / she / it doesn't .

► workbook page 186

1 ★☆☆ Complete the sentences from the article on page 24 with **have to** and **don't have to**.

- To stop trachoma, people _____ take expensive medication.
- They _____ wash their faces with clean water.

2 ★☆☆ Match sentences 1–2 with photos A–B.

- Her bus leaves in 20 minutes. She has to hurry.
- Her bus leaves in 20 minutes. She doesn't have to hurry.



3 ★★☆☆ Complete the sentences with **have to**, **has to** or **don't / doesn't have to**.

- Our teacher doesn't like when we use mobile phones. We _____ switch them off during lessons.
- I know that I _____ work hard for this test! You _____ tell me!
- Ann's ill. She _____ stay home.
- Your room's a mess! You _____ tidy it up.
- His English is perfect. He _____ study for exams.
- I can hear you. You _____ shout at me!



must vs have to

We use **must** and **have to** for necessary actions.
We use **must** when we personally decide that something is necessary:

*I really **must** eat more vegetables.*

We use **have to** when the necessity depends on the situation or another person:

*You **have to** buy the ticket before you get on the train.*

4 ★★☆☆ Complete the sentences with the correct form of **must** or **have to**.

- My sister thinks she _____ **must** dedicate more time to her homework.
- I don't know if we _____ make an appointment or not.
- Every student _____ study two languages at my school.
- I _____ work this weekend so I can make some money.
- Ben _____ help Dad in the garden on Sunday.
- They _____ arrive before noon if they want to come with us.

should / shouldn't

RULE: We use **should** to give advice about good ideas.

*It's a really good film – you **should** watch it.*

We use **shouldn't** to give advice against bad ideas.

*That's dangerous – you **shouldn't** do that!*

► workbook page 186

5 ★★☆☆ Complete the mini-dialogues with **should** or **shouldn't** and the verbs below.

charge | cook | do | help | go | study

- A** I've got an important Maths test on Monday!
B You _____ **should study** for it now.
- A** I _____ to the party tonight.
B Why not? You'll have a great time!
- A** Grace can't find her smartphone.
B We _____ her to look for it.
- A** Maria is coming here for dinner tonight.
B I know she's vegetarian, so we _____ meat or fish.
- A** Do you know who sent you that message?
B No! What _____ (I)?
- A** My phone's battery only lasts for about eight hours.
B You _____ it during the night.

- 6 ★☆☆ Use *should* / *shouldn't* and a word in each box below to give advice to these people.

buy | drink | eat | go to | read | take

any more cake | a present | bed
any more | medicine | some water

- 0 I've got a headache.

You should take some medicine.

- 1 I'm really thirsty.

- 2 My eyes are tired.

- 3 I'm tired.

- 4 I feel sick.

- 5 Tomorrow is my mum's birthday.

- 7 ★★★ **SPEAKING** In pairs. Alternate asking for and giving advice for problems 1–4.

- 0 You've got a terrible headache.

A *I've got a headache. What should I do?*

B *You should take an aspirin.*

- 1 Your best friend is angry with you.

- 2 You haven't got any nice clothes for a wedding.

- 3 It's raining hard and you haven't got an umbrella.

- 4 You haven't got enough money for the cinema.

PRONUNCIATION

Vowel sounds: / ʊ / and / uː /

- 8 **2.05** Listen to the dialogue.

Luke Let's look in this room, Sue.

Sue Wow! It's got things from the moon in it.

Luke Look at these cool boots! I saw them in our science book.

Sue We should take a photo for our school project, Luke.

- 9 Say the words with the short / ʊ / vowel sound. Then say the words with the long / uː / vowel sound.

- 10 **2.06** **SPEAKING** Listen and repeat. Then practise with a partner.

- 11 **SPEAKING** In pairs. Say sentences with two of the words below.

book | boot | choose | cook | foot | good
hood | June | look | moon | put | ruler | tool

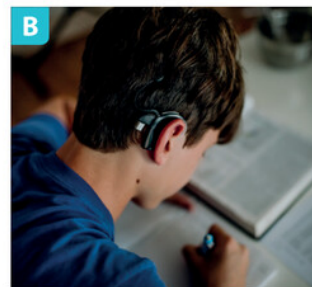
Your ruler is under your book.

LISTENING

- 12 **PREPARE** Match the photos of inventions A–D with phrases 1–4. Then make sentences to explain what the inventions are. Compare your ideas with your partner.

The girl's bike in photo A has got an electric battery. It helps her to ride her bike up a hill.

- 1 ___ not Hoover the floor / use robot
- 2 ___ bike with electric battery / ride bike up a hill
- 3 ___ ear implant / help with homework
- 4 ___ go from Sydney to London / under an hour



- 13 **2.07** You are going to listen to an expert talking about becoming an inventor. Before you listen, match the sentence parts. Then listen and check.

- 1 ___ Many people think that only older people
- 2 ___ The aim of being an inventor should be
- 3 ___ It's not a good idea
- 4 ___ After leaving school, you should

- a to make people's lives easier.
- b can become inventors.
- c get a job before you become an inventor.
- d to work on more than one invention at a time.

- 14 **2.07** Complete the expert's advice with *should* or *shouldn't*. Listen again and check.

- 1 You _____ start with an idea to help other people.
- 2 You _____ think 'How can I get rich?'
- 3 You _____ only talk to people that you can trust about your ideas.
- 4 You _____ work on all your ideas at the same time.
- 5 You _____ get a job and invent things as a hobby.
- 6 You _____ make sure that you've got a job.

PRODUCT REVIEWS:

2066

Are you tired of choosing a cool outfit to wear for special occasions?

Well, now you don't have to!

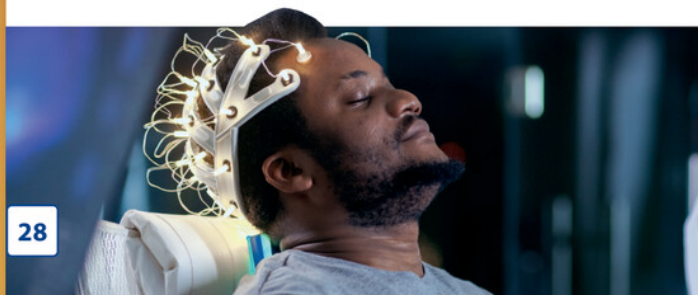
The all-new **Trendy-wise** is easy to use and you don't have to be trendy to use it. However, before you can use it, you have to take photos of all the clothes in your wardrobe. And you mustn't forget to take photos of all your shoes and socks, too. Then all you have to do is click on a photo of, for example, a blue T-shirt. The **Trendy-wise** selects photos of trousers or skirts, shoes, socks, etc., from your wardrobe to go with this T-shirt. Each time it creates a different outfit for you and the outfits are all very trendy. Oh, I almost forgot! You also have to type in the kind of event/occasion, for example, a concert or a birthday party.



Do you sometimes have bad dreams? Do you wake up scared or unhappy? Yes? Then you should buy the **DreamCatcher**.

This is how it works: Put the machine on your head before you go to bed. Tell it what you want or don't want by speaking into the microphone, for example, 'I want dreams where I win a singing competition' or 'I don't want dreams about falling.' When you are asleep, **DreamCatcher** will follow your dreams and make sure you get what you want.

Imagine that in your dream you do something dangerous. **DreamCatcher** will make sure you're safe. Here's an example. Let's say you start to climb a high mountain. You don't have to worry because the **DreamCatcher** will make you walk back down again. But you mustn't use the machine every night. It will only work every three days.



READING

1 **SPEAKING** In pairs. Look at the photos and imagine what the gadgets do. Then discuss your ideas.

I think it's called... It helps with... It's cool because...

2 **2.08** Read and listen to these product reviews on a website from the year 2066. What do the gadgets do?

3 Read the reviews again and answer the questions.

- 1 What do you have to do before you can use the Trendy-wise?
- 2 What mustn't you forget to do?
- 3 What do you have to do when you want to use it?
- 4 How does the DreamCatcher work?
- 5 How does the DreamCatcher help if you have dangerous dreams?
- 6 What mustn't you do with the DreamCatcher?



Expressions with like

We use **like** when we've got a good opinion of something but also in these ways:

- **like** + noun = for example;
*I love vegetables **like** broccoli and carrots.*
- **be** + **like** + noun = be the same or similar;
*My dad **was like** me at my age.*
- **look** / **sound** / **taste** / **feel** + **like** + noun = have the same look, sound, taste or feeling.
*They **sound like** my favourite band.*

4 Match the sentences.

- 1 ___ This chicken isn't very good.
 - 2 ___ Someone's talking. Who is it?
 - 3 ___ Let's buy her a present.
 - 4 ___ He's a really nice guy.
 - 5 ___ What's that animal?
- a Like what? A poster perhaps?
b Yes, he's just like his sister. She's nice, too.
c I'm not sure. It looks like a rabbit but it isn't.
d I agree. It tastes like fish!
e It sounds like Jim.

5 Complete the mini-dialogues with phrases with **like**.

- 1 A I forgot my homework.
B I'm _____. Mine's at home, too.
- 2 A Here's a photo of my sister.
B Wow. She really _____ you!
- 3 A We should do some exercise.
B _____? Go for a walk?
- 4 A Let's go to the cinema.
B That _____ a great idea.

GRAMMAR

mustn't vs don't have to

RULE:

We use **mustn't** for prohibition.

You **mustn't** go into the garden.

We use **don't have to** for actions that aren't necessary.

You **don't have to** play if you don't like the game.

▶ workbook page 187

6 ★☆☆ Match the sentence parts.

1 ____ You don't have to go swimming because

2 ____ You mustn't go swimming because

a there are sharks in the water.

b you can do a different sport if you prefer.

7 ★★☆☆ Complete the email with the correct form of **mustn't** or **don't have to**.

★ Mimi missmimi@email.co.uk



new smartwatch!

How are you doing, Gus?

I bought that smartwatch and I love it! Now

I ⁰ **don't have to** take my phone and my laptop everywhere I go. Unfortunately, my teacher

says I ¹ _____ use it during

class. When I go out, I ² _____ listen to music on my phone, because my headphones connect directly to my watch! The battery life isn't long, so I ³ _____ forget to charge it frequently.

It surprised me that a good smartwatch

⁴ _____ be very expensive. I only

paid €120 for mine. Just make sure that it can use lots of different apps. You ⁵ _____ buy

one that hasn't got the apps you need!

I'll show you mine at the party on Saturday!

Mimi



8 ★★★ SPEAKING In pairs. Say things you don't have to do during the summer school holidays.

A **We don't have to wear school uniforms.**

B **Yes, that's true.**

GRAMMAR REVISION



VOCABULARY

Housework

9 2.09 Match 1–10 below with photos A–J. Then listen, check and repeat.

1 ____ Hoover

2 ____ tidy up

3 ____ do the ironing

4 ____ do the shopping

5 ____ set / clear the table

6 ____ do the

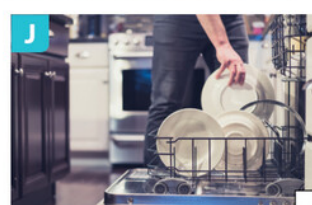
washing-up

7 ____ make the beds

8 ____ (do the) cook(ing)

9 ____ do a wash

10 ____ load / empty the dishwasher



10 SPEAKING In pairs or small groups. Discuss your ideas about housework. Use these questions to help you.

1 What do you have to do at home: tidying, shopping, cooking, etc.?

2 What don't you have to do?

3 Who should do each housework task? Why?

11 Things to do. In pairs. Student A: go to page 168. Student B: go to page 312. Take two or three minutes to prepare. Then have a conversation.

DEVELOPING SPEAKING

FUNCTIONS

Asking for clarification

- 1  2.10 Read and listen to the dialogue.
What does Tasha want Aaron to do? Why?

Tasha Come on Aaron! We really must tidy up before Mum and Dad get home.

Aaron Yeah, sure. I'll do it later.

Tasha No, now. Stop watching that video and help me.

Aaron Does that mean that I can't finish this?

Tasha Yes. You do a wash while I tidy up.

Aaron Sorry, I didn't get that.

Tasha That's because you're looking at your phone. Just empty the dishwasher!

Aaron Are you saying I can't watch a video while I empty the dishwasher? I'm the world's greatest multi-tasker!

(Later...)

Aaron OK, done!

Tasha Not so fast. Can you Hoover the living room?

Aaron Er... whatever.

Tasha Did you hear what I said?

Aaron Er... no. Could you repeat that, please?

Tasha Put that phone down and pay attention!

Aaron Sorry. What should I do in the living room?

Tasha Grrr! Hoover! You have to Hoover!

Functional phrases

- a Are you saying (that)...?
- b Could you repeat that, please?
- c Does that mean (that)...?
- d Sorry, I didn't get that.

- 2 Match Functional phrases a–d with definitions 1–4. Which one is more polite? How do you know?

- 1 ___ I don't understand what you said.
- 2 ___ Say that again.
- 3 ___ Is the result (that)...?
- 4 ___ Is your message that...?

- 3 Complete 1–4 with Functional phrases a–d.

- 1 There are 40 cm of snow outside! _____ we don't have to go to school tomorrow?
- 2 A This isn't the entrance. Go in the other door.
B _____ the glass door is the entrance?
- 3 A I told you about his accident yesterday!
B _____
- 4 A My name is Jackson Roland.
B I didn't hear your name, Mr Roland.

REAL ENGLISH

REAL ENGLISH



- 4 Watch the Real English video. What are the people speaking about?

Real English expressions

- a all the bells and whistles
- b cutting-edge
- c It isn't rocket science!
- d blow a fuse

- 5 Watch the video again and complete sentences 1–4 with Real English expressions a–d.

- 1 I almost never get angry, but when I have to wait in a long queue I _____!
- 2 This drone uses very sophisticated _____ technology.
- 3 Don't worry about transferring your photos to the cloud. _____!
- 4 My new phone is so cool! It's got _____.

Multilingual Competence

Mediation

- 6 How do you say Real English expressions a–d in your language?

- 7 Complete the sentences with your own ideas.

- 1 _____ definitely hasn't got all the bells and whistles.
- 2 _____ is really cutting-edge.
- 3 Anyone can _____. It isn't rocket science!
- 4 The last time I blew a fuse was when _____.

- 8  In pairs. Ask and answer the questions.

- 1 Has your smartphone got **all the bells and whistles**?
- 2 Do you own anything with **cutting-edge** technology?
- 3 Do you think setting up a laptop **isn't rocket science**, or is it difficult for you?
- 4 What usually makes you **blow a fuse**?

SPEAKING

- 9 Read the Speaking Strategy. When do you use it in your language?

Speaking Strategy

Maintaining interaction by paraphrasing

Show your attention and agreement by repeating the other person's ideas with different words.

- 10  2.11 In pairs. Read and listen to the conversation and underline where the speakers use the Speaking Strategy.

A I really like this new hair dryer. Try it out. This is the on/off switch and you use this switch for high or low power.

B OK, so I can choose the power level. That's cool.

A Then, you control the temperature like this.

B I see, so I can turn it up for hot and down with this.

A That's right. Now go ahead and dry your hair!

B Thanks again, will do!

- 11 In pairs. One student is A and the other student is B. Read the conversation and continue it. Use the Speaking Strategy.

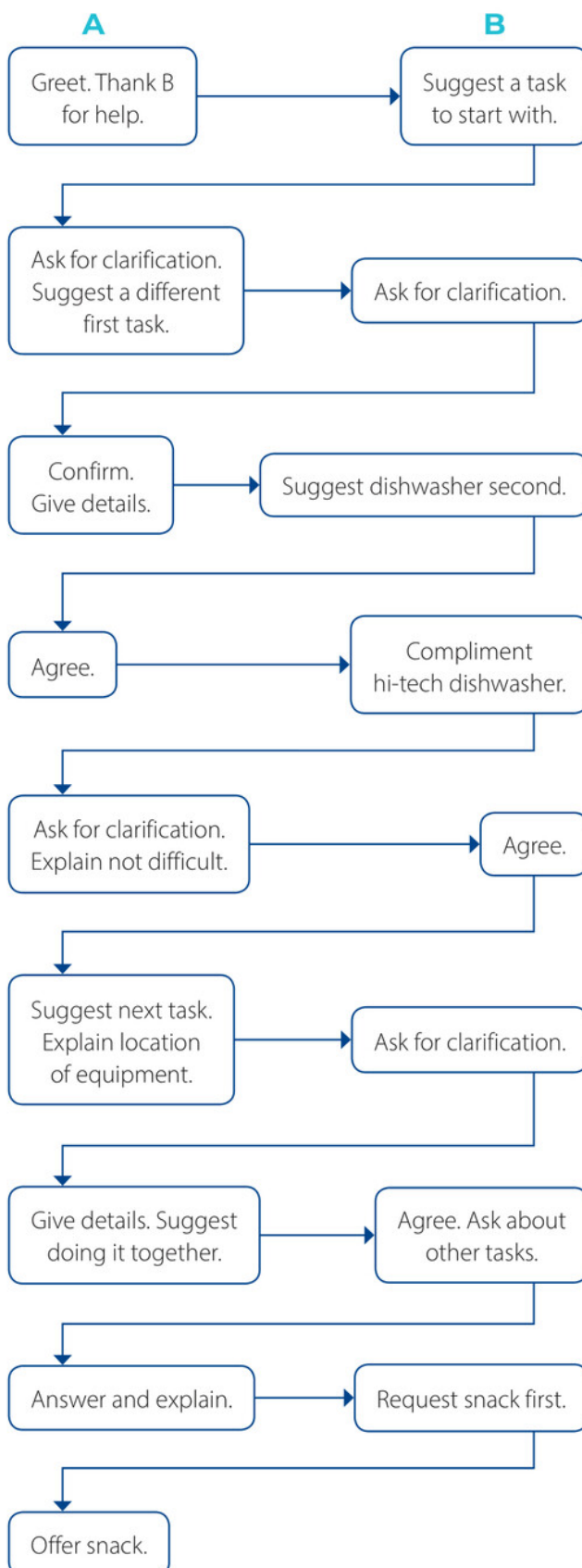
A Can you help me for a second? I want to copy all of my telephone numbers from my SIM card onto my phone.

B Right... you want to save your contacts on your device.

A Exactly. What do I do?

B First...

- 12 **ROLE PLAY** Cleaning up after the party. In pairs. Student A: go to page 168. Student B: go to page 312. Use the diagram and the information cards to have a conversation. Use the Functional phrases, the Real English expressions and the Speaking Strategy.



B1 PRELIMINARY FOR SCHOOLS

The Global Teacher Prize



There are plenty of prizes for good students but now there is an award for the best teacher in the world. ¹_____ It aims to celebrate the work of teachers and recognise how important their work is. The organisers believe that good teachers can change the lives of their students for the better.

The award started in 2015. It is open to all teachers in every country of the world. In its first year, over 5,000 teachers from 127 countries took part. So far, the winners have come from the US, Palestine, Canada, England and Kenya. ²_____ Every year the winner receives one million dollars to spend on education in their community.

The 2019 winner was a teacher called Peter Tabichi. He teaches in a village school in a semi-desert area of Kenya. His class, like all the classes in his school, has over 50 students in it. Most of his students are from very poor families and the school has hardly got any classroom furniture and very little equipment. ³_____ Despite these problems, this teacher started a 'talent club' to help his students. Some of them have even taken part in international science competitions. He also gives extra help to students with difficulties and regularly meets their families. ⁴_____ In only three years, Tabichi's class has grown from 200 to 400 students.

⁵_____ In fact, the chosen teachers are always very proud of their success. However, they know they are only there because of their students. For a small school in a poor area, the prize money can make a huge difference to the school, its present and future students, as well as the whole local community.

READING

Part 4: Gap fill

Exam Guide

Reading Part 4

In B1 Preliminary for Schools Reading Part 4, you read a text with five gaps. You have to choose the missing five sentences from eight options.

- Read the text quickly for general understanding.
- Look at the sentences. Remember there are three extra sentences.
- Read the sentences before and after each gap.
- Choose a sentence from A–H and try it in the gap.
- Re-read to check if the new sentence makes sense with the information surrounding the gap.
- Re-read the text with all the completed gaps to make sure the whole text makes sense.

1 Five sentences have been removed from the text above. For each gap, choose the correct answer. There are three extra sentences which you do not need to use.

- A It only has one computer and a very slow internet connection.
- B Tabichi was very excited to be chosen as the winner.
- C The head teacher of the school was very proud.
- D This new prize is called The Global Teacher Prize.
- E Ten students from the school went to university last year.
- F As a result, more teenagers have started going to the school.
- G The students only enjoy some of the lessons at the school.
- H The subjects they teach are varied too and include Maths, English and Art.



LISTENING

Part 1: 3-option multiple choice

Exam guide

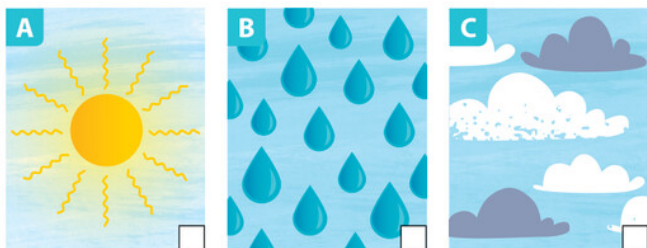
Listening Part 1

In B1 Preliminary for Schools Listening Part 1, you listen to seven short recordings. For each one, you have to answer a question by choosing one of three pictures.

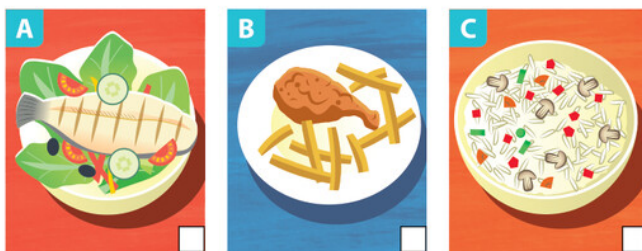
- Read the questions carefully.
- Look at the three pictures and find similarities and differences between them.
- Identify the situation in each picture and think about the words you might hear.
- You will probably hear words from all the pictures so don't choose a picture just because it contains the first word you recognise.
- Listen carefully to the dialogue and try to understand exactly what the speakers say about the things in the pictures.

2 2.12 For each question, choose the correct answer.

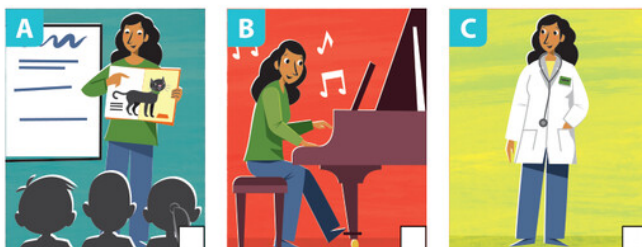
1 What's the weather like now?



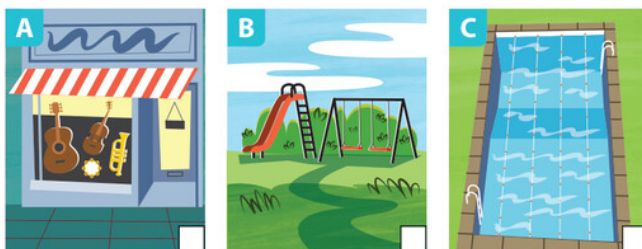
2 What are they going to have for dinner this evening?



3 What job does the boy's aunt do?



4 Where is the boy going to go first?



5 Why is the girl excited?



6 Where's the boy today?



7 How did the girl travel to her friend's house?

