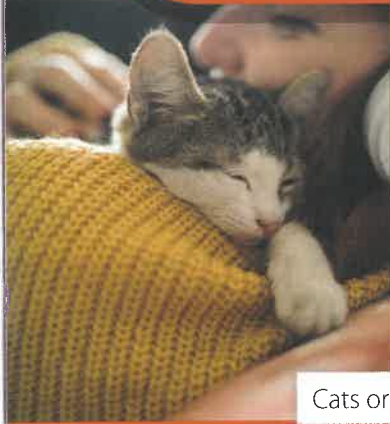


# STARTER

## What do you know?



Cats or dogs?



Sushi or pizza?



### My favourite things Vocabulary: activities

- 1 1 Match verbs from A to words from B. Then listen and check. Which activities can you see in the pictures?

#### A

do eat go listen to play watch

#### B

horror films mountain biking pop music  
sport sushi the guitar to a concert yoga

- 2 Work in pairs. Look at the pictures again. Ask and answer about your preferences. Use expressions in the box and your own ideas.

I'm (not really) a fan of ... I'm (not very) good at ...  
I'm (not really) into ... I'm (not very) keen on ...

Do you prefer listening to pop or classical music?

I prefer pop music. I'm into rap and hip-hop.

### Listening

- 3 2 Listen to Fatma and Yusuf talking about preferences. Which of the things mentioned can you see in the pictures?



Yoga or mountain biking?



- 4 Listen again and answer the questions.

- Who is more active, Fatma or Yusuf?
- Which football team does Yusuf support?
- Which animals does Fatma prefer, and why?
- Which pet is more popular, according to Yusuf?
- What is the advantage of messaging friends, according to Fatma?
- Who isn't using social media at the moment, and why?

### Grammar: present simple and present continuous

- 5 Read the examples. Then answer the questions.

She's **taking** the dog for a walk **at the moment**.  
She **takes** the dog for a walk **every day**.

- Which tense do we use to talk about habits/regular activities?
- Which tense do we use to talk about activities that are happening now?
- How would you change the examples for the subjects *I* and *they*?
- How would you make the examples negative?



Pop music or classical?



Playing sport or watching?



Horror or comedy films?

**6** Copy and complete the table with the time expressions in the box. Add the time expressions from exercise 5.

~~never~~ hardly ever often now  
once/twice a week today

Time expressions	
present simple	present continuous
<i>never</i>	

**7** Look at the pairs of pictures again. Using the present simple, present continuous and time expressions, write ...

- Sentences to describe what the people in the pictures are doing.  
*She is doing yoga in the park.*
- Sentences to say how often you do the activities in the pictures.  
*I never do yoga.*

## Grammar: comparative and superlative adjectives

**8** Check the meaning of the adjectives in the box. Find ...

active challenging cheap easy  
enjoyable exciting happy noisy  
reliable slow stressful

- the opposite of *expensive, sad, quick* and *difficult*
- two adjectives that end in *-ing*
- adjectives with the suffixes *-able, -ful, -ive* and *-y*

**9** Copy and complete the table with the comparative and superlative form of the adjectives.

	Comparative	Superlative
<b>Short adjectives</b>		
cheap	1 (...)	the cheapest
2 (...)	happier	the happiest
<b>Long adjectives</b>		
enjoyable	more enjoyable	3 (...)
challenging	4 (...)	the most challenging
<b>Irregular adjectives</b>		
good	better	5 (...)
6 (...)	worse	the worst

**10** Write questions with superlative adjectives.

In your opinion, what's ...

- bad / place to live ?
- interesting / school subject ?
- good / type of music ?
- exciting / sport ?
- good / pet ?

**11** Work in pairs. Ask and answer your questions from exercise 10. Use comparative and superlative adjectives and give extra information.

In your opinion, what's the worst place to live?

I wouldn't want to live in a small village. It's more boring than living in the city!



# Our changing world

## Vocabulary and Reading

### Then ... and now

Henderson Island is a small island between New Zealand and South America. It hasn't got any inhabitants; it's 114 km from the nearest town on the island of Pitcairn. Jennifer Lavers, an environmental researcher at the University of Tasmania, travelled to Henderson to investigate **1 pollution/throw away**. When she first saw a few photos of the island online, it looked perfect. All the beaches were clean and there wasn't any **2 water/litter**. But Lavers was shocked when she arrived; there was a lot of **3 plastic/containers** everywhere. She estimates that there are about 37 million pieces of plastic on the island.



'Mega-cities' are cities with more than 10 million inhabitants; there are currently 47 around the world. The biggest of all is Tokyo, Japan, with more than 38 million residents. When you compare photos of Tokyo from last century and today, the differences are amazing. Then, there weren't many tall buildings, but now there are a lot. The tallest is the 'Tokyo Skytree' at 634 m. Tokyo is famous for its neon signs – there are more than in any other city in the world. The city uses a lot of **4 energy/waste**, and it is trying to produce more **5 water/electricity** from renewable sources like wind and **6 plastic/solar power**.

**1** **3** Check the meaning of the words in the box. Then read the text and choose the correct option for 1–6. Listen and check.

electricity the environment litter plant a tree  
plastic pollution recycle save energy  
solar power throw away waste water

- 2** Look at the words in exercise 1 again. Find:
- 1 one word that can be a noun or a verb
  - 2 one phrasal verb
  - 3 a synonym for rubbish
  - 4 one material
  - 5 one type of energy
  - 6 three actions that are positive for the environment

- 3** Complete the sentences with information from the text.
- 1 Henderson Island is between (...) and (...).
  - 2 Jennifer Lavers works at the (...).
  - 3 There are about (...) pieces of plastic on the island.
  - 4 A 'mega-city' has got more than (...) inhabitants.
  - 5 There are (...) mega-cities in the world.
  - 6 The Tokyo Skytree is (...) tall.
- 4** Read the text again and answer the questions. Use short answers.
- 1 Are there any residents on Henderson Island?
  - 2 Were the beaches polluted in the original photos?
  - 3 Was there a lot of plastic rubbish when Lavers arrived?
  - 4 Are there more than 10 million people in Tokyo?
  - 5 Were there many skyscrapers in Tokyo last century?
  - 6 Are there any mega-cities in your country?



## Grammar: was/were and there was/were

- 5** Read the examples. Which forms do we use with singular nouns, plural nouns and uncountable nouns?

Jennifer Lavers **was** shocked because all the beaches **were** polluted.

**There weren't** any people on the island, but **there was** litter everywhere.

- 6** Complete the text with the correct form of *was/were* or *there was/were*. Is Los Angeles a mega-city now?

### LA: from small village to movie empire

In 1841, Los Angeles **1** (...) a very small place – **2** (...) only 141 inhabitants! **3** (...) a lot of countryside and **4** (...) many buildings. Most of the residents **5** (...) farmers. But by 1900, the population **6** (...) more than 100,000. By 1920, the film industry **7** (...) very important, and 80% of the world's films **8** (...) made in Hollywood, in Los Angeles. Now, about 4 million people live in the city.



## Grammar: quantifiers a/an, some/any, much/many, a few, a lot of

- 7** Read the examples. Which quantifiers do we use in the affirmative, and which in the negative? Which do we use with question forms?

Henderson Island is **a** small island but it's got **a lot of** pollution.

How **much** plastic is there?

How **many** people live on Henderson Island?

Henderson Island hasn't got **any** inhabitants, but there are **some** residents on Pitcairn Island.

There isn't **much** to do there!

She saw **a few** photos online.

## Grammar: too, too much/many, (not) enough

- 8** Read the examples and complete the rules with the words in the box.

adjective countable noun uncountable

Can a city be **too** big? It's a problem if there are **too many** people and there aren't **enough** resources for everyone.

- We use *too* before a(n) (...).
  - We use *too much* before (...) nouns and *too many* before (...) nouns.
  - We use *(not) enough* before a(n) (...) or after an adjective.
- 9** Complete the text with *too, too much/many* or *(not) enough*.

My village definitely isn't **1** (...) big. In my opinion, it isn't big **2** (...)! There aren't enough places for young people to go out. Although my village is quite small, there's **3** (...) traffic because the main road goes right through the centre. So there are **4** (...) cars and lorries but there are **5** (...) buses to take us to town. I wish I lived in the city!

- 10** Choose the correct option. Are the sentences true or false for you?

- My town hasn't got **some/any** beaches.
- People have planted **many/a lot of** trees in my town.
- There isn't **much/a few** pollution where I live.
- My town is **a/an** amazing place to live!
- We can recycle **some/any** plastic containers at my school.
- There aren't **much/many** students at my school.

## Writing

- 11** Choose A or B and write a paragraph.

- A** A description of my town: things I like and don't like.  
**B** My nearest city: in the past and now.



# Memories

## Grammar: past simple

1 Read Sam's memories. What does she miss?



When I was younger, I didn't use to live in this town – I moved here when I was 12. Our old house was near the beach and I used to go sailing with my dad. When I came to this town, I didn't know anyone. But I started a new school and soon I made new friends. I still miss the sea but now I go skateboarding instead of sailing! What about you? Where did you live when you were younger? What did you use to do there?

2 Read the examples and answer the questions.

We use the past simple to talk about completed actions in the past.

- + I **moved** to this town when I **was** 12.
  - I **didn't know** anyone.
  - ? **Did you live** in the same town when you **were** younger?
- Yes, I **did**. / No, I **didn't**.

- 1 Which verbs are regular and which are irregular?
- 2 How do we form the negative?
- 3 How do we form questions?

3 Complete the sentences with the past simple form of the verbs in brackets. Add words or numbers to make the sentences true for you.

- 1 I (...) (**come**) to this school when I was (...).
- 2 I (...) (**not study**) English until the age of (...).
- 3 When I was younger I (...) (**like**) (...).
- 4 I (...) (**not have**) a mobile phone until I was (...).
- 5 I first (...) (**meet**) my classmates in (...).

## Grammar: *used to*

4 Look at the examples and choose the correct option.

We use *used to* to talk about past habits or states.  
 (+) I **used to love** sailing with my dad.  
 (-) I **didn't use to go** skateboarding.  
 (?) **Did you use to live** near the sea?  
 Yes, I **did**. / No, I **didn't**.

- 1 After *used to*, we use the **infinitive/gerund**.
- 2 In negatives and question forms, we use ***used to/use to***.
- 3 We **use/don't use** *used to* in short answers.

5 Complete the memories with *used to* or *didn't use to* and the verbs in the box.

call have love not eat sing take

## Embarrassing memories

When I was little I **1** (...) a nickname - my family **2** (...) me Bob because I **3** (...) watching SpongeBob SquarePants. My older sister says that I **4** (...) the theme tune all day long! 😞

ROBERTO

When I was younger I **5** (...) tomatoes - I couldn't stand them! Sometimes my parents **6** (...) us to Pizza Hut and one day I screamed and screamed because there were tomatoes on my pizza. Now I love tomatoes! 😊

ESME

6 Write questions with *used to*.

When you were younger,

- 1 wear / a school uniform ?
- 2 live / in a different house ?
- 3 have / a pet ?
- 4 like / different music ?
- 5 help / with the housework ?

## Speaking

7 Work in pairs. Take turns to ask and answer the questions in exercise 6. Give extra information in your answers.

When you were younger, did you use to wear a school uniform?

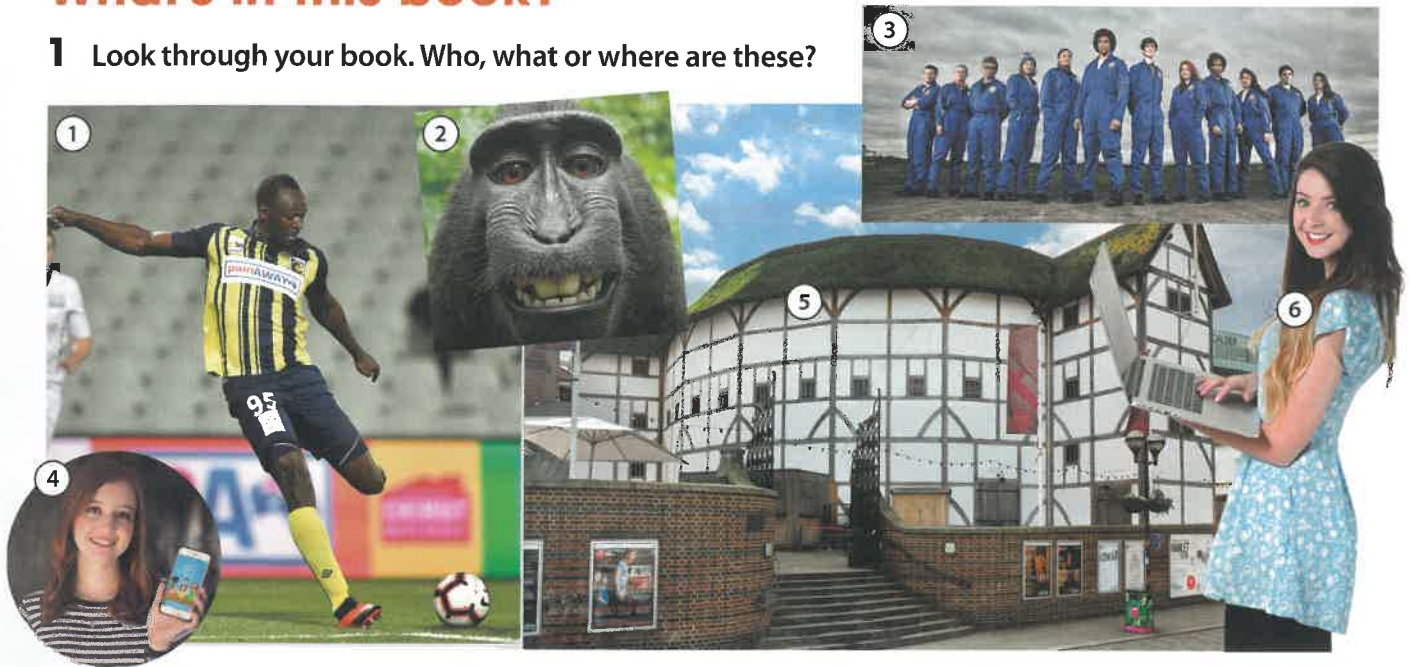
Yes, I did. I used to wear black trousers and a blue sweatshirt.

No, I didn't. I could wear anything I wanted.



# What's in this book?

1 Look through your book. Who, what or where are these?



2 Look closer at Unit 1. Match features 1–8 with a–h.

1 **WDTY?**

2 **VIDEO SKILLS**

3 **CRITICAL THINKING**

4 **BRAIN TEASER**

5 **GRAMMAR ROUND-UP**

6 **Digital competence**

7 **QUICK REVIEW**

8 **FINAL REFLECTION**

- a a section of the unit that summarises all the new grammar and vocabulary
- b a section where you watch and think about different kinds of video clips
- c an exercise where you practise all the grammar you've learnt so far
- d an activity where you have to find out more about something online
- e a question that comes at the beginning of every unit, to get you thinking about the topic
- f an exercise where you reflect on the process of doing the project
- g an exercise that helps you to explore the ideas in the reading text more deeply
- h a fun grammar exercise

3 Explore the rest of the book and answer the questions. Can you answer in two minutes?

- 1 How many units are there in the book?
- 2 How many pages are there in each unit?
- 3 What do you always learn first in each unit?
- 4 What's the Mediation task in Unit 2?
- 5 Where can you check irregular verbs?
- 6 How many pages of Grammar bootcamp are there at the end of the book?
- 7 What can you find on pp4–5?
- 8 In which unit will you review everything you have learnt?
- 9 What can you find on pp130–133?

## THE CLASSROOM CHALLENGE

4 Match topics a–h with Units 1–8 in this book. Can you be the first to finish?

- a scientific developments and technical innovations
- b amazing people with unusual abilities
- c social media and everyday technology
- d art forms including photography and sculpture
- e health, nutrition, fitness and well-being
- f media, news and fake news
- g transport, travel and 'world-schooling'
- h learning new skills, from driving and robotics to singing and languages