

RICHMOND

NOW YOU!




























Dear Student,

- Do not write in this book. Do all the exercises in a separate notebook.
- No escribas en este libro. Realiza todos los ejercicios en un cuaderno aparte.
- No has d'escrivre en aquest llibre. Fes totes les activitats en una llibreta a part.
- Ez idatzi liburu honetan. Egin ariketa guztiak zure koadernoan.
- Non escribas neste libro. Realiza todos os exercicios nun caderno á parte.

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- Subject Pronouns
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<p>Language in context: It's just like it is in the movies! Core values Appreciation of beauty</p>	<p>A travel diary entry 📍 Focus on sequencing</p>	<p>🎬 Fasten your seatbelts Idioms and expressions with transport 👤 Pairwork Completing information</p>	<p>👥 Eco-tourism holiday pages 80 - 81 21st century skills Flexibility</p>
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WELCOME TO NOW YOU!

Richmond NOW YOU! provides you with all the **tools and support** you need to **take control of your English language learning**. This course will take you from **A1 to B1+** of the Common European Framework of Reference for Languages (CEFR).

Lessons 1 and 2 • Grammar, vocabulary and listening

- Unit menu** lists what you're going to learn in each unit.
- Lesson focus** on language and skills.
- Vlogs** provide the context for the unit. The optional **Flipped Learning** tasks encourage you to take control of your learning.
- Exercises and activities** give you a variety of ways to practise what you are learning.
- Lesson objectives** tell you the language goal of each lesson.
- Pronunciation** exercises help to perfect your spoken English.

- Learning to learn tools** provide you with tips and tricks for more effective learning.
- Fast finishers** ensure you make the most of your time in class.
- Grammar tables** show the structures with clear examples. The **Grammar reference** at the back of the Student's Book takes a detailed look at form and use.
- Grammar animations** show you how the grammar works in an appealing and visual way.
- NOW YOU!** exercises challenge you to put your knowledge to practical use.
- Project tasks** develop and build towards a final presentation over two units.

Lesson 3 • Reading

- Exercises and activities** provide guidance and focus before reading, while reading and after reading.
- Reading texts** expose you to a variety of styles and genres and show the vocabulary and grammar in context.
- Core values** help you to develop skills for understanding and respecting the people around you.

Learning to learn tools

4

Listening tools

Speaking tools

Reading tools

Writing tools

Vocabulary tools

Lesson 4 • Writing

- 1 Focus on** takes a closer look at key language items from the reading and writing texts.
- 2 Model texts** provide you with a framework to use as a reference.
- 3 Did you notice?** highlights useful language you can include in your writing.
- 4 NOW YOU!** Plan, write, check guides you through the process of producing your own text.

Lesson 5 • Culture and communication

- 1 Culture videos** give you a window on the world from a cultural perspective.
- 2 Idioms and expressions** highlight natural, everyday language and phrases.
- 3 Pairwork** provides communicative tasks to practise the target language in line with CEFR mediation descriptors.
- 4 Unit reviews** help you to revise the language from the unit and practise for external exams.
- 5 Wordlists** help you revise the main vocabulary from the unit.

Project

- 1 Recap** looks back at the project tasks you have completed throughout the two units.
- 2 Final task** brings all the project tasks together in a final presentation.
- 3 Useful expressions** provide a list of useful phrases to incorporate into your final presentation.
- 4 21st century skills** shows you how the skills you are developing can be used outside of the classroom.
- 5 Evaluation** helps you to evaluate individual and team performance.
- 6 Go beyond** takes a closer look at an aspect of the project theme.

Workbook

In **full colour** with extra practice, expanded grammar reference and wordlists. Access to extra **interactive practice** based on real-world situations available with the Workbook.

7 TRAVEL THE WORLD

In unit 7 you will:

- talk about transport and travel.
- practise using the present perfect.
- use the present perfect to ask questions.
- write a travel diary entry.

7.1 Vocabulary and listening



SARAH'S VLOG: All aboard!



Discuss the questions.

- Which is your favourite way to travel?
- Do you enjoy flying? Why?
- Do you prefer relaxing holidays or holidays with lots of planned activities?

Flipped Learning

1 Copy and complete the table. Use all the words.

cruise ship double decker bus
 ferry helicopter hot air balloon
 jet limousine lorry submarine
 train tram underground

TRAVEL BY AIR	TRAVEL BY RAIL	TRAVEL BY ROAD	TRAVEL BY SEA
...
...
...

2 Listen and say if the sentences are true or false. Correct the false sentences.

- Adrian has been a travel writer for six years.
- His favourite trip was a hiking holiday in Norway.
- He likes travelling alone.
- The maglev train journey was in China.
- He has flown in a hot air balloon over the sea.
- He wants to explore caves in India on his next trip.

Pronunciation: /f/

3 Listen and repeat.

/f/ ferry, France, phone, photograph, enough, laugh

4 Discuss the questions in pairs.

- Which types of transport in exercise 1 would you like to travel on? Why?
- Would you like to be a travel writer? Why?
- Which countries would you like to visit?
- Tell your partner about an amazing journey you have had.



FAST FINISHERS Write about an interesting form of transport you have travelled on.

PRESENT PERFECT WITH ALREADY AND YET



Use the **present perfect** to talk about something that happened in the past if the 'when' is not important. It is formed with **have + past participle**.

Affirmative	<p>I have travelled all over the world. Use already to show that something happened sooner than expected. She has already visited twenty countries, and she's only 14 years old!</p>
Negative	<p>I haven't been to Russia. Use yet to show that you expect something to happen in the future. They haven't bought their tickets yet.</p>

Remember: Use the **present perfect** to mention an experience and the **past simple** to talk about the details.
I **have been** to Germany. I **went** with my family and my best friend.

Grammar reference page 113

5 Write the past participle form of the verbs. Then test your partner.

- | | | | |
|---------|-------|--------|----------|
| 1 be | 4 eat | 7 have | 10 sleep |
| 2 drink | 5 fly | 8 ride | 11 visit |
| 3 do | 6 go | 9 see | 12 write |

6 Listen and complete the sentences with *already* or *yet*. Say which picture is Mark, Alex and Liam.

- Alex has ... been sailing in the Great Barrier Reef.
- Alex's Dad hasn't swum in the sea ...
- Liam hasn't gone on the glacier tour ...
- They have ... seen a few whales.
- Mark and his family haven't seen the *Mona Lisa* ...
- They have ... ridden bicycles through the city.



VOCABULARY TOOLS

Notice the difference between *been* and *gone*. *Gone* is the past participle of *go*. However, we use *been* to say that the person has gone and come back from a place.

7 Complete the sentences with verbs from exercise 5. Listen again and check.

- Mark ... on a boat ride on the river.
- He ... Disneyland Paris yet.
- Sophie ... kangaroo sausages.
- Her mum and dad ... some huge snakes.
- Liam ... sandboarding in the desert yet.
- His family ... in a small tent.

8 NOW YOU! Tell your partner about something...

- you have done and wouldn't like to do again.
- you haven't done but would like to do in the future.
- you have done this week.

I've already ridden on a motorbike and I wouldn't like to do it again.

Why didn't you like it?

PROJECT TASK 1
Eco-tourism holiday

- Get into groups of three. You are going to design an eco-tourism holiday village and advertise it to your class. Together, find out what 'eco-tourism' means.
- Decide on the basic elements. Think about location, type of accommodation, travel and food.

→ Workbook page 74

7.2 Vocabulary and listening

1 Match the words with the pictures. Listen and check.

arrivals baggage boarding pass check-in
customs departures passport security



2 Read and choose the correct option. Listen and check.

What a terrible flight! When we arrived at check-in, they said that Dad's suitcase was too heavy and he had to squeeze some things into his ¹ **hand luggage** / **airline**. After security, we walked to the ² **destination** / **gate** and we had to wait for ages while they refuelled. I fell asleep! We finally ³ **disembarked from** / **boarded** the airplane and the pilot made an announcement that the flight was ⁴ **delayed** / **returned**! Finally, we were in the air. After about an hour, the cabin crew told us that a passenger in ⁵ **abroad** / **first class** was very unwell and we had to ⁶ **take off** / **land** at a different airport! It was the worst ⁷ **journey** / **stopover** ever!



3 Match the words with the definitions.

- 1 abroad
- 2 airline
- 3 destination
- 4 disembark
- 5 return
- 6 stopover
- 7 take off

- a A company that provides flights.
- b When you go to a place and then come back.
- c When you get off a plane or boat.
- d When an airplane starts flying.
- e When you stop between two parts of a journey.
- f In a foreign country.
- g The place you are going to.

4 In pairs, take turns describing and guessing the words in exercise 2.

It's something you take onto the airplane.

It is 'hand luggage'?

5 Answer the questions in pairs. Say what happened.

- Have you ever missed an airplane or train?
- Has your airplane or train ever been delayed?
- Have you ever lost any important documents?
- Has your family ever had a disastrous journey?



FAST FINISHERS Write about a problem you have had on a holiday.

PRESENT PERFECT: QUESTIONS WITH EVER AND NEVER

Use the **present perfect** to ask questions about something that happened in the past if the 'when' is not important.

Question	Have you been to Italy? Use ever to ask if something happened at any time in the past. Has your Mother ever been to Italy?
Short answer	Yes, I have . No, I haven't .
Long answer	We usually use the contracted form of have in long answers. Yes, I've been to Italy . Use never to emphasise that something has not happened at any time in the past. No, I've never been to Italy .

Grammar reference page 113

6 Complete the conversation. Listen and check.

David: Hi Jenny, nice to meet you.
Jenny: Hello David, nice to meet you too.
David: So, Jenny, as you know, we're looking for a guide to work with our team. Tell me a bit about your relevant experience.
Jenny: Well, ¹... **(travel)** all over the world and I finished my degree in European history last year.
David: How many countries ²... **(be)** to?
Jenny: My goodness! I don't know! ³... **(never count)** them! I made a list of 15 dream locations when I was 15 years old and ⁴... **(already visit)** them all, plus a few more.
David: Fair enough! Well, how about manual skills? ⁵... **(ever set up)** a ten-person tent?
Jenny: Yes, ⁶... ⁷... **(do)** a few survival courses where I learnt how to find a good campsite, cross rivers, start a campfire and so on.
David: So, ⁸... **(ever cook)** on an open fire?
Jenny: Yes, I have, and ⁹... **(catch)** a fish to cook on the campfire. My Dad taught me how to prepare the fish for cooking.
David: Impressive! And what about sport? We offer kayaking and paragliding, as well as mountain climbing.
Jenny: I've been kayaking and mountain climbing, but ¹⁰... **(not go paragliding yet)**. I'd like to try it.
David: Excellent! Well, we'll be in touch soon.
Jenny: Thank you!



7 In pairs, say which of these things you have done.

- build and start a campfire
- catch a fish
- cook food on a fire
- cross a river
- find a good campsite
- set up a tent

SPEAKING TOOLS

Give long answers during speaking tasks. Extend your answers by adding extra information, but make sure it's relevant to the question. This will improve your fluency.

8 **NOW YOU!** Copy and complete the table with ten questions. Do a survey in groups of four.

Have you ever...	Student 1	Student 2	Student 3
1 climbed a mountain?
2 seen a wild animal at night?
3 camped on top of a mountain?
4



PROJECT TASK 2
Eco-tourism holiday

- Together, decide on the focus of your holiday. Maybe your clients will look after animals, learn about sustainable living, volunteer in a local community or something else.
- Write a quiz for your future clients. The quiz should help people who are interested in your holiday to find out if it's the right holiday for them.

→ Workbook page 74

- 1 Write down your five favourite films. In pairs, say where you think they were filmed. Have you been to the places? Would you like to go?

READING TOOLS

In order to scan a text for information quickly, look only for the information you need. Don't stop to make notes on other things.

- 2 Scan the article to find the names of the films shown in the five photos. How many of them have you seen?

IT'S JUST LIKE IT IS IN THE MOVIES!

Tourists who have been to New York City often say it's like walking through a big film set.

That's not surprising; New York has some of the most cinematic locations in the world, including Coney Island, Times Square and the most filmed location of all time – Central Park. Here are five other places that are closely associated with films.



canal car chase come out go on a tour
picturesque scene set tourist destination

The romantic charms of Paris have appeared in lots of films, from love stories to thrillers. The 2018 action spy film *Mission: Impossible – Fallout* shows car chases through its boulevards, a speedboat chase along its canals and a helicopter flight over the Eiffel Tower. If there's one thing better than a good action scene, it's a good action scene in a beautiful setting.



PARIS, FRANCE



SALZBURG, AUSTRIA

The picturesque Austrian city of Salzburg is the birthplace of Mozart, but probably more tourists come to see locations from the musical *The Sound of Music*. Here you can go on a tour that follows in the footsteps of Maria and the Von Trapp family, and even sing 'Do Re Mi' in the famous Mirabell Gardens.

5 Use four of the words and expressions from exercise 4 to complete the sentences below. Then write example sentences for the four you didn't use.

- 1 The old part of my town is very ...
- 2 My favourite ... in the film is the one where they reach the top of the mountain.
- 3 While we were in Las Vegas, we ... of the Grand Canyon.
- 4 The first film in the series ... in 2001.

6 **NOW YOU!** Answer the questions in pairs.

- Have you ever been somewhere that you remembered from a film?
- What other films can you name that have spectacular scenery? Do you know where they were made?
- What places have you seen in films that you would like to travel to? Why?

CORE VALUES Appreciation of beauty

7 In pairs, write sentences to say how these things can be beautiful.

a city a day a scene in a film

a song a view an artwork

A city is beautiful if it...

8 In pairs, say how these ideas could be connected to beauty.

balance happiness health

meaning pleasure spirituality truth

FAST FINISHERS Write about a film location you would like to visit.

The ancient city of Petra has captured the imagination of visitors for centuries. So, perhaps it's no surprise that it has also featured as the backdrop to a number of blockbuster films. In 1989, the city famously appeared in *Indiana Jones and The Last Crusade*. It is one of the most famous archaeological sites in the world and has become a very popular tourist destination, too.



PETRA, JORDAN



NEW ZEALAND

This country is so closely associated to *The Lord of the Rings* film series that the country's national tourism board has advertised on their website: 'Experience New Zealand, home of Middle Earth.' In the years after the films came out, tourism increased by 40%, and 6% of the visitors gave the film as their reason for coming.

More specifically, Platform 9 ¾ at King's Cross Station is one of many stops on a *Harry Potter* tour that millions of fans have already been on. Here you can queue up to take a selfie or pay to have a photo taken at the place where Harry got on the train to Hogwarts.



KING'S CROSS STATION, LONDON

A travel diary entry

📍 Focus on sequencing

1 🗨️ Order the sentences from a travel diary. Guess the destination.

- 1 We finally got back to the hotel for dinner at seven o'clock and had dinner. I'm exhausted, and our holiday has only just begun!
- 2 First, we had breakfast in the hotel and got the underground to Buckingham Palace.
- 3 I've just got home after a very busy but fantastic first day here.
- 4 After watching the changing of the guard at the palace, we wanted to see some of the famous free museums. The British Museum is amazing!
- 5 We watched the birds on the lake while we had a picnic lunch in Kensington Gardens, and then we went on a tour on a double decker bus.

2 Read the diary entry about a trip to Scotland and complete it with the underlined words in exercise 1.



Scotland is awesome! We've ^{1...} got to Edinburgh after a five-day coach tour with a fantastic guide called Ian. We've already learnt a lot about the country, and we haven't even explored the capital yet!

We left Edinburgh airport on Monday and ^{2...} we went to a picturesque town called Pitlochry, where we went for a walk in the hills ^{3...} Ian told us about Scottish history. ^{4...} we drove through the highlands to Loch Ness. We didn't see the monster, but the scenery was spectacular!

^{5...} that, we went to the beautiful island of Skye, where we saw a golden eagle. ^{6...}, on the way back we stopped off at Stirling to see the famous castle. They say Edinburgh castle is even more amazing. I can't wait to see it!

🔍 Did you notice?

- 3 Look at the sequencing words in exercises 1 and 2 and decide which word or words we use...
 - 1 with the present perfect for a recent event?
 - 2 to suggest that two things happened at the same time?
 - 3 with the past simple to show the sequence of events in the past?
 - 4 before *-ing*?
- 4 Find five descriptive adjectives in the text in exercise 2 and say what they are describing.

✍️ NOW YOU!

→ Workbook page 64

5 **PLAN** You are going to write an entry in a travel diary. Use the following steps to write a plan.

- 1 Think of a place you've been to or research a place you'd like to go to.
- 2 Imagine you're in the middle of the trip. Say where you are now and what you've seen so far.
- 2 Think of three to five things you've already done and a few things you haven't done yet.
- 3 Think of a positive note to end on, looking forward to an event on the next day.

WRITING TOOLS

Exclamation marks can add emotion to your writing, but don't overuse them. Too many exclamation marks often feels unnatural or aggressive.

- 6 **WRITE** Write your diary entry. Make sure you use the correct tenses, include some sequencing words, and end by making clear that your trip is continuing the next day.
- 7 **CHECK** Check your use of tense and sequencing words and make sure your writing shows your feelings about the trip.

PROJECT TASK 3
Eco-tourism holiday

- Write an example of one day at your holiday village. You could write one together, or you could each write one from a different perspective, e.g. tour guide, client, local person.
- Decide how you will present this information. As well as the text, you could include maps, menus and/or pictures.

→ Workbook page 74



Fasten your seatbelts



Discuss the questions.

- 1 What types of public transport have you been on?
- 2 How often do you travel by train? Where do you go?
- 3 What is your favourite way to travel? Why?
- 4 Which country would you like to visit in the future?

LISTENING TOOLS



Often, the questions on the page are in the same order as the audio. Use this order to guide you through the exercise.

1 Listen and take notes. Answer the questions.

- 1 Where did Tony's holiday start?
- 2 What did Jill do last summer?
- 3 What two problems did Tony have?
- 4 Which was his favourite state?
- 5 Has Jill been to America?
- 6 Who is going to take her to see a rodeo?



Idioms and expressions

2 Match the expressions you heard with the meanings.

- 1 be in the same boat
 - 2 drive someone mad
 - 3 be a backseat driver
- a When a passenger in a vehicle criticises or tries to control the driver.
 - b When you have the same situation or problem as someone else.
 - c When someone makes you very angry or upset.

3 Complete the sentences with the expressions from exercise 2.

- 1 It ... when Ethan chews chewing gum! It's so loud!
- 2 My sister Julie is such a She constantly tells my dad when to turn and where to brake.
- 3 I'm ...! I don't understand anything in Science class either. I know just how you feel.

4 NOW YOU! In pairs, plan a road trip. Decide together...

- where you will go.
- how long you will travel for.
- where you will stop.
- who you will take with you and why.
- how long your trip will take.



PAIRWORK

- Student A: go to page 102
- Student B: go to page 106

Unit 7 Review • page 96

Wordlist • pages 118–120

8 OUR WORLD

In unit 8 you will:

- talk about the environment.
- practise using zero and first conditionals.
- talk about the future with *going to*.
- write a leaflet.

8.1 Vocabulary and listening



GEORGE'S VLOG: Every day is Earth Day



Discuss the questions.

- Does your school encourage recycling? How?
- What do you do to protect the environment?
- What else could you do? Why don't you do it?

Flipped Learning

1 Match the words to the pictures. Listen and check.

- art installations clean-up days public protests
- recycling upcycling using public transport



2 Read the opinions and match them to the pictures in exercise 1. In pairs, say if you agree or disagree.

- a** Art installations are a waste of time. The artists use more natural resources to build them and they don't change anything.
- b** Clean-up days encourage people to appreciate the area they live in and use rubbish bins. People don't throw litter in clean areas.
- c** Recycling is a lie used to make us feel better. We separate plastic, paper and organic materials, and then it ends up as landfill anyway.
- d** Public protests don't achieve anything – politicians already know they should do more. People waving signs in the street isn't going to make them act.
- e** Upcycling is a great way to reuse materials. Instead of putting a glass bottle in the bottle bank, decorate it and use it to keep pencils in!
- f** Using public transport has a really powerful impact on climate change. Not using your car is one of the best things you can do for the environment.

3 In pairs, write definitions for the underlined words in exercise 2.

FAST FINISHERS Write about one of the opinions from exercise 2. Say why you agree or disagree.

ZERO AND FIRST CONDITIONAL



Use the **zero conditional** to talk about general truths and facts.

If/When + present simple, present simple

If you recycle, your rubbish **doesn't go** into a landfill.

When we throw things away, **where do they go**?

Use the **first conditional** to talk about real possibilities in the future.

If + present simple, will/won't + infinitive

If we don't act on climate change now, we **won't have** a future.

If we destroy more rainforests, **where will the animals go**?

Grammar reference page 114



4 **Match the parts of the sentences. Listen and check.**

- 1 If you recycle electronic items,
- 2 When the air is polluted,
- 3 When you reuse paper,
- 4 If we all help a little,
- 5 When governments take action,

- a you save trees.
- b you protect natural resources.
- c we can change a lot.
- d big changes happen.
- e public health standards decrease.

5 **Complete the sentences using the first conditional. Listen and check.**

change continue disappear need rise

- 1 If glaciers continue to melt, sea levels ...
- 2 If the human population keeps growing, we ... to use more land to build houses.
- 3 If more forests ..., many species of plants and animals will become extinct.
- 4 If we don't buy products that harm the environment, companies ... to make them.
- 5 If we ... our habits, we will reduce the speed of climate change.

6 Use the words to make sentences.

- 1 If the next generation / learn / about climate change, they / save / the world.
- 2 If we / use / too many natural resources, there / be / none left.
- 3 If icebergs / continue / to melt, polar bears / not have / anywhere to live.
- 4 When their habitats / be / destroyed, species of animals / become / endangered.
- 5 When deforestation / occur, ecosystems / be / destroyed.

7 **NOW YOU!** Complete the sentences. Compare your answers in pairs.

