

PROBLEM AND CERCIFIED AND CERC

Енглески језик за 8. разред основне школе Осма година учења Paul Kelly Paul Shipton

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1

Social circles

1A Classmates

Vocabulary Relationship adjectives

- 1 Read the definitions and complete the words.
 - 1 Ann is really se n si ble and always acts the right way in every situation.
 - 2 Why is Tom so ___ g r e ___ v __ and always looking for a fight?
 - 3 One minute Sam is happy, the next minute he's sad; he's so __ o o __ __!
 - **4** Zoe is s _____ i ___ and only thinks about herself and not others.
 - **5** Liam is really c ___ __ g with his grandmother and always helps her.
 - **6** Dara gets j ___ __ o u __ and often feels angry about what other people have.
- - 1 <u>self-confident</u>2 _____
 - 6
 - 3
- 8
- > Student's Book page 9, exercise 4

Grammar Present perfect

- **3** Choose the correct word.
 - 1 A How long / ever have you had a mountain bike?
 - **B** I've had one for / (since) last Christmas.
 - 2 A Has Jake ever / never tried mountain climbing?
 - **B** No, he's ever / never been to the mountains!
 - 3 A How long has / have your friends known each other?
 - **B** They've know / known each other for five years.
 - 4 A How long has Zara had that smartphone?
 - **B** Since / For the weekend. She's ever / just bought it.
 - 5 A Have / Has you ever lived in another town?
 - **B** No. I've lived here since / for I was born.
 - **6** A How long has Sam *play / played* for the school rugby team?
 - **B** He's played for the team *since / for six* months.
- 4 Complete the phone conversation with the words in the box.

ever for just long never since

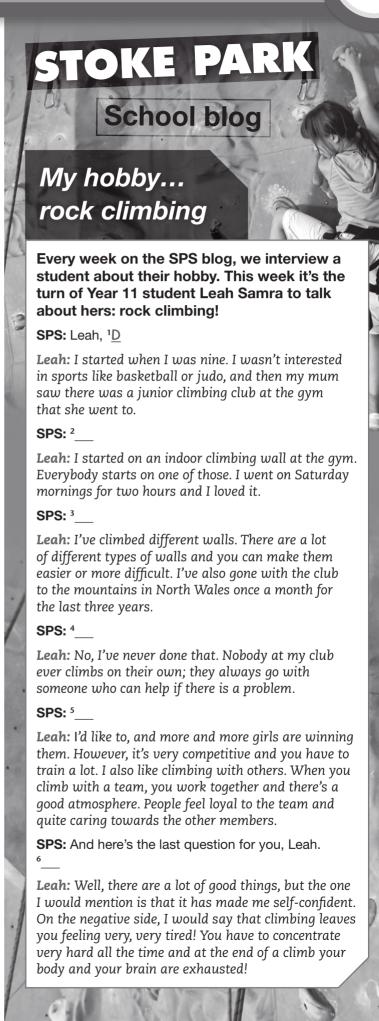


How ¹long has my sister been

in New York? That's a good question! I think she's been there 2 ______ three months...let's see, she's been there 3 ______ January so, yes, nearly three months. Has she 4 ______ worked there? Well, she's 5 _____ found a job actually! She started this week. No, she's 6 _____ been to San Francisco but now she's got a job, she hopes she'll have the money to travel more. Yes, yes, she's having...



5	6	Write the correct question forms.			
	1 How long / you / have / a dog?				
		How long have you had a dog?			
	2	you / ever / study / at a different school?			
	3	How long / your mum / study English?			
	4	How long / you / know / your best friend?			
	5	How long / your family / live in your house?			
	3	Thow long / your family / live in your house:			
	6	you / ever / work out / at the gym?			
		, sa, , s.e. ,e eac, ac a.e g,			
6	-	Answer the questions from exercise 5 they are true for you.			
		l've never had a dog.			
	2	i ve never nad a dog.			
	3				
	5				
	6				
	>	Student's Book page 9, exercise 8			
R	ea	nding			
7	C	Complete the blog interview with			
		e questions.			
		What have you climbed since then?			
	В	Can you tell us a good thing and a bad thing			
	_	about your hobby?			
		Would you like to take part in competitions? How long have you been a climber?			
	E	Have you ever climbed a mountain on your own?			
	F	How did you start?			
•		,			
8		Read the blog. Which three things does eah not talk about?			
		positive and negative things about climbing			
		best experience of climbing 🗸			
		what she climbs			
		climbing alone			
		her best friend from climbing			
		first experiences			
	7	time she has spent climbing			
		1 1			
	8	who her favourite climber is			



Unit 1

Social circles

1B Group instinct

Vocabulary Relationship expressions

1 Choose the correct word.

- 1 We aren't very keen at /onour new swimming trainer. She's very aggressive.
- **2** Vanessa let me *down / on* and didn't help me with my Maths homework.
- **3** I got of / to know my cousins on holiday in Ireland.
- **4** We've got a lot *on / in* common and really enjoy doing outdoor activities.
- 5 I'm fond of / on Max, but that doesn't mean I want to go out with him.
- **6** Get in touch *to / with* me when you get back from New York.

2 Replace the <u>underlined</u> words with the correct form of the words in the box.

dislike fancy get in touch with hate let me down socialize

- 1 Nick <u>didn't support me let me down</u> when I had a problem with that boy from class D.
- 2 Andy really <u>likes</u> Rachel and he wants to ask her out to the cinema!
- 3 Sara really <u>can't stand</u> people that are cruel to animals.
- **4** My neighbour <u>doesn't like</u> ______ young people having a good time!
- 5 We go out _____ a lot at the weekends, but during the week we have to study.
- **6** My mum asked me to tell you to <u>contact</u> her.

3 Answer the questions so they are true for you.

- 1 Who have you got a lot in common with in your family?
 - I've got a lot in common with my cousin Sean.
- 2 Which celebrity would you like to socialize with?
- **3** Who do you first get in touch with when you've got good news to tell?
- 4 Who are you not fond of and why?

> Student's Book page 11, exercise 4

Grammar Past simple and past continuous

- 4 Complete the sentences with when or while. Then decide if the <u>underlined</u> words are past simple (PS) or past continuous (PC).
 - 1 We saw our favourite film star <u>while</u> we <u>were</u> <u>visiting</u> Hollywood! PC

2	Ali <u>let</u> me down		we were working	on
	the project.	_		

- 3 Tim and Nina were dancing _____ Alex took a video on his phone. ____
- 4 Maddy <u>was playing</u> hockey _____ she broke her leg. ____
- 5 _____ Ben was waiting for a bus, he <u>saw</u> the girl that he's keen on.
- 6 My mum was working _____ I <u>phoned</u> her.

5 Complete the text with the correct past simple or past continuous form of the verbs in brackets.

I fancy Nina. I 1 met (meet) her at Tim's party last weekend.			
She ² (wear) a nice red dress when			
me food 3	(fall)		
(see	e) her again		
later, she was wearing a blue one! While we			
(dance), I asked I	ner to the cinema		
⁶	(be) really happy,		
but now I'm really nervous! I hope the film is good!			
	(wear) a nice me food ³ (see ring a blue one! V (dance), I asked I		



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6 <u>Underline</u> and correct the mistakes in the sentences.

- 1 Were you getting in touch with your French friend while you were visiting Paris?
 Did you get in touch with your French friend
 - <u>Did you get in touch with your French friend</u> while you were visiting Paris?
- **2** Amy was shopping when she was seeing the boy she dislikes.
- 3 I arrived home while my dad cooked dinner.
- 4 We were living in London while we met Beth.
- 5 Ben read Lisa's blog post when she phoned him.
- **6** Why weren't you visiting Brazil while you were travelling in South America?
- > Student's Book page 11, exercise 5

Listening

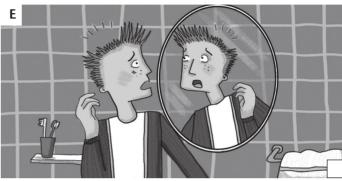
7 Put the pictures in the correct order (1–6).













- 8 🖈 🕠 03 Listen to the story and check your answers to exercise 7.
- 9 ***** ① 03** Listen again and complete the sentences.

1 This story is about a terrible haircut that I had a few years ago.

2 _____ we were playing a game in the living room, I ____ realized that his older brother, Alex, was looking at me.

3 _______, I went to the kitchen with Alex. ______, Tom continued playing.

4 _____ Tom saw me, he started laughing.

5 I looked in the mirror, I didn't laugh...I cried!

6 ______, I left Tom's house and went home.

7 ______, everybody at school laughed at me!

8 _______, I decided to always go to the hairdresser's.

> Student's Book page 11, exercise 6

Unit 1 · Social circles



1C Starting points

Vocabulary Origins

6 Unit 1 · Social circles

1	Complete the words.	3	Complete the sentences with the conjunctions
	1 Not many plants and animals can survive in the desert habitat.		in the box.
	2 The p of London is eight million.		although because but so until when while
	3 We need to look after natural rlike water.		1 <u>Although</u> it's a difficult book, I'm going to read <i>The Origin of Species</i> .
	4 You can use websites to find out where your a came from.		2 Alice didn't come to class todayshe is ill.
	5 M is often caused by war and natural disasters.		3 I enjoyed the documentary, I didn't think it was as interesting as people say.
	6 We've all got blue eyes in my family thanks to our g!		4 Tom texted a friend the coach was explaining what we had to do.
2	Complete the sentences with the correct words.		5 Sam has to study this weekend, he won't come to the party.
	1 The <u>population</u> of the world is over seven billion, but everybody could stand together for a group		6 We can't leave class we have answered all the questions.
	photo in the city of Los Angeles. 2 Your can decide what physical		7 scientists discovered the Denisovans, people were really surprised.
	appearance and personality you will have. 3 The Amazon rainforest is the perfect	4	Complete the text with the correct conjunctions.
	for billions of insects. 4 If climate change happens, there will be more		I enjoyed the documentary about our ancestors
	of people to colder countries. A lot of Americans like to visit other countries to		on TV last night ¹ because I'm interested in history. ² the programme was long, I didn't get bored. I'm doing a project on Neanderthals,
	find out about the history of their		it also helped me with that. In fact, I was watching it, I made some notes!
	6 There won't be any of the world's natural left if we don't change the way we live.		Actually, I didn't use to like history 5 we started studying the first humans. I used to think
	> Student's Book page 12, exercise 2		history was just about dates and facts, 6 now I've learned that it is much more than that.
		5	*** Complete the sentences so they are true for you.
			1 Although I like <u>Geography</u> , I prefer studying <u>History</u> .
			2 Until I was, I couldn't
		8	3 I last weekend because
-			4 I want to, so
			5 While I, my classmates
			6 I last year, but
			7 I was really surprised when
			➤ Student's Book page 13, exercise 5

Grammar Conjunctions

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Writing

6 Get ready to write Complete the article with the conjunctions in the box.

although because but so until when while

How to ... create a family tree

A lot of people create family trees ¹because they want to find out about their ancestors. Start your family tree with you and the people in your generation. Then make a note of your parents, your grandparents and earlier generations that you know about. 2 you are writing, you can include the dates of births and deaths. Some people also include photos ³ they can see whose genes they have got! You can add any information you like, such as birthplaces and hometowns, 4_____ you've got a short biography of each person. In this way, you'll learn about your family history and see how migration has brought you to the town where you now live. there are websites that help you find information, you usually have to pay and it's more interesting to talk to older relatives and ask them for information. They'll probably enjoy telling you. Of course, there is no limit to how many people you can include, 6 if your tree is going to be very big, you might need to use a tree created by a computer. There are some good free websites that allow you to create your family __ you've finished, you can tree online. 7 present your tree to your family and tell them all about their ancestors; your audience will be very interested to hear what you have to say!

Horace	Leonard	Francis	Elizabeth	Henrietta	a William	George 0.1845	Martha Du Puy
		4	Monica Blingsby	William b.189	Margaret 4	Charles	Gwen
	Shuna Service	Georg Erasm t	ge Phil us Wari 0.1927	ip Ja ng	ane Penelope Caroline		
	Rober Georg b.1959			ristopher William b.1961			

7	XX	Write full	answers	to th	e c	questions.

- 1 Who do people normally start a family tree with?

 People normally start a family tree with the people in their generation.
- **2** What information can you include next to a person's name?

What will you learn with this information?
What is it more interesting to do?
What might it be useful to use?

8 Over to you! Draw your family tree.
Then write sentences about the people in your family.

6 What can you do with your completed family tree?

My grandfather didn't go to school, so he started work on the farm at the age of ten.				
2 While my was living in, he/she				
3 They stayed in, until my				
4 My didn't, but he/she				
5 They decided to because				
6 When my was born, the family				
7 Although life was, my				

> Student's Book page 13, exercise 5d

Unit 1 · Social circles



1D A piece of cake

Spoken English

1 Complete the dialogues (1–5) with the expressions in the box.

A piece of cake check...out Oh, come on! What's up? Wow! you're in for a surprise!

- 1 A I can't find any useful images for my project.
 - **B** Really? I know a great site that lets you download images for free. You should <u>check</u> it <u>out</u>.
 - A I will do. Could you send me the link?
- 2 A _____
 - **B** I'm watching the video that our PE teacher put on the school website.
 - A _____ What a goal! Who scored that?
 - **B** Mark. He's really competitive. He usually scores in every game!
- 3 A Have you done the online test for English?
 - B Yes. Easy, wasn't it?
 - A ______, but I'm sure the final exam will be more difficult!
- 4 A Has Jayne uploaded the photos from the party yet?
 - **B** Yes, she has. There's one of you.
 - A Let me see it. I looked really cool.
 - B Well, I think ______ 'Cool' isn't the adjective Jayne used!
- **5** A What are you doing?
 - **B** Oh, er, reading my mate's blog.
 - A _____ We've got a lot of research to do!
- > Student's Book page 15, exercise 3



Everyday English Expressing opinions

2 Put the phrases in the correct column.

As far as I'm concerned... Do you think it works?
I feel we should... I'm not sure.
I see what you mean, but...
My view/opinion is that... That's a good point.
That's exactly what I think.
What do you think about...?
What's your opinion of...?

Asking for opinions	Giving opinions	Agreeing and disagreeing with opinions
Do you think it works?		

3 Complete the dialogue with the phrases in the box.

I'm not sure I feel we should
I see what you mean, but
My view is that That's exactly what I think
What do you think about

- A 1What do you think about the video on this website, TED Talks?
- B ²______ it's interesting because experts have made the videos.
- A ³_______, but do you think it works for our presentation?
- B ⁴______. The information is really useful, but the presenter sometimes speaks too quickly.
- A That's a good point. It might be difficult to understand.
- **B** As far as I'm concerned,
 - ⁵_____ use the ideas in the video in our presentation, but not use the video.
- A ⁶_____ we have to remember to say where we got the ideas.
- **B** Of course! OK, let's prepare the presentation.

8 Unit 1 · Social circles

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- 4 Use phrases to give your opinions to answer the questions.
 - 1 What do you think about the local cinema?

 As far as I'm concerned it is too expensive for young people.
 - 2 What's your opinion of smartphones?
 - 3 What do you think about fast food?
 - 4 What's your opinion of online friendships?
 - 5 What do you think about video games?
 - 6 What's your opinion of today's fashion?
 - > Student's Book page 15, exercise 7

Pronunciation Silent or pronounced 'e'?

- **5** a (Circle) the word with the silent e.
 - 1 maybe (lose) ear
 - 2 karate dress looked
 - 3 face recipe tea
 - 4 architect hopeful selfish
 - 5 careless mechanic check
 - 6 backache orchestra technology
 - **b 0 04** Listen and check.
- ➤ Student's Book page 15, exercise 7

b Complete the dialogue with the words in the box. There are four words you do not need.

cake common concerned fond just keen never opinion surprise view

Jack Tom, you know Lily?

Tom Yes.

Jack What's your ¹opinion of her?

Tom Well, my ²______ is that she seems nice, but I don't really know her.

Jack Well, I think that you have a lot in ³______

Tom Really? How?

Jack She's very ⁴_____ on comics, like you.

Tom Wow! I didn't realize. I should chat to her.

Jack Why don't you ask her out?

Tom Ask her out? I've ⁵_____ asked a girl out before!

Jack It's a piece of 6 ______. Just send her a text message.

c * 0 06 Listen and check your answers.

d ** 0 07 Listen and complete the sentences.

1 Lily says thank you to Tom for the messages.

2 Tom thinks it's possible he sent two messages because he was

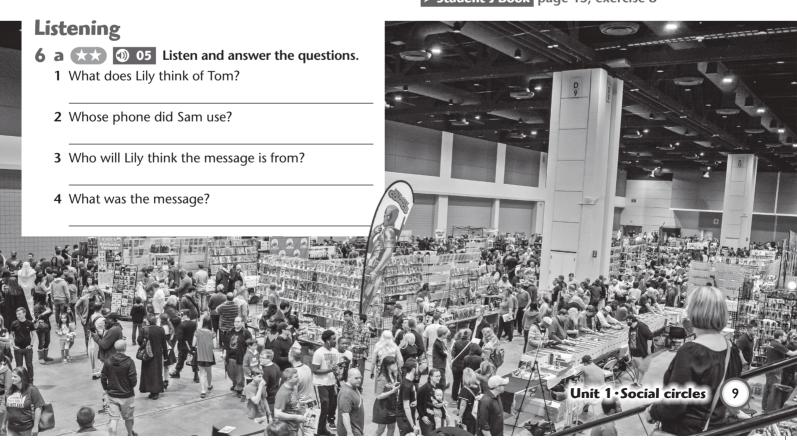
3 He thinks he pressed the 'send' _____ twice.

4 Lily is he did.

5 Tom says there is an _____ of Japanese comics at the arts centre.

6 Lily suggests that they go

> Student's Book page 15, exercise 8



1 Progress check

Vocabulary Relationship adjectives

1 Write an adjective for each definition.

A person who...

- 1 wants to make people unhappy. cruel
- **2** makes good decisions.
- **3** always tells the truth. _
- **4** feels they are brilliant at something.
- **5** has feelings that often change.
- 6 helps and supports their friends.

Relationship expressions

2 Match the sentence halves.

- 1 Who do you socialize f
- **2** I got in touch ___
- 3 Adam dislikes
- **4** My sister and I have ___
- **5** James is fond ___
- 6 Did you get to ___
- a a lot in common.
- **b** people who are always texting.
- c know your new teacher?
- **d** of the new girl in his class.
- e with my cousins.
- f with at weekends?

Origins

3 Complete the text with the words in the box.

ancestors genes habitat migration population resources

My 'ancestors come from Ireland and you can see it					
in my ² ; I've got red hair and very pale					
skin! My family came from the west of Ireland, when					
the ³	the 3 is perfect for farming, but there				
aren't many o	aren't many other natural 4 like wood o				
coal for industry. Now, there is a small ⁵					
because there has been a lot of 6 to the					
USA and Britain over the years. It's a beautiful place,					
but there isn't much work.					

Grammar Present perfect

4 Correct the <u>underlined</u> mistakes in the dialogue.

Sophie How ¹ far long has Mark been in the volleyball team?

Ned He's been in the team ²for ______ September.

Sophie Have you ³never _____ played volleyball?

Ned I've ⁴ever _____started. I went to my first training session on Monday.

Sophie I've ⁵long _____ tried it, but it looks fun.

In fact, I haven't done any exercise

⁶since at least six months.

Ned Come to the next training session. You'll love it!

Past simple and past continuous

5 Write sentences using the correct past simple and past continuous forms of the verbs. Use *when* and *while* in the middle of the sentences.

1 Laura's phone / ring / she / have a shower. Laura's phone rang while she was having a shower.

2 Who / you talk to / I / see / you in town?

3 Andy / get / your text message / he / go / home on the bus.

 $\boldsymbol{4}\,$ I / not study / my parents / come / home.

5 What / you / talk about / you / dance?

6 We / have / lunch / the bell / ring.



Conjunctions

6 Choose the correct word.

- 1 We moved to Manchester but / because my dad got a new job.
- **2** Alex didn't know where Eddie was, so / because he got in contact with him.
- **3** Rebecca doesn't like dancing, *but / until* she's got a lot of other things in common with Amy.
- 4 Until / Although Tom started judo, he was more aggressive.
- 5 So / Although Lottie is competitive, she won't let you down.
- 6 While / But we were living in Berlin, we learned German.

Everyday English Expressing opinions

_	Expressing opinions					
7	Cl	noose the cor	rec	t word.		
	1	Do you think	it _		_?	
		a goes	b	does	c works	
	2	As far		I'm con	cerned, it's boring.	
		a as	b	SO	c than	
	3	That's		what I t	hink.	
		a quite	b	exactly	c extremely	
	4	I see what you	ı		, but it's not easy to use.	
		a mean	b	say	c think	
	5	I'm not		·		
		a right	b	agree	c sure	
	6	My		is that it's	really well written.	
		a way	b	view	c idea	
	7	What do you			about Jenny's blog?	
		a believe	b	think	c say	
	8	That's a good	_			
		a point	b	thought	c word	
	9	What's your		of	the new <i>Spider-Man</i> film?	
		a say	b	idea	c opinion	
•	10	1	W	e should as	k our teacher for advice.	
		a feels	b	feel	c feeling	

8 Choose the correct word.

- A What do you 'think' opinion about the presentation?
- **B** ²As far as *my view | I'm concerned* it is really interesting.
- A ³I see what you mean / sure, but I think it will be a bit difficult to follow.
- **B** True, that's a good 4think / point.
- A I feel it ⁵don't / shouldn't have too many facts and statistics. They make it hard to understand the main point.
- **B** I'm not ⁶opinion / sure. You need some facts to support your main points.
- A Well, I think we should take out a few so it's easier to follow.

Learning to learn Formal and informal English

9 Read and decide if sentences 1–3 are formal (F) or informal (I).

When we speak or write to friends (text messages, emails, etc.) we use informal English. When we write essays or letters or emails to people that we don't know, we usually use formal English. In informal English we use informal expressions, contractions and shorter sentences. In formal English we avoid informal expressions and contractions and use longer sentences with linking words.

1	We	don't	always	agree	on	things!	
•	* * C	aon t	aivvays	ugice	011	umigs.	

- 2 He then decided to study Biology and he discovered that he had a great interest in plants, insects and animals.
- 3 I've got all my classmates here.

YOUR ROGRESS	Look back at your work in Unit 1 (Student's Book pages 8–15) and complete the table.		(XX)					
			I need more					
Can you?		Yes, I can.	practice.					
use expression	ns to talk about relationships							
use the present perfect to give general information about the past (<i>They've become my best mates.</i>)								
use the past simple and past continuous to talk about actions in the past (I was listening to music when my phone rang.)								
use six conju	nctions in writing about someone's life (He lived in Britain until he was 25.)							
use five phra	ses to express your own opinion and agree or disagree (I'm not sure.)							

Unit 1 · Social circles

2

New horizons

2A Awesome

Vocabulary Day trip attractions

1 Match the words to the pictures.

entrance	exhibit	gallery
1 maze	ride	scenery













2 Complete the words.

- 1 Twenty groups played at the music festival and it was a big success.
- 2 We went to see a s_____ on Broadway, New York's theatre district.
- 3 I know the first humans lived in c_____but I don't really want to visit one.
- **4** We visited five towns and cities on our t_____ of Northern India.
- 5 There were a lot of a_____ for young people to do at the hotel.
- 6 There are so many tourist a _____ in London that you need six months to see them all!

		_				
1	cave				4	
2			_		5	
3			_		6	

> Student's Book page 21, exercise 5

Grammar will and going to

- 4 Choose the correct phrase.
 - 1 I (1) / 'm going to pay you for the show tomorrow, I promise.
 - **2** Do you think people *will | are going to* continue to go to art galleries?
 - 3 Next month, we 'll / 're going to spend two weeks on a tour of China.
 - **4** Are you having a problem? I 'll / 'm going to help you plan your trip if you like.
 - 5 I think new types of tourism will / is going to become more popular in the future.
 - **6** A lot of people want to see the show, so they '|| / 're going to do extra performances.
- 5 Complete the sentences with the correct will or going to form of the verbs in brackets.
 - 1 I think that United will win (win) the match.

2	My parents	(fly) to Cairo
	next weekend.	

- 3 I _____ (not go) to the show on Saturday because I've got too much homework.
- 4 I don't think Amy _____ (find) her way out of the maze!
- 5 Eddie _____ (start) a weekend job at the gallery next month.
- 6 I _____ (help) you cook lunch, if you want.



6 Complete the email with the correct will or going to form of the verbs.

Subject: Cycling tour in France								
Hi Tim,								
We $^{1}\underline{'}$ re going to do (do) a cycling tour								
of France this summer. I think								
we ² (need)								
to be fit! As well as cycling,								
we ³ (go) to								
a music festival in Paris and								
we ⁴ (visit) an								
incredible museum of old rides from								
amusement parks. Sam's already got								
the tickets for both places! I promise								
that I ⁵ (send)								
you some photos! Anyway,								
I ⁶ (meet) Sam in								
half an hour to plan the trip.								
Speak soon!								
Claire								

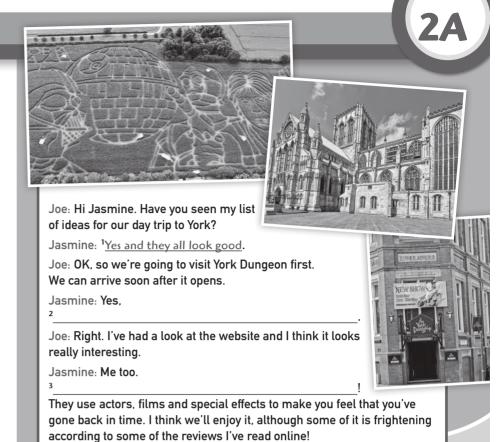
7 Write sentences that are true for you about these things.

- 1 Two promises that you will keep. I'll study harder this year.
- **2** Two things that you are going to do next week.
- **3** Two predictions about your favourite sports team.
- **4** Two things that you think will happen on your next holiday.

> Student's Book page 21, exercise 8

Reading

- **8** Read the dialogue and put the events in the order that they will happen.
 - visit York Minster
 - __ visit York Maze
 - __ see the show at York Dungeon



Joe: Don't worry. I'll protect you!

Jasmine: I hope you won't need to! Do you think it'll be any good?

Joe: ⁴______. After that, we're going to York Maze, the biggest maze in Europe. There are a

that, we're going to York Maze, the biggest maze in Europe. There are few other attractions as well as the maze so we'll have lots to do.

Jasmine: Great! I hope we don't get lost!

Joe: Then, in the afternoon, we're going to the cathedral, York Minster.

to see the

views of the town. It should be fun! Remember, I've bought all the tickets for the three things online.

Jasmine: 6

but I'm really looking forward to visiting York Dungeon the most.

Joe: Me too, although I think the whole day will be fun. Anyway, see you tomorrow; it's time for dinner!

Jasmine: See you!



- **9** Put the comments in the correct places.
 - A Yes, I think we'll enjoy everything
 - B I'm sure we'll love it
 - **C** We're going to see a show about the Vikings
 - D Yes and they all look good
 - E I think we should because it'll get crowded
 - F We're going to go up to the roof



2B Collaborate

V	ocabulary Volunte	eering verbs
1	Match the words	(1-8) to the collocations (a-h).
	You can	
	1 participate <u>e</u>	5 develop
	2 collaborate	6 protect
	3 organize	7 create
	4 deliver	8 build
	a with another class or	on a proiect.

- **b** a letter, some homework or some information.
- c a child, a species or the environment.
- **d** a meeting, a trip or your time.
- e in a meeting, in a course or in a competition.
- f an idea, a plan or an app.
- g a play area, a maze or an amusement park.
- **h** an exhibit, a video game or a presentation.
- 2 Complete the dictionary definitions with the verbs in the box.

collaborate improve monitor plan protect raise 1 verb [I,T] decide/make arrangements for something before it happens plan

- 2 verb [T] to check, record or test something regularly for a period of time
- 3 verb [T] to make something better _
- 4 *verb* [T] to get money for a particular purpose
- 5 verb [T] to keep sth safe and in good condition
- 6 verb [T] to work together on an activity or project

Complete the text with the correct form of the verbs from exercises 1 and 2.

've decided to ¹ collaborate with and help a local	
•	he
plants and wild animals there. First, we have to decide an	ıd
how we are going to clean it. We need to	
some money so that we can put up signs	
that tell people about the local wildlife. I also want us to	
other activities for young people so they ca	ın
an interest in nature and they will want to	loo
after the heach	

Grammar

Present tenses for future arrangements

4 Decide which sentences talk about future timetables (FT) and which talk about future plans (FP).

- 1 The bus leaves at 4 p.m. tomorrow from outside the school. FT 2 We're meeting to discuss our tour of India on Friday.
- 3 I'm teaching Maths to my neighbour's daughter this week.
- 4 Gareth has an extra English lesson on Thursday morning at 11 a.m.
- 5 We're participating in a voluntary activity next weekend.
- 6 The film starts at 3.30 p.m. next Friday in the school theatre.

5 Complete the dialogues with the correct present simple and present continuous form of the verbs in brackets.

- 1 A What are you doing (you / do) at the weekend?
 - (repair) ВΙ my bicycle.
- 2 A When (the bus / leave) on Monday?
 - **B** At 10 a.m. from the station.
- 3 A Where's Sara?
 - **B** In town. We (meet) her at the cinema.
- 4 A We've got History now, haven't we?
 - **B** No, we (not have) History until tomorrow at 2.30 p.m.
- the new computer tomorrow.
 - **B** No, we aren't. We (do) it this afternoon!
- **6 A** What time (the play / start) on Saturday?
 - (begin)



Unit 2 · New horize

6 Complete the email with the correct present simple and present continuous form of the verbs in the box.

catch collaborate give organize return start

1	
	Hi Emma,
	Here are our arrangements for the National Citizens Service programme. We ¹ catch the train from London to Birmingham at 9.30 a.m. on 2nd July and the adventure activities ² on Monday 4th July at nine o'clock. During the second week, we ³
	with our teams to produce a video and
	we ⁴ a presentation on the
	last Friday. Then at the weekend, the team leaders a party for all participants.
	We 6 to London on 17th July at
	twelve o'clock.
	See you at the train station!
	Sam

- Write questions and answers about the arrangements in exercise 6. Use your own ideas.
 - 1 we do / Birmingham / 3rd July?

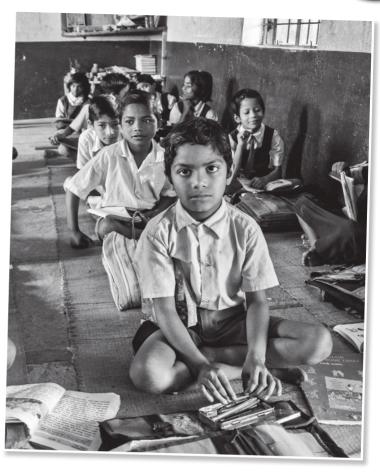
where / we stay / first week

3 time / we leave / London / 17th July?

> Student's Book page 23, exercise 7

Listening

- S to 09 Listen to the conversation. Mark the sentences true (T) or false (F).
 - 1 Laura's sister is going to work in India in the summer. \underline{T}
 - **2** They have a lot of teachers in the village where Laura's sister is going to work. ____
 - **3** She starts work the week after she arrives.
 - 4 She has to prepare her classes. ____
 - **5** Laura is going to India, too. ____
 - **6** Laura is artistic.



9 **(A)** 09 Listen again and complete the table.

Volunteerabroad.org

Location: a village in ¹ India								
Date: ² 1st July–Monday ³ July								
Volunteer work: 4								
Place: Primary 5								
Age: ⁶								
Subjects: English and ⁷								
Timetable: 8								

2C Taking a risk

Vocabulary Adjectives to describe places

1 Read the definitions and complete the crossword.

¹ P	Α	Ν	0	R	Α	Μ	1	C			
								2			
3									4		
										J	
5											
		l			l			l			

Across

- 1 showing an impressive view
- 3 something that has continued from the past
- 5 something that you will always remember

Down

- 1 attractive and interesting
- 2 not damaged
- 4 of a particular place

2 Replace the <u>underlined</u> words with the adjectives in the box.

colourful crowded historic local remote unforgettable

- 1 If you are <u>from the town local</u> you know those restaurants are very expensive.
- 2 I'll always remember climbing the volcano. What an amazing experience!
- 3 The village was very far away
- **4** Tom was wearing a very bright and noticeable shirt.
- 5 The shopping centre was <u>full of people</u>
- **6** We visited the <u>old</u> _____ centre of the town in the morning.

3 XXX Complete the text with adjectives.

Our experience on the River Nile was ¹unforgettable and I'll remember it forever. Everywhere we went was full of ²______ buildings from Egypt's past.

Although the boats were ³_____ with tourists, we also managed to visit a few ⁴_____ villages away from the tourist centres where the ⁵____ people still live in a 6_____ way that hasn't changed for years. It was really interesting!

➤ Student's Book page 25, exercise 4

Grammar First conditional

- 4 Complete the sentences with *if* or *unless*. Which sentences give advice and recommendations?
 - 1 Wear comfortable shoes <u>if</u> you want to walk up the volcano.
 - 2 _____ you want to go scuba diving, you will have to arrive early.
 - you've got a ticket, you won't get in to the show.
 - 4 _____ the town is crowded, we'll go to an art gallery.
 - 5 _____ it rains, we'll have a picnic in the park.
 - **6** Don't go on the trip, _____ you like climbing.
 - Complete the dialogue with the correct form of the verbs in brackets, if or unless.
 - A So you've decided to visit the town of Santa Fe?
 - B Yes, if we arrive early, the town "won't be (not be) crowded. We'll take some photos 2_____ we visit the historic centre. 3_____ it rains, we'll eat outside in a restaurant in the village square.
 - A Good idea. ⁴______ (ask) the waiter about the menu if you want to eat local dishes. And if you ⁵_____ (want) to learn about the town's history, go to the museum. Unless it's busy, the guide at the museum ⁶_____ (give) you a tour.
 - **B** Thanks for the information.



6	•	Rewrite the sentences in the first conditional.
	1	You climb to the top. You are happy.
		If you climb to the top, you'll be happy.
	2	Ben doesn't call. We don't meet in town.
		Unless
	3	You arrive on time. You catch the plane.
	J	If
	4	You're not 16. The organizers don't allow you to climb the Via Ferrata.
		Unless
	5	You don't wear a hat. The sun hurt your head. Unless
	6	Jon doesn't arrive soon. He doesn't see the concert.

Writing

7 Get ready to write Answer the questions about the blog entry.

> Student's Book page 25, exercise 5

- 1 What can you find in remote areas of Australia?
- 2 How big are Chopper and Wendell?
- 3 What will you be able to tell your friends?

about videos home

contact

The risk taker's blog **Wild Australi**

A: If you ask Australians to name a typical Australian animal, they'll probably answer 'crocodile', not 'kangaroo' or 'koala'. There are a lot of crocodiles in remote areas of Australia, and they're big. If you want to know how big, visit The Cage of Death at Crocosaurus Cove!

B: The Cage of Death is a tourist attraction that allows you to have an unforgettable experience: a swim with crocodiles! Visitors climb into a transparent plastic cage that they lower into a pool where two enormous 'crocs' (six metres long and weighing 800 kilos!), Chopper and Wendell, are waiting! Although it's a big pool, the two crocs make it feel very crowded. Unless you ask to come out earlier, you'll spend 15 minutes in the water: for some people that's far too long!

C: Although it might seem like a frightening experience, it's very popular so if you want to go, buy your tickets online. If it all goes well, you'll be able to tell your friends that you swam with killer crocodiles and survived!

8 Answer the questions about the blog entry with the letters A, B or C.

Which paragraph tells us...?

- 1 how to visit the attraction C
- 2 local people's opinion about something ____
- 3 how long the activity takes
- 4 what you should do if you want to go ____
- **5** where the attraction is
- 6 about what visitors do
- Over to you! Complete the sentences for a blog entry for an activity for visitors to your town, region or country.

1 If you like	, try
·	
2 If you go to	, you will
3 If you want to	,

4 Buy ______ if _____.
5 Unless you ______, you'll

6 If all goes well, you'll _____

> Student's Book page 25, exercise 6





2D Sorted!

Spoken English

1 Replace the <u>underlined</u> words with the expressions in the box.

> I reckon no big deal pricey No way Sorted play it safe sort it out

Sophie What are you doing, Ewan?

Ewan Checking out places for our holiday next summer. My dad has asked us all to think of places to visit. He wants to ¹organize it sort it out by Christmas!

Sophie Well, I would ²be careful go to a beach in Spain. And if you choose a package holiday, your dad will be happy because it won't be very expensive.

Ewan True, but ³I think we should do something different. We've been on package holidays before.

Sophie Well, you could try a peer-to-peer travel site.

Ewan I have and I saw an apartment in New York, but it was a bit ⁴expensive ___

Sophie New York! ⁵That's impossible My sister went last year and she said everything there was really expensive.

Ewan I know. I was thinking of places like Finland or Iceland.

Sophie Good idea. Why don't you go camping in Finland? The woods and lakes are beautiful.

Ewan Sleep in a tent in Finland? It'll be freezing!

Sophie It's ⁶not a problem if you take the right equipment. And it's quite warm there in the summer.

Ewan The problem is, I can't see my mum and dad going on a backpacking holiday.

Sophie Why not? You want to do something different and it certainly is!

Ewan You're right. I can always suggest it and see what they say.

Sophie ⁷All done

Everyday English

Expressing preferences

3 Complete the sentences with the words in the box.

> 'd keen much not prefer rather than to

1 I'm not very keen on volunteering.

2 Camping sounds better than a package holiday.

3 I'd prefer _____ go on an adventure holiday.

4 I'd rather go to remote places.

5 I'd not to use a peer-to-peer travel site.

6 A safari sounds more interesting collecting plants.

____ love to learn traditional dances.

8 I'd protect the environment and do ecotourism.

4 Use phrases to express your preferences to answer the questions.

1 Why don't we do some volunteering this summer?

I'd rather go on a package holiday.

2 How about going to the cinema this weekend?

3 Would you like to play video games this evening?

4 What about going for a pizza tonight?

5 Do you want to go swimming?

6 Why don't we go to the shopping centre on Saturday?

> Student's Book page 27, exercise 6



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Pronunciation Linking

5 a Decide which consonants and vowels to link.

I'll sort_it_out.

I'm not keen on backpacking.

It's out of this world!

It was unforgettable!

There's a man in a T-shirt.

They're waiting for a friend.

11 Listen and check, then repeat the expressions.

> Student's Book page 27, exercise 7

Listening

6 a 🖈 🐧 12 Listen. Which activity are Danny and Rebecca taking part in?







b Put the expressions in the order that you hear them.

I'd prefer to... ____
I'd love to... 1
I'd rather... ___
I'd prefer not to... ___
I'd rather not...

I'm not very keen on... ____

It sounds much better than... ____
That sounds more interesting than...

c Listen again. What excuses does Rebecca use for each suggestion?

1 Watch their favourite TV series. She doesn't want to stay at home.

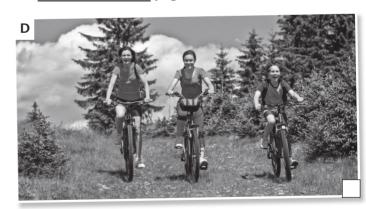
2 Go shopping.

3 Play tennis.

4 Go cycling.

5 Volunteering at the marathon.

> Student's Book page 27, exercise 8





Unit 2 · New horizons

2 Progress check

Vocabulary Day trip attractions

1 Match the words to the definitions.

	attraction	cave	entrance	exhibit	ride	tour
1	Visiting dif	ferent	places in a	n area. <u>to</u>	our	
2	The place	where	you enter a	a building	, etc.	
		ound.		_		
4	A large ho the ground			hill, mou	ntain (or in
5	Something	g that p	people wan	t to see c	r do.	
6	An object	— that is	shown in a	gallery o	r mus	eum.

Volunteering verbs

2 Choose the correct alternative.

- 1 Scientists are *monitoring* / repairing / teaching the number of sharks in the area.
- **2** Volunteers will *improve* / *protect* / *build* new changing rooms for the football team.
- 3 My teacher wants us to *collaborate / monitor / protect* with the other class on the school play.
- **4** My sister went on a course to *participate / improve / study* her dancing skills.
- **5** The town council is *planning | improving | raising* a meeting about the new road.
- **6** We want to *raise* / *develop* / *participate* a new website for our football club.

Adjectives to describe places

- **3** Complete the dialogue with the correct adjectives.
 - A Excuse me. Could you take a photo for us?
 - **B** Of course. Shall I get you with the ¹panoramic view of the mountains behind you?
 - A Yes please, although could you try not to include the part that is ²c_____ with tourists?
 - B That's going to be difficult, although I think they are

 3I ______ people from the town. They seem
 to be wearing 4t _____ not modern clothes.
 They're really bright and 5c ____.
 - A You're right. They'd look great in the photo! It would make it ⁶p !
 - **B** OK, here we go...say 'cheese'!
 - A Cheese!

Grammar will and going to

4 Complete the sentences with the correct form of will or going to and the verbs in the box.

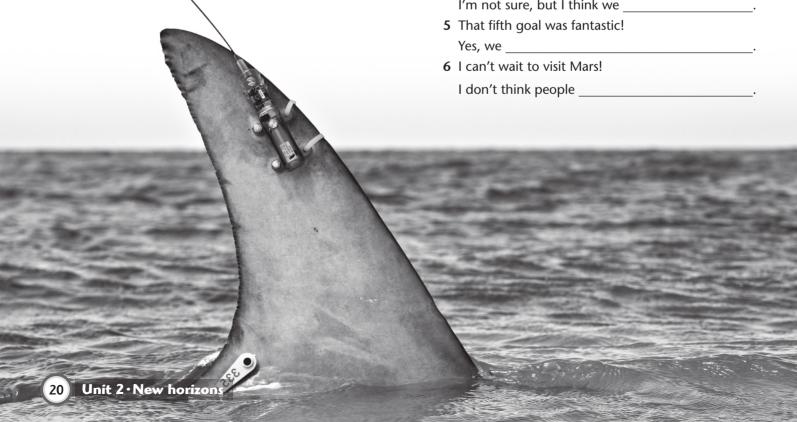
bring it tomorrow do my homework explain it to you go abroad travel in space win this match

- 1 I don't know how to do this exercise. Don't worry, I'll explain it to you.
- 2 What are you doing after school?

3 Have you got the book I lent you?

4 What will you do next summer?
I'm not sure, but I think we

I promise!



Present tenses for future arrangements

5 Write sentences using the correct present simple and present continuous forms of the verbs.

- 1 Nina / come / for a sleepover / tonight Nina's coming for a sleepover tonight.
- **2** When / you organize / the voluntary programme?

3	What time / the talk / on the safari / start?	

- 4 Andy / not participate / in the activities next week
- **5** The music festival / take place / in the second week of August this year
- 6 Our plane / not arrive / in New York / until 1 a.m.

E:L	conditiona	ı
FIRST	CONDITIONA	ı

6 Choose the correct alternative.

- 1 If we move / will move to London, we'll improve our English.
- **2** *Unless / If* the town is very remote, it will be crowded with tourists.
- **3** *Will go / Go* to platform 5 if you want to catch the next train.
- **4** Tom *will tell / tells* Alice about the party if he sees her.
- 5 Unless / If it's snowing, you'll need gloves.
- **6** Bring your swimming trunks unless it *rains* / *will rain*.

Everyday English

Expressing preferences

7 Match the questions (1–8) to the answers (a–h).

- 1 Why don't we go to the theatre? g
- 2 Would you like to stay in a self-catering apartment?
- **3** What would you like to do?
- 4 How about staying in and cooking a meal?
- **5** Let's go for a run.
- **6** Why don't we watch TV?
- **7** We could go camping.
- 8 Why don't we fly there?
- a I'm not very keen on sleeping in a tent.
- **b** I'd prefer not to do any exercise today.
- **c** They're pricey. I'd prefer to go to a youth hostel.
- **d** I'd rather go to a restaurant.
- e Good idea. It sounds much better than driving.
- f I'd love to visit the historic town centre.
- **q** That sounds more interesting than the cinema.
- **h** I'd rather not stay at home.

Learning to learn Taking risks

8 Complete the text with the words in the box.

- (
l	avoid	encourage	explore	learn	take

Everybody knows that teenagers ¹ <u>take</u> more			
risks than children and	l adults. Recer	nt studies have	
shown that teenagers	learn a lot wh	en they take	
risks together. Friends	can ²	each other	
to 3 the w	orld around t	hem, which	
can help teenagers to	4	things that	
are useful. Of course, t	there are diffe	rent types of	
risk and you should 5_	ad	ctivities that	
are dangerous.			

STOUR!	
DROGRESS .	
PINOCE	

Look back at your work in Unit 2 (Student's Book pages 20–27) and complete the table.





Can you?	Vos I san	I need more practice.
Can you:	Yes, I can.	practice.
use six words to talk about attractions		
use six verbs to talk about volunteering		
use will and going to correctly (I'll ask my mum. / What are you going to see?)		
use present tenses to talk about future arrangements (We're meeting at 10 a.m.)		
use the first conditional to talk about what might happen (We won't go if it rains.)		
write a blog entry about an activity		
use five phrases to express preferences (I'd prefer to)		

Unit 2 · New horizons

08/01/2025 10:29

The Museum of the Strange Episode 1

1 Complete the sentences with the correct form of the verbs in the box.

give go look not stop offer rain say see sit tell

Laura, Ben and Declan weren't happy because it ¹was raining.

'The rain ² for days,' said Ben. Then Laura ³ ____ a little museum. When she and Ben ⁴ inside, a tall man ⁵_____ at the front desk. He __ to give them a tour of the museum. They ⁷_____ no politely, but the man 8 them a tour anyway. While Laura 9_ at a painting of a horse, the museum guide 10 them the story about the painting.

2 Match the words from the story to the definitions.

1 This person creates art. a____

2 The things inside a museum. e_

3 Sometimes people use spray paint to make this.

- 4 You might cross a river, road or railway track on one of these. b
- **5** This place is usually dark. c
- 6 This person might give you a tour and tell you about all the things in a museum. g
- 3 Correct the false sentences from the museum guide's story.
 - 1 Dan's family moved to a new city. Dan's family moved to a small village.
 - 2 Dan had a lot of new friends.

3 He was walking in the country, when he saw some teachers from his school.

4 They were standing on a road.

5 One of the kids wanted Dan to spray graffiti on the school.

6 Dan ran because he was afraid of dogs.

7 He jumped into a cave.

8 The paintings in the cave were tens of years old.

9 That day Dan decided to become a museum guide.

4 Put the words in the correct order to make sentences. Then match the sentences (1-5) to the pictures (A-E).

1 you / don't / rain / the / like? Don't you like the rain?

2 tour, / I'll / give / a / course / you / of .

3 but / don't / I / like / I / graffiti / art / like .

4 old / looks / this / really.

5 is / get / someone / out / to / coming / you .











- **5** Work with a partner. Discuss the questions.
 - 1 Did you like the episode? Why or why not?
 - 2 What part of the story did you find most surprising?
 - 3 What is going to happen to Laura and Ben in the Museum of the Strange?

The Museum of the Strange · Episode 1

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6 **** 13** Listen and put the pictures (A–E) in the correct order (1–5).











7 **13** Listen again. Choose the correct answers.

- 1 Why were the boys excited when their dog found the hole?
 - (a) They wanted to find treasure.
 - **b** They were looking for caves.
 - **c** They wanted to see prehistoric cave art.
- 2 What strange painting was in the cave?
 - **a** A man with the head of a bull.
 - **b** A man with the head of a bird.
 - c A horse with the head of a bird.
- 3 Who did the boys decide to tell about the cave paintings?
 - a They didn't tell anyone.
 - **b** They told a local historian.
 - c They told their teacher.
- 4 What did one of the boys do to protect the cave?
 - a He hid the hole with tree branches.
 - **b** He told historians at the university.
 - **c** He camped next to the cave.
- 5 How old are the paintings in the cave?
 - a They are over 15,000 years old.
 - **b** They are over 20,000 years old.
 - **c** They are about 17,000 years old.

8 Read and complete the text with the conjunctions in the box.

although because but so until while

Thousands of people wanted to see the famous paintings at the Lascaux Cave. 1While they were visiting the cave, their breath was causing damage to the paintings. Nobody noticed this for years the problem became clear. The French government closed the cave to the public in 1963 they wanted to protect the paintings and preserve them. They decided to build a copy of the cave 4 people could visit that instead. Now you can visit the Lascaux Cave and look at the _ you cannot see the famous paintings, 5___ the new cave may be real paintings. 6 a copy, it remains popular with the thousands of tourists that visit it every year.

9 Discuss with a partner. Which of these opinions do you agree with? Why?

It was a good idea to build a copy of the cave for tourists to visit because now people can enjoy the paintings without damaging the real ones. I would never go to see a copy of the real cave! Scientists should look for other ways to protect the cave and its paintings.

The Museum of the Strange · Episode 1

3 Respect

3A Testing

Vocabulary Practical science nouns

- 1 Match the words to the pictures.
 - 1 cell

- 4 petri dish
- 2 equipment
- 5 safety goggles
- 3 microscope
- 6 test tube



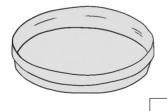


1









- **2** Complete the dialogue with the correct practical science nouns.
 - Emma We've recently studied ¹theories which try to explain the effects of pollution on the sea, and now we're going on a trip to the coast to carry out an ²i into the quality of the seawater.
 - **Lucy** That sounds interesting. Are you going to collect any ³s ?
 - any 's ______?

 James Yes, seawater and material from the beach.

 Then back at school, we'll do some

 4e ______ in the lab and keep the
 seawater under 50 _____ and see

(24) Unit 3 · Respect

what the ⁶r

3	***	Complete the text with	practical
	science r	nouns	

I love doing ¹ exp	<u>periments</u> in the sci	ence lab. The
other day we stu	idied leaves. My leaf	f was too big so
I had to cut a sm	nall part to use as a ?	2
Then, I put it into	o a big, round ³	and
added a chemica	al. After that, I looke	ed through the
4	and thanks to the	chemical I could
see the leaf's 5	Final	ly, for homework
I had to write ab	out the 6	of
the experiment.		
	_	

➤ Student's Book page 34, exercise 2

Grammar

Modals - advice, obligation and necessity

- 4 Put the words in the correct order to make sentences.
 - 1 experiments / do / on / scientists / shouldn't / animals Scientists shouldn't do experiments on animals.
 - 2 have / we / the / equipment / to / clean
 - 3 wear / have / you / don't / safety goggles / to
 - 4 to / take notes / Alice / ought / in class
 - 5 must / school / straight home / I / after / go
 - 6 for / be late / mustn't / the coach / he
- 5 Complete the second sentence so that it has the same meaning as the first. There is sometimes more than one possible answer.
 - 1 It isn't necessary to go on the science field trip.

 You don't have to go on the science field trip.
 - 2 It's necessary to study the theories as well. We
 - 3 Do not take equipment from the lab.
 - **4** It's a good idea to take photos on the field trip. We
 - 5 It isn't necessary to read the article.
 You

Reading

6 Read the article and answer the questions with NASA, MP (Max Planck) or OU (Oxford University).

Where...?

- 1 will they study volunteers' bodies NASA
- 2 do volunteers have to wear some equipment

3 do volunteers use their eyes

- 4 do volunteers need a lot of time
- 5 don't volunteers always have a good experience
- 6 do they pay volunteers by the hour

7 Answer the questions.

1 What will NASA pay people to do? They will pay people to stay in bed for 70 days.

2 What do NASA want to study?

- 3 What do volunteers for the experiment at the Max Planck Institute have to do?
- 4 What do they want to study at the Max Planck Institute?
- 5 How many times do volunteers have to visit the Department of Psychology?
- **6** What do they want to study at Oxford University?

> Student's Book page 35, exercise 6



Would you like to earn money without having to do too much work? Then you should volunteer for a science experiment! We've found a few examples that might interest our readers:

> Bedtime!

NASA, the American space agency, is looking for people who like lying down, and they will pay them \$18,000 each to do it! NASA wants people to participate in a 70-day experiment where volunteers must stay in bed. NASA scientists want to study what happens to our bones, muscles and hearts when we do almost no physical exercise. If you've got the patience to spend over two and a half months in bed, then this is the job for you!

> Getting money to play!

Are you a fan of video games? The Max Planck Institute wants volunteers to look at images of faces and communicate with virtual worlds so scientists can make observations on how our senses react to digital information. Volunteers don't have to spend more than a few hours doing the experiments and they will receive €8-12 an hour.

My brain hurts!

The Department of Psychology at Oxford University wants to discover how our brains are organized. Volunteers have to visit the department twice for experiments that can take four hours. Scientists place equipment on the volunteers' heads so that they learn how different regions of the brain help us make decisions and learn. The department warns that these experiments can make the volunteers feel uncomfortable. The department pays volunteers for their time, but the website doesn't say how much.

Listening

8 🖈 🕦 14 Listen to the conversation. Which experiment do they agree is the best?

9 Complete the expressions from the conversation.

1 In my view, the one to do is...

4 I see what you _____

2 That's a good _____, but... 5 I'm _____ we both agree that... 3 I , the money is fantastic, but... 6 I agree. What does 'uncomfortable' mean?

10 **14** Listen again and check.

> Student's Book page 35, exercise 7

Unit 3 · Respect

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3B Young at heart

Vocabulary Phrasal verbs for socializing



1 Choose the correct alternative.

- **Harry** What time are you going to drop ¹*in / out / (by)* tonight?
- **Toby** At about eight. Did you tell Mark about coming to stay ²over / out / at?
- **Harry** Yes, I did, but he can't come because he's taking his girlfriend ³out / on / up.
- **Toby** Pity. It would be great to get ⁴out / together / by. I haven't seen him for a long time.
- Harry I know. He always goes ⁵up / in / out with Amy when he has free time. Anyway, Jack will pick you ⁶up / in / down in front of the supermarket at seven. Don't be late!
- **Toby** I won't! See you later.

2 Replace the <u>underlined</u> words with the correct form of the phrasal verbs in the box.

cheer up come in get into hang out join in move into

- 1 We hope to <u>start living in move into</u> our new house before Christmas.
- **2** A lot of people <u>took part in</u> the activities and the festival was a big success.
- **3** When my grandad left hospital, we all <u>felt happier</u> .
- 4 The burglar entered _____ through an open window.
- **5** My grandma <u>became interested in</u> computers after taking classes.
- 6 I like to <u>spend time</u> with my friends at the weekends.



3	***	Answer the questions so they ar	·e
	true for	you.	

- 1 Where do you and your friends hang out at the weekends?
 - My friends and I sometimes hang out at the local park at the weekends.
- 2 What do you do to cheer yourself up?

3	Who was the last friend to stay over at your place?
4	How often does your family get together?
5	Which TV series/video game have you recently got into?
6	When did your family first move into your home?

➤ Student's Book page 37, exercise 3

Grammar Permission: can, could, be allowed to

4 ★★★ Complete the sentences with the affirmative (✓) or negative (X) forms of can and could and the verbs in the box.

drop by go hang out play speak stay over

1 I couldn't go to Kevin's party last week because my parents were angry with me. (✗)

2 Students ______ in the library. (✗)

3 I ______ in today's match. (✓)

4 We _____ at Helen's house last night. Her mum took me home in the morning. (✓)

5 My sister _____ with her friends every night during the last summer holidays. (✓)

6 I _____ and visit you because I've got to shop for my grandma. (X)

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5	Rewrite the sentences in exercise 4 with the correct forms of be allowed to. 1 wasn't allowed to go to Kevin's party last week because my parents were angry with me. 2 3	
	6	Listening
7	Complete the text with the correct affirmative and negative forms of can, could or the verb to be. Thirteen-year-old Zoe moved from a village to a big city recently. When she lived in the village she ¹could play anywhere on her own, but now she ² walk down a city street without an adult. Before, she see her friends on Saturday mornings in the village because she had to help on the family farm, but now she 4 allowed to play for the school basketball team. She s also stay over at her friends' houses, but she sallowed to stay out late yet. Answer the questions so they are true for you. What can an 18-year-old in your country do that you can't do? An 18-year-old can drive. What were you allowed to do during your last holiday that you can't do when you have school the next day?	the topics they talk about. 1 traffic ✓ 4 fashion and music ☐ 2 food 5 homework ☐ 3 TV 6 jobs ☐ 1 How has Coventry changed? 2 your dad have a car? 3 What things you do? 4 Could you late at night? 5 Could you wear and listen to you wanted? 6 So did you leave school? 10 ★★★ Answer the questions. 1 What could Grandad do in the street? He could play football. 2 Why didn't people have cars?
	3 What couldn't you do last year that you can do this year?	When can Josh stay out late?Who thought rock and roll would have a bad
	4 What can you do during the weekends that you can't do during the week?	influence? 5 Where did Grandad work?
	> Student's Book page 37, exercise 5	6 What does Grandad say is great about modern life?
		➤ Student's Book page 37, exercise 6

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3C Finding solutions

Vocabulary The scientific method

- 1 Choose the correct alternative.
 - 1 It's difficult to make predictions / conclusions, but I think the experiment will be a success.
 - 2 Your doctor will give you your results when the research / analysis is complete.
 - 3 You have to follow the same procedure / data when you repeat the experiment.
 - 4 We have put all the information and data / predictions from the experiment into the computer.
 - 5 It was interesting, but at the end of the report the writer's procedure / conclusion wasn't clear.
 - 6 We did a study of dolphins and now we're doing research / analysis about whales.
- 2 Complete the definitions with the correct

analysis findings hypothesis procedure source step

- 1 a way of doing something procedure
- 2 the careful study of something
- **3** a part of a process
- 4 information that you discover after studying something, doing an experiment, etc.
- 5 a place or person that gives you information
- 6 an explanation for something that you have to demonstrate
- 3 Complete the text with the words in the box.

conclusion data findings procedure research sources

When I do online ¹research, I always make sure that I check who has written the websites that I use as for my ³ and information. If you don't, then you might present 4 in the 5 at the end of your report that are wrong. In fact it's very important to have a clear and method of working if you don't want to make mistakes.

> Student's Book page 38, exercise 2

Grammar Possibility: can, could, may, might

- 4 Complete the sentences with can, may, might or could and the verbs in brackets. More than one answer is sometimes possible.
 - 1 Eddie may not/might not call (not call) about the trip tonight.
 - **2** There a good film on the TV to watch.
 - (wear) that dress for any occasion.
 - (prepare) a few sandwiches in five minutes.
 - 5 I (not stay over) at Alice's tonight.
 - **6** We (eat) at the Italian restaurant or get a Chinese takeaway.
- 5 Complete the dialogue with can, may, might or could. More than one answer is sometimes possible.
 - A I hate school lunches!
 - B Why don't you make your own? You ¹could make a sandwich or take something to heat in the microwave.
 - A True, but then I 2___ __ not have enough time to prepare it in the morning.
 - B Prepare it before you go to bed. You ³ leave it in the fridge and it'll be fine in the morning.
 - A | 4 also ask my mum to make extra when she cooks and put it in the freezer.
 - **B** Good idea, although she ⁵ happy about having extra work! You 6 offer to help her!
 - A I will!

6 Answer the questions so they are true for you.

- 1 What do you think you might do next weekend? I might play video games with my friends.
- 2 What can winters be like in your region?
- **3** What do you think you might do when you leave school?
- 4 What can people in your town do to keep fit?
- **5** What do you think you might eat for dinner this evening?
- **6** Who might you text in the next few hours?

> Student's Book page 39, exercise 5



Report: The reading habits of class 3C

Hypothesis

The aim of our survey was to find out about our classmates' reading habits. <u>Our hypothesis</u> is that young people read a lot. We asked questions about how often our classmates read and how they read (online or paper).

Data

On the whole, all of the students said that they read for pleasure during the week. A few students read for six hours a week, but most read for between an hour and three hours. In fact, the 30 students in our class read for 90 hours a week in total, an average of three hours reading a week for each student.

However, it seems that people mostly read online. <u>Our analysis</u> of the answers found that a lot of people prefer digital media and read social media and websites. 75% of the students said that they read something online for pleasure every week, but only 25% said that they read a printed newspaper, magazine or book every week.

Conclusion

To sum up, on the one hand, it is clear that our prediction that students in class 3C read frequently was correct. On the other hand, it is also true that traditional reading materials are less popular. Our findings support our hypothesis, but we think students should read a variety of materials, not just social media and websites.

Writing

7		Get ready to write Match the definitions to)
		ne section of the report.	
		facts and numbers	
	2	the writer's findings	
	3	what the writer wanted to discover	-
8	6	Write short answers to the questions.	
	1	What was the survey about?	
		the reading habits of the writer's classmates	
	2	What is the longest time that students spend reading?	
	3	What is the average time that all the students spend reading?	
	4	What percentage of students read something on paper every week?	
	5	What does the conclusion say about the hypothesis?	
	6	What should students read?	
9	u	Complete the sentences with the nderlined expressions from the report. Then put entences in the correct order and add your opinion	
		On the whole, all the students said that they write more (blog posts, texts, etc.) than they speak to their friends on their smartphones.	<u>3</u>
	2	of the answers discovered that students write more online than with pen and paper.	
	3	, on the one hand,	_
	J	it is clear that the data shows that our hypothesis was correct.	
	4	was to learn	
		about how our classmates use their smartphones.	
	5	, it is also clear	
		that students think differently about the two types of writing.	_
	6	is that young	
		people write more online than on paper.	
	>	Student's Book page 39, exercise 6b	

Unit 3 · Respect

3D Emil's petition

Spoken English

1 Complete the dialogue with the expressions in the box.



Come off it! I'd go along with that. I guess It'll be a laugh. Let's give it a go.

Ruby	What are we going to do to let people know that
	the council won't repair the school building?

Alfie Let's organize a concert.

Eva A concert? ¹Come off it! Nobody will take us seriously!

Ruby I agree. I don't think it will be a success.

Alfie It will. One of the biggest problems the school has is the roof in the music room. The school orchestra can perform and we can tell people about it.

Eva OK. ²_____ We've got to try something. It will be easy to organize and I'm sure the music teachers would agree.

Ruby 3______ I know

Ms Stevens is furious about the condition
of the music room.

Alfie Everyone will support it. 4______ another advantage of a concert is that the atmosphere will be relaxed. We can inform everyone about the situation and they'll have a good time. 5

Ruby I think that's exaggerating a little, but I agree that we don't want to create a bad atmosphere. We just want the council to make the repairs that it promised!

2 ** 16 Listen and check.

➤ Student's Book page 41, exercise 3

Everyday English

Expressing advantages and disadvantages

3 Complete the table with the expressions.

- A One advantage is that...
- B Why do you think that?
- C An argument against is that...
- D ...is very useful for...
- E A disadvantage is that...
- F I think that would work because...
- G Why's that?
- **H** An argument in favour is that...
- I The main problem is that...
- J A benefit is that...
- K ...is a great way to...
- L The reason is...
- M ...isn't very useful for...

N A drawback is that...

Expressing advantages			
¹ D	2		
3	4		
5			
Expressing d	isadvantages		
6	7		
8	9		
10			
Asking for reasons			
11	12		
Giving reasons			
13	14		

4 Match the sentence halves.

1	Why do you	j	6 Why's	_
2	An argument		7 An argument in	_
3	Experiments are		8 The main	
	very useful		9 A benefit is	
4	A disadvantage	_	10 A demonstration	
5	I think that would work	_	is a great	

- **a** for testing new drugs.
- **b** that?
- **c** way to make people notice.
- **d** because it's easy to organize.
- **e** against is that it's expensive.
- **f** is that it takes a lot of time.

- **g** favour is that you can do it on a computer.
- h problem with that idea is you need a lot of help.
- i that everyone learns something.
- j think that?

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5	Use the <u>underlined</u> words in				
	the questions to discuss advantages				
	and disadvantages.				

- 1 What are the advantages of cycling to school?
 - The advantages of cycling to school are that you save money and keep fit.
- **2** What are <u>the drawbacks</u> of having online friends?
- 3 What is <u>an argument in favour</u> of doing voluntary work?
- 4 What is the main problem with scientific experiments on animals?
- **5** What are <u>the benefits</u> of studying English?
- **6** What are <u>the disadvantages</u> of sharing a bedroom?
- > Student's Book page 41, exercise 6

Pronunciation Sentence stress

- **6 a** <u>Underline</u> the stressed word(s) in each sentence.
 - 1 It's useful.
 - 2 Let's demonstrate!
 - 3 That would work.
 - 4 That's a good point.
 - 5 That's a great idea!
 - 6 This is brilliant!
 - **b 17** Listen and check, then repeat the expressions.
- ➤ Student's Book page 41, exercise 7

Listening

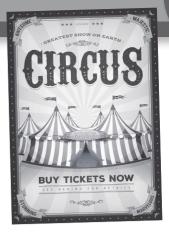
7 a 🖈 🕦 18 Who says it: Tom or Ella? Put the opinions in the correct columns.

Animals are safer in circuses and zoos than in the wild.

I ought to investigate the situation.

They can have much better lives in their natural environments.

We shouldn't use animals for entertainment.



Circuses and zoos look after animals.

The animals don't have space and the trainers hit them.

Tom	Ella
We shouldn't use animals for entertainment.	

b Listen again and answer the questions.

- 1 When is the circus coming to Merton Park?
 The circus is coming to Merton Park for Christmas.
- 2 What type of animals are performing in the circus?
- 3 What does Tom think that they should organize?
- 4 Who can see wild animals thanks to circuses?
- 5 What kind of places are circuses according to Tom?
- **6** What is the only problem animals have in their natural environments?

> Student's Book page 41, exercise 8

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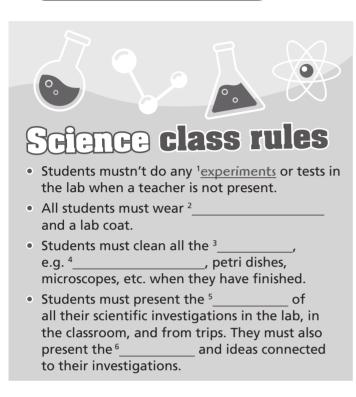
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3 Progress check

Vocabulary Practical science nouns

1 Complete the rules with the words in the box.

equipment experiments results safety goggles test tubes theories



Phrasal verbs for socializing

2 Complete the text with the correct prepositions.

My sister is at university in London and she is living with my grandma's sister. When my sister first moved

1 in to the house, she didn't think it was a good idea, but now she loves it. Her friends can drop

2 ______ when they want and they can even stay

3 _____ at the weekends. When I phone her,

I always hear people chatting. My grandma's sister often gets

4 _____ with her friends and they sometimes even take my sister

5 _____ . In fact,

I think she goes

6 _____ more with them than with her university friends!



The scientific method

3 Choose the correct alternative.

- 1 We collected *(data)* / sources from three different experiments.
- **2** I don't want to make any *predictions / findings* about the results because I don't know what will happen.
- **3** You should write *an analysis / a conclusion* that includes the results.
- **4** You must follow the correct *research | procedure* in the laboratory.
- 5 We made a source / hypothesis, but the results didn't support it.
- **6** What's the next *conclusion / step* in the experiment?

Grammar

Modals - advice, obligation and necessity

4 Choose the correct alternatives.

My brother is at university and he has volunteered for an experiment. He ¹must / has to sleep at the university hospital for a month! He ²ought / doesn't have to do anything except sleep in a bed for eight hours every night! They say he ³doesn't have to / shouldn't eat too much before he arrives at the hospital. There are also two rules: he ⁴must / ought to arrive before 11 p.m. and he ⁵has to / should bring his own breakfast for the morning. However, they'll pay him €1,000 when he has finished! My mum says he °ought to / doesn't have to tell the hospital that all the family will volunteer for the experiment!

Permission: can, could, be allowed to

5 Complete the sentences with the words in the box.

	allowed	aren't	can	can't	could	couldn't
1	You <u>can</u> states in		_	to drive	e at 14 i	n some
2	In some			ntries, y to work		hildren
3	You in the Uk		_ get a	a tattoo	until yo	ou are 18
4	You until 201	5.	_ get ı	married	at 14 ir	n Spain
5	Women house ur				have	their own
6	You were		88.	to buy	and se	ll people

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Possibility: can, could, may, might

6 Put the words in the correct order to make sentences.

1 busy / can / on / Saturday afternoons / become / the shopping centre / very The shopping centre can become very busy on

Saturday afternoons.

- 2 have / everything / to do / enough time / not / we / miaht
- 3 later / because / rain / it / wear / might / your raincoat
- 4 to / could / the cinema / or / a / film / stay / we / go / at home and / download
- 5 to / beach / might / at the weekend / go / the / we
- 6 very / the summer / can / in Athens / be / hot

Learning to learn Brainstorming

PROGRESS

- **7** Match the paragraphs (1–3) to the titles (a–c).
 - a teamwork **b** cards c go online
 - 1 Find a website that offers tools that allow you to organize your ideas. These tools will help you to prepare for the task.
 - 2 When you have a few, you can organize them into different paragraphs. If you don't think the paragraphs work, change the ideas around!
 - 3 Write the task and add your ideas. Pass your paper to your classmates so that they can add their ideas. Each student will then have a lot of choice!

Everyday English

Expressing advantages and disadvantages

8 Complete the dialogue with the words in the box.

advantage against benefit problem reason that useful way why work

I think the best way to tell people about what is happening at the laboratory is a website.

Emma ¹Why do you think that?

Well, a website is a great ² explaining the full story. One ³ is that we can write about what is happening and send it to our subscribers.

Avery I agree. Another ⁴ is that we can also link our website to other groups who are interested in stopping experiments on animals.

Emma I don't know. I think that would 5 if all we want to do is contact people who already know about the situation, but I don't think it is very ⁶ for getting new supporters. I think a demonstration would be better.

Why's 7 Sam

Emma Well, the 8 is that a demonstration

catches people's attention.

Avery The main 9 with that idea is that we only have 35 members in our group and I think that is an argument ¹⁰ a demonstration. If we don't have a lot of people in the street, nobody is going to notice us.

That's true. Why don't we start with the website Sam and then see what happens. We can always do both.

Emma Good idea.

Look back at your work in Unit 3 (Student's Book pages 34-41) and complete the table.





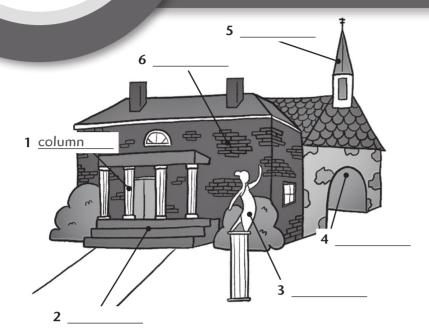
Can you?	Yes, I can.	I need more practice.
use five nouns to talk about practical science and five to talk about the scientific method		
use six phrasal verbs to talk about socializing		
use modals to express advice, obligation and necessity		
use modals to express permission/possibility		
write about conclusions from a class survey		
use five phrases to express advantages and disadvantages/give reasons (<i>The main problem is</i>)		

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4

Travel

4A Wonders of the world



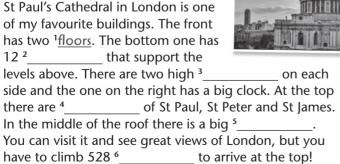
Vocabulary Buildings

1 Name the parts of the building above.

arch brickwork column statue steps tower

- **2** Choose the correct word.
 - 1 A *dome* / skyscraper/ column is a very tall modern building, usually in a city.
 - **2** A *statue* / *temple* / *pyramid* is an object with sides in the form of triangles that meet at the top.
 - 3 Stone / Floor / Ruin is a hard material that we often use in buildings and monuments.
 - 4 *Domes / Ruins / Steps* are the broken parts of an old building.
 - 5 An arch / A dome / A pyramid is a roof that is round.
 - **6** A skyscraper / tower / floor is a level in a building.

3	***	Complete the text with	the
	correct w	vords.	



> Student's Book page 46, exercise 2



Grammar Second conditional

- 4 Complete the sentences with the correct form of the verbs.
 - 1 Our town would look better if there were (be) more statues.
 - 2 Which buildings would you improve in your town if you _____ (have) enough money?
 - 3 If I went to Peru, I ______ (volunteer) to repair the ruins of Machu Picchu.
 - 4 If they _____ (not have to) work, my parents would move to the countryside.
 - 5 If I lived in a skyscraper, I _____(use) the lift not the steps!
 - **6** Where would you go if your parents _____ (allow) you to travel alone?

5 What Use the words to write second conditional sentences.

- 1 If / I / meet some tourists / I / tell / them to visit the motor museum.
 - If I met some tourists, I'd tell them to visit the motor museum.
- 2 If / I / be the president / I / make / my town the capital city of the country.
- 3 Mark / repair / your computer / if / you / ask / him.
- 4 Mum and Dad / never take / us on holiday / if / we / not pass / our exams.
- 5 If / my sister Lily / have / more money / she / visit Iceland.
- 6 What / happen / if / the dome / fall down?

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6 Write second conditional sentences about the situations.

1 you are in Cairo

If I were in Cairo, I would visit the pyramids.

2 you win a million euros

3 a friend asks you for help

4 you lose your mobile phone

5 you visit New York

6 someone speaks to you in English

> Student's Book page 47, exercise 5

Reading and Listening

7 **** 19** Read and listen. What do the numbers refer to?

1 500

The number of people to move one of the stones.

2 5,000

3 41

4 88

5 200

6 10

9 Answer the questions.

1 What does Helen think is amazing about the stone columns at Stonehenge?

<u>She thinks it's amazing that they transported the heavy stones over such a long distance.</u>

2 What would Helen like to do that you can't do?

3 What has a glass dome over it?

4 Why does the bridge move?

5 What did Ahmed think when he first saw St Basil's Cathedral?

6 What happened to 15 of the towers that they built?

Helen: If I could, I would visit Stonehenge because it's an incredible monument. They built the first monument there



ago and then 3,500 years ago they put up the big stone columns. The stone columns are nine metres tall and each one weighs 22.6 tons and the most amazing thing is that they transported the stones from 240 km away! I'd love to see them and touch them, although I don't think they let you! Experts say you would need

²______ people if you wanted to move one of the stone columns!

Josh: Well, if I had the time and the money, I would love to see and visit the Petronas Towers in Kuala Lumpur in Malaysia. They are twin skyscrapers that were the world's tallest for a few years.

They have 3_

floors and there is a big shopping centre at the bottom of the towers with a glass dome over it. The best thing though is the skybridge that connects the two towers. It's on the

______st floor and it's the highest bridge in the

world. The bridge actually moves because of the wind! I'd love to stand on it...I think!



Ahmed: I would like to go to Moscow to visit St Basil's Cathedral. When I first saw a photo of it, I thought it was from a Disney film! The architect obviously loved domes because the cathedral has got 5______ of them. It had 25 when they built it, but fire destroyed many of them. The domes are very colourful, but in fact they didn't paint them until 6_____ years after it was built.

The cathedral looks beautiful at night in photos that I've seen and that is when I would love to see it.



Unit 4 · Travel

4B Ticket to ride

Vocabulary Train travel

1 Complete the crossword.

	Τ'								
	R		2		3		4		
	⁵ A								
	V								
6	Е								
	L								
						7			
	G								
	U								
	1								
	D							•	
8	Е]			

Down

- 1 a book that gives you important information
- 2 the act of travelling from one place to another
- 3 the way between two or more places
- 4 a travel plan

Across

- 5 a place such as a hotel, etc. to stay
- **6** asking someone to keep a room, restaurant table, etc. for you
- **7** going to a place or places and then returning home
- 8 when you leave a place

2 Match the words to the comments.

arrival budget destination itinerary journey route sightseeing travel guide

- 1 First, we're going to Paris and then Versailles, Chambord and Lyon before returning to the capital. route
- **2** We need to be careful about how much we spend.
- **3** We get to the railway station in Sarajevo at six in the morning.
- **4** There's a bus that takes tourists around to all the famous monuments. _____
- 5 Why don't you read about it and then you can tell us everything!
- 6 I'll sleep on the train from Zagreb to Berlin.

		
7	We need to tell Paul what time our train	gets
	to the station	

3 Complete the text.

Here is your ' <u>itir</u>	<u>ierary</u> and all the information for your	
2	to Mexico. Your ³	
at your ⁴	, Acapulco, is a four-star	
hotel. Your ⁵	from Dublin is at 10.55	5
on Monday 22n	d June and your ⁶ a	t
Álvarez Internati	onal Airport is at 18.55 on the same da	ay
	<u> </u>	_

> Student's Book page 49, exercise 2

Grammar Comparatives and superlatives

4 Choose the correct alternative to complete the sentences.

- 1 Copenhagen isn't as hot so /(as)Barcelona.
- **2** Zurich in Switzerland is the *more / most* expensive city in Europe.
- 3 Nice is a bigger city than / that Cannes.
- **4** The hotels in Dublin are *enough / too* expensive for students.
- 5 Paris is so / as wet as London.
- 6 My suitcase isn't big too / enough!

5 Correct the <u>underlined</u> mistakes.

Hi Jake,

We're in Venice now and it's the ¹more beautiful city that I've ever seen! It's also the ²most busy city that we've been to and the others were cheaper ³that Venice, too! We're staying in a hostel and it's as ⁴better as the other hostels that we've stayed in. The food is ⁵tastyer than anything we've eaten on the trip so far. Next stop is Dubrovnik; hopefully it won't be ⁶more crowded as Venice!

Speak soon!

Δmv

7 11 11 y		
1 most	4	
2	5	
3	6	

6 Answer the questions.

- 1 Which is the busiest street in your hometown?
 The busiest street in my hometown is Oxford Street.
- 2 Who's as tall as you in your class?
- 3 Where's the best place to meet your friends?
- 4 Which is better, travelling by coach or travelling by train?
- 5 What is the most interesting place that you have visited?
- 6 What's the hottest place that you have been to?

> Student's Book page 49, exercise 5

Unit 4 · Travel

Reading and Writing

7 Read the journal. Put the information in the correct columns.

better sightseeing cheaper accommodation interesting for visitors more exciting nightlife old-town

Malmö	Copenhagen	both
old town		

8 Answer the questions.

Which paragraph...?

- 1 gives the writer's opinions D
- 2 talks about the cost of staying in the region
- **3** gives geographical information
- 4 compares the size and atmosphere of the towns

9	Over to you! Complete the
	sentences for a journal comparing two
	towns that you have visited.

1	The two towns are in/at	

2	Although they are very	
	they are quite	

3		is	
	than		and it is also

much _____.

is perhaps not

5 To conclude, both towns are _____, but _____ is probably the best place to

enough and

6 You can enjoy both _____ and the

> Student's Book page 49, exercise 5c



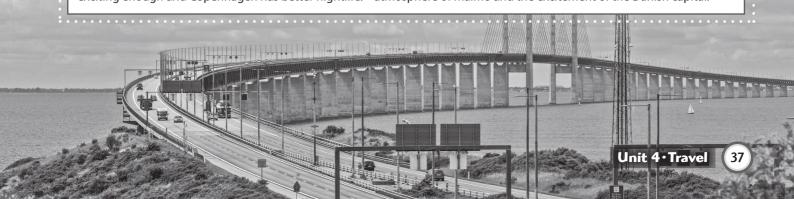
Copenhagen is the capital of Denmark, but the closest city to Copenhagen is in another country, Sweden. Malmö, Sweden's third largest city, is just 44 km away at the opposite end of the Øresund Bridge and tunnel that crosses the river of the same name. However, although they're very close, visitors to the two cities will notice big differences.

B Malmö is smaller than Copenhagen and it is also much quieter. It has a beautiful old town and the port is home to Sweden's tallest building. However, if you're a tourist looking for fun, Malmö is perhaps not exciting enough and Copenhagen has better nightlife.

Another important difference is that Copenhagen is too expensive for young visitors to the region on a low budget. In fact, since the bridge was opened in 1999, many Danish families have moved to Malmö because of the cheaper lifestyle, although they go back across the bridge to work in Copenhagen every day.

To conclude, both towns are interesting and have a lot to offer visitors, but I think Malmö is probably the best place to stay. It has different types of holiday accommodation at a variety of prices although, in my opinion, Copenhagen is better for sightseeing and tourist activities. However, public transport is good and it's very easy to travel across to Copenhagen so you can enjoy both the relaxed atmosphere of Malmö and the excitement of the Danish capital.





4C Off the beaten track



Vocabulary Phrasal verbs for travel

1	Choose	the	correct	word.
---	--------	-----	---------	-------

My mum and dad wanted to get ¹					
for a few days and they decided to go to					
Florida. We went to see them ² at the					
airport, but we	e were there fo	or hours because			
their plane did	ln't take ³	until very			
late. Then we had problems with my brother'					
car. After spee	ding ⁴	to 100 km/h on			
the motorway	, the engine si	uddenly made a			
strange noise	and the car slo	owed ⁵			
and stopped!	We had to cal	a mechanic and			
we didn't get	6 ho	me until six hours			
after leaving!					
1 aaway	b in	c over			
2 a back	b off	c across			
3 a up	b away	c off			
4 a on	b up	c in			
5 a down	b off	c back			

2 Replace the <u>underlined</u> words with the correct form of the phrasal verbs in the box.

c back

b to

come across get back go off set off speed up stop over

6 a about

- 1 The plane <u>went faster sped up</u> before it took off.
- 2 Andy and Sam <u>started their journey</u> at eight o'clock this morning.
- 3 We spent the night ______ in Singapore when we flew from Sydney to London.
- 4 My sister <u>found</u> these old records in a music shop in New Orleans.
- 5 Dara will <u>return</u> from school late today.
- **6** We <u>left</u> _____ to buy some pizzas from the supermarket.

3 Complete the questions with the correct prepositions. Answer the questions about you.

- 1 When did you last get <u>away</u> for a holiday? <u>I last got away for a holiday last summer.</u>
- 2 What time do you set _____ for school?

3	What's the first	thing you do	when you get	home?
)	vviiat s tile ilist	uning you uc	i wileli you get	1101116:

4	Do you ever go	without telling your	parents?
	Do you ever go	without telling your	pareries.

- 5 Who was the last person you saw _____ at the train station?
- **6** What is the most interesting place that you've ever come _____ on holiday?

> Student's Book page 51, exercise 3

Grammar

Adverbs of frequency, manner, place and time

4 Decide if the <u>underlined</u> adverbs in the leaflet are adverbs of frequency, manner, place or time.

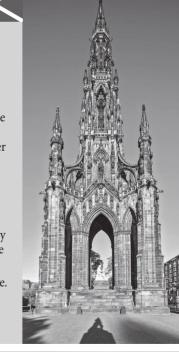
Welcome to Edinburgh!

One-day tour

Your first visit should be to the Scott Monument ¹<u>in</u> Princes Street Gardens. They built the tower ²<u>in</u> 1846. It's very popular so set off early and climb the 287 steps to see fantastic views of the city.

Then visit Jenners in Princes Street for some shopping. It's ³always busy, but it's a great place to come across special souvenirs. After shopping, get away from the crowds and go to the National Galleries of Scotland. You can walk ⁴slowly around the galleries and admire paintings by some of Europe's most famous artists for free! Then have lunch at The Elephant House, the café where they say author J.K. Rowling ⁵often sat and wrote the Harry Potter stories.

Finally, finish your day off at Edinburgh castle. If you don't want to visit everything ⁶quickly, make sure you get there at least three hours before it closes; there is so much to see!



Adverb of...

1 <u>place</u> 4 ______ 2 5

3 _____



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5	Complete the text with the adverbs	Listening			
	in the box.	8 ② 20 Listen to the podcast and that are mentioned.			
	always carefully gradually never next month there				
	Hever Hext Horitin there	Cairo Eritrea Italy			
	I can't wait to go with my parents to Berlin 1 next month. We've been planning the	California Germany Rio de 9 **			
	itinerary ² The big problem	20 Eistern again and comprise			
	will be the language! I ³ watch	Dublin Indiana Leeds Lee			
	TV series in German and I'm improving	THE YOUNG TRAV			
	my listening skills ⁴ , but I ⁵ practise speaking German.	C IIIL TOUNG TRAY			
	I think it's going to be a big test for me when we arrive ⁶ !	UPODCA			
6		Biscay Bordeaux Lyon Rain Wenice CRONING William WENICE CRONING WILL			
	adverbs in the box.	Porto Porto ALY Adriafic Sea Rome Rome Rome Rome Rome Rome Rome Rome			
	beautifully home last Monday never quickly usually	sbon Naples Tyrrhenian Sea			
	issue quienty accumy	Palermo A			
	1 Tourists <u>never</u> visit my town. There's nothing to see!	Valletta th MALTA			
	2 My parents went on holiday	/			
	3 The taxi driver drove to the hotel.				
	4 The house was cold when we arrived	Reporter Emma Richards tells young traveller and a new wo			
	·	young havener and a new wo			
	5 They are away in the summer.	Fact file: Eric Nguyen			
	6 The band at the hotel sang my dad's	From: Orinda, ¹ California			
	favourite song	Age: ² years and ³			
7	Answer the questions so they	Number of countries visited: 4			
	are true for you.	Number of countries visited: *			
	1 What do you usually do after school?	Last country visited: Eritrea, in N			
	I usually do my homework after school.				
	·	Ago started travellings 6			
	2 Where do you go at the weekends?	Age started travelling: 6			
	2 Where do you go at the weekends?	Age started travelling: 6 Age started travelling alone: 7			
	·				
	2 Where do you go at the weekends?	Age started travelling alone: 7			
	Where do you go at the weekends?What time do you arrive at school?Where do you have to speak quietly?	Age started travelling alone: 7 Future plans: wants to become a			
	Where do you go at the weekends?What time do you arrive at school?	Age started travelling alone: 7 Future plans: wants to become a 10 *** Complete the sentences with			
	 Where do you go at the weekends? What time do you arrive at school? Where do you have to speak quietly? What jobs do you always do at home? 	Age started travelling alone: 7 Future plans: wants to become a 10 Complete the sentences with 1 Listeners to the podcast would like to 2 Eric arrived in Asmara 3 Eric became the			
	Where do you go at the weekends?What time do you arrive at school?Where do you have to speak quietly?	Age started travelling alone: 7 Future plans: wants to become a 10 Complete the sentences with 1 Listeners to the podcast would like to 2 Eric arrived in Asmara 3 Eric became the countries on the planet.			
	 Where do you go at the weekends? What time do you arrive at school? Where do you have to speak quietly? What jobs do you always do at home? 	Age started travelling alone: 7 Future plans: wants to become a 10 Complete the sentences with 1 Listeners to the podcast would like to 2 Eric arrived in Asmara 3 Eric became the			

tick (✓) the places Tokyo le Janeiro Vietnam lete the fact file. us about a orld record! days orth East ⁵_

10	Complete the	sentences wi	th two or	three words

	Complete the sentence	es with two or three words.
1	Listeners to the podcast would	like to travel in the future.
2	Eric arrived in Asmara	·
3	Eric became thecountries on the planet.	to visit all the
4	Eric and his parents moved to _he was a child.	when
5	Eric wants to	and work in medicine.
	Eric didn't have time to countries he visited.	a lot of the

Unit 4 · Travel



4D Hard to believe

Spoken English

1 Complete conversations 1–6 with the expressions in the box.

Are you having me on? Hang on a minute! I can't get my head around this. Says who? What are you up to? You bet we could!

- **1 A** Could we organize a party to celebrate passing our exams?
 - B You bet we could! We've got to celebrate it!
- **2** A I met the singer Taylor Swift at a club at the weekend!
 - B ______ Do you expect me to believe that Taylor Swift would visit our town?
- 3 A Oh, _____
 - B What?
 - A This Maths homework. It's too hard.
- 4 A I can't wait to celebrate winning the cup!
 - B _____ The match hasn't finished yet!
- 5 A Hi guys!
 - **B** We're organizing our itinerary for the trip around Europe.
- **6** A OK team, you've all got to give me €5.
 - В
 - A Our trainer. She says it's to buy a present for the coach for this season's matches.
- 3 Match the expressions in exercise 1 to the definitions.

This expression means...

- 1 you don't believe what someone is saying. Are you having me on?
- **2** you want to know who has the authority to make a statement like that.
- 3 you want to show agreement or certainty.
- **4** someone should wait and be patient./you want to show surprise or disbelief
- 5 somebody is doing or planning something, perhaps secretly.
- **6** you don't understand something.
- ➤ Student's Book page 53, exercise 3

Everyday English

Expressing belief and doubt

4 Complete the expressions with the words in the box.

	am	clearly	doubt	really	sure	unlikely)
1	ľm	<u>sure</u> that	he'll he	lp you.			

- 2 I _____ that we'll live on Mars.
- 3 I _____ certain that he knows the answer.
- **4** That's the best choice.
- **5** I'm not sure that is true.
- 6 It's very _____ that he lost it.

5 Which expressions in exercise 4 express belief and which express doubt?

belief	doubt
1	

6 Choose the correct alternative.

I ¹certain | doubt that we'll see people living on other planets for a long time.

Why's that?

Well, first I'm ²not really sure | hard to believe that we can afford it. It's very expensive.

That's ³definitely | unlikely true, but a lot of private companies are interested.

Yes, there's no ⁴sure | doubt that they think they can make money from space tourism.

I'm ⁵no doubt | sure they also think that they will find interesting materials on planets like

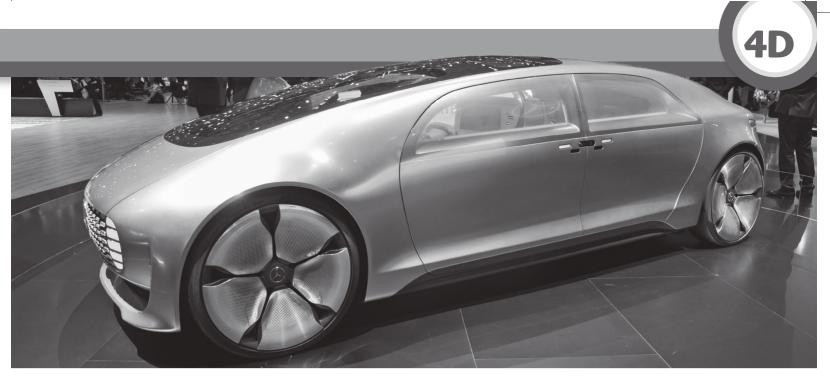
Mars that they can sell on Earth.

I'm ⁶certain | believe that you're right, but it's ⁷hard | clearly to believe that they have the technology to transport materials back to Earth.

I agree that it's very ⁸ definitely | unlikely to happen soon, but I think it will happen.

Well, only time will tell!

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- 7 Complete the sentences so they express your beliefs or doubts.
 - 1 people will live on Mars

 I'm not really sure people will live on Mars.
 - 2 we'll travel in driverless cars
 - 3 robots will do housework
 - 4 I'll live in another country
 - 5 my friends would help me if necessary
 - 6 I'll pass my exams
 - > Student's Book page 53, exercise 5

Pronunciation



- **8** a Circle the vowel sound that is different.
 - 1 sky dry (slowly)
- <u>/i/</u>
- 2 dirty reply busy
- 3 spy story city
- 4 cry easy buy
- 5 apply my ready
- 6 deny study happy
- **b** Now write the phonetic symbol /i/ or /aɪ/ of the different word.
- **C** ① 22 Listen and check.

> Student's Book page 53, exercise 6

Listening

- 9 a 🖈 🜖 23 Write the name Kate or Adam next to the ideas that they express.
 - 1 Few people will have their own car soon. Adam
 - 2 It's hard to believe that people will want driverless cars.
 - **3** People like driving.
 - 4 Google might be thinking more about big business.
 - 5 Driverless lorries and buses will be bad for jobs.
 - 6 I wouldn't fly on a plane without a pilot even if it were free.
 - **b** Listen again and answer the questions.
 - 1 What is Kate looking at on the Internet? <u>She's looking at different cars.</u>
 - 2 What does Adam say some people are certain about?
 - 3 What does Kate say we've never seen?
 - **4** What does Adam say a lot of people would prefer to do?
 - **5** What would be good for business according to Kate?
 - **6** What technology already exists according to Adam?

> Student's Book page 53, exercise 7b

Unit 4 · Travel 41

4 Progress check

Vocabulary Buildings

1 Complete the sentences with the words in the box.

columns domes ruins skyscrapers statues stone

- 1 Michelangelo's *David*, Rodin's *Thinker* and Alexandros of Antioch's *Venus de Milo* are examples of statues.
- **2** The Empire State Building, the Chrysler Building and the One World Trade Center are examples of
- 3 Ten _____ hold up the roof of the library.
- **4** The Coliseum, Machu Picchu and the Parthenon are examples of ______.
- 5 _____ is a strong material which is perfect for buildings although it is heavy.
- 6 The roofs of the United States Capitol, Washington, The Cathedral of St Peter's Basilica, Rome and the Reichstag in Berlin are examples of _____.

Train travel

2 Choose the correct word.

- 1 Travelling from one place to another in a plane, train, car, etc.
 - a destination **b** reservation **c** journey
- 2 When you visit places of interest.
 - a control by distribution
 - **b** sightseeing **c** travel guide
- **3** The amount of money that you think that you can spend.
 - a budget b destination c itinerary
- 4 It includes information about your whole trip.
 - a travel guide b itinerary c budget
- 5 The place where your journey ends.
 - a route b sightseeing c destination
- 6 The moment when you leave.
 - a departure **b** arrival **c** reservation

Phrasal verbs for travel

3 Complete the dialogue with the correct prepositions in the box. Use one preposition more than once. There is one preposition that you do not need.

across away back off over up

Dad

What time does the coach set ¹off on the school trip tomorrow?

Son

At eight o'clock, but you don't need to wait around to see me ²

Dad

Don't worry, I won't embarrass you! I'll leave straight away because I've got to be at work at 8.30. What time do you get ³______ from London?

Son

At about 11 o'clock.

Dad

Wow, that's late!

Son

Well, I'm stopping ⁴_____ at Andy's because his mum is picking us up. I told Mum about it.

Dad

Really? OK. Well if you come ⁵_____ any nice souvenirs in London, you know, a nice fridge magnet, buy one.

Son

OK Dad, I'll try and remember!

Dad

Right, you'd better speed ⁶_____ and get your homework finished. It's nearly time for bed!

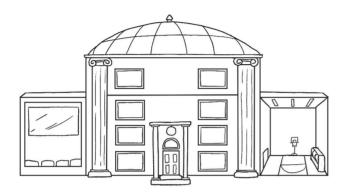


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Grammar Second conditional

4 Complete the text with the correct form of the verbs in the box.

build exercise have live use not want



If I had enough money to build a house, I 1would use						
Greek column	Greek columns to support the roof. If my family					
2	with me, I w	ould give ea	ich person a			
floor to live o	n. If I ³	the h	ouse in my			
country, Engl	and, I would	cover the ro	of in a glass			
dome so we	could sometir	nes see the s	sun! People			
would 4	in the	house's gyr	n if they			
wanted to do	some sport.	If we 5	to go			
out at night, we would watch films in the cinema						
room. Who w	vouldn't want	to live in a l	house like that			
if they ⁶	the cl	hance?				

Comparatives and superlatives

- **5** Complete the sentences with one word.
 - 1 The trip was <u>more</u> exciting than I expected.
 - **2** The pizzas in Naples were tastier _____ the pizzas in Rome.
 - 3 The art gallery was _____ interesting as the museum.
 - **4** The coach isn't big _____ for all the tourists.
 - **5** Oslo is _____ coldest place that I've been to.
 - **6** Cairo in the summer is _____ hot for travelling.

Adverbs of frequency, manner, place and time

- **6** Complete the sentences with the adverbs in the correct place.
 - 1 quickly / always He always rides his bicycle quickly.

•	at midnight	/ at the I	notel
	Kate arrived		

3 never / in England
I've _____ liked driving

4 in the United States / oftenAdam is ______ travelling

5 the art gallery / loudly
The tourists spoke _____ as they visited

6 sometimes / in the mountains Joel ______ goes climbing

Everyday English

Expressing beliefs and doubts

- **7** Match the sentence halves.
 - 1 That's —
 - 2 It's hard to
 - 3 There's no
 - 4 I can't believe
 - **5** It's

- a clearly the reason why he's late.
 - **b** doubt that we'll win the match.
 - **c** that time travel actually exists.
 - d unlikely that he knows what happened.
 - e believe that he hasn't got his mobile phone.



Look back at your work in Unit 4 (Student's Book pages 46–53) and complete the table.





Can you?	Yes, I can.	I need more practice.
use six nouns to talk about buildings		
use six nouns to talk about train travel		
use five phrasal verbs to talk about travel		
compare two or more places using comparatives and superlatives (asas, too/enough)		
write a tourist leaflet using four adverbs of at least two different types		
use five phrases to express belief and doubt (I'm sure that / I doubt that)		

Unit 4 · Travel

The Museum of the Strange Episode 2

1 Choose the correct answer.

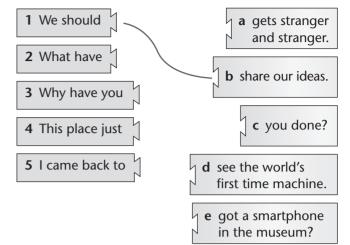
- 1 Why didn't Ben and Laura leave the museum?
 - a It was too interesting.
 - (b) It was still raining outside.
 - c They were afraid to leave.
- 2 What exhibit did Laura ask the museum guide about?
 - a A notebook.
 - **b** A smartphone.
 - c A rubbish bin.
- 3 Who did the notebook in the museum belong to?
 - a Jen's little sister.
 - **b** Maddy's older sister.
 - c Phil.
- 4 What homework did Jen have to do?
 - **a** She had to do a science experiment.
 - **b** She had to learn about time travel.
 - c She had to write a History essay.
- 5 Where did Maddy go when she disappeared?
 - a Into the past.
 - **b** Into the future.
 - **c** To a different place.
- 6 Why did Phil visit?
 - **a** He wanted to observe an important moment in the history of science.
 - **b** He wanted to learn about everyday life in our time.
 - **c** He wanted to talk about writing an essay on Roman times.

2 Complete Jen's diary with the words in the box.

annoying could disappeared equipment essay experiment flash shed strangest time

We were sitting in the back garden and talking about ideas for our History 'essay. Of course, my 2 little sister Maddy was there. She was carrying to the shed. Phil asked her about it and she mentioned a ____. I didn't pay much attention, but then a few minutes later there was a s of light from the 6 . I looked up and Maddy wasn't there! Then before 17 even run inside to tell Mum and Dad, she appeared again. But that wasn't the thing. Phil started talking about Maddy's amazing invention. Then he ! Where did he go? Back to _, I think.

3 Match the sentence halves. Then match the sentences to the correct picture.













4 Work with a partner. Discuss the questions.

- 1 Which part of the episode was most surprising to you? Why?
- 2 Laura says, 'Time travel isn't real.' What do you think? Will there ever be time machines?
- **3** What do you think is going to be in the third room of the museum?

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The Museum of the Strange · Episode 2

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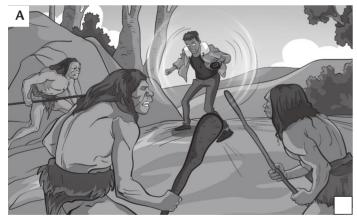
5 Choose the correct word to complete the rules.



Rules for Time Travellers

- 1 You should / can't wear the right clothes for the historical period.
- 2 You must / mustn't tell any important facts about the future.
- 3 You can / can't return to the same moment in time. It's too dangerous!
- 4 If you have a problem, you shall / should come home to your own time immediately.
- **5** You *ought to / shouldn't* study the time period as much as possible before you travel there.
- 6 You don't have to / must be careful not to change history!

6 ****** ① 24 Listen and put the pictures (A–E) in the correct order (1–5).











- 7 *** ② 24 Listen again. Answer the questions.
 - 1 Why did Phil laugh when he was leaving?
 - 2 How did he know he was in the wrong time in the desert?
 - 3 What was the problem with his time machine?
 - 4 How did the early humans feel when they saw Phil?
 - 5 Why was Kelly cross with Phil?
- **8** Work with a partner. Discuss the questions.
 - 1 If a time traveller from the future visited, what would you tell him about 21st-century life? Pick one thing from the list. How would you describe it?
 - smartphones
- the Internet

cars

- pop music
- school life
- **2** What other things from modern life would you want to tell a time traveller from the future about?

The Museum of the Strange · Episode 2



Heritage

5A Surviving the test of time



Vocabulary Verbs and dependent prepositions

1 😯 Ch	oose the	correct wo	rd.
--------	----------	------------	-----

1	The Romans s	ucceeded	making transport faster.
	(a) in	b with	c for
2	We depend _	technolo	gy to make our lives easier.
	a in	b into	c on
3	Scientists need	d to explain _	the public their plans for the futur
	a about	b to	c in
4	The class was	divided	_ groups.
	a at	b into	c with
5	We all laughe example of te		dea that a knife and fork is an
	a at	b on	c to

2 Complete the conversations with the correct form of the verbs in the box.

(agree	belong	look	search	speak	think	
1	A W	no does th	is smaı	rtphone <u>l</u>	belong t	to?	
	B I tl	nink it's Jac	ck's. He	was		_ for his.	
2	A Ha	ve you		to Le	eah abou	ut her idea fo	r our project?
		s, and I different jo		with	her ide	a about each	person doing
	A OF	K, now we	need to	0	a	bout who do	es what!
	B Le	t's	a	t the tasl	k sheet a	gain.	

Complete the questions with the correct prepositions. Then answer the questions about you.

1	What type of music do you us	sually
	listen <u>to</u> ?	

I usually listen to jazz music.

- 2 Who do you speak ____ when you have a problem?
- What would you like to succeed _____ next year?
- 4 Is it important for young people to belong _____ a club?
- **5** Which websites do you use to search _____ information for your homework?

> Student's Book page 60, exercise 3

Grammar The passive

4 Choose the correct alternative.

- 1 The first trousers were wore / were worn in China over three thousand years ago.
- **2** A special vehicle was send / was sent to Mars in 2011.
- 3 The website is been / will be updated tomorrow.
- **4** On Mondays, our English class is *divides / divided* into two conversation groups.
- 5 When *are / will* robots be used in the home to do the cleaning?

5 Complete the text with the correct form of the passive.

Will most things 'be invented (invent)
by computers in the future? That is a
question that ²
(ask) today as more and more
technology ³
(use) in industry. However, we have
to remember that the first robots
⁴ (design)
by scientists to do boring jobs.
Computers 5
(not give) brains that can create things
because we don't understand how the
human hrain works



	Rewrite the active sentences and uestions in the correct passive forms.
1	Martin Cooper invented the mobile phone. The mobile phone was invented by Martin Cooper.
2	German factories don't make Boeing aeroplanes. Boeing aeroplanes
3	When will NASA send astronauts to Mars? When
4	? Steve Jobs didn't invent CDs. CDs .
5	Where do they design new computers? Where?
>	Student's Book page 61, exercise 6
ea	nding
	Read the text and answer the questions ith one word or number.
1	About how many thousand years ago was the chair invented? <u>five</u>
2	What do we spend more and more time in?
3	What have they replaced with gym equipment?
4	What do students write as they exercise?
5	When was a study on exercise and exam scores carried out?
6	What are students better at solving thanks to

Complete the sentences in your own words where possible.You have to give up using technology if you wa

exercise?

1 You have to give up using technology if <u>you want</u> to live a long, healthy life.

2 Recent studies show that _____

3 The experts believe exercise is the answer, but

4 A study into exam scores and exercise showed that

5 The University of Illinois says _____

6 We have known for a long time that there is a connection between a healthy mind and body, but



Goodbye to the chair?

Do you want to succeed in living until you're 100? Do you want to live a life without wasting hours and hours on doctor and hospital appointments?

Recent studies suggest that even simple things like a chair can have bad effects on our health. The first chairs were invented by the Egyptians nearly 5,000 years ago and although they are made of lighter and more comfortable materials today, they are now considered a danger to our health. Why? Because sitting for long periods of time can shorten our lives by at least two years, and the introduction of modern technology means we spend more time in chairs than even the great pharaohs did. Chairs are used at home and in offices and classrooms when we use computers, watch TV and do our homework, and many people spend between seven and ten hours a day sitting. Not surprisingly, experts who have looked at the problem say exercise is the solution. However, they are not just thinking about people doing exercise or going for a run three or four times a week; they want us to exercise while we work.

Like in many schools across the planet, technology is found in most American school classrooms. Students work on tablets, laptops and desktops and their teachers use interactive whiteboards. Until now, students sat in chairs to work, but at some schools they have replaced desks with gym equipment. Running machines, exercise bikes and standup desks are used by students in various states as they work on maths problems and write essays. Regular exercise was shown to improve students' exam scores in a study in 2010. Since then, some schools have offered students the chance to pedal, jog and stand as they use their brains. According to the University of Illinois, students are much better at solving problems when they do exercise, and it seems that students' exam results are showing that they are right.

A connection between a healthy mind and a healthy body was studied by the Greeks and Romans, but the arrival of more and more technology has finally made us do something about it. Now, it seems that we can only use the latest examples of technology when we stop using one of the oldest examples of engineering: the chair!

Unit 5 · Heritage



5B Globalization

Vocabulary Compound nouns

1 Match 1–6 to a–f to make compound nouns.

a culture

3 popular

b brand

4 global

c media

- globai

d opportunity

5 employment

e activity

6 cultural

f border

2 Complete the text with the compound nouns in the box.

consumer society cultural diversity cultural exchanges global network information technology multinational company

Discuss the effects of IT. (200 words)

Thanks to linformation technology, it is much easier for the different offices in a 2_____ to communicate with each other.

This 3_____ of communication has also helped the 4____ to grow through shopping online. IT also allows us to learn about the 5____ of the planet and can even help people organize 6_____. These are all...

Which things do you think are important for you? Use *because* to say why.

employment opportunities cultural activities global brands information technology mass media popular culture

1	Employment opportunities aren't important for
	me yet because I am still a student.

2 _____

3

4 _____

5 _____

6 _____

> Student's Book page 62, exercise 3

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Grammar

Defining and non-defining relative clauses

4 Do the sentences contain defining (D) or non-defining (ND) relative clauses?

- 1 Amazon, which is one of the world's biggest multinational companies, started by selling books online. ND
- **2** The girl who wrote on the forum wanted to know people's opinions on globalization. _____
- 3 The European Union, which is home to over 400 million people, has its capital in Brussels.
- **4** The country where my smartphone was made doesn't protect its workers.

5 The company whose website sells cheap computers is illegal.

6 Tim Berners-Lee, who was born in London, invented the World Wide Web in 1989.



5 Complete the sentences with the relative clauses in the box.

where Jaguar cars are made
which he got for his birthday
which is one of the world's best-known global brands
which sells sports clothes
who started Apple with Steve Wozniak
whose dad works in China

1	My friend, whose dad works in China, is going to
	visit him in Beijing at Christmas.

2 Nike, _______, is based in Oregon, USA.

3 Steve Jobs, ____

died in 2011.

4 The shop in town _____

is closing down.

is in the English Midlands.

6 Jack's bicycle, _____

was designed in France and made in Vietnam.

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6 XXX Complete the email with the correct relative pronouns.

*		
	Hi Amelia,	
	Hi Amelia, How are you? Guess what? My parents have decided to open a business in a small town 1 where there aren't any. My mum, 2 will do the advertising and public relations, is great with people, and my dad, 3 mum had a business, knows a lot about organizing one. My parents have decided that the products 4 we'll sell will be made locally. Why don't you come and visit us? You can get the bus 5 leaves from outside	
	the cinema.	
	Bye for now,	
	Noah	

> Student's Book page 63, exercise 5

Writing

Food: local or global?

Introduction

The aim of this report is to look at where the food products which are found in local shops come from.

My information comes from visits that I made to supermarkets and greengrocers.

Supermarkets

In general, supermarkets sell a lot of products that are made by multinational companies. These products are often cooked or heated in a microwave. Other typical global brands which are found in supermarkets are breakfast cereals, chocolates and sweets.

Greengrocers

Greengrocers, on the other hand, provide shoppers with vegetables and fruit that come from local farmers. There are some products such as bananas and other fruit that have crossed international borders, but on the whole, most of their products are from the local region.

Conclusion

To sum up, greengrocers have more local and healthier food. Supermarkets sell more ready-made meals and non-essential food. Obviously, supermarkets also sell fruit and vegetables, but this often comes from abroad. If you want to buy food which is produced locally, I would recommend that you go to greengrocers.

- 7 Get ready to write Match the highlighted expressions in the text to the definitions.
 - 1 Find an expression which is used to end the report by talking about what the report says.

To sum up

- **2** Find an expression that introduces a suggestion.
- **3** Find two expressions that talk about things generally.
- 4 Find an expression that says what the report is
- **5** Find an expression that says where the writer did their research.
- **6** Find an expression that introduces a different way of thinking about or doing something.
- 8 Over to you! Complete a short report about the clothes you can buy where you live.

Introduction

The aim of this report is to look at _____ which are found in local shops come from. ____ visits that I made _____ clothes shops for young people _____ clothes shops for young people _____ . Conclusion _____ , clothes shops for young people _____ .

> Student's Book page 63, exercise 6b

If you want to buy clothes that are not expensive,



Unit 5 · Heritage



5C Modern life

Vocabular	y Modern	life	nouns
-----------	-----------------	------	-------

1

2

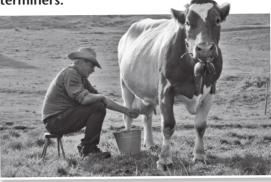
3

	Write the word for the definition.
1	The buying and selling of products or services.
_	b <u>u s ine s</u> s
2	Chemicals, etc. that have a bad effect on the land, water and air o u u
3	Free time when you don't have to work or study. I s e
4	Jobs that you have to do to clean and tidy your home u w
5	Information about things that have happened recently w
6	Trying to make people buy things. a t s
	The <u>underlined</u> words are in the wrong
	ntences. Write them in the correct sentences.
	A rock group provided <u>litter entertainment</u> for the evening.
2	A lot of <u>data</u> has been painted on the school walls.
3	We had to clean up the <u>business</u> from the floor after the concert.
4	The company spends \$1 million a year on entertainment so that it sells its products.
5	Paul joined the family <u>graffiti</u> selling dictionaries to schools and universities.
6	Companies collect a lot of <u>advertising</u> and information about people's interests from the Internet.
	Complete a question about modern life r each starting word below. Use vocabulary from
ex	ercises 1 and 2.
1	Do you follow the news on television?
	I watch the evening news on television and I check my newsfeed every morning.
2	ls?
3	Why?
4	How?
5	Should?
	Answer the questions so they are true r you.
>	Student's Book page 64, exercise 2

Grammar

Countable and uncountable nouns and determiners

4 Complete the text with the correct determiners.



¹ Most/any people think that life in the country is				
relaxing, but ² f	people who work on			
farms have 3m	leisure time. Farmers have			
to look after ⁴ e	animal and they have to			
be available 24 hours a day to solve the				
5m different pr	oblems that can happen.			
It is unusual for farmers to take ⁶ a				
holidays at all and they spend all their time at work.				

5 Complete the gaps with the correct word / phrase.

a little	all	every	many	much	no	
There is	sn't <u>ı</u>	much a	dvertisir	ng on th	is websi	te.
		_		jou	rneys o	utside
		_ exper	ts know	a lot ab	out one	subject.
There's			graffi	ti on the	wall.	
We spe	nd _		ho	liday wit	h our fa	amily.
We hav	′e		time	e to lose!	!	
	There is I haven my cou	There isn't is I haven't be my country	There isn't much a I haven't been on _ my country expen There's We spend	There isn't much advertising I haven't been on my country experts know There's graffing We spend ho	There isn't much advertising on the I haven't been on jou my country experts know a lot about the spend holiday with the spend hol	my country. experts know a lot about one There'sgraffiti on the wall. We spendholiday with our fa

Write six sentences about leisure opportunities where you live. Use the words in the box and no, some, any, a few, few, etc. to help you.

art gallery	beach	cinema	countrys	side
library	museum	outdoo	r activitie	S
river	scenery	shoppin	g centre	
sports centre	swimmi	ng pool	theatre	walks

There are few outdoor activities for young people where I live.

There are some shopping centres in my city and every shopping centre has a cinema.

every shopping centre has a cinema.	ev
	1
2	2
3	3
1	4
5	5
5	6

> Student's Book page 65, exercise 5











- 7 🖈 🔾 25 Listen to the presentation. Which four photos are mentioned?
- 8 *** ② 25 Listen again and answer the questions.
 - 1 What does our modern lifestyle depend on? lt depends on space travel.
 - 2 What did everybody think after Neil Armstrong walked on the moon?
 - **3** What was decided about travelling to the moon?
 - **4** What technological advances made sending satellites into space a good business?
 - 5 What makes money for the owners of satellites?
 - **6** What have satellites provided for multinational companies and the mass media?

> Student's Book page 65, exercise 6





Unit 5 · Heritage



5D Stereotypes

Spoken English

- 1 Choose the correct alternative.
 - 1 If something is a big deal, it's important/ not important.
 - 2 If someone is fed up, they are happy / unhappy.
 - **3** If someone wants to know what you are getting at, they want you to *explain* / *repeat* something.
 - 4 If someone lends a hand, they help / annoy you.
 - **5** If you don't get it, you *understand* / *don't understand* something.
 - **6** If you want to know whose side someone is on, you want them to say who they *support* / *are against*.
- 2 Complete the dialogues with the expressions in the box.

forget it! I'm fed up with it's no big deal Spot on! Whose side are you on? you don't know what I'm getting at

- **1 A** Oh no, I've forgotten to bring you that magazine article!
 - **B** Don't worry, <u>it's no big deal</u>. You can explain what it said.
- 2 A What's wrong?
 - B these stereotypes about teenagers! Just because one teenager is rude, it doesn't mean all of us are!
- **3** A I thought you agreed with me about stereotypes about girls!
 - **B** I told you that I support you, but we have to consider other people's opinions.
- 4 A To be honest, I don't think adults understand us!
 - I completely agree!
- **5** A Are you defending stereotypes?
- 6 A So what's wrong if girls wear pink?
 - B There's nothing wrong with it, but we don't have to...oh, _______You don't want to understand!
- 3 ** ② 26 Listen and check.

➤ Student's Book page 67, exercise 3

Everyday English

Agreeing and disagreeing

4 Complete the expressions with the words in the box.

Absolutely completely disagree don't just right say so true way

Α	Absolutely!	
В	I completely	with you.
C	I	_ agree with you.
D	I wouldn't	that.
E	You're	about that.
F	I was	going to say that.
G	No, that's not always _	
Н	I	_ agree with you (at all).
ı	That's	true!
J	No	!

5 Complete the table with the expressions (A–J) from exercise 4.

Agreeing	Disagreeing
¹ A	6
2	7
3	8
4	9
5	10

- 6 Say if you agree or disagree with the statements.
 - 1 Teenagers should do more housework.
 <u>I wouldn't say that. It depends on how much each teenager already does.</u>
 - 2 Schools shouldn't ask students to do homework.

3	Young people can't learn anything from elderly people.

- 4 People use social media too much.
- **5** School summer holidays should be shorter.
- 6 All TV programmes should be in English.

➤ Student's Book page 67, exercise 5

Pronunciation Word stress

- 7 a ② 27 Listen to the words and circle the correct stress pattern that you hear.
 - 1 media
 Ooo oOo ooO

 2 graffiti
 Ooo oOo ooO

 3 volunteer
 Ooo oOo ooO
 - 4 computer
 Ooo oOo oOO

 5 industry
 Ooo oOo oOO

 6 everyday
 Ooo oOo oOO
 - 6 everyday
 Ooo oOo oOO

 7 important
 Ooo oOo oOO

 8 exercise
 Ooo oOo oOO

 9 engineer
 Ooo oOo oOO
 - 10 solution Ooo oOo ooO
 - **b** Listen again and repeat.

> Student's Book page 67, exercise 6

Listening

- 8 a 🖈 🔾 28 Listen to the three conversations. What do they talk about? Choose the three topics from the box.
 - A popular culture
 B early technology
 C life in the past
 D job opportunities
 E the best inventions

F buying locally not globally

1 ___ 2 ___ 3 ___

- **b *** 3 29** Listen again to the first conversation and answer the questions.
- 1 What does the boy say about popular culture?
- 2 When does the girl like watching TV series?
- 3 What do they agree about?
- 4 What does the boy suggest that they do?
- c 30 Listen again to the second conversation and mark the sentences true (T) or false (F).
- 1 Amy is going to help Max do his homework. ____
- 2 Max thinks that life was easier for young people in the past. ____
- 3 Amy thinks Max studies ten hours everyday.
- 4 Max decides that modern life isn't too bad. ____
- d ** ③ 31 Listen again to the third conversation and choose the correct alternatives.
- 1 The girl thinks it isn't always possible / people don't want to buy local products.
- **2** They don't make information technology products in the girl's *town / country*.
- **3** The boy was thinking about *clothes / food*.
- **4** The boy thinks global brands would be less successful without *advertising / the Internet*.



5 Progress check

Vocabulary Verbs and dependent prepositions	Grammar The passive
 Match the sentence halves. Then complete the sentences with the correct prepositions. Excuse me, could I speak <u>d</u> 	4 Complete the text with the correct present simple, past simple or future simple passive forms of the verbs in brackets.
 2 We're searching 3 I couldn't stop laughing 4 The class was divided 5 George doesn't agree 6 I think it depends a her jokes. b our plan and has another idea. c how much time we have. d to the manager, please? 	The first designs for vehicles ¹were created (create) in the 15th century by Leonardo da Vinci, but the first car ² (not make) until 1885. Today, our modern world ³ (build) on the freedom that vehicles provide. However, a lot of our pollution problems ⁴ (cause) by them and in the near future all vehicles 5 (power) by electricity. Some people think there will be other big changes. What type of vehicles 6 (invent) in the future? Only time will tell!
e four groups.	Defining and non-defining relative clauses
f an example of early technology.	_
Compound nouns 2 Correct the <u>underlined</u> mistakes.	5 a Join the two sentences with a defining relative clause. Use the relative pronouns <i>who</i> , <i>which</i> , <i>where</i> or <i>whose</i> .
1 The products of most mass global brands are	1 I met the boy. His cousin is in my class.
made in developing countries.	I met the boy whose cousin is in my class.
2 There are a lot of <u>popular</u> opportunities in health care working with elderly people.	2 That's the computer shop. I bought my tablet there.
 3 International society became very important in the 20th century. 4 My favourite multinational 	3 I spoke to the man. The man can repair my smartphone.
activities are going to the theatre and cinema. 5 I like using computers, but I don't really like	
studying global technology. 6 My brother went on a consumer exchange with his school to Turkey.	b Join the two sentences with a non-defining relative clause. Use the relative pronouns <i>who, which, where</i> or <i>whose.</i> Remember to use commas.
Modern life nouns	1 Silicon Valley is in California. A lot of famous global
3 Match the words to the definitions.	brands have offices there.
advertising data entertainment graffiti leisure litter	 Silicon Valley, where a lot of famous global brands have offices, is in California. The hamburger is very popular around the world. It was invented in Hamburg, Germany.
1 Information that is used by a computer. <u>data</u>	
2 The time when you are not working and can do what you want.	3 The Piraha live in the Amazon rainforest. Their language is very difficult.
3 The rubbish that people drop in a public place.	
4 Making announcements about products and services.	
5 Different types of performances that people enjoy.	
6 Words and pictures that are drawn on walls in public places.	

54 Unit 5 · Heritage

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 Countable and uncountable nouns and determ Complete the sentences with the words in the 1 There aren't any shopping centres in my tow 2 The hotel is only a metres from the least own bathroom. 	e box. vn. 4 Hov	any every few li v money ha students must v s spend a ti	ve we got? wear a uniform		
 Barcelona is usually quiet in August because a lot of local people decide to escape the high temperatures in the city. But not in Gràcia. Gràcia is one of Barcelona's most famous neighbourhoods and every third week of August the local people have a big party. The first party took place in August 1817 to celebrate the return of normal life after the war between France and Spain. The neighbours decorated their streets and over the years a competition started to see which street had the best decorated. Today, each street chooses a theme and the neighbours also have to wear a costume. None of the neighbours goes out without their costume! Description is usually quiet in August because a lot of local people decide to escape the high temperatures in the city. But not in Gràcia. Gràcia is one of Barcelona's most famous neighbourhoods and every third week of August the local people have a big party. The first party took place in August 1817 to celebrate the return of normal life after the war between France and Spain. The neighbours decorated their streets and over the years a competition started to see which street had the best decoration to without their costume! Today, each street chooses a theme and the neighbours goes out without their costume! The party in Gràcia goes on for the whole week and it has become a popular tourist attraction. 					
Everyday English Agreeing and disagreeing 8 Complete the dialogue with the words in the Amy I think we should always be allowed to we what we want. Tom I don't ¹ agree with you. I think there are to when there are rules that we have to follo Amy ² way! Why should someone be to tell me what to wear? Sam Well, I think that school uniforms are a good idea. Tom I was just going to ³ that! Amy What? I completely ⁴ with you be	imes w. Sam e able Amy	I think that student fashion and global be school uniforms. I completely agree 5 OK, you're right 6_student is different make us all look the Well, in my opinion, concentrate on their can worry about extheir leisure time.	s stop thinking brands when the you that, land school unifersame.	ey wear I. but each forms Id bl and they	
Look back at your work in Unit 5 (St complete the table. Can you?			Yes, I can.	I need more practice.	
use six verb and prepositional phrases to talk about objects and inventions use 12 nouns (including six compound nouns) to talk about global issues and modern life					

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use the passive to express important information about an object or event (Trousers were

use determiners with countable and uncountable nouns (Few adverts are so funny.)

write a report using defining and non-defining clauses

use four phrases to express agreement and disagreement (No way!)

invented in Asia.)

6 Ou

Our world

6A Online hoaxes

Vo	Vocabulary Digital media											
1	1 Read the definitions and complete the crossword.											
		² V	1	R	Α	L		V	1	D	Е	0
	3											
					4							
	5											
	Acro	SS					ı	Dow	n			

- **2** A recording that a lot of people see in a short time.
- 3 People who choose to look at another's social media posts.
- **5** A popular person online.
- 1 A visit to watch an online video.
- **2** A person who records a video blog.
- 4 Not real but made to look real.

2	**	Complete the text with the words in the b	ox.
		complete the text with the words in the b	v

(comments life loyal mainstream online viral

I rarely use ¹ mainstream	media these days and prefer
to entertain myself online	e. I'm not a ²
follower of a particular vl	ogger or site, although I do
enjoy following the 3	sensation or the
⁴ video of th	e moment. I also like
learning a few ⁵	hacks, especially if they
save me money! I also vis	sit sites about video games
and I read the 6	sections because there
is often some good advic	e on playing games.



3 Answer the questions so they are true for you.

- 1 Who is an online sensation at the moment?

 Ruben Doblas is an online sensation at the moment. He talks about video games.
- 2 Which mainstream media do you use the most?
- 3 Which websites get the most hits in your country?
- 4 Who is the most popular vlogger in your country?
- **5** Which viral video is everyone watching at the moment?
- **6** What is your favourite life hack?

> Student's Book page 73, exercise 3

Grammar Reported speech

- 4 Put the words in the correct order to form sentences.
 - 1 that / has / in / says / Jack / fairies / he / garden / his
 - Jack says that he has fairies in his garden.
 - 2 viral videos / Sarah / she / says / watches
 - 3 friend / Ava / is / for / she / waiting / says / a
 - 4 cancelled / exam / Andy / that / us / tells / the / is
 - 5 says / Sean / reads / he / comments sections / that / the
 - 6 Italian / tells / her boyfriend / that / Lily / me / is

56 Unit 6 · Our world

Rewrite the sentences in reported speech.1 "I can't find my mobile phone."	Poviow: Harry's
Matilda says she can't find her mobile phone. 2 "We're annoyed about this." They say	Review: Harry's favourite website
3 "My parents are abroad."Alex tells me that4 "I'm watching a vlog at the moment."Holly says	A ¹In this review, I am going to talk about a website, Lifehacker, that Harry really likes visiting. It is an American website, but there is also a British version. ² young adults, although a lot of
"I can prepare a hoax for your vlog." Jack tells me	other people find it useful. 3 a lot of topics, but the most popular seem to be studying, work and shopping.
Rewrite the dialogue in reported speech. "I want to start a vlog. I hope to get 3,000 views a day! My sister can help me make the vlog. She works in mainstream media and knows a lot about making videos. We can make the website together." Isaac says	B Harry told me that he visited the site three or four times a week. He also said he was a subscriber to the site and that he received an email with news every week. He said that the site had helped him with some ideas about how to avoid wasting time and how to study better. He also told me that he was learning to cook and that the site had some good easy-to-cook recipes.
> Student's Book page 73, exercise 5	C Harry ⁴ me and I have really enjoyed using it. ⁵ the section on shopping, both real and online. It's very useful. ⁶ , I think that Harry has found a site that all our classmates will find useful and fun.
Writing	and run.
 7 Get ready to write Look at the review and answer the questions. Which paragraph gives? 1 a user's opinions 2 the writer's opinions 3 information about the site 	 Over to you! Complete the sentences for a review of a website that a friend uses. Then put the sentences in the correct order. A It is aimed at said that
8 Complete the first and last paragraphs of the review with the expressions in the box.	C All in all
All in all I particularly like In this review It is aimed at It offers advice on recommended the site to	E I particularly find told me that
	Paragraph 1: <u>D</u> and Paragraph 2: and Paragraph 3: and
	> Student's Book page 73, exercise 6

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6B Shopping

Vocabulary Shopping nouns



1	Complete	the	words	with	the	correct	letters

- 1 My dad is a big consumer of classical music CDs.
- 2 I'll put the ___ c __ p __ with the dress in the bag.
- **3** I need a bigger __ z __.
- **4** You should make some __ l __ _ _ t _ _ _ n __ to the arms.
- 5 Excuse me, where is the __ han __ i __ _ r __ m?
- 6 There's a 10% ___ s ___ n __ on all video games.

2 Complete the text with the words in the box.

bargain	brand	outfit	refund	rip-off	sales
---------	-------	--------	--------	---------	-------

My best friend bought a new ¹outfit in the January ²_____ last week. She bought a top and trousers made by a famous ³____ and they seemed like a ⁴___ because they had a 60% discount. However, they were a ⁵____ because after just one wash they lost all their colour! Fortunately, the shop gave her a ⁶___ and she got her money back.



3	***	Write about your recent shopping
	experier	ices using the words in brackets.

- 1 (outfit) My parents bought me a new outfit last weekend for my sister's wedding.
- **2** (bargain)

4 (size)			

5	(brand)					
---	---------	--	--	--	--	--

6	sales)

➤ Student's Book Da	age /5	, exercise	3
---------------------	--------	------------	---

Grammar Reported commands and requests

4 Are the sentences reported requests (R) or commands (C)? Choose ask or tell.

or commands (C)? Choose ask or tell.
1 The librarian asked / (told) us to be quiet.

2 Amy asked / told me to go shopping with her.

C

- 3 My parents *asked / told* me not to cross the road alone.
- **4** The teacher *asked / told* us to hand in the essay the next day.
- **5** The shop assistant *asked / told* me to pay in cash.
- **6** I *asked / told* them to give me a receipt.

Match the reported requests (1–6) to the reported commands (a–f).

- 1 I asked Kyle to lend me his book, but... <u>c</u>
- **2** Sam asked Lily to go to the school dance with him, but...
- **3** Alice asked Tom to help her with her homework, but...
- 4 We asked Mum to cook lunch for us, but...
- **5** I asked Dad for some money to go shopping, but...
- **6** Andy asked his girlfriend to pick him up in her car, but...
- a she told us to prepare it.
- **b** she told him to catch the bus.
- **c** he told me not to borrow things from people.
- **d** he told me to get a job.
- e he told her to do it herself.
- f she told him to ask someone else.

6	***	Rewrite the sentences and questions a	S
	reported	I commands or requests.	

1 "Could you help me with my homework?" Frank asked me to help him with his homework.

2 "Clean your shoes!"

Dad _____

3 "Don't spend too much money."

4 "Can you open the window?"

My classmate _______

5 "Could I try these jeans on?"

I_____

6 "Don't be late for the exam."

The teacher _____

> Student's Book page 75, exercise 6

Listening

7 🖈 🕦 33 Listen and put the photos in the order that they talk about them (1–4).









Project – tricks used by shops

Information from Oliver - Marketing and

¹Advertising student

* Be careful with ²______ signs – not all the products have a ³

* Prices end in .99 to make them seem

4

* Clothes and electronic shops – want people to ⁵ ____ products

* Be careful when shopping for ⁶_____ on your own – friendly shop assistants will always say you look great

9 *** 33 Listen again and answer the questions.

1 Who is Oliver? Oliver is Isla's sister's boyfriend.

2 Why do shops put sales signs above products that don't have a discount?

3 What part of a price label does the brain forget about?

4 Why do some shops want you to touch their products?

5 Where does an electronics store in town put its products?

6 What does Isla have to do with her project?

6C Fashion

Vocabulary Fashion adjectives

1 Read the clues. Complete the puzzle. What is the hidden word?

¹ W	Е	L	L	D	R	Е	S	S	Е	D			
					2								
					3								
			4									•	

- 1 wearing good clothes
- 2 easy and pleasant to wear
- 3 useful in a specific situation
- 4 bright
- 5 old and well designed

2	**	Match the words (1–6) to the	he
	descri	otions (a–f).	

Someone whose clothes are...

- 1 trendy <u>e</u>
- 2 casual ___
- 3 old-fashioned
- 4 ethnic __
- 5 glamorous ___
- 6 smart

wears things that...

- a were popular in the past.
- **b** are from a different culture.
- c clean and tidy for a smart event.
- d look very attractive.
- e are modern, fashionable clothes.
- f are informal.

Write sentences about the way five more people that you know dress. Use at least one fashion adjective in each description.

1	My grandfather is always smart and well dressed.
	He often wears comfortable suits and a tie.

3 [—]			

4		

5	

6	

> Student's Book page 76, exercise 2



Grammar Subject and object questions

4 Choose the correct word / phrase.

- 1 Who __ this dress?
 - (a) designed
- **b** did design
- **2** What __ at the shopping centre?
 - a bought Owen
- **b** did Owen buy
- **3** Which T-shirt ___?
 - **a** like
- **b** do you like
- 4 Who __ your jacket to?
 - **a** lent
- **b** did you lend
- 5 Which bus __ at the cinema?
 - a stops
- **b** does stop
- 6 What __ at the restaurant?
 - **a** happened
- **b** did happen

SQ

Write questions for the words in **bold** in the answers. Mark if they are subject questions (SQ) or object questions (OQ).

- 1 Mara wears the trendiest clothes in class.
 Who wears the trendiest clothes in class?
- **2** Amy bought **some shoes** last weekend.
- 3 Nothing happened. It was boring!
- **4** My sister shops online.
- 5 I bought a present for my grandad.
- 6 The Americans bought Hawaiian shirts.

60 Unit 6 · Our world

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6	_	Write a subject question and an object
	qı	uestion for each situation.
	1	
		(Who / Max) Who helped Max to buy a
		trendy shirt?
		(Who / Ruby) Who did Ruby help to buy a trendy shirt?
	2	The virus caused the computer problems.
	_	(What / the virus)
		(What / the computer problems)
	3	Alfie phoned Eva last night.
		(Who / Eva)
		(Who / Alfie)
	4	The school principal chose the second website.
		(Which / website)
		(Who / website)
	>	Student's Book page 77, exercise 5
		pugo 17 encicles
R	eä	nding
7	6	Read the blog entry. Match the titles to the
	pa	aragraphs. There is one title you do not need.
	Α	A surprising conversation
	В	How it works
	_	A model's life
		Telling the truth
	E	Buy here; look like this!
8		Answer the questions.
	1	What are the similarities between the boys and
		girls in the photos?
		They are all tall and have perfect hair and teeth.
	2	Why did the shop assistant think that Roy A. Cui was a photographer?
	3	Why did she think she had a problem?
	4	What did Cui think everybody knew?
	5	How does the fashion industry make people feel?
	6	Why was Cui brave?

The fashion victim blog

Nobody looks like that!

Enter any shop that sells trendy clothing and you'll see photos of models that decorate the walls. The models look incredibly glamorous in the latest must-have designs that the shop is selling. The girls are tall and slim and the boys are tall and muscular and they all have perfect hair and teeth. Who looks like that? Do you? Do your friends? The truth is that nobody looks like that, not even the models!

A few years ago, digital artist Roy A. Cui was on a shopping trip in Los Angeles. He commented to the shop assistant that he was responsible for the photos in her shop. She thought he was a photographer, but he explained that his job was to improve the photographer's work. He said he had changed the faces and bodies of every model in the pictures. The shop assistant was shocked. She told Cui that she had believed she had a problem because she didn't look like the models in the photos.

Cui thought that everybody knew that all the photos used in advertising are changed with digital technology. He used computer programs to make legs longer and thinner. He made stomachs more muscular, removed marks on skin and took away lines on faces that showed the models' real ages. Objects were also changed. For example, clothing was made more colourful and even the places where the photos were taken were made more attractive.

After his conversation with the shop assistant, Cui felt guilty. He realized that he was part of an industry that made people feel bad about their looks. He decided to set up a blog that talks about the tricks which are used in the fashion industry. It was a brave decision because it didn't make him popular with the people that he worked with. However, Cui said he was happy to do it because he would hate to think that his work made someone dislike their own appearance.



6D Life hacks

Spoken English

1 Complete conversations 1–6 with the expressions in the box.

if you say so I've had a brainwave Let me think You've got nothing to lose You've made my day What's with

1 Hey Tom, your essay has won the writing prize!

Wow! You've made my day! That's great news!

You can clean the screen with a little toothpaste.

That sounds strange to me, but ! I trust you.

Paul is really angry with me and he won't speak to me. I don't know what to do.

. Have you tried asking him what the matter is? He isn't usually like that with people.

4 _____ all the cake?

My mum made me an enormous birthday cake so I brought it to school to share with everybody.

Great idea. Thanks!

How are we going to get enough money for the school trip?

We can offer to tidy the neighbours' gardens and ask them to make a donation.

Great idea!

6 My new computer doesn't work, but I've lost the receipt.

I'd still take it back to the shop.

except for half an hour of your time.

3 Match the expressions in exercise 1 to the definitions.

This expression means...

- 1 You want to know the reason for something. what's with
- 2 You need time to think of your answer.
- 3 You have a clever idea.
- **4** You're not really sure if you should believe what someone is saying.
- **5** Someone has said or done something that has made you very happy.
- 6 You can't make a situation worse.
- > Student's Book page 79, exercise 3

Everyday English Giving instructions

4 Put the expressions in the correct columns.

After that, you should...(+ infinitive)

Start/begin by...(+-ing)

The next step/thing is to...(+ infinitive)

Before you begin,...(+ imperative)

Finally, (+ imperative)

When you've done that,...(+ imperative)

The last thing you do is...

The first thing you should do is...(+ infinitive)

Beginning	The next steps	Finishing
Start/begin by(+ -ing)		

5 Choose the correct word / phrase.



OK, Vefore/ the first thing you begin, make sure it is plugged into the electricity. Then the first thing you should ²do / start, is make sure the battery is charged. ³When / Finally you've done that, switch it on. A small red light should appear. ⁴Finally / The next thing is to press the button at the bottom. ⁵After / When that, you should type in the password that comes in the box. The last ⁶start / thing to do, is to change the password for one that you will remember. Now your device is ready to use.

6	***	Write the instructions for using
	an electr	onic device in your house.

> Student's Book page 79, exercise 5

Pronunciation



7 a Circle the vowel sound that is different.

1 rule bus luck /uː/

2 group touch soup ___

3 two who won ____

4 enough tough through ____

5 truth lunch include _____

6 blood cool flood ____

b Now write the phonetic symbol /n/ or /ux/ of the different word.

C ① 35 Listen and check.

> Student's Book page 79, exercise 6

Listening



b 37 Listen again to the first set of instructions. Mark the sentences true (T) or false (F).

Mark the sentences true (T) or false (F).	
1 You can't use it everywhere.	

2 You should start by going long distances.

3 You start by standing on it with both feet.4 Learn by noticing what other users do.

C ** ① 38 Listen again to the second set of instructions

and put them in the correct order.

A Give the device instructions.

B Put in a disk or download material.

C Decide who you want to use it with.

D Connect the device to a TV.

d *** 39 Listen again to the third set of instructions and answer the questions.

1 How does the speaker describe the device?

2 Why does the device never run out?

3 How fast do you have to use it?

4 What does the girl complain about?

> Student's Book page 79, exercise 7

Unit 6 · Our world

Progress check

Vocabulary Digital media

1 Choose the correct alternative.

Zoella is a British fashion Vogger/ channel. She became ²a view / an online sensation when she was a teenager and now has over 12 million ³subscribers / viral videos. Thanks to the popularity of her vlog, she has appeared in the 4comments section /



mainstream media on TV shows. She has also written some books, although some people called her a 5hit / fake when it was discovered that she didn't actually write the first one. This didn't worry her 6loyal followers / life hacks, who bought thousands of copies of the book.

Shopping nouns

2 Complete the sentences with the words in the box.

bargain	chang	jing ro	oms
receipt	refund	sales	size

1	I'm afraid we can't give	you a ¹ <u>refund</u> and
	return your money if yo	ou don't have the
	2	to show that you bought it
	from this shop.	, ,

2	If you buy something that you really want at a		
	good discount, then it is a 3		
	However, if you buy something in the		
	4 that you don't need, then		
	you're wasting your money.		

	you're wasting your mo	oney.	
3	Online shopping sites d	lon't have	
	5	so how can you check	that
	something is the right 6	·	for
	you before you buy it?		

Fashion adjectives

3 Complete the adjectives.

1	I prefer to wear $c_{\underline{asual}}$ clothes like jeans and T-shirts.
2	My mum looked really c in her yellow, green and blue dress.
3	These climbing boots are very p and keep my feet dry and warm in bad weather.
4	Alice always wears g dresses and she looks like a Hollywood actress!
5	Tom has travelled a lot and he wears a lot of e clothes that he has bought on his trips
6	Sunglasses are a m item for some

Grammar Reported speech

4 Complete the sentences with the words in the box.

says tells us is are can	
1 Alex tells the teacher that his homework \underline{is} at home.	
2 Our teacher says we work in page 2	airs.
3 Kate tells she is writing a new blog entry.	
4 Chloe she is one of Zoella's loy supporters.	al
5 My teammates tell me they tra at the moment.	ining
6 Andy me that he isn't well.	



Reported commands and requests

5 Complete the sentences with the words in the box.

	asked not to told us we
1	We asked the hotel to put an extra bed in our room.
2	I the shop assistant to help me find a
	bigger size.
3	Joe told to stop shouting.
4	Mara me not to phone her ever again.
5	My mum told my dad to smoke.
6	Eddie asked Chloe lend him some money.

Subject and object questions

6	Complete the subject questions with (-) and the
	object questions with the correct form of do.

	object questions with the correct form of do.				
1	Who - told you about the hoax?				
2	Which shop you buy your dress from?				
3	Which jersey costs €10?				
4	What you buy with your birthday money?				
5	Who you know in this room?				
6	What caused the accident?				



people even in the winter!

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Everyday English Giving instructions

very	day Eligibil Giving instructions		
	lete the dialogue with the words in the box.	Sara	The ink cartridgeyou know, the small plastic box that contains the ink.
Sara Harry	Oh, hi Harry! Sara, I'm sorry, but this is an emergency! My printer hasn't got any ink and I've got to print my homework for tomorrow. Well don't send it to me; I've run out of paper. Oh no! What am I going to do? I know! I've just had a brainwave! The ¹ first thing you should do is find a hairdryer! Hairdryer? Sara, our English teacher isn't going	Sara Harry Sara	OK, got it. Right, the next ⁴ is to put the cartridge on the table. ⁵ you've done that, switch on the hairdryer and hold it over the cartridge until it becomes warm. OK, I'm doing that now. Good. ⁶ that, you should switch off the hairdryer and let the cartridge cool down. How does this work? Well, some ink in an ink cartridge always becomes hard after a short time so you heat
Sara	to forgive me if I turn up with perfect hair but no homework! Trust me, 2 by finding a hairdryer! I know what I'm doing! I hope so! OK, 3 you begin, remove the ink cartridge from the printer. The what?	Harry Sara Harry	it with a hairdryer for a few minutes and
ŕ	ng to learn Revision	8 1 40	Listen and check.
Mato	th the headings to tips 1–5. Ke a break Variety is important Bye, bye phone	If hor	! Choose a good place to y. You need a quiet place with plenty of light me is too busy, go to a public library.

9 Match the headings to tips 1–5. Take a break Variety is important Bye, bye phone	³ ! Choose a good place to study. You need a quiet place with plenty of light. If home is too busy, go to a public library.
Block those sites Keep out	4! Don't just read your notes when you revise; you'll soon get bored and will find
Follow our tips and revise better!	it difficult to remember everything. You can make
¹ Bye, bye phone! Turn off your phone and leave	flashcards or record yourself and then play it back.
it in another room. Or even better, give it to	5 !! Plan revision breaks so
someone and ask them to hide it!	that you've got something to look forward to. You could decide to work for two hours and then
² ! Download an app that allows you to block your favourite websites for a few hours so you won't waste time.	go for a short walk. This will help you relax and avoid stress.

Look back at your work in Unit 6 (Student's Book pages 72–79) and complete the table.		(XX)
Can you?	Yes, I can.	I need more practice.
use five expressions to talk about digital media		
use six nouns and six adjectives to talk about shopping and fashion		
identify and use indirect commands and requests (She told me. / I asked him.)		
identify and use subject and object questions (Who buys them? Why do people wear them?)		
write a review of digital media using reported speech		
use phrases to give instructions (Finally, put it in the freezer.)		

Unit 6 · Our world



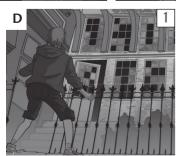
The Museum of the Strange Episode 3

- 1 Choose the correct adjective to complete each sentence.
 - 1 The third room in the museum was dark/ light.
 - **2** Laura felt a little afraid, but she was *happy / curious* to look in the mirror.
 - 3 The mirror showed them a sunny / rainy day.
 - **4** The museum guide called teenagers 'the *strangest / most surprising* thing of all'.
 - **5** Declan came back to the museum because he was bored / curious.
 - **6** It was *difficult / easy* to see much because the museum was dark.
 - **7** When they escaped, it felt *terrible / fantastic* to be outside the museum.
 - **8** When Declan heard that the building would be knocked down, he called it 'the *best / worst* news' that he had heard in a long time.
- 2 Put the words in the correct order to make sentences. Then match to the correct pictures.
 - 1 like / look / it / before / that / didn't . It didn't look like that before.
 - 2 part / we're / museum / the / of !
 - 3 ugly / isn't / it's / old / an / it / building,?
 - 4 the / the / outside / this / of / museum / showing / mirror's / us!
 - 5 museum / in / the / interesting / strange / and / everything / is .











- **3** Read the clues and complete the crossword. Find the missing word.
 - 1 The beliefs, interests, hobbies and way of life of a group of people.
 - **2** The museum guide collects things that are interesting and .
 - 3 When Declan looks back, what colour is the creature behind him?
 - 4 A person who is older than 12 and younger than 20.
 - 5 Something that you can use to catch an animal.
 - **6** You often see these wearing clothes in shop windows.
 - 7 What do Laura and Ben look in? A ______
 - 8 The noun from the verb 'believe'.

			¹C	J	L	Т	U	R	Е
	2								
	3							'	
4									
			5						
		6							
	7								
8							•		

The missing word is _____.

- 4 Write the sentences as indirect speech.
 - 1 'Go and look in the mirror,' the guide said to Ben and Laura.

The guide told/asked Ben and Laura to go and look in the mirror.

- 2 'I don't get it,' said Laura.
- **3** 'I'm in the wrong place,' Declan thought.
- 4 'Run!' Laura said to Ben and Declan.
- 5 'We'll never know about that creature,' said Laura.
- **6** 'We're knocking the building down soon,' said the man.

(66)

The Museum of the Strange · Episode 3

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5 Complete the newspaper story with the words in the box.

built closed didn't empty found human knocked older remember ruin stopped tourist

THE BLACKPORT

DAILY NEWS

A STRANGE GOODBYE

Yesterday, Blackport said goodbye to what was once our town's strangest 1tourist attraction. Only Blackport residents can remember the unusual. little museum on Blackmore Street. One woman, Betty Logan, said, the museum, but I only ever went there once. I like it. It was creepy!' The museum was over 25

years ago, after the

guide died.

museum's owner and

Since that time the building has been 6 To most younger people in Blackport the building was just a 7 But even at the end the museum was a strange place. Work was when one of the construction workers thought that he saw something inside the building. 'It wasn't an animal, but it didn't look either,' said 24-year-old builder, John Hammond. When the building was searched, nothing was 10 Now that the building has been 11 down, new luxury flats will be on the land.



6 Work with a partner. Discuss the questions.

- 1 Laura says that maybe the museum guide was 'a ghost or a vampire'. What do you think the museum guide really was?
- **2** Which was your favourite episode from The Museum of the Strange? Why?
- 3 Do you like stories like this? Why/Why not?

7 ** ① 41 Listen and answer the questions.

- 1 One museum has a lot of an object that is in most schoolbags. What are they?
- **2** One museum has got exhibits about scary creatures. What are the creatures?
- 3 There is one museum that most artists would hate to appear in. What is the museum called?
- 4 Another museum displays something that everybody has on their bodies. What is it?
- 5 One of the museums is all about a kind of food. What food?

8 **** 3 41** Listen again and answer the questions.

1 How big is the biggest exhibit in the museum in the north of England?

Almost eight metres.

2 For which museum do you have to call and make an appointment?

The Museum of Vampires and Legendary Creatures in .

- 3 In which country can you find two of the museums?
- **4** What is 'hair art'?

 Jewellery and other pieces of art that include
- 5 What doesn't the food museum in Germany have on display (surprisingly)? _____

9 Work with a partner. Discuss the questions. Explain your answers.

1 In your opinion, which of these museums would be...? the most interesting the funniest

the most interesting the funniest the most boring the strangest the scariest

2 If you could visit any of these museums right now, which one would you visit?

The Museum of the Strange · Episode 3



Even more English!

Grammar

Λ	Nodal verbs with the passive voice $ackslash$	
1	Complete the sentences using passive voice.	4 Circle the correct word.
	1 The cookies (should not) eaten	1 My best friend's / friends' name is Dragan.
	before dinner. 2 Books (can) borrowed from the library.	2 This is my parents' / parent's new car. They bought it last week.
	3 Your homework (must) done when	3 Is that Jelenas / Jelena's suitcase?
	you get home from school. 4 In a car, seatbelts (should) worn at all times.	4 My cousin's / cousins' new house is amazing! They're very happy.
	5 Tickets (must) bought at the official ticket office.	5 The children's / childrens' room is upstairs.6 Is this John's and Mary's / John and Mary's house?
	6 The time of the test (cannot) changed.	Need Needn't as modal verbs
2	Write the sentences in passive voice.	•
	1 The pupils should complete the reading before class.	5 Complete the sentences with <i>need</i> or <i>needn't</i> .
		1 If you want a sandwich, you only ask.
	2 He must return my laptop tomorrow.	2 You bother your mum about dinner. We're ordering takeaway.
	3 Tara can feed the fish anytime.	3 I submit my essay before vacation?4 You worry about the test. I'm
	4 Malcolm must do the washing up before going out with his friends.	sure you will pass. 5 All you bring is a pencil and
	F. The girls' valley hall team can use the grown to practice	your calculator.
	5 The girls' volleyball team can use the gym to practice.	6 No one watch the program. It's a repeat.
	Saxon, Norman and double Genitive	

3 Look at the picture. Are the statements true (\checkmark) or false (X)?

- 1 There's an umbrella next to the teacher's desk.
- 2 The girl's hair is black.
- 3 The teacher's bag is behind the chair.
- 4 There are books and pencils on the desks.
- 5 The boy's watch is on the floor.
- 6 The children's classroom isn't very big.
- 7 The boy and girl's teacher is a man.
- Unit 7 · Even more English!



Grammar

Time clauses for expressing future and appropriate conjunctions

1 Complete the sentences using these words.

after (x2)	as soon as (x2)
before (x2)	by the time (x2)

- 1 I'll do my homework _____ I eat dinner. I don't want to be hungry.
- 2 They'll receive their medals
 _____ they cross the finish
 line so that they can wear them
 for photos.
- 3 We'll take the test _____ we go on holiday. We won't have to study while we're away.
- 4 Dinner will be ready to eat

 Mum and Dad get home. They'll be so surprised.
- **5** It's so exciting! The team will go to the semi-finals _____ they win this game.
- **6** You'll get a notification the message is sent.
- 7 It's going to be very late
 _____ I get to the cabin.
- **8** Everyone will wait for the bell to ring _____ they leave the room.

Present simple and present continuous: Stative verbs

2 Complete the sentence using the correct form of the verb.

1	Ana	a lot today.
	She must be hap	oy. (sing)
2	My new perfume	
	amazing. (smell)	
3	Look! He	to catch the
	bus now. (run)	
4	Our video project	
	to be corrupted.	(appear)
5	These biscuits	awful!

- **6** The chipped paint _____ terrible. (look)
- 7 She _____ everywhere for her keys. (look)

get + adjective

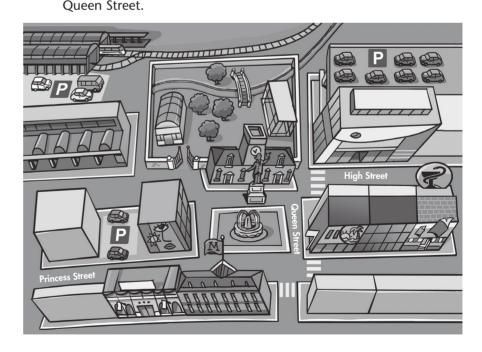
3 Complete the sentences using *get* and these adjectives.

(angry bored hungry sad tired			
1	My sister when she watches me play video games.			
2	When I forget to do the washing up, my mum			
3	I when I don't have my morning snack.			
4	My brother after playing football.			
5	I when I watch dramas with heartbreaking plots.			

Prepositions of movement

4 Look at the street plan of a town centre. Complete the sentences with the words in the box.

	across along	into onto towards
1	How do I get	o the town hall from the museum?
	Walk Street	Queen Street, turn left and walk along Queen the statue.
2	? How do I get the hall?	o the parking garage from the park behind town
		the gate, turn left and walk towards the statue. ng High Street and turn left the
3	How do I get	o the town hall from the bookstore?
	Walk	Princess Street and turn right
	O Ct	



Unit 7 · Even more English!

(taste)

Even more English!

Grammar

Phrases for expressing positions

1 Look at the photo and write a paragraph using these prepositional phrases.



at the top	at the bo	ttom	in th	e top left corner
halfway l	between	on th	e left	on the right

twice / three times as + adjective + as

2 Write sentences using *twice / three times as* + adjectives + *as*.

1	,
	(l'm > my younger brother) (tall) (x2)
2	
	(This book > the book I read last week) (long) (x2)
3	
	(My dog > my cat) (big) (x3)
4	
	(newest model smartphone > the old one) (expensive) (x2)
5	
	(The bus ride to my new school > the bus ride to my old

Agreeing / Disagreeing with either, neither, too or so

3 Circle the correct word.

- 1 a I don't like rock music.
 - **b** Me neither / too.
- **2** a She won't stay up late before the performance.
 - **b** I won't either / neither.
- 3 a I am so excited about the show tonight.
 - **b** So / Neither am I.
- 4 a I'm going to the cinema on Saturday.
 - **b** I'm going too / neither.
- **5** a They all went to a café after school, but I didn't.
 - **b** Me too / neither.
- **6 a** I don't like sitting in the canteen for lunch.
 - **b** I don't like it either / so.
- **7** a We're going to the beach for our holiday.
 - **b** We are too / either.
- **8** a My sisters went to the park yesterday.
 - **b** Either / So did I.

Adjectives + prepositions

4 Complete the sentences with the prepositions below.

about	at (x2)	by for	in (x2)
	of or	n with	

1	I'm not interested	in	sport. I think
	it's boring.		

2 Marina is really good _____ English.3 He was really interested

_	
	collecting comics.

4 I'm crazy _____ this new game!

5 I'm so tired _____ doing the same job every day.

6 What's Nikola Tesla famous _____

7 I'm fed up _____ this weather! It rains every day!

8 She was embarrassed _____ the baby pictures her mum showed her friends.

9 Miloš is really bad ______ history. He just can't remember any dates.

10 I wasn't keen _____ going out in the rain.

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school) (fast) (x3)

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Grammar

Modal verbs for expressing ability in the past (could, was / were able to)

1	Compl	ete the	sentence	s with	n could	, could	n't or	the
	correct	t form o	of was/we	re abl	e to.			

1	Larry	_ swim when he was eight.
2	We	run the whole three kilometres
	without stopping] .
3	They	go to the heach because it was

- They _____ go to the beach because it was raining.
- **4** My mum _____ play the violin when she was only eight.
- **5** My brother _____ go to the party because he didn't finish his homework in time.
- **6** You _____ make a sandwich for lunch when you were young.
- 7 I ______ buy the new smartphone. I didn't have enough money.

Modal verbs for expressing ability in the future (will be able to)

2 Complete the sentences with *will* or *won't be* able to.

1	When I'm older,	have a pet snake.	/
2	You	see Big Ben while you're	
	in London.		/
3	My dog	live with me at university.	X
4	She	buy the watch for her	
	mum's birthday.		/
		work on the project at	
	the weekend.		/
6	She	go China until her visa	
	is approved.		X
7		take the train to visit his	
	parents from uni	versity.	/
8	When they go to	the United States, they	
	ren	t a car because thev are	

Use and omission of the definite article

too young.

3 Complete the sentences with *the* when necessary.

Velmar-Janković studied
French literature.
That support group meets weekly to provide resources for unemployed.
This café gives free sandwiches to
poor.
After the earthquake, shelters opened up to help

5 My mum works with young people.

Indirect questions

4 Write indirect questions. The subject is in brackets.

- 1 'Where are my shoes?' (Michael)
- 2 'What time is the volleyball match?' (Rafael)
- 3 'Where can I buy a backpack like yours?' (My friend)
- 4 'How long is summer break?' (My little brother)
- 5 'What do you like doing at the weekend?' (Ms Owens)
- 6 'Can we have fish and chips for dinner?' (I)

Vocabulary

Reading signs

1 Match the warnings to the signs.

a S











2	Beware of the dog.	
3	Not drinking water.	
4	Fire risk. No campfires. Dispose of cigarettes and matches safely.	

1 Danger! High voltage electricity.

5	Warning. Strong currents.	
	No swimming.	
6	Caution! Floor is slippery when wet.	

Unit 7 · Even more English!



Grammar summary

Unit 1

Present perfect

 We use the present perfect to give information about recent events or about past events when the time is not specified.

They've become my best mates.

- We use *How long* to talk about time. *How long have you been* at the club?
- We use for to say how long something has happened.
 She's been at our school for two years.
- We use *since* to say when something started. I've been a member *since* I was 12.
- We use ever before the past participle to ask if an event has happened at any time in the past.
 Have you ever tried martial arts?
- We use never before the past participle to say that an event hasn't happened at any time in the past.
 I've never tried judo.
- We use just before the past participle to say that something took place a short time before now.
 Max has just finished judo training.
- We form the present perfect with *have/has* and the past participle of the verb.
- Many regular past participles are the same as the past simple form, with -ed at the end, but there are spelling rules for some verbs.

Verb	Past participle
ends in -e	add -d
like	liked
ends in a consonant + -y	change -y to -ied
study	studied
ends in a vowel and a consonant	double the consonant, add <i>-ed</i>
travel	travelled

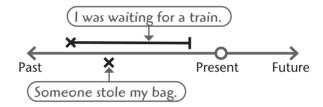
- Irregular verbs have very different past participle forms.
- There is a list of irregular verbs at the back of this book.
- There are two participles for the verb go (been = go and come back, gone = go and still there).
 Julie has gone to the shop. (She is still at the shop now.)
 Julie has been to the shop. (She went to the shop and has now returned.)

Past simple and past continuous

- We use the past continuous to talk about a longer action in progress when another action happened in the past. We usually use *while*.
- We use the past simple to talk about one or more completed actions in the past. We usually use when.



Someone stole my bag while I was waiting for a train. I was waiting for a train when someone stole my bag.



Conjunctions

test bones for DNA.

- We use conjunctions to join ideas in a sentence.
- We use *when* and *while* to give information about time (see above).
- We use until to say when an action stopped.
 Adam and I played video games until 9.30.
- We use but and although to give a contrast.
 Meeting friends online is great, but we need real contact with people.
 Although each Harry Potter book has a separate story,
- they are all connected.
 We use because to give a reason.
 Scientists know about early life because they can
- We use so to give a result.
 There wasn't enough food and water, so some people decided to leave.

72 Unit 1 – Grammar summary

Unit 2

will and going to

• We use *will* to give a prediction based on what we think is true.



- We use will to make a promise.
 I'll help Grandma with her shopping.
- We use will to make a spontaneous decision. I'll check online.
- We use *going to* to talk about future plans or intentions.



• We use *going to* to give a prediction based on what we know or can see.

Look! Marta's going to win this race easily!

• We use will with a verb. The forms are the same for *I*, you, he, she, it, we and they.

	·				
I/You/	'He/She/It/We/They	will	help.		
I/You/	help.				
Will	I/you/he/she/it/we/t	hey	help?		
Yes,	I/you/he/she/it/we/t	hey	will.		
No, I/you/he/she/it/we/they			won't.		
			6.1		

 We form going to with the present tense of the verb be, going to and a verb.

	1	am ('m)		
	You/We/They	are ('re)	going to	check.
	He/She/It	is ('s)		
Ä				
	1	am ('m) not		
	You/We/They	are not (aren't)	going to	check.

is not (isn't)

2				
Am	1	I		
ls	he/she/it	going to	check?	
Are	you/we/they			
	1	1		
Yes,	you/we/they	you/we/they		
	he/she/it	he/she/it		
2				
	1	1		
No,	you/we/they		aren't.	
	he/she/it	he/she/it		

Present tenses for future arrangements

• We use the present simple to talk about future events which are part of a timetable. We often use dates and times in these sentences.

The school concert is next Saturday 9th June, and it starts at 7.30.

• We use the present continuous to talk about fixed plans for the future, usually that we have arranged to do with other people.

We're meeting at Tom's house on Sunday morning.

First conditional

- We use the first conditional to talk about something possible in the future and its result.
- We use the present simple in the *If* clause and we usually use *will/won't* and a verb in the result clause. If you *go* with a guide, you'*ll learn* more.
- When the *If* clause comes first, we put a comma after it.

If you train a lot , you'll play better.

• When the result clause comes first, we don't use a comma.

You'll play better | if you train a lot.

- The rules are the same for questions.
 Will I play better if I train a lot?
 If I train a lot, will I play better?
- *Unless* with an affirmative verb has the same meaning as *if* with a negative verb.

We'll be late unless we run.

- = We'll be late if we don't run.
- We can use an imperative to give advice and make recommendations instead of the result clause.

If you want to see Stromboli, join an official group.

Unit 2 – Grammar summary

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He/She/It



Grammar summary

Unit 3

Modals – advice, obligation and necessity

• We use *should/shouldn't* and *ought to* to give advice or make recommendations.

You should look online to find information.

- We use mustn't to say that something is prohibited.
 They mustn't work in the lab alone.
- We use *must* and *have to/has to* to say that it's necessary to do something.

You must be careful when you carry test tubes.

• We use don't/doesn't have to to say that something isn't necessary.

We don't have to use real animals in experiments.

• We use *should*, *ought to* and *must* with a verb. The forms are the same for *I*, *you*, *he*, *she*, *it*, *we* and *they*.

1 / V / L - / Sh - /	should	leave	soon.	
I/You/He/She/ It/We/They	ought to	go	now.	
ic, we, illey	must	tell	someone.	

• We use *shouldn't* and *mustn't* for the negative, but we don't use a negative form of *ought to*.

Ī	I/You/He/She/	shouldn't	do	that.
١	It/We/They	mustn't	go	in there.

 We use should in questions, but we don't make questions with ought to.

Sho	ould I/you/he/she/ it/we/they		leave	now?	
Yes	,	I/you/he/she/it/we/	should.		
No,	,	I/you/he/she/it/we/	shouldn't.		

- To ask questions about obligations, Do/Does...have to? (see below) is more common than Must...?
- We use have to/don't have to for I, you, we and they
 and has to/doesn't have to for he, she and it.

Ĭ	I/You/We/They	have to	— wear		woar		goggles.	
	He/She/It	has to		vveai		9	goggies.	
مَ								
T	I/You/We/They	don't	have to		finish		today.	
	He/She/It	doesn't			111113	11	today.	

6						
•	Do	I/you/we/they	have to wear		goggles?	
	Does	he/she/it	nave to	vveai	goggies:	
4	Yes,	I/you/we/they			do.	
	163,	he/she/it/			does.	
	3					
	No	I/you/we/they		don't.		
No,		he/she/it			doesn't.	

Permission: can, could, be allowed to

- We use *can/can't* to talk about permission in the present.
- We use *could/couldn't* to talk about permission in the past.
- We use can/can't and could/couldn't with a verb. The forms are the same for *I*, you, he, she, it, we and they.
- We can use any tense of the verb be with allowed to and a verb to talk about permission in the past, present or future.

I'm allowed to cycle to school every day now, but I wasn't allowed to do that when I was younger. My younger brother will be allowed to cycle to school next year.

Possibility: can, could, may, might

• We use *can*, *could*, *may* and *might* to talk about something that is possible.



I'm not sure what it is. It may be a box. It's plastic, so it might be a container. It turns, so it could be a toy.

- We use might not or can't for the negative. We don't use couldn't.
- We use *can* to say things are possible in general.
- We use *could* to talk about making a choice or a decision.
- We use can, could, may and might with a verb.
 The forms are the same for I, you, he, she, it, we and they.

(74) Unit 3 – Grammar summary

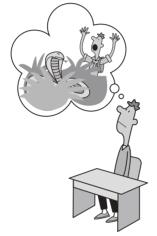
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Unit 4

Second conditional

- We use the second conditional to talk about an unreal or unlikely situation or event in the present or future and its result.
 - If they *repaired* this monument, I think that more people *would visit* it.
- We use the past simple in the *If* clause and *would/wouldn't* and a verb in the result clause.
- When the If clause comes first, we put a comma after it.
- When the result clause comes first, we don't use a comma.





'If I saw a snake, I'd take a photo.'

'Really? I'd run if I saw a snake.'

The rules are the same for questions.
 Would you run if you saw a snake?
 If you saw a snake, would you run?

Comparatives and superlatives

- We use a comparative adjective (or *more* + adjective) with *than* to compare two things or people.
 - Athens is cheaper than Copenhagen.
- We can use *less* as the opposite of *more* with short and long adjectives.
 - Athens is less expensive than Copenhagen.
- We use the with a superlative adjective (or most + adjective) to compare three or more things or people.
 A hostel would be the easiest option.
- We can use *least* as the opposite of *most*, but only with long adjectives.
 - Hostels would be the least expensive.

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- To form the comparative of short adjectives, we usually add -er.
- To form the superlative of short adjectives, we usually add *-est*.

• There are spelling rules for other short adjectives.

Adjective	Comparative form	Superlative form
ends in -e	add -r	add -st
close	closer	closest
ends in a consonant + -y	change -y to -ier	change -y to -iest
early	earlier	earliest
ends in a vowel and a consonant	double the consonant, add -er	double the consonant, add -est
big	bigger	biggest

• Some forms are irregular.

Adjective	Comparative form	Superlative form		
good	better	best		
far	further	furthest		
bad	worse	worst		

- We use as...as to say that two things are the same. Some campsites are as cheap as hostels.
- We use *not as/so...as* to say that two things are different.

Trains here aren't as / so busy as trains in London.

too/enough

- We use *too* before an adjective to say that there is more than is needed or wanted.
 - It's too crowded to take good photos here.
- We use *enough* after an adjective to say that there is as much as is needed or wanted.

This tent is big enough for four people.

Adverbs of frequency, manner, place and time

- Adverbs of manner describe how we do something.
 They come after the main verb or at the end of the sentence.
 - Laura sailed her boat confidently.
- Adverbs of frequency tell us how often something happens. They come before the main verb or after the verb be or auxiliary verb.
 - Derek sometimes stopped over.
 - It wasn't always an easy trip.
- Adverbs of place and time tell us where and when we do something. They usually come after the main verb or the end of the sentence.

She arrived home after 518 days.

Unit 4 – Grammar summary



Grammar summary

Unit 5

The passive

• We often use the passive when the action is the most important thing.

A lot of different materials are used to make chairs.

• We don't always need to say who does the action. If we do, we use the preposition *by*.

Experts believe the chair was invented by the Greeks.

 We form the passive with the present, past or future simple form of the verb be and the past participle.
 See the spelling rules in Unit 1 Present perfect on page 68.

Defining and non-defining relative clauses

- We use relative clauses to give extra information in a sentence.
- We use who for people.
- We use which for things.
- We can also use *that* for people or things, but only in **defining** clauses.
- We use where for places.
- We use *whose* for possessions.
- **Defining clauses** give us information to identify the noun. We don't use a comma.



Matt is a boy who / that loves video games.

This is the game which / that he likes best.

The City Arcade is the place where Matt plays video games.

'Who's Matt?'

'He's the boy whose mum writes video games.'

• Non-defining relative clauses add extra information about the noun. We use commas. We can't use *that* in non-defining relative clauses.

My aunt, who that lives in Paris, speaks several languages.

Her flat, which that is on the fifth floor, has a great view of the Eiffel Tower.

Countable and uncountable nouns and determiners

- Countable nouns are things that we can count using numbers. They have a singular and a plural form.
 They are often real, physical objects.
- Uncountable nouns are things that we can't count using numbers. They include food and liquid, ideas and qualities. They don't have a plural form.
- We use *few* or *little* instead of *a few* or *a little* to stress that something is small. They usually have a more negative meaning.

More positive: This year, *a few students* entered the national writing competition.

More negative: This year, few students entered the national writing competition. (This suggests that more students entered in previous years.)

More positive: She had a little time to think about her answer, so she was ready.

More negative: There was little time to think about her answer, so she didn't know what to say.

Singular countable nouns

I walk to school every day.

Each group played two songs.

No film is made without a producer.

Plural countable nouns

No major films had sound until 1927.

Were there any colour films in the 1920s?

Some experts have studied her work.

All advertisements try to persuade us to buy.

Most shops in our town are global brands.

Many graffiti artists are now famous.

Factory workers had few holidays.

A few people had very big houses then.

Uncountable nouns

Major films had no sound until 1927.

We didn't have any time in the gallery.

Some public transport is free for older people.

Is all graffiti art?

Most advertising uses the word 'you'.

We didn't have much time to see the city.

People had little money to spend on leisure.

I had a little homework to do last night.

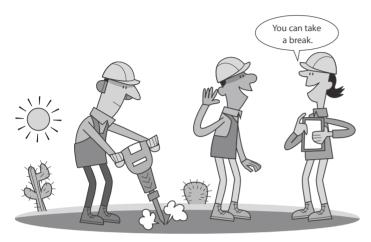
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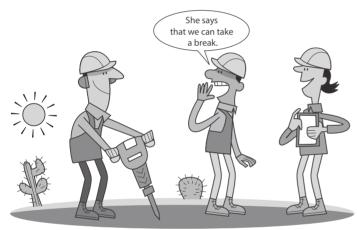
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Unit 6

Reported speech

- We use reported speech to say what someone else said.
- The subject (*I*, *you*, etc.) and possessive adjectives (*my*, *your*, etc.) sometimes change.





- The verb form sometimes has to change (*I receive*, he receives).
- Other words sometimes change (such as *this* to *that*) and adverbs of place and time often change if the place or time has changed.

'You are doing an experiment tomorrow.'
The teacher says that we are doing an experiment the following day.

We often introduce reported speech with say and tell.
 We follow tell with a personal object (a person's name or a pronoun). We don't follow say with an object.
 The teacher tells us that we are doing an experiment the following day.

Reported commands and requests

 We give commands when we tell someone to do something. We use imperatives to give commands. 'Sit down!'

'Don't talk!'

- We use reported commands to say what someone told someone else to do.
- We usually use tell as the reporting verb.
- After the reporting verb, we use an object and an infinitive.

'Stop writing!'
The teacher told us to stop writing.

• We put *not* before the infinitive to report a negative command.

'Don't write in your books!'
The teacher told us not to write in our books.

- We make requests when we ask someone to do something politely. We often use *Can/Could you...?* to make requests.
- We use reported requests to say what someone asked someone else to do.
- We usually use *ask* as the reporting verb.
- After the reporting verb, we use an object and an infinitive.

'Can you be quiet, please?' He asked me to be quiet.



'Can / Could you help Joe?'
Mum asked me to help Joe.

Subject and object questions

- We can ask questions with who, what and which about the subject or the object of a sentence.
- When we want to find out about the object, we use the auxiliary verb do/does/did.
 Who (object) did Dad (subject) see yesterday?

What (object) did you (subject) hear? Which boots (object) did you (subject) buy?

• When we want to find out about the subject, we don't use an auxiliary verb.

Who (subject) saw a film star (object) yesterday?

There isn't always an object in subject questions.
 Who (subject) arrived late?
 What (subject) happened first?
 Which boots (subject) cost more?

1 Wordlist

Introduction

A Keeping in touch

Phrasal verbs for relationships
catch up (with sb/sthg) /kætʃ 'ʌp/
fall out (with sb) /fɔːl 'aʊt/
get on well /ˌget on 'wel/
hang out (with sb) /hæŋ 'aʊt/
hit it off (with sb) /ˌhɪt ɪt 'ɒf/
keep in touch /ˌkiːp ɪn 'tʌtʃ/
make up (with sb) /meɪk 'ʌp /
put up with (sb/sthg) /ˌpʊt 'ʌp wɪð/

Spoken English a guy /ə 'gaɪ/ come on /kʌm 'ɒn/

l couldn't get through. /ar ˌkvdnt get θ ruː/

'θru:/
I wonder why! /aɪ ˌwʌndə ˈwaɪ/
Let me guess. /ˌlet miː ˈges/
we're into... /ˈwɪər ˌɪntə/
argument /ˈɑːgjumənt/
arrange /əˈreɪndʒ/
conversation /kɒnvəˈseɪʃn/
exciting /ɪkˈsaɪtɪŋ/
immediately /ɪˈmiːdiətli/

patient /'peɪʃnt/
promise /'promis/
text /tekst/

B Stories

Genres

action and adventure /¡ækʃn ən ədˈventʃə(r)/

animation /ænɪˈmeɪʃn/

comedy /'kpmədi/

crime drama /ˈkraɪm ˌdrɑːmə/

detective story /dɪˈtektɪv ˌstɔːri/

drama /'drazmə/

fantasy /ˈfæntəsi/

horror /'horə(r)/

musical /ˈmjuːzɪkl/

mystery /ˈmɪstri/

sci-fi /'saɪ faɪ/

admire /ədˈmaɪə(r)/

bravery /'breɪvəri/

clue /kluː/

come alive /kʌm əˈlaɪv/

determined /dɪˈtɜːmɪnd/

district /'dɪstrɪkt/

ending /endin/

event /I'vent/

fight to the death /ˌfaɪt tə ðə ˈdeθ/

find answers /faind 'ainsəz/

frightening /'fraitnin/

imaginary /ɪˈmædʒɪnəri/

investigate /ɪnˈvestɪgeɪt/

legal /ˈliːgl/

loyalty /ˈlɔɪəlti/

murder / m3zdə(r)/

novel /'npvl/

power /'paʊə(r)/

quality /ˈkwɒləti/

sense of humour /,sens əv 'hjuːmə(r)/

separate /'seprət/

skill /skIl/

solve /splv/

survivor /səˈvaɪvə(r)/

take place /teik 'pleis/

televised /'telɪvaɪzd/

unusual /ʌnˈjuːʒuəl/

1 Social circles

1A Classmates

Relationship adjectives aggressive /əˈgresɪv/

caring /ˈkeərɪŋ/

competitive /kəm'petətɪv/

cruel /'kruːəl/

honest /'pnist/

jealous /'dʒeləs/

loyal /ˈlɔɪəl/

moody /ˈmuːdi/

self-confident /self 'konfident/

selfish /'selfis//

sensible /'sensəbl/

sensitive /'sensətɪv/

best mate /best 'meit/

exam /ɪgˈzæm/

for no reason at all /fə ˌnəʊ ˌrizzn ət 'ɔːl/

glad /glæd/

judo /ˈdʒuːdəʊ/

martial arts / maxsl 'axts/

sound great /saund 'greit/

trust /trʌst/

1B Group instinct

accept /ək'sept/

community /kəˈmjuːnəti/

discover /dɪˈskʌvə(r)/

experience /ɪkˈspɪəriəns/

fact /fækt/

keep your promise /,kizp joz 'promis/

realize /ˈriːəlaɪz/

share /[eə(r)/

social habits /'səʊʃl ˌhæbɪts/

social media /ˌsəʊʃl ˈmiːdiə/

unknown /ʌnˈnəʊn/

way /wei/

Relationship expressions

be fond of /bi 'fond əv/

be keen on /bi 'kiɪn pn/

dislike /dɪsˈlaɪk/

each other /ixtʃ 'xðə(r)/

fancy /ˈfænsi/

get in touch (with) / get in talf/

get to know /,get tə 'nəʊ/

hate /heɪt/

have got a lot in common /həv got ə lot

ın 'komən/

let (sb) down /,let ... 'daun/

socialize /ˈsəʊʃəlaɪz/

1C Starting points

Origins

ancestor /'ænsestə(r)/

DNA /diː en 'eɪ/

gene /dʒiːn/

habitat /ˈhæbɪtæt/

migration /maɪˈgreɪʃn/

population /pppju'leɪʃn/

resources /rɪˈsɔːsɪz/

bone /bəʊn/

discovery /dɪˈskʌvəri/

planet /'plænɪt/

such as /'sʌtʃ əz/

thanks to (sb/sthg) /' θ æŋks tə/

while /waɪl/

1D A piece of cake

go online /gəʊ ɒnˈlaɪn/

search engine /'ssxt[endzɪn/

search term /'ssxtʃ tsxm/

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Spoken English

A piece of cake! /ə ˌpiːs əv ˈkeɪk/

Check...out /tsek ... 'aut/

Oh, come on! /əʊ kʌm 'ɒn/

What's up? /wpts 'np/

Wow! /wau/

You're in for a surprise! /jɔɪr ˌɪn fər ə sə'praiz/

Everyday English

As far as I'm concerned... /əz ˌfɑːr əz 'aɪm kən.ss:nd/

Do you think it works/they work? /də jə θιηk it 'waiks, ðei 'waik/

I feel we should... /'aɪ ˌfiːl wiː ʃəd/

I see what you mean, but... /aɪ ˌsiɪ wɒt juː 'miːn/

I'm not sure. /aɪm ˌnɒt '[ʊə(r)/

My view/opinion is that... /'maɪ vjuɪ, ə pınjən ız ðət/

That's a good point. /ðæts ə 'gud 'pɔɪnt/

That's exactly what I think. /ðæts ɪg'zæktli

What do you think about...? /'wpt də jə _ιθιηk əbaʊt/

What's your opinion on/of...? /'wots join ə pınjən pn, əv/

1 My project

a bit /ə 'bɪt/

agree on (sthg) /əˈgriː ɒn/

divorce /dɪ'vɔːs/

extremely /ɪk'strixmli/

include /ɪnˈkluːd/

quite /kwaɪt/

really /'rixəli/

sociable /'səʊ[əbl/

social circle /ˌsəʊʃl ˈsɜːkl/

1 Culture

armadillo /aːməˈdɪləʊ/

around the world /əˌraʊnd ðə ˈwɜːld/

article /ˈaːtɪkl/

become ill with worry /bɪˌkʌm ˌɪl wɪð

'wʌri/

cabin /'kæbɪn/

evolution /iːvəˈluːʃn/

lecture /'lektsə(r)/

medicine /'medsn/

ostrich /'pstrits/

publish /'pnblɪʃ/

puma /'pjuːmə/

recommend /rekə'mend/

the sight of blood /ðə ,sart əv 'blʌd/

voyage /'vɔɪɪdʒ/

1 Learn through English

degree /dɪ'griː/

package /'pækɪdʒ/

pass (sthg) on /pass ... 'pn/

receive /rɪˈsiːv/

separation /sepəˈreɪʃn/

New horizons

2A Awesome

incredible /ɪnˈkredəbl/

involve /ɪn'vɒlv/

mirror /'mɪrə(r)/

shape /seip/

Day trip attractions

activity /æk'tɪvəti/

attraction /əˈtræk[n/

cave /keɪv/

entrance /'entrans/

exhibit /ɪgˈzɪbɪt/

festival /'festivl/

gallery /'gæləri/

maze /meiz/

ride /raɪd/

scenery /'siznəri/

show /ʃəʊ/

tour /tʊə(r)/

amusement park /əˈmjuːzmənt paːk/

audience /'ɔːdiəns/

book tickets /bok 'tikits/

have a good time /hæv ə god 'taɪm/

magician /məˈdʒɪʃn/

trick /trɪk/

2B Collaborate

Volunteering verbs

build /bɪld/

collaborate /kəˈlæbəreɪt/

create /kri'eɪt/

deliver /dɪ'lɪvə(r)/

develop /dɪ'veləp/

improve /im'pruiv/

monitor /'mpnɪtə(r)/

organize /'ɔːgənaɪz/

participate /paːˈtɪsɪpeɪt/

plan /plæn/

protect /prəˈtekt/

raise /reiz/

abseiling /ˈæbseɪlɪŋ/

blind people /'blaind piipl/

campaign /kæm'peɪn/

communication /kəmjuːnɪˈkeɪʃn/

confidence /'kpnfidəns/

encourage /in'kʌrɪdʒ/

hiking /haɪkɪŋ/

homeless people /'həʊmləs ˌpiːpl/

leadership /'lizdəʃɪp/

make a difference / meik ə 'difrəns/

organization /ɔːgənaɪˈzeɪʃn/

put (sthq) to good use /pvt ... tə gvd

'juːs/

rock climbing /'rpk ˌklaɪmɪη/

2C Taking a risk

century /'sentʃəri/

climber /'klaɪmə(r)/

ground /graund/

night sky /naɪt 'skaɪ/

shake /seik/

trekker /'trekə(r)/

unless /ən'les/

war zone /ˈwɔː zəʊn/

Adjectives to describe places

colourful /'kʌləfl/

crowded /'kraudid/

historic /hɪ'stɒrɪk/

local /ˈləʊkl/

panoramic /pænəˈræmɪk/

picturesque /pɪktʃəˈresk/

remote /rɪˈməʊt/

traditional /trəˈdɪʃənl/

unforgettable /nnfə'getəbl/

unspoiled/unspoilt /\n'spoild, \n'spoilt/

2D Sorted!

decide /dɪ'saɪd/

honeymoon /hʌnimuɪn/

relaxing /rɪˈlæksɪŋ/

stressful /'stresfl/

volunteer /vplən'tɪə(r)/

Unit 2 New horizons - Wordlist

Spoken English

I reckon... /aɪ 'rekən/

It's pricey /Its 'praisi/

No way! /nəʊ 'weɪ/

play it safe /pler rt 'serf/

sort it out /sort it 'aut/

Sorted! /'sɔxtɪd/

That's no big deal! /ðæts ˌnəʊ bɪg 'diːl/

Everyday English

I'd love to... /aɪd 'lʌv tə/

I'd prefer not to... /aid prif3: not tə/

I'd prefer to... /aɪd prɪˈfɜː tə/

I'd rather not... /aɪd ˈrɑːðə ˌnɒt/

I'd rather... /aɪd ˈrɑːðə(r)/

I'm not very keen on... /aɪm 'nɒt ˌveri ˌkiːn ɒn/

It sounds much better than... /ɪt saʊndz ˈmʌtʃ ˌbetə ðən/

That sounds more interesting than...
/ðæt saundz 'mɔːr ˌɪntrəstɪŋ ðən/

2 My project

be home to (sb) /bi 'həʊm tə/

castle /'kaːsl/

ghost /gəʊst/

repair /rɪˈpeə(r)/

scream /skrizm/

2 Culture

art lover /'aɪt ˌlʌvə(r)/

attract /əˈtrækt/

chill out /tʃɪl 'aʊt/

collection /kəˈlekʃn/

cycle lane /'saɪkl leɪn/

ferry /'feri/

recommendation /rekəmen'deɪʃn/

selfie /ˈselfi/

skyline /'skaɪlaɪn/

2 Learn through English

affect /əˈfekt/

art critic /ˈaːt ˌkrɪtɪk/

art gallery /ˈɑːt ˌgæləri/

artist /'aːtɪst/

artwork /ˈɑːtwɜːk/

contemporary /kənˈtemprəri/

display /dɪˈspleɪ/

enthusiastic /ɪnθjuːziˈæstɪk/

for instance /fər 'ɪnstəns/

furthermore /fsxðə'mox(r)/

increase /'ɪŋkriːs/

influence on (sthg) /'ɪnflʊəns ɒn/

invest money /In,vest 'mʌni/

key part /'kiz part/

lawbreaking /ˈlɔːbreɪkɪŋ/

love affair /lnv əˌfeə(r)/

mental illness /,mentl 'Ilnəs/

result in /rɪˈzʌlt ɪn/

support /sə'pɔxt/

valuable /ˈvæljuəbl/

waste money /weist 'mʌni/

The Museum of the Strange

Episode 1

ambition /æmˈbɪʃn/

front desk /frant 'desk/

point at (sb/sthg) /'pɔɪnt ət/

shake your head /ʃeɪk jɔː 'hed/

shout /ʃaʊt/

side street /'saɪd striːt/

soft /spft/

spray /sprei/

successful /sək'sesfl/

3 Respect

3A Testing

Practical science nouns

cell /sel/

equipment /ɪˈkwɪpmənt/

experiment /ɪk'sperɪmənt/

investigation /investigei[n/

microscope /ˈmaɪkrəskəʊp/

observation /pbzəˈveɪʃn/

petri dish /'petri dɪʃ/

result /rɪˈzʌlt/

safety goggles /'seɪfti ˌgɒglz/

specimen /'spesimən/

test tube /'test tjuːb/

theory /ˈθɪəri/

carry out /ˌkæri ˈaʊt/

coat /kəʊt/

effect /I'fekt/

laboratory /ləˈbɒrətri/

3B Young at heart

advice /ədˈvaɪs/

care home /'keə həʊm/

cut off /knt 'pf/

elderly /'eldəli/

flatmate /'flætmeɪt/

freedom /'frizdəm/

resident /'rezɪdənt/

satisfaction /sætɪsˈfækʃn/

staff /starf/

Phrasal verbs for socializing

cheer up /tʃɪər 'ʌp/

come in /kʌm 'ɪn/

drop by /drop 'baɪ/

get into /'get ˌɪntə/

get together /get təˈgeðə(r)/

go out /gəʊ ˈaʊt/

hang out /hæŋ 'aʊt/

join in /dʒɔɪn 'ɪn/

move in /muɪv 'ɪn/

pick up /pɪk 'ʌp/

stay over /steɪ 'əʊvə(r)/
take (sb) out /ˌteɪk ... 'aʊt/

3C Finding solutions

The scientific method

analysis/analyses /əˈnæləsɪs, əˈnæləsiːz/

conclusion /kənˈkluɪʒn/

data /ˈdeɪtə/

findings /'faɪndɪŋz/

hypothesis/hypotheses /haɪˈppθəsɪs,

haɪˈpɒθəsiːz/

prediction /prɪˈdɪkʃn/

procedure /prəˈsiːdʒə(r)/

research /rɪˈsɜːtʃ/

source /sɔːs/

step /step/

aim /eɪm/

/bɪcvˈe/ biova

comment /'kpment/

find out /faind 'aut/ notice /'nəutis/

survey /'sɜːveɪ/

upload /np'ləvd/

80 Unit 3 Respect – Wordlist

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3D Emil's petition

according to /əˈkɔːdɪŋ tə/

apart from /ə'paɪt frəm/

benefit /'benəfɪt/

council /'kaʊnsl/

demonstrate /'demanstreit/

fail /feɪl/

green area /ˈgriːn ˌeəriə/

permission /pəˈmɪʃn/

petition /pəˈtɪʃn/

Spoken English

Come off it! /ˌkʌm 'pf ɪt/

Give it a go. / giv it ə ˈgəʊ/

I guess... /aɪ 'ges/

l'd go along with that. /ˈaɪd gəʊ əˌlɒŋ wɪð ˌðæt/

It'll be a laugh. / Itl biz ə 'laɪf/

Everyday English

...is a great way to... /ız ə 'greit wei tə/

...is really /isn't really useful for... /ɪz ˈriːəli, ˈɪznt ˌriːəli ˌjuːsfl fə/

A benefit/a drawback of doing...is that... /ə 'benəfɪt, ə 'drɔːbæk əv ˌduːɪŋ ... ɪz ðət/

I think that would work. /aɪ ˈθɪŋk ðæt wʊd ˌwɜːk/

One advantage/disadvantage is that... / www ədvantıdz, disədvaintidz iz ðət/

The arguments in favour/against are that... /ði ˌaːgjumənts ɪn ˈfeɪvər, əˈgenst aː ðət/

The main problem is that... /ðə 'meɪn probləm ız ðət/

Why do you think that? /ˌwaɪ də jə ˌθɪŋk ˈðæt/

Why's that? /waiz 'ðæt/

canteen /kæn'tiːn/

cosmetics company /kpz'metiks ,knmpəni/

make the information public /ˌmeɪk ði ɪnfəˌmeɪʃn 'pʌblɪk/

snack /snæk/

soft drink /'soft drink/

3 My project

chemical /'kemɪkl/

environmentally friendly /invairənimentəli 'frendli/

pleased /plizd/

pollute /pəˈluːt/

tourist attraction /ˈtʊərɪst əˌtrækʃn/

3 Culture

become extinct /bɪˌkʌm ɪkˈstɪŋkt/

coastline /'kəʊstlaɪn/

coral reef /'kprəl rixf/

drought /draut/

emu /ˈiːmjuː/

qlobal warming /ˌgləʊbl ˈwɔːmɪŋ/

herd /h3zd/

indigenous people /ɪnˈdɪdʒənəs ˌpiːpl/

outback / autbæk/

spectacular /spek'tækjələ(r)/

unique /ju'niːk/

varied /'veərid/

wombat /'wpmbæt/

3 Learn through English

coastal /'kəʊstl/

disappearance /dɪsəˈpɪərəns/

distribution /dɪstrɪˈbjuːʃn/

essential /ɪˈsenʃl/

fishing net /'fɪʃɪŋ net/

floating /ˈfləʊtɪŋ/

garbage /ˈgɑːbɪdʒ/

industrial revolution /ɪnˌdʌstriəl revəˈluːʃn/

ingredient /In'grizdient/

inventor /ɪnˈventə(r)/

job opportunity /ˈdʒɒb ɒpəˌtjuːnəti/

patch /pætʃ/

provide /prəˈvaɪd/

rubbish /'rʌbɪʃ/

steam /stixm/

(4) Travel

4A Wonders of the world

Buildings

arch /aːtʃ/

brickwork /'brikwsik/

column /ˈkɒləm/

dome /dəʊm/

floor /flɔː(r)/

pyramid /ˈpɪrəmɪd/

ruin /'ruːɪn/

skyscraper /'skaiskreipə(r)/

statue /'stætʃuː/

step /step/

stone /stəʊn/ tower /ˈtaʊə(r)/

4B Ticket to ride

Train travel

accommodation /əkpməˈdeɪʃn/

arrival /əˈraɪvl/

budget /'bʌdʒɪt/

departure /dɪˈpɑːtʃə(r)/

destination /destr'nersn/

itinerary /aɪˈtɪnərəri/

journey /'dʒɜːni/

reservation /rezəˈveɪʃn/

route /ruːt/

sightseeing /'sartsizɪŋ/

travel guide /'trævl gaɪd/

trip /trip/

campsite /'kæmpsaɪt/

consider /kənˈsɪdə(r)/

hostel /'hostl/

interrail /'ɪntəreɪl/

4C Off the beaten track

confidently /'konfidentli/

media attention /ˈmiːdiə əˌtenʃn/

obvious /'abviəs/

officially /əˈfɪʃəli/

pilot /'paɪlət/

sail /seil/

welcome (sb) home /,welkəm ... 'həʊm/

Phrasal verbs for travel

come across /'kʌm əˌkrɒs/

get away /get əˈweɪ/

get back /get 'bæk/

go off /gəʊ 'ɒf/

see (sb) off /siz ... 'pf/

set off /set 'pf/

slow down /sləʊ 'daʊn/

speed up /spizd 'Ap/

stop over /stpp 'əʊvə(r)/

take off /teik 'pf/

4D Hard to believe

Spoken English

Are you having me on? /ə juː ˌhævɪŋ miː ˈnn/

Hang on a minute! /'hæŋ ɒn ə ˌmɪnɪt/

Unit 4 Travel – Wordlist 81

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I can't get my head around this. /aɪ ˌkɑːnt get maɪ 'hed əˌraʊnd ðɪs/

Says who? /sez 'huː/

What are you up to? /wpt ə juː 'np tuː/

You bet we could! /juː 'bet wiː ˌkʊd/

Everyday English

l can't believe (that)... /aɪ ˈkɑːnt bɪˌliːv (ðət)/

I doubt (that)... /aɪ 'daʊt (ðət)/

I'm certain (that)... /aɪm 'sɜːtn (ðət)/

I'm not really sure (that)... /aɪm ˈnɒt ˌriːəli [ʊə (ðət)/

I'm sure (that)... /aɪm 'ʃʊə (ðət)/

lt's (very) likely (that)... /ɪts ('veri) ˌlaɪkli (ðət)/

It's (very) unlikely (that)... /ɪts ('veri) ʌnˌlaɪkli (ðət)/

It's hard to believe (that)... /rts 'hard tə br,lizv (ðət)/

That's definitely/clearly (+ noun/adjective) /ðæts 'defɪnətli, 'klɪəli/

There's no doubt (that)... /ðeəz 'nəʊ daʊt (ðət)/

4 Culture

a symbol of /ə 'sımbl əv/

accountant /əˈkaʊntənt/

department store /dr'partment stor(r)/

engineer /endʒɪˈnɪə(r)/

historian /hɪˈstɔːriən/

immigrant /'imigrant/

stall /sto://

takeaway meal /'teɪkəweɪ miːl/

4 Learn through English

craftsman /ˈkrɑːftsmən/

distant /'dɪstənt/

dramatically /drəˈmætɪkli/

empire /'empaɪə(r)/

goods /godz/

pottery /ˈpɒtəri/

trade /treɪd/

vehicle /'viːəkl/

wheelbarrow /ˈwiːlbærəʊ/

windmill / windmil/

The Museum of the Strange

Episode 2 advanced /əd'va:nst/ exist /ɪg'zɪst/ gladiator /ˈglædieɪtə(r)/

mathematical formula /mæθəˌmætɪkl ˈfɔːmjələ/

shed /ʃed/

sketch /sketʃ/

time travel /'taɪm ˌtrævl/

weird /wɪəd/

whisper /'wɪspə(r)/

5 Heritage

5A Surviving the test of time

Verbs and dependent prepositions agree with /əˈgriː wɪð/

belong to /bɪˈlɒŋ tə/

depend on /dɪˈpend ɒn/

divide into /dɪˈvaɪd ˌɪntə/

explain to /ɪkˈspleɪn tə/

laugh at /'loxf ət/

listen to /'lɪsn tə/

look at /ˈlʊk ət/

search for /'saxtf fə(r)/

speak to /'spixk tə/

succeed in /sək'sizd ɪn/

think about /'OInk ə,baut/

5B Globalization

Compound nouns

consumer society /kən_ısjuːmə səˈsaɪəti/

cultural activity /ˈkʌltʃərəl ækˌtɪvəti/

cultural diversity /ˌkʌltʃərəl daɪˈvɜːsəti/

cultural exchange /ˌkʌltʃərəl ɪksˈtʃeɪndʒ/

employment opportunity /im'plɔɪmənt

ppə_ıtjuːnəti/

global brand /ˌgləʊbl ˈbrænd/

global network /ˌgləʊbl 'netwɜːk/

information technology /ɪnfəˌmeɪʃn tekˈnɒlədʒi/

international border /ɪntəˌnæʃnəl ˈbɔːdə(r)/

mass media /mæs 'miːdiə/

multinational company /mʌltiˌnæʃnəl ˈkʌmpəni/

popular culture /'pppjələ ˌkʌltʃə(r)/

5C Modern life

Modern life nouns advertising /ˈædvətaɪzɪŋ/ business /ˈbɪznəs/ data /ˈdeɪtə/ entertainment /entəˈteɪnmənt/

graffiti /grəˈfiːti/

housework /'haʊswɜːk/

leisure /ˈleʒə(r)/

litter /'lɪtə(r)/

news /nju:z/

pollution /pəˈluːʃn/

5D Stereotypes

Spoken English

Forget it! /fəˈget ɪt/

I'm fed up with... /aɪm ˈfed ʌp wɪð/

It's no big deal /its nov big 'dixl/

Spot on! /spot 'pn/

Whose side are you on? /huzz said ə juz

'na'

You don't know what I'm getting at /jux don't know what I'm getting at/

Everyday English

Absolutely! /ˈæbsəluːtli/

I (completely) agree (with you). /aɪ (kəmˈpliːtli) əˌgriː (wɪð juː)/

I (completely) disagree (with you). /aɪ (kəmˈpliːtli) dɪsəˌɡriː (wɪð juː)/

I wouldn't say that. /aɪ ˌwʊdnt seɪ ˈðæt/

No way! /nəʊ ˈweɪ/

No, that's not always true. /ˌnəʊ ðæts ˌnɒt ˌɔːlweɪz 'truː/

That's so true! /ˌðæts səʊ 'truː/

You're right about that. /jɔː ˈraɪt əˌbaʊt ,ðæt/

5 My project

atmosphere /ˈætməsfɪə(r)/

base /beis/

celebration /selɪˈbreɪʃn/

form /fɔːm/

level /'levl/

participation /partisi'pei[n/

5 Culture

amusing /əˈmjuːzɪŋ/

depict /dɪˈpɪkt/

entertain /entəˈteɪn/

folk music /ˈfəʊk ˌmjuːzɪk/

moving / muzvɪŋ/

music lover /'mjuzzik lhvə(r)/

mythology /mɪˈθɒlədʒi/

reflect /rɪˈflekt/

storyteller /'sto:ritelə(r)/

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5 Learn through English

common /'komən/ expression /ɪk'spreʃn/ hyperbole /haɪ'pɜːbəli/ metaphor /'metəfə(r)/ simile /'sɪməli/ suggest /sə'dʒest/ technique /tek'niːk/

6 Our world

6A Online hoaxes

Digital media
comments section /'kpments seksn/
fake /ferk/
hit /hrt/
life hack /'larf shæk/
loyal follower /slorel 'fpleve(r)/
mainstream media /'meinstri:m smi:die/
online sensation /pnslain sen'seisn/
view /vju:/
viral video /'vairel vidiev/

vlogger /'vlɒgə(r)/ admit /əd'mɪt/ bowl /bəʊl/

express your support /ɪkˌspres jɔː səˈpɔːt/

fairy /ˈfeəri/ hoax /həʊks/

medical expert /'medikl |eksp3:t/

6B Shopping

Shopping nouns
alteration /ɔːltəˈreɪʃn/
bargain /ˈbɑːgən/
brand /brænd/
changing room /ˈtʃeɪndʒɪŋ ruːm/
consumer /kənˈsjuːmə(r)/
discount /ˈdɪskaʊnt/
outfit /ˈaʊtfɪt/
receipt /rɪˈsiːt/
refund /ˈriːfʌnd/
rip-off /ˈrɪp ɒf/
sale /seɪl/
size /saɪz/
afford /əˈfɔːd/
condition /kənˈdɪʃn/

fall apart /fɔːl əˈpɑːt/
fortnight /ˈfɔːtnaɪt/
hoodie /ˈhʊdi/
leather jacket /ˌleðə ˈdʒækɪt/
return /rɪˈtɜːn/
second-hand /ˌsekənd ˈhænd/
shorten /ˈfɔːtn/

6C Fashion

sweater /'swetə(r)/

Fashion adjectives
casual /'kæʒuəl/
colourful /'kʌləfl/
comfortable /'kʌmftəbl/
ethnic /'eθnɪk/
glamorous /'glæmərəs/
old-fashioned /əʊld 'fæʃnd/
practical /'præktɪkl/
smart /smɑːt/
trendy /'trendi/
vintage /'vɪntