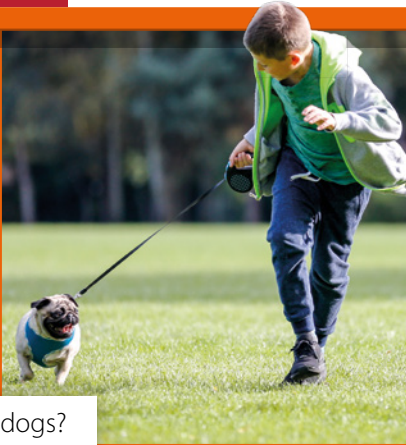


STARTER

What do you know?



Cats or dogs?



Sushi or pizza?



Yoga or mountain biking?

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?

4 Listen again and answer the questions.

- 1 Who is more active, Fatma or Yusuf?
- 2 Which football team does Yusuf support?
- 3 Which animals does Fatma prefer, and why?
- 4 Which pet is more popular, according to Yusuf?
- 5 What is the advantage of messaging friends, according to Fatma?
- 6 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**.

- 1 Which tense do we use to talk about habits/regular activities?
- 2 Which tense do we use to talk about activities that are happening now?
- 3 How would you change the examples for the subjects *I* and *they*?
- 4 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
Short adjectives		
cheap	1 (...)	the cheapest
2 (...)	happier	the happiest
Long adjectives		
enjoyable	more enjoyable	3 (...)
challenging	4 (...)	the most challenging
Irregular adjectives		
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 **WDYT?**

2 **VIDEO SKILLS**

3 **CRITICAL THINKING**

4 **BRAIN TEASER**

5 **GRAMMAR ROUND-UP**

6 **Research**

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 Now explore the rest of the book and answer the questions. Can you answer them all 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 Where can you check irregular verbs?
- 5 How many pages of Phrasebook are there at the end of the book?
- 6 What can you find on pp4–5?
- 7 In which unit will you review everything you have learnt?
- 8 What can you find on pp118–121?

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

1

Amazing people



WDYT?
(What do you think?)

Who inspires you?

Vocabulary: describing people; personal qualities; helping others; verb and noun collocations

Grammar: past simple and past continuous; *when, while*; subject and object questions

Reading: a magazine article about incredible people

Listening: a radio interview about an inspirational teenager

Speaking: giving an opinion

Writing: a profile

Project: a video – someone who inspires me



Could you be an astronaut?

In the exciting series *Astronauts: Do you have what it takes?* astronaut Chris Hadfield and a team of experts choose one winner from 12 incredible contestants. The lucky winner gets a recommendation to join the European Space Agency programme.

Now there are only three contestants left, Suzie, Tim and Kerry. Who will win?



Video skills p13



Real-world speaking p19



Project pp22–23

Describing people

1 Work in pairs. Look at the adjectives in the box. Use them to describe inspiring characters from TV shows or films. Can you add any more personality adjectives to the list?

careful friendly funny kind pleasant quiet

Bart Simpson is very funny.

I think (...) is friendly.

2 What are the opposites of the adjectives? Copy and complete the table.

Opposites with a negative prefix (<i>un-</i>) or negative suffix (<i>-less</i>)	Other opposites
kind <i>unkind</i>	funny <i>boring</i>
careful (...)	quiet (...)
friendly (...)	(...) (...)
pleasant (...)	(...) (...)
(...) (...)	(...) (...)

Could you be an astronaut? comments

I expect it will be Suzie or Kerry. Suzie seems **confident** and **reliable**. She's **hard-working** too. Kerry's **enthusiastic** about becoming an astronaut.

Suzie is my favourite. She's **brave** and not afraid to try new things. She's **sensible** – she wouldn't do anything silly.

Tim is intelligent, **calm** in a crisis and **positive** when things go wrong. I imagine he's **generous**, too.

It could be Kerry. She's a **talented** pilot. She seems friendly and **sociable** and **patient**, too.

Tim is **curious** and **creative**. He loves science and new ideas.



Personal qualities

3 Read the introduction to the article and look at the photos. What personal qualities do you think are important for the winner?

4 Read the comments and check the meaning of the words in bold. Who do you think is the best candidate? Why?

5 Complete the definitions with personality adjectives in bold in the text. Then think of someone you know for each adjective.

- 1 A (...) person can wait for a long time without getting angry or upset.
- 2 A (...) person gives more of their time and money to others than most people.
- 3 A (...) person is very interested in learning more about something.

- 4 A (...) person is very reasonable and practical.
- 5 A (...) person always puts a lot of effort into their work.
- 6 You can trust a (...) person to do what they say they will do.
- 7 A (...) person loves meeting new people.
- 8 A (...) person is very good at something.

I think the footballer Mo Salah is talented.

6 Write definitions for the other six words.

A confident person believes in his or her own abilities and doesn't feel worried or frightened.

7 Complete the sentences using personality adjectives.

- 1 I'm (...) but I'm not (...).
- 2 My best friend is (...).
- 3 My brother/sister is (...). My mother/father is (...).

8 Work in pairs. Ask and answer about the sentences in exercise 7.

What are you like?

I'm (...) but I'm not (...).

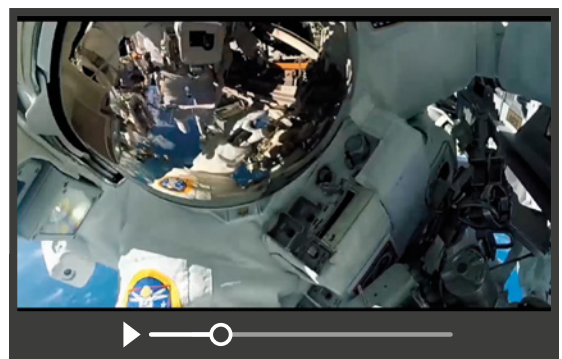
to be like, to look like, to like

What is Sam like? He's generous and confident.

What does Sam look like? He's tall with brown hair.

What does Sam like? He likes football and films.

VIDEO SKILLS



9 The video is called 'Could you work in space?'. What do you think you will see? Watch the video and check your answers.

10 Work in pairs. Discuss the questions.

- 1 What have you learnt from the video?
- 2 Why do people enter challenge shows?
- 3 How are challenge shows a good way to learn about a topic?

A magazine article

1 Look at the photos and headline on p15 and answer the questions.

- 1 Describe the girl. What is she doing?
- 2 What are the people doing in the other picture?
- 3 Read the headline. What do you think it means?

Subskill: Reading for gist/skimming

Read a text quickly to understand the main message. Titles, headings and content words help you focus on the information that is most useful and relevant.

2 Read the text quickly and choose the best summary.

- 1 It is an article about how technology can improve people's lives and help them in their careers.
- 2 It is an article describing how people have recovered from accidents and adapted to change.
- 3 It is an article that gives information about the powers and abilities people wish they could have.

3 4 Read and listen to the article. Are the sentences true or false? Correct the false sentences.

- 1 Chiara has modelled for many years.
- 2 She learnt to walk again just a month after her accident.
- 3 Chiara asked a designer to make her a decorative leg.
- 4 When she was modelling, Chiara hid her prosthetic leg.
- 5 Orlando had no physical effects from his accident at all.
- 6 He can calculate what day of the week any day since his accident is.

4 Complete the sentences with the correct name Chiara or Orlando.

- 1 (...) didn't think he/she would ever do something he/she is doing now.
- 2 (...) knows things that most people are not able to remember.
- 3 (...) is able to do something as the result of a change in his/her brain.
- 4 (...) lost part of his/her body but didn't let that stop him/her doing things.

5 Answer the questions in your own words.

- 1 What happened when Chiara was coming home from a dance show?
- 2 When the designer wrote to Chiara, what was she working on?
- 3 Why is Chiara studying hard?
- 4 What was Orlando doing when he had his accident?
- 5 Did Orlando lose his ability after a few years?
- 6 Does Orlando think he's special now?

6 **Word work** Match the definitions to the words in bold in the article.

- 1 the job of working as a model
- 2 occasions when professional photographers take photos for a magazine
- 3 not willing to let anything stop you from doing something you want to do
- 4 became healthy again after an illness or accident
- 5 used for replacing a missing body part
- 6 a series of actions intended to produce social or political change

7 Work in pairs. Answer the questions.

- 1 What incredible ability would you like to have? Why?
- 2 What would like to be able to do better? Why?

CRITICAL THINKING



- 1 **Understand** Chiara modelled in a campaign for more diversity. Why do people take part in campaigns?
- 2 **Analyse** What other campaigns do you know about? Think about one campaign and discuss why you think it was successful or unsuccessful.
- 3 **Create** What problems in society are important to you? Choose one problem and think of three things you could do to make people aware of it.

Research

Find more information about Stephen Wiltshire or someone you choose. What is amazing about them? What would it be like to have their abilities?



Stephen Wiltshire

Unique strengths

We might all dream of being famous, but ordinary people are incredible in so many different ways. We can adapt to new things and learn and grow, as these two interesting people show.

Chiara Bordi is an incredibly positive and confident young person. Chiara did her first **photo shoot** several years ago but before that the idea of **modelling** seemed impossible to her. Chiara was coming home from a dance show when she had a terrible accident. She lost part of her left leg and took nine months to walk again. Then an Italian designer wrote to Chiara – the designer was working on a decorative **prosthetic** leg, covered in crystals. Would Chiara model it? Instead of hiding her prosthetic leg, Chiara made it part of her image. Recently, she did a photo shoot for Models of Diversity, the **campaign** to encourage more diversity in modelling. Chiara is **determined** to focus on what she can do, not what she can't do. Will she become a world-famous model? Perhaps. She's also studying hard, hoping to become a doctor!

Orlando Serrell has got an amazing memory for dates. He's unusual because he didn't have this

ability until he was ten. While he was playing baseball with friends one day, the ball hit his head hard. He **recovered** quickly, but had a bad headache for weeks. Then Orlando discovered that he instantly knew what day of the week any date was – but only dates after his accident. Years later, he can still do it. Not only that, but he also knows exactly what he did and what the weather was like on any date since the event! Orlando was surprised when scientists, newspapers and TV shows were all interested in his experience and called him a 'genius'. He thinks he's ordinary.

We can all be amazing humans, whether it's having a talent or skill, working hard to succeed, achieving wonderful things despite difficult circumstances, dedicating your life to helping others or being a good friend. We humans are awesome!



Past simple, past continuous and *used to*

1 Read the examples and complete the rules.

Chiara **did** her first photo shoot several years ago.
 Orlando **didn't have** this ability until he **was** ten years old.
 He **wasn't trying** to remember.
 He **could** remember dates.
 Chiara **used to** be a typical teenager, now things are different.
 Orlando **didn't use to** have a special memory.

- We use the (...) to talk about finished actions or states in the past.
- We use the (...) to talk about actions in progress at a time in the past.
- The past simple form of *be* is (...)/*were* and the past simple of *can* is (...).
- We use (...)/*didn't use to* to talk about past habits and states.

2 Rewrite the sentences in the negative form and the question form.

- Paul went to the cinema yesterday.
- I was doing my homework at 9 pm.
- They were at school yesterday.
- Lara could swim at the age of four.
- They used to take the bus to school, now they walk.

3 Choose the correct option. Are the sentences true or false for you?

- At 3 am, I **slept/was sleeping**.
- I **went/was going** to the cinema last week.
- Yesterday, the sun **shone/was shining** all afternoon, so I **went/was going** to the park.
- I **didn't do/wasn't doing** anything last night. I just relaxed.
- I **used to live/was living** in a different country, but now I live here.
- I **arrived/was arriving** at school late this morning. My friends **worked/were working** in class.

4 Complete the questions with *was*, *were* or *did*. Then ask and answer in pairs.

- What (...) you doing at nine o'clock last night?
- What (...) you do after school yesterday?
- (...) you go anywhere interesting last weekend?
- When (...) your last birthday?
- What (...) your friend doing before class started?

when and while

5 Read the examples and choose the correct option.

While he was playing baseball, the ball hit his head.
 The ball hit his head **while** he was playing basketball.
 She was coming home **when** she had an accident.
When she got her new leg, she learnt to walk.

- The **past simple/past continuous** describes a longer background situation or action. The **past simple/past continuous** describes the action or event that interrupted it.
 - We use **when/while** to talk about the point in time something happened in the past.
 - After **when/while** we usually use the past simple. After **when/while** we usually use the past continuous.
- ### 6 Complete the text with the correct form of the verb in brackets or one suitable word.



The children who see like dolphins

Most people can't see well under water, but the Moken people in Thailand can. Anna Gislen, a Swedish scientist, **1** (...) (**study**) how people see when a colleague **2** (...) (**suggest**) visiting the Moken. **3** (...) Gislen got there, she **4** (...) (**discover**) that the children **5** (...) (**can**) see perfectly well in deep water – twice as well as European children! **6** (...) they were swimming, the children **7** (...) (**keep**) their eyes open so they easily **8** (...) (**catch**) fish. Interestingly, the children's eyes **9** (...) (**not get**) red from the salt water.

7 Answer the question to solve the Brain teaser.



Romeo and Juliet were lying on the floor – dead! A cat was leaving through the open window and there was water and broken glass on the floor. There was air in the room, but they died because they couldn't breathe.

Can you explain what happened?

Verb and noun collocations: helping others

1 Look at the text about a radio series. The radio station wants listeners to suggest amazing people. Who would you suggest?

Our world

Do you know someone amazing? **Our world** is doing a radio series on inspiring people – ordinary people who **change society** for the better! Did they **start a campaign** or **sign an online petition** that millions of people signed to help others and change the world? Do they **support other people** to **achieve their goals**? Perhaps they are **helping others** to **gain knowledge**, or **encouraged a friend** to do something, or raised money for a good cause. Whatever it is, we want to know how that person **made a difference**. At the end of the series, one of them will **win an award**! Email or phone us with your suggestions!

✉ inspiringpeople@radio3 ☎ 0207 365 6987

2 Copy and complete the table with the expressions in red from exercise 1.

Verb + noun	Verb + person
<i>change society</i>	<i>support other people</i>

Collocations

Some verbs and nouns are often used together; this is called collocation. Make a note of examples and record them together. Can you add any other collocations to the verbs above?

win a competition, make a cake ...

3 Choose the correct words. Do you agree with the sentences? Why/Why not?

- 1 People shouldn't win **award/an award** for their work.
- 2 **Making/Starting** an online petition is a waste of time.
- 3 Every year you should **achieve/gain** a personal goal.
- 4 It's important to **change/make** a difference.
- 5 We should all **encourage/start** our friends.
- 6 If you study, you gain **knowledge/the knowledge**.

A radio interview

4 Look at the advert for the radio programme and try to guess the answers to the questions.

- 1 Who is the interview about?
- 2 What language do they use to communicate?
- 3 What did Jade win?



16.30 This week in **Our World**, Daniel Hansen talks about his inspiration, Jade Chapman (right), and her sister Laura. Jade recently won an award for her campaign.

Subskill: Predicting what you will hear

Read the questions and exercises before you listen to get an idea of what the listening is about.

5 Read the sentences in exercise 6 and then guess if these sentences are true or false.

- 1 Jade started the campaign because of someone she knew.
- 2 Jade's campaign wasn't successful.
- 3 More people can use sign language now because of Jade's efforts.

6 Listen to the radio programme and order the events.

- a Jade won an award.
- b Students and teachers at Jade's school did a sign language course.
- c Jade wanted to help her sister.
- d Jade called her campaign 'Let Sign Shine'.
- e Jade appeared on TV and in a national newspaper.
- f Thousands of people signed Jade's online petition.

7 Listen again and complete the sentences with a number.

- 1 There are about (...) deaf people in Britain.
- 2 Sign language became an official language in (...).
- 3 (...) % of deaf children and teenagers attend ordinary schools.
- 4 Jade won a prize of £ (...).
- 5 The language course lasted (...) weeks.
- 6 There were (...) places on the sign language course at Jade's old school.

8 Work in pairs. What could you do every day that can make a difference?

I could join an anti-bullying campaign.

I could talk to different students in class.

Subject and object questions

- 1 Look at the examples and complete the rules with *subject* and *object*.

Subject questions

Who inspires you?

Jade Chapman inspires me.

What happened next?

Jade won an award for her work.

Who took the course?

Students and teachers at the school.

Object questions

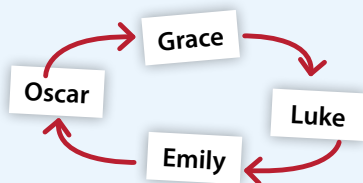
Who did Jade want to help?

She wanted to help her sister Laura.

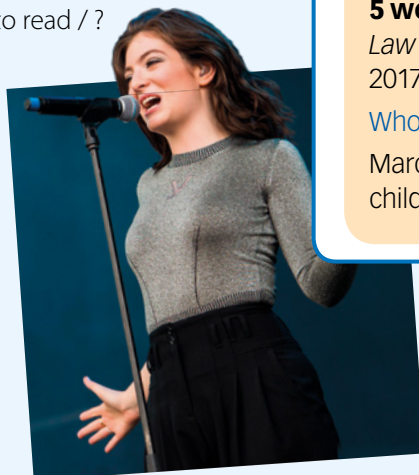
What did she do with the money?

She paid for a sign language course at her school.

- When question words are the (...) of a question, the verb forms are the same as in the affirmative. There are no auxiliary verbs.
 - When question words are the (...) of a question, the verb forms are in the question form.
- 2 Look at the diagram. Match questions 1–4 with answers a–d. Then write four more questions and their answers.



- Who did Grace help? a She helped Oscar.
 - Who helped Grace? b She helped Luke.
 - Who did Emily help? c Oscar helped her.
 - Who helped Emily? d Luke helped her.
- 3 6 Order the words to make questions about the singer Lorde. Decide if they are subject or object questions. Then listen and answer the questions.
- happened / after Lorde released her song *Royals* / what / ?
 - encouraged / who / her / to read / ?
 - she / do / what / in 2017 / did / ?
 - who / her / influenced / music style / ?
 - who / she / admire / does / ?
 - what / do / at the MTV Music Awards / did / she / ?



- 4 Write subject or object questions for the word in bold.

- I admire the singer **Lorde**. *Who do you ...?*
- I admire Lorde. *Who ...?*
- Lorde wrote **the song *Royals***. *What song ...?*
- Lorde** wrote the song *Royals*. *Who ...?*
- She won **two Grammy awards** for the song. *What ...?*
- Lorde performed with **Khalid** on her international tour. *Who did ...? / Who performed ...?*

- 5 Complete the sentences so four are true for you and one is false.

- Yesterday, (...) texted me.
- Last night, I phoned (...).
- Two years ago, I learnt to (...).
- Last Friday after school I (...).
- At the weekend, I went (...).

- 6 Work in pairs. Ask subject and object questions to find out about the information in exercise 5. Then decide which of your partner's sentences is false.

Who texted you yesterday?

Who did you phone last night?

- 7 Choose the correct option.

GRAMMAR ROUND-UP

1 2 3 4 5 6 7 8

Who **1 do you admire/you admire?**

Zoe Saldana! She's very talented.

2 When/While Zoe Saldana was young, she **3 studied/was studying** ballet.

Then she **4 decided/was deciding** to become an actor.

What do you know about her career?

She was offered her first film role while she **5 worked/was working** in the TV series *Law and Order*.

A few years **6 then/ago**, in 2017, she starred in *Guardians of the Galaxy*.

Who **7 did marry/married** Saldana in 2013?

Marco Perego. They **8 have/are having** three children together.





ArcelorMittal Orbit Slide

Giving an opinion

- 1 Look at the photos. What do you think it would be like to go on the slide?
- 2 Watch the video. Who enjoyed the experience more – Logan or Mae?
- 3 Watch again. Then complete the dialogue with the words in the box.

amazing brilliant boring
disappointing exciting

Logan

Hi. Did you have a good weekend?

Mae

Yeah, we went on the ArcelorMittal Orbit Slide in London.

Logan

What did you think? Did you enjoy it?

Mae

Wow! It was **1** (...). Totally awesome.

Logan

Really? I went there last month and I reckon it was a bad time to go – it was very crowded.

Mae

Oh, I thought it was a really **2** (...) experience.

Logan

Well, we waited at the bottom for ages, and then it was over so quickly. If you ask me, it was **3** (...).

Mae

But didn't you think the views from the top were incredible?

Logan

Yes, the views were **4** (...). Did you enjoy the ride down the slide?

Mae

I thought it might be **5** (...) but it was the best bit in my opinion.

Logan

I don't know what it was like – I had my eyes shut! It was so fast.

Mae

Oh, I really loved it!

- 4 Read the Key phrases. Which are in the dialogue?
- 5 Create your own dialogue. Follow the steps in the Skills boost.

SKILLS BOOST

THINK

Choose a place you visited or an experience you had and make notes about it.

PREPARE

Prepare a dialogue. Remember to include phrases for asking for and giving opinions, and opinion adjectives.

PRACTISE

Practise your dialogue.

PERFORM

Act out your dialogue for the class.

- 6 **Peer review** Listen to your classmates. Answer the questions.

- 1 Which place or experience do they talk about?
- 2 Which Key phrases do they use?
- 3 Could they improve their dialogue? How?

Key phrases

Asking for and giving opinions:

What do/did you think (of ...)?

Don't/Didn't you think that ...?

What do you reckon?

I reckon (that) ... / I think/thought ... / I (really) feel/felt that ...

In my opinion ...

If you ask me ...

Opinion adjectives: amazing, awesome, awful, boring, brilliant, cool, fantastic, incredible, terrible

Real-world grammar

We **waited** for ages.

It **was** brilliant!

Did you **enjoy** it?

The views **were** amazing.

Soap for health

by Josh Banks



- 1 Samir Lakhani is a young American social entrepreneur and he works hard to help people in developing countries to be healthier and have better lives. He wants to make a difference.
- 2 When he was a student, Samir volunteered in a village in Cambodia. He saw that many children got diseases **because** their families were too poor to buy soap. While he was staying in a hotel, he came up with a solution. Guests at the hotel used the soap once or twice and then it went in the bin. Recycling the soap could save lives and be good for the environment! Lakhani started a non-profit organisation called Eco-Soap Bank. Today it has four recycling centres in Cambodia and employs 35 local women. The organisation plans to expand to seven more countries. It gives hygiene-education classes and soap to thousands of people every year. So far, it has provided hygiene education and soap to over 650,000 people.
- 3 Samir hasn't stopped there. He supports his staff and provides English classes and business skills **so** they can improve their education. He is also developing solar lighting projects in Cambodia, Nepal and Bangladesh. In addition, he has worked on nutrition projects in Cambodia to help people eat more healthily.
- 4 I admire Samir for many reasons. I think he is generous, enthusiastic and creative. **Although** he is only in his twenties, he is achieving a lot. In my opinion, he is a talented individual and he shows that anyone can change the world.

A profile

1 Read the profile and look at the photos. Why did Samir start Eco-Soap Bank?

2 Read the profile again and match paragraphs 1–4 to the descriptions a–d.

- a Main achievements
- b Introduction, with a short summary about the person
- c Conclusion, with a personal opinion
- d Other things the person has done

Subskill: Using conjunctions – *because, so, although*

We use conjunctions to join two parts of sentences, e.g. *They couldn't wash their hands although they wanted to.*

3 Look at the conjunctions in bold in the text. Answer the questions.

- 1 Which do we use ...
 - a to contrast information?
 - b to talk about results or purposes?
 - c to give a reason?
- 2 Which can come either at the beginning of a sentence or in the middle?

4 Read the notes about Rebecca Constantino. Complete the sentences with *because, so* or *although*.

- While she was researching literacy, Rebecca discovered school libraries in poor areas were terrible. Young people didn't have access to interesting books **1** (...) they were doing worse at school.
- Rebecca set up the non-profit Access Books **2** (...) she wanted to improve school libraries in poor areas.
- Many of the libraries were in poor condition **3** (...) the group decorated them.
- The group also offers author visits **4** (...) they want to interest young people in books and writing.
- **5** (...) the schools had some books, they were old and in bad condition.
- The group wants local people to get involved **6** (...) they ask students, parents and staff to help decorate the libraries.



5 Join the sentences with *because, so* or *although*. Make any necessary changes and take care with punctuation.

- 1 Rebecca's organisation has provided over 1.5 million books. She wants to do more.
- 2 Her work certainly made me think. I didn't realise there was a problem.
- 3 In my opinion, Rebecca's work is making a difference. She has helped to improve literacy.
- 4 You might not know Rebecca's name. She is someone I admire and she inspires me.
- 5 Now, young people in these schools are more interested in reading. They do better at school.

6 Read the sentences in exercises 4 and 5 again and write a profile of Rebecca Constantino. Follow the steps in the Skills boost.

THINK

Write notes about Rebecca Constantino's life and achievements.

PREPARE

Organise your notes into paragraphs.

Paragraph 1 Introduction, with a short summary about the person

Paragraph 2 Main achievements

Paragraph 3 Other things the person has done

Paragraph 4 Conclusion, with a personal opinion

WRITE

Write your profile. Use the model profile and your notes to help you.

CHECK

Read your profile. Answer the questions.

- 1 Have you organised your information into clear paragraphs?
- 2 Have you used *because, so* and *although* correctly to join ideas?
- 3 Have you used the past simple and past continuous correctly?
- 4 Have you included vocabulary about helping people and personality adjectives?

7 Peer review Exchange your profile with another student. Answer the questions.

- 1 Did the writer include interesting information about the person?
- 2 Is the profile well organised?
- 3 Did the profile make you want to find out more about Rebecca Constantino?

Grammar

Past simple, past continuous and *used to*

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

I/you/he/she/we/they developed projects.

I/you/he/she/we/they didn't develop projects.

Did *I/you/he/she/we/they develop projects?*

We use the past continuous to talk about actions in progress at a time in the past.

I/he/she was volunteering/wasn't volunteering.

You/we/they were volunteering/weren't volunteering.

Was *I/he/she volunteering?*

Were *you/we/they volunteering?*

We use *used to* to talk about past habits and states.

The school libraries used to be in poor condition. Young people didn't use to have access to many books.

when, while

After *when* we usually use the past simple. After *while*, we usually use the past continuous.

When *she arrived, she took off her coat.*

The ball hit his head while he was playing baseball.

He was playing baseball when the ball hit his head.

Subject and object questions

Subject questions

In subject questions, the question word is the subject of the question. We do not use an auxiliary verb.

Who *started the company?*

What *happened?*

Object questions

In object questions, the question word is the object of the question. We use an auxiliary verb.

Who *did she help?*

What *does she do?*

Vocabulary

7 Personality adjectives

brave, calm, careful, confident, creative, curious, enthusiastic, friendly, funny, generous, hard-working, kind, patient, pleasant, positive, quiet, reliable, sensible, sociable, talented

8 Verb and noun collocations: helping others

achieve a goal, change society, encourage a friend, gain knowledge, help others, make a difference, sign an online petition, start a campaign, support other people, win an award

1

Project

WDYT?
(What do you think?)


Who inspires you?

TASK: Create a video about an inspiring person.

Learning outcomes

- 1 I can make a video presentation about someone who inspires me.
- 2 I can communicate clearly, using oral, written and non-verbal communication.
- 3 I can use appropriate language from the unit.

Graphic organiser → Project planner p118

- 1  Watch a video of students talking about people who inspire them. Who do they mention?



STEP 1: THINK

- 2 What makes someone inspiring? Think about the people in this unit.
- 3 Read the video presentation notes in the Model project. Which one piece of information do they not include?
 - the names of the people
 - who the people are and what they are like
 - their achievements
 - why the speaker thinks they are inspiring

- where the people were born and their complete life history
- the speaker's opinion about things/people

STEP 2: PLAN

- 4 Choose your inspiring person. It can be a famous person or someone you know. Research him/her and make notes. Use the list in exercise 3 to help you.
- 5 Decide how to organise your information. Try to include appropriate grammar and vocabulary.

STEP 3: CREATE

- 6 Work in pairs. Read the tips in the Super skills box and practise saying the Key phrases with a partner.

COMMUNICATION



Verbal and non-verbal communication

Tips

- 1 Verbal: Speak directly to the audience. Speak clearly and vary your tone and speed.
- 2 Non-verbal: Have good eye contact, smile and don't cross your arms. Use gestures and facial expressions to help show meaning.

Key phrases

- Remember to (sit up).*
- You should/shouldn't (look at the ground).*
- You didn't (smile).*
- You need to (speak more clearly).*
- How about (speaking more slowly)? / Why don't you (speak louder)?*

- 7 Read the *How to ...* tips on p118. Practise first, then record your video. Use the tips and Key phrases in the Super skills box.

Model project

Who inspires me? Zayn Malik! He's a talented singer and songwriter. He used to be in the band One Direction but now he creates his own music. People think that he has the perfect life, but he also suffers from anxiety. He tells his fans when it's a problem and I think it's really important that celebrities talk about this to help raise awareness about well-being.



I think Jason Barnes is really inspiring. He wanted to be a world-class drummer but he lost an arm in an accident. A scientist designed a special robot arm for him that holds two drumsticks. It allows him to drum better than most other drummers. Jason is now studying music and hopes to be a professional musician. He's creative and hard-working and he makes me feel that I could achieve anything!



Melati and Isabel Wijsen are two amazing sisters from Bali in Indonesia. They started their own company in 2013 called Bye Bye Plastic Bags when they were only 10 and 12. They asked people to help clean up beaches and sign petitions to stop using plastic bags. They worked very hard and there are now no plastic bags in Bali. They want to do the same thing in other countries. We think that's really inspiring!

STEP 4: PRESENT ■ ■ ■ ■

8 Show your video to the class. Answer your classmates' questions about it.

9 Peer review Watch your classmates' videos.

- 1 Who did you think was the most inspiring person? Why?
- 2 What did you like about your classmates' videos? Why?

1 FINAL REFLECTION

1 The task

How well have you done the task?



2 Super skills

Did you pay attention to your verbal and non-verbal communication?



3 Language

What language did you use from the unit? Give examples.



Beyond the task

Does hearing or reading about an inspiring person make you want to do things differently? Why/Why not?