- 1 If people use less plastic, ...
- 2 When politicians talk about the environment, ...
- 3 If everyone ..., climate change will slow down.
- 4 If we continue to live in the same way, ...

PROJECT TASK 4
Eco-tourism holiday



- In your team, think about the classes and activities you will offer. Connect the classes to the ecological focus of your holiday, for example bike maintenance classes, home insulation, animal care, etc.
- Write sentences about the classes to encourage clients to sign up: e.g. If you like gardening but you live in a city, you'll love our vertical gardening class.

→ Workbook page 75

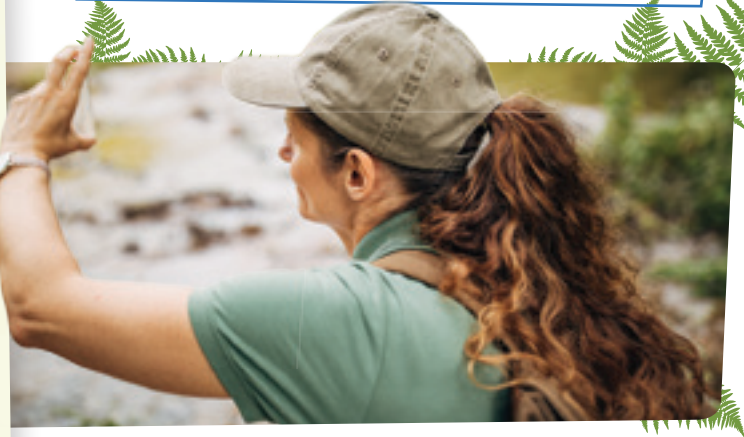
8.2 Vocabulary and listening

1 Listen and choose the correct option.

	TASK	LOCATION
MONDAY	Arrive and set up the campsite. Watch the birds and write about their ¹ habitat / bushes.	Near the cliffs and then by the river, in the ² valley / coastline.
TUESDAY	Test the water quality and measure the level of the ³ sunset / stream.	At the ⁴ waterfall / river in the south of the island.
WEDNESDAY	Record the types of flowers, ⁵ stones / bushes and trees.	In the ⁶ north / south of the island.
THURSDAY	Watch the ⁷ sunrise / habitat to see what wildlife appears.	At the top of a hill on the ⁸ west / east of the island.
FRIDAY	Look for insects under rocks and ⁹ stones / streams.	By the ¹⁰ lake / sea.
SATURDAY	Watch the ¹¹ waterfall / sunset to say goodbye to the island!	By the coast on the ¹² east / west side of the island.

VOCABULARY TOOLS

Remember that English words often include silent letters or different spellings for the same sound. Write down new words a few times to help you remember how to spell them.



3 In pairs, match the words you heard in exercises 1 and 2 with the meaning.

- | | |
|-----------|----------|
| 1 cliff | 4 hill |
| 2 coast | 5 path |
| 3 harbour | 6 stream |

- The part of the land that is near to the sea.
- A high area of land, but smaller than a mountain.
- A marked track that people walk along.
- A very small river.
- A high, rocky area next to the sea.
- An area of protected water where boats are kept.

4 Complete the sentences with the words from exercise 3.

- There's no ... on the island, so we can't land the boat.
- Lots of birds live in nests on the
- There's plenty of water in the
- It's not a very steep climb up the
- There are several sandy beaches along the
- There's no ... to follow, so I have to use my compass and map.

Pronunciation: /aʊ/

5 Listen and repeat.

/aʊ/ allow, brown, doubt, how, out, round

FAST FINISHERS Imagine you are on an uninhabited island. Write about what you can see.

2 Answer the questions. Listen again and check.

- Why is Rose travelling to the island by helicopter?
- Is she going to take a lot of equipment?
- How does she know what type of trees they are?
- Why does she look for wildlife at sunrise?

FUTURE WITH GOING TO



Use **be going to + verb** to talk about plans and intentions in the future.

Affirmative			Negative			
I	am	going to use less plastic.	I	am not	going to travel by car.	
He/She/It	is		He/She/It	is not		
You/We/They	are		You/We/They	are not		
Yes/No questions			Wh- questions			
Am	I	going to plant a tree?	Where	am	I	going to volunteer?
Is	he/she/it			is	he/she/it	
Are	you/we/they			are	you/we/they	

Grammar reference page 114

6 Complete the texts. Listen and check.

1 Hi, I'm Sarah. I'm concerned about the environment, so me, my dad and my brother have decided on some changes we ¹... (make). For example, we ²... (not go) on holiday by airplane for a few years. Also, I ³... (stop) charging my mobile phone and laptop every night.



2 I'm Mark, Sarah and Scott's dad. I've promised Sarah that I ⁴... (ride) my bike to work more often. Also, I ⁵... (buy) some plants for the garden that attract bees. I ⁶... (not wash) my car as often, and my company ⁷... (donate) some money to a local environmental education campaign.



3 My name's Scott. I'm so happy my family is environmentally aware. In the garden, we ⁸... (collect) rain in a container and use it to water the plants. We ⁹... (not use) plastic bags or straws any more either. What ¹⁰... (do) your family do?



7 Complete the sentences. Compare your answers in pairs.

join not drop plant stop take

- I've found an injured bird in the garden. ... it to the vet.
- ... using plastic straws? You should! They're so unnecessary.
- My class ... trees in the park next week. I'm really looking forward to it.
- ... the global warming campaign next week. Why don't you come too?
- I promise to always use a rubbish bin. ... litter anywhere, ever again.

8 NOW YOU! Discuss the questions in pairs.

- Which natural resources do you think humans are going to exhaust in your lifetime?
- What are you going to do to help the environment this week?
- Do you agree that your generation is going to make a big difference?
- What new laws do you think your government is going to introduce to protect the planet?

SPEAKING TOOLS

Use new grammar with different vocabulary throughout the day to help you memorise it.



PROJECT TASK 5 Eco-tourism holiday



- Together, write a plan for a week of your holiday. Think about the weather, scenery and excursions. Do some research and include real facts about the place you have chosen.
- Decide how you will present this information. You could use maps, pictures and diagrams.

→ Workbook page 75

- 1  Identify the environmental issues in the pictures. In pairs, say what problems they cause and how they can be stopped.



- 2  Read the article and complete it with the headings.

- a Set an example. c Be energy smart.
b Drive and fly less. d Eat less meat.

READING TOOLS

Pay attention to numbers and statistics in reading texts. There will often be questions about them.

Global warming

Can we make a difference?

There are many threats to our environment, but most scientists agree that the biggest is global warming, and that we are mostly responsible. That is because we have filled the air with greenhouse gases: methane, nitrous oxide and especially carbon dioxide (CO₂), which trap heat in the atmosphere. We are seeing its effects already: melting glaciers, growing deserts and more frequent and severe extreme weather events. If this continues, ice near the poles will melt too. If that happens, sea levels will rise dramatically and many parts of the world will be underwater. What can we do?

1...

Around 15% of human greenhouse gas emissions come from farmed animals. People who eat no meat save nearly a tonne of CO₂ a year. That's about a fifth of what the average person produces in a year. If we all reduce our meat consumption, we can make a big difference.



2...

Choosing not to use a car can reduce your emissions by 2.5 tonnes, but just using public transport more often also saves an enormous amount. Flying produces a lot of CO₂ too – about half a tonne for a five-hour flight.



3...

Energy is the biggest contributor to greenhouse gases. Households can make a big difference by using renewable energy, like solar, wind or hydropower. If a typical house uses solar power, it can save almost a tonne of CO₂ a year. But that's not an easy change for everyone to make. There are many ways to reduce the energy you use at home. Use energy-saving light bulbs, take shorter showers, put on warm clothes instead of turning on the heating, and turn things off when you're not using them.



4...

Some people don't believe that one person can make a difference. Others say they don't want to tell people what to do. But maybe you don't have to. Research shows that people tend to imitate each other. So, just by doing what you can, you're inspiring those around you to do the same.

3 Read the article again and choose the correct answers.

- 1 Greenhouse gases...
 - a are very hot.
 - b make the atmosphere hot.
 - c are getting hot because of global warming.
- 2 What effect haven't we seen yet from global warming?
 - a Ice melting.
 - b Extreme weather.
 - c A dramatic change in sea level.
- 3 How much CO₂ does the average person produce in a year?
 - a Nearly a tonne.
 - b A fifth of a tonne.
 - c Five tonnes.
- 4 Which saves the most CO₂?
 - a Not driving.
 - b Using public transport more.
 - c Getting a train instead of a 5-hour flight.
- 5 What is NOT true about renewable energy?
 - a Using solar energy is the biggest difference a household can make.
 - b Using solar energy can save a household about the same as one person going vegetarian.
 - c If you can't convert your house to renewable energy, there are other things you can do.
- 6 What does the writer mean by 'set an example'?
 - a Tell others to do the right thing.
 - b Copy the example of others.
 - c Be a good example for other people.

4 Find words in the text to complete the sentences.

- 1 The biggest ... to the environment is global warming.
- 2 CO₂ is damaging to the environment because it is a ... gas.
- 3 The CO₂ ... of a car are less than those of a plane, but we use cars more.
- 4 ... energy sources are much better for the environment.
- 5 Walking around the house in a T-shirt with the ... on is a waste of energy.

5 **NOW YOU!** Say what you think the following groups of people can do to help fight global warming.

- Leaders of industrialised countries.
- People who run businesses.
- High-profile celebrities.
- You, your friends and family.

CORE VALUES **Solidarity**

6 What do you think the following research suggests about solidarity?

- Half the people surveyed in a recent study said they flew less because they knew someone who had completely given up flying.
- A study was conducted of community organisers who were trying to convince people to install solar panels on their houses. The community organisers who had solar panels on their houses were 62% more successful.
- Researchers conducted an experiment with people who were all fans of the football team Manchester United. In the experiment, an actor in a Manchester United football shirt fell over in front of them. The researchers found that over 90% of the subjects helped the actor, but when the actor changed to a normal shirt, only 30% of them helped.
- Surveys of people born after the mid-1990s suggest that people are more global and tolerant.

 **FAST FINISHERS** Write about one of your answers to exercise 5.



A leaflet about the environment

Focus on indefinite pronouns

- 1 **Complete the words with every, some, any or no. In pairs, say if you agree with the statements.**
- 1 ...body should do ...thing to help the environment, even if it's a small contribution.
 - 2 ...one should exclusively blame others for environmental damage. It's ...one's responsibility to look after our planet.
 - 3 ...thing is recyclable. There's ...thing you can't put in an appropriate recycling bin.
- 2 **Read the leaflet on global warming and complete it with the questions.**

Is there anything I can do?

What are governments doing?

What's causing it?

What's so bad about it?

Global warming

1...

Almost everyone agrees it's due to human activity. Some gases cause the atmosphere to heat up, and the presence of such large quantities of these gases is a result of our use of petrol and other fuels, among other factors.

2...

It's causing extreme weather events, and if it melts the polar ice, then sea levels will rise and flood parts of the world.

3...

They are trying to agree to reduce greenhouse gas emissions.

4...

You can reduce the energy you use at home. Having shorter showers and not leaving lights or heating on will mean you're saving money and the planet!



Did you notice?

- 3 **Find these structures in the text. Summarise the ideas and complete the sentences in your own words.**
- 1 ... is due to ...
 - 2 ... cause ...
 - 3 ... is a result of ...
 - 4 if ..., then ...
 - 5 ... will mean ...
- 4 **Complete the sentences with your own ideas.**
- 1 If people recycle more effectively, then ...
 - 2 Species extinction is a result of ...
 - 3 The melting of the ice caps will mean ...
 - 4 Air pollution is mainly due to ...
 - 5 Public protests cause ...

NOW YOU!

→ Workbook page 72

- 5 **PLAN** You are going to write a leaflet about the environment. Think of an environmental issue to write about and four questions you can answer.

WRITING TOOLS

A question/answer format can help both the writer and reader. It's easier to plan for the writer and, if you choose good questions, it's more engaging for the reader.

- 6 **WRITE** Write your leaflet. Make sure you answer the questions you ask and try to include some indefinite pronouns and language of cause and effect.
- 7 **CHECK** Check that the answers to your questions are clear and that you have used new language appropriately and accurately.

PROJECT TASK 6 Eco-tourism holiday

- In your group, invent feedback from previous clients. You could talk about their experience and/or how it changed their life after the holiday.
- Decide if you will include this in your presentation in written form or if you will have live interviews with previous clients.
- Next, do the final task on page 80.

→ Workbook page 75



Disappearing villages



Discuss the questions.

- 1 What do you think will happen to the environment in the next 50 years?
- 2 What is your community doing to protect the environment?
- 3 What should your government do?
- 4 Who is responsible for stopping climate change, people or governments?

LISTENING TOOLS



When you have to write a difficult word in a listening task, don't worry about the spelling. Listen and write the word as well as you can, then correct the spelling when the audio has finished.

1 Listen and complete the texts.

1 KATIE

To solve big problems, we have to think outside the ¹... Some people don't like the idea of genetically modified ²..., but I believe that it's the best way to solve world ³... If we can ⁴... plants so they can adapt to difficult conditions, people will be able to ⁵... their own food.



2 DEREK



I go door to door and ask people to ¹... petitions and ²... to politicians. I believe that ³... really do speak louder than words. If lots of people get ⁴..., the government will talk about the idea. It doesn't always mean the laws will change, but it shows the politicians that people are interested in ⁵... issues.

- 2 In pairs, say if you agree or disagree with the opinions in exercise 1.

Idioms and expressions

- 3 Match the expressions you heard with the meanings.

- 1 make a stand
 - 2 actions speak louder than words
 - 3 think outside the box
- a When we imagine unusual solutions to a problem, or have new or original ideas.
 - b When we protest about or fight for something we believe in.
 - c Real change is a result of people taking action.

- 4 **NOW YOU!** Complete the sentences with your own ideas. Compare your sentences in pairs.

- If we really want to make a stand against plastic use, we ...
- Actions speak louder than words, so we should ...
- Governments need to think outside the box. For example, ...

3 EMMA

If we really want to ¹... a stand against climate change, we have to ²... the next generation correctly. If people understand the effect their ³... has on the planet, society will change. So, education is the most important tool in the fight against ⁴... warming. By improving their ⁵..., we can help our children to make a difference.



PAIRWORK

- Student A: go to page 102
- Student B: go to page 106

Unit 8 Review • page 97

Wordlist • pages 118–120



PROJECT: Eco-tourism holiday

RECAP

- In this project, you have created and developed an eco-tourism holiday.
- In **units 7 and 8**, you practised using the present perfect. You also used zero and first conditionals and talked about the future with *going to*. You learnt vocabulary for transport, travel and the environment and you wrote a travel diary entry and a leaflet.
- Now you are ready to present your eco-tourism holiday to your class!

- TASK 1** Define the basic elements of your holiday village.
- TASK 2** Identify a focus and write a quiz for possible clients.
- TASK 3** Write an example of a day at the holiday village.
- TASK 4** Make a list of the classes and activities you will offer.
- TASK 5** Plan a week of activities and excursions.
- TASK 6** Invent feedback from previous clients.

FINAL TASK: Present your eco-tourism holiday

- In your group, look over the information you have created about your eco-tourism holiday. Check, correct and improve your texts.
- If you haven't already chosen one, think of a name for your holiday village.
- Decide how you are going to present your ideas to the class. You could include live interviews, pictures, maps, posters, timetables, etc.
- Together, think about who from your team will present which part of the information. Think about your role at the holiday village and create a personality for yourselves.
- When you are ready, present your eco-tourism holiday to the class.

USEFUL EXPRESSIONS

- Hello, we're the team from...
- We'd like to tell you all about...
- In this picture, you can see...
- This is a truly incredible experience because...
- As you will see, our feedback is always excellent!
- We hope to see you at ... soon!



21ST CENTURY SKILLS

Flexibility

Often, being flexible can improve our relationships with others and the world around us. Although change can be scary, being flexible helps us to grow and learn. It can help us to see the world in new ways and find creative solutions.

GO BEYOND



Staycations



We all know that travelling by airplane is bad for the environment, but we all need a holiday from time to time, so what should we do?

Every year, more and more people choose to have a 'staycation' or 'holistay'. This means going on holiday in your own country, or simply staying at home and acting like a tourist in your hometown. If you choose to stay in your own home, the trick is to totally change your normal routine. You could sleep in a tent in the garden, or even do an expensive extreme sport; you'll be saving lots of money on flights and hotels anyway! It's true that most people don't often visit the tourist attractions in their own town. There are also probably interesting places in the towns right next to yours. Why don't you find out?



Answer the questions in pairs.

- 1 Do you prefer to travel abroad or stay at home?
- 2 Would you like to have a staycation? Why?
- 3 Where in your country would be a good place to go on holiday?
- 4 Have you visited all of the tourist attractions where you live?

EVALUATION

Answer the questions in your group.

- 1 Which presentation did you like the most? Why?
- 2 Which was the most environmentally friendly holiday?
- 3 Would you like to go on any of these holidays? Which one?
- 4 Do you think your family holiday habits might change in the future?



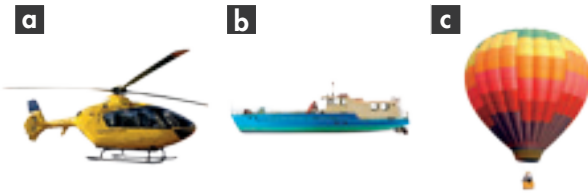


1 Listen and choose the correct answer.

1 Which form of transport has Matthew booked?



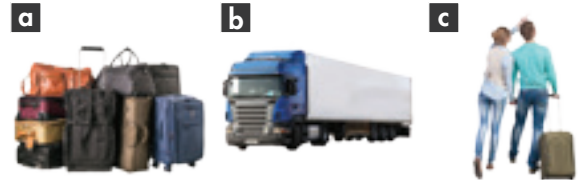
2 What has Kate already travelled in?



3 Where has Becky never been?



4 Why hasn't the plane taken off yet?



2 Read the email from Max to his friend Adele. Choose the correct word for each space.

To: Adele From: Max

Hi Adele,

I'm excited that you're coming to visit me in London next week. I know you've never been to London before, so I wanted to tell you how to get to my house from the ¹ **airport / airline / flight / gate**. It's not a difficult ² **holiday / trip / journey / travel**. First, you have to follow the signs for the ³ **subterranean / tunnel / submarine / underground**. Then, you catch a tube train to King's Cross station. Tell me when you ⁴ **land / arrive / reach / return** and I'll come and meet you at the station. My house is only 5 minutes away.

I've thought of lots of fun things for us to do together. Have you ⁵ **even / never / once / ever** been on a double decker bus? There's one that goes all around the city. And there are lots of parks and places to visit. I haven't been to the planetarium ⁶ **never / already / yet / ever**. Would you like to go? See you next week!

Max

3 Imagine you are Adele. Write an email replying to Max. Use the notes to help you. Write about 100 words.

- Thank Max for the travel information.
- Tell him if you have been on a double decker bus and if you want to.
- Answer his question about the planetarium.
- Ask Max a question about London.

EXAM TIP
When you finish, make sure you have included all four points in the notes.

4 Work in pairs. Take turns to ask and answer the questions and give more information.

- 1 Have you ever been on a cruise ship? Where?
- 2 Have you ever travelled in a limousine? When?
- 3 Is it important to travel abroad? Why (not)?
- 4 In what ways do you think holidays are good for us?

1  Listen to 14-year-old Sarah talking about her Nature Clean-up project on her school radio and choose the correct answer.

- | | |
|---|--|
| <p>1 Sarah organised a clean-up day because</p> <ul style="list-style-type: none"> a there was a lot of plastic on the beach. b she did a project about pollution at school. c she was worried about climate change. <p>2 Nature Clean-up has become famous because</p> <ul style="list-style-type: none"> a Sarah put notices asking for help. b Sarah talked about them on the local news. c Sarah writes a blog about the environment. | <p>3 When they collect the litter</p> <ul style="list-style-type: none"> a they put it all in rubbish bins. b they recycle as much as they can. c they put it in landfill away from the beach. <p>4 In the next few days, Sarah is going to</p> <ul style="list-style-type: none"> a organise a protest to stop climate change. b make a suggestion to the local government. c try to save energy at home. |
|---|--|

2  Work in pairs. Your friend David is very interested in the environment, and it's his birthday next week. Talk about these ideas for a present and decide which you are going to buy him.

EXAM TIP

Discuss ideas together and make suggestions. The language you use is more important than your ideas.

- | | |
|---|--|
| <ul style="list-style-type: none"> ▪ a book about renewable energy ▪ a solar-powered light ▪ energy-saving light bulbs | <ul style="list-style-type: none"> ▪ a visit to a local recycling plant ▪ a ticket to a talk about climate change ▪ a jacket made of upcycled materials |
|---|--|

3  Read and choose the correct sentences for gaps 1 to 4. There are two sentences you don't need.

I didn't use to think about recycling or saving energy at home, but everything changed when I started learning about climate change at school. ¹... I talked to my mum and dad and we started recycling.

I also try to save energy at home. ²... When I clean my teeth, I turn the tap off to save water. When it's not too cold, I walk to school because if you use the car less, you create less carbon dioxide. We also have a compost bin in the garden for all our organic waste. We use the compost to feed plants in the garden. ³... That's really good for biodiversity.

I have a lot of ideas about how to protect the planet. I think it's really important to use renewable energy. Next month we're going to install a solar panel on the roof. ⁴... There's an old bike in the garage that I'm going to make into a cool clock! I'm going to put it on my bedroom wall.



- a If we don't stop deforestation, there won't be any trees left.
- b I turn off the lights when I leave a room so I don't waste energy.
- c I'm going to see a documentary about the melting glaciers on Friday.
- d If you have flowers in your garden, they attract bees and other insects.
- e I realised there were a lot of environmentally friendly things I could do at home.
- f I'm also going to start reusing old items around the house.

Unit 7 • Student A

1 Debbie is going on a trip tomorrow, but she's not ready yet! Ask Student B questions to complete your table.

HAS DEBBIE...	DONE?	EXTRA DETAILS
reserve / plane tickets?	✓	Paid with credit card.
pack / bag?
find / camera?	✓	It was under the sofa.
buy / new sandals?
leave / cat with the neighbour?	✗	She'll do it tomorrow morning.
check / hotel reservation?

2 Answer Student B's questions using *already* and *yet*.

3 With Student B, say what Debbie has to do today.

Unit 8 • Student A

1 There is a competition at your school to find the best way to encourage environmentally friendly behaviour. Your team wants to start an education scheme for children so that they can educate their parents too. Use the headings and make notes about your idea.

How What Where Who Why

2 Present your idea to Student B and answer their questions.

My team is going to...

3 Listen to Student B's presentation and ask them questions about their idea.

What will you do if people don't change their behaviour?

4 Defend your idea. Tell Student B why your idea should win the competition. After you have both spoken, decide whose idea is the most effective.



Unit 9 • Student A

1 These are your pet dogs, Dawson and Bonkers. Read the information and answer Student B's questions.

Age: Dawson is 10 years old. Bonkers is 6 months old.

Tricks: Dawson can roll over, catch sticks and bring my slippers. Bonkers can't do anything yet!

General information: Dawson is calm and quiet. He is a bit old, and too lazy to go on long walks. Bonkers is sweet and cuddly. She likes to sit on the sofa but isn't big enough to climb up.



2 Ask Student B about their dog, Scout, and make notes. Use the headings to help you.

age likes size tricks

3 With Student B, make ten sentences comparing the dogs.

Scout is smaller than Dawson.

Unit 7 • Student B

1 Debbie is going on a trip tomorrow, but she's not ready yet! Answer Student A's questions using *already* and *yet*.

HAS DEBBIE...	DONE?	EXTRA DETAILS
reserve / plane tickets?
pack / bag?	X	She has to do it today.
find / camera?
buy / new sandals?	X	She thinks her old ones are fine.
leave / cat with the neighbour?
check / hotel reservation?	✓	The hotel sent an email yesterday.

- 2 Ask Student A questions to complete your table.
- 3 With Student A, say what Debbie has to do today.

Unit 8 • Student B

1 There is a competition at your school to find the best way to encourage environmentally friendly behaviour. Your team wants to start a scheme that promotes using environmentally friendly transport. Use the headings and make notes about your idea.

How What Where Who Why

2 Listen to Student A's presentation and ask them questions about their idea.

What will you do if people don't change their behaviour?

3 Present your idea to Student A and answer their questions.

My team is going to...

4 Defend your idea. Tell Student A why your idea should win the competition. After you have both spoken, decide whose idea is the most effective.



Unit 9 • Student B

1 Ask Student A about their dogs, Dawson and Bonkers, and make notes. Use the headings to help you.

age likes size tricks

2 This is your pet dog, Scout. Read the information and answer Student A's questions.

Age: 3 years old.

Tricks: Scout can find anything! I hide balls in the garden and he loves looking for them. But he can't catch the ball if you throw it!

General information: Scout is a happy, active dog, maybe too active! He likes to ride in the car but he's not big enough to see out of the window, so he jumps up and down a lot.



3 With Student A, make ten sentences comparing the dogs.

Scout is smaller than Dawson.

Modal verbs: necessity

Use **must + verb** and **don't have to + verb** to talk about things that are important or necessary.

Affirmative	Negative
I must rest more; I'm still really tired. You must walk slowly, so you don't fall.	I don't have to get up early tomorrow; there's no school. Thanks, but you don't have to help me. I'm OK.
Yes/No questions	Wh- questions
Do I have to wear my helmet? Yes, you do!	When do I have to come back? Your next appointment is on Monday.

We use **don't have to** to say that something isn't necessary. It does not communicate prohibition.

We **don't have to get up** early today; it's a holiday.

You **don't have to** if you don't want to.

We **don't have to do** any homework today.

We use **must** to express obligation or a strong recommendation. It is similar to **should**, but stronger.

You **must be** home by ten.

We **must remember** to call our parents.

I really **must rest** before I start studying.

Present perfect with *already* and *yet*

Use the **present perfect** to talk about something that happened in the past if the 'when' is not important. It is formed with **have + past participle**.

Affirmative	I have travelled all over the world. Use already to show that something happened sooner than expected. She has already visited twenty countries, and she's only 14 years old!
Negative	I haven't been to Russia. Use yet to show that you expect something to happen in the future. They haven't bought their tickets yet .

Remember: Use the **present perfect** to mention an experience and the **past simple** to talk about the details.
I **have been** to Germany. I **went** with my family and my best friend.

We use the **present perfect** to talk about experiences in our life, when the exact time or date isn't important. We're only interested in the fact that this event happened at some point in the past.

I've **seen** an elephant.

Have you **tried** sushi?

I **haven't read** Lord of the Rings.

We use **yet** with questions and negatives to talk about things that we expect to happen. We usually put it at the end of the clause.

My dad **hasn't made** dinner **yet**. (But he's making it now.)

Have you **packed** your bags **yet**? (It's nearly time to go.)

They **haven't met** their new teacher **yet**. (But they will tomorrow.)

We use **already** with affirmative sentences and questions to talk about things that have happened earlier than expected.

I've **already finished** my homework. (It was easier than I thought.)

Have they **already moved** into their new house? (That was quick!)

We **have already studied** this chapter. (We're learning faster than expected.)

Present perfect: questions with *ever* and *never*

Use the **present perfect** to ask questions about something that happened in the past if the 'when' is not important.

Question	Have you been to Italy? Use ever to ask if something happened at any time in the past. Has your Mother ever been to Italy?
Short answer	Yes, I have . No, I haven't .
Long answer	We usually use the contracted form of have in long answers. Yes, I've been to Italy. Use never to emphasise that something has not happened at any time in the past. No, I've never been to Italy.

We often use **ever** and **never** with the present perfect. **Ever** means 'at some time in the past'. We use it before the main verb. We often use it in questions when we think it's possible that the situation hasn't happened.

Have you **ever been** camping?

Has your best friend **ever stayed** over at your house?

Have your parents **ever been** to New York?

Never means 'at no time in the past'. We use it before the main verb.

I've **never been** to New York. What's it like?

My mum **has never ridden** a bike. Can you believe it?

I've **never met** anyone from Argentina.

Don't put **never** at the beginning of a sentence. It has to come just before the main verb, or after the verb **be**.

I **have never ridden** a horse.

NOT ~~Never have I ridden a horse.~~

Zero and first conditional 

Use the **zero conditional** to talk about general truths and facts.

If/When + present simple, present simple

If you **recycle**, your rubbish **doesn't go** into a landfill.

When we **throw** things away, **where do** they **go**?

Use the **first conditional** to talk about real possibilities in the future.

If + present simple, will/won't + infinitive

If we **don't act** on climate change now, we **won't have** a future.

If we **destroy** more rainforests, **where will** the animals **go**?

We use the **first conditional** to talk about things that are likely to happen, and their possible consequences. It has two parts: **If + present simple, will/won't + infinitive.**

If I eat all this ice cream, **I'll be** ill.

If it doesn't rain tomorrow, **we'll go** to the park.

I'll call you on my mobile **if I'm** late.

We can put either the **if** part or the **will/won't** part first. When the **if** part is first, we use a comma to separate the parts of the sentence.

If I have time, **I'll go** to the party.

OR

I'll go to the party **if I have** time.

The **zero conditional** is used to express absolute truths or facts. We often use it to talk about things that are certain to happen.

If you eat too much, **you put on** weight.

Babies cry when **they are** hungry.

If you touch the fire, **you get** burned.

Future with going to 

Use **be going to + verb** to talk about plans and intentions in the future.

Affirmative			Negative			
I	am	going to use less plastic.	I	am not	going to travel by car.	
He/She/It	is		He/She/It	is not		
You/We/They	are		You/We/They	are not		
Yes/No questions			Wh- questions			
Am	I	going to plant a tree?	Where	am	I	going to volunteer?
Is	he/she/it			is	he/she/it	
Are	you/we/they			are	you/we/they	

We use **be going to** to talk about future intentions.
I'm going to finish school and then study at university.
We're going to save money for our holidays.
He's going to be a lawyer when he grows up.

We can also use **be going to** for future predictions based on what we can see.
 Watch out! That glass is **going to fall** over.
 Oh no! The ball is **going to break** the window.
 You're **going to have** an accident if you're not careful.

The choice of which future form to use is not always clear, and often more than one choice is appropriate with only small or even insignificant changes in meaning. Compare the following sentences.

Kelly **will probably win** the talent show.
 Kelly **is probably going to win** the talent show.
 (Very similar – **be going to** emphasises that the prediction is based on what we can see now.)

I'm going to see my cousins at the weekend.
I'm seeing my cousins at the weekend.
 (Very similar – **be going to** suggests there may not be an arrangement with the cousins yet.)

I think it will rain.
It might rain.
 (Very similar – both **I think** and **might** suggest uncertainty.)

INFINITIVE	PAST SIMPLE	PAST PARTICIPLE
be	was/were	been
become	became	become
begin	began	begun
bite	bit	bitten
break	broke	broken
bring	brought	brought
build	built	built
buy	bought	bought
can	could	—
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
do	did	done
draw	drew	drawn
dream	dreamt/ dreamed	dreamt/ dreamed
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lay	laid	laid
learn	learnt/learned	learnt/learned

INFINITIVE	PAST SIMPLE	PAST PARTICIPLE
leave	left	left
let	let	let
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
shoot	shot	shot
show	showed	shown
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
smell	smelt/smelled	smelt/smelled
speak	spoke	spoken
spend	spent	spent
stand	stood	stood
steal	stole	stolen
sweep	swept	swept
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

UNIT 1

Adjectives

big	heavy
brainy	inquisitive
clever	lazy
colourful	noisy
cool	slow
curious	vibrant
energetic	weighty
enormous	wonderful

Interests

collecting	models
drawing	playing the guitar/violin
hobbies	reading comics
instrument	watching films

Personality traits

active	extroverted
agreeable	friendly
careless	inventive
cautious	nervous
challenging	neurotic
compassionate	open to experiences
confident	organised
conscientious	outgoing
consistent	reserved
detached	secure
easy-going	sensitive
efficient	solitary

UNIT 2

Home

attic	main bedroom
basement	porch
bathroom	rooftop terrace
bedroom	study
flat	utility room
garage	washing machine
kitchen	
living room	

Daily routine

brush your teeth	have a nap
cook breakfast/lunch/ dinner	have a shower
do homework	have/eat breakfast/ lunch/dinner
eat something for breakfast/lunch/dinner	leave the house
finish school	play videogames
get dressed	read a book
get home	ride your bike
get up	study
go for a run	tidy your room
go to bed	wake up
have a break	walk the dog
	water the plants

World geography

Africa	lake
Antarctica	landmass
Asia	North America
continent	Oceania
country	South America
Europe	

UNIT 3

Irregular verbs

became	had	sat
fell	made	took
fought	met	
gave	say	

Culture

act	orchestra	row
audience	perform	screen
ballerina	performance	stage
dance	performer	star
interval	play	

Art forms

architecture	painting
cinema	photography
digital art	poetry
drawing	sculpture
literature	short story
music	theatre
novel	visual arts
performing arts	

UNIT 4

Parties

balloons	candles
barbecue	gift
birthday	gift tags
biscuits	cupcakes
blow out	decorations
burgers	presents
cake	sausages

Entertainment

adventure	fancy restaurant
amusement park	live music
backstage	roller coaster
camp	snorkelling
competition	ticket
concert	zip wire

Festivals and celebrations

Easter	offerings
fireworks	pagan
gathering	pole
graves	powder
Halloween	ritual
make wishes	The Easter Bunny
New Year	water fights
New Year's Eve	

UNIT 5

Technology

<u>Technology I</u>	type
alarm clock	video clip
attach	<u>Technology II</u>
charge	camera
click	computer programme
connection	circuit
digital platform	connection
download	data
drag	electronics
homepage	hardware
laptop	insert
machine	memory card
main menu	mobile phone
password	robot
printer	software
right-click	update
track	wire

Phrasal verbs

log in/out	switch on/off
plug in (opposite: unplug)	turn on/off
sign in/out	turn up/down

Future technologies

artificial intelligence (AI)	nanotechnology
driverless cars	robotics in medicine
electric cars	self-driving vehicle
futurologist	smart factory
genetic research	smart home
nanobot	

UNIT 6

Health and illness

a cold	infection
allergy	patient
appointment	runny nose
check-up	sneeze
cough	sore throat
dizzy	temperature
earache	the flu
eye test	unwell
hay fever	virus
headache	

Accidents

ankle	heal
bandage	hurt
bone	ice
break	injure
bruise	itch
bump	nosebleed
burn	pain
chin	plaster cast
compression	scratch
concussion	sling
crutches	sprain
elbow	wound
first aid kit	wrist

Healthcare professionals

dentist	pharmacist
doctor	physiotherapist
nurse	specialist
paramedic	therapist

UNIT 7

Transport

cruise ship	limousine
double decker bus	lorry
ferry	submarine
helicopter	train
hot air balloon	tram
jet	underground

Air travel

abroad	disembark
airline	first class
airport	flight
announcement	gate
arrivals	hand luggage
baggage	journey
board	land
boarding pass	passenger
check-in	passport
customers	return
delayed	security
departures	stopover
destination	take off

Abstract nouns

balance	pleasure
happiness	spirituality
health	truth
meaning	

UNIT 8

Environment

bottle bank	organic
clean-up days	polluted
climate change	protests
deforestation	public transport
ecosystems	recycling
endangered	reuse
extinct	rubbish bins
glaciers	sea levels
habitat	species
landfill	upcycling
litter	
natural resources	

Nature

beach	path
bush	river
cliff	sea
coast	stone
coastline	stream
harbour	sunrise
hill	sunset
island	valley
lake	waterfall

Global warming

atmosphere	melt
carbon dioxide (CO ₂)	renewable energy
damaging	save energy
desert	solar power
emissions	the poles
energy-saving light bulb	threat
extreme weather	tonne
greenhouse gases	waste energy
hydropower	

UNIT 9

Shopping

bargain	put on
exchange	receipt
expensive	sale
label	size
pocket	try on

Hobbies

chess	play the guitar/piano
dance	ride a horse/motorbike
gymnastics	skateboard
magic tricks	yoga

Adjectives

afraid	miserable
alone	modern
busy	old-fashioned
calm	original
cheerful	polite
delighted	positive
disappointing	quiet
excellent	relaxed
famous	rude
fantastic	strange
heavy	traditional
high	unhappy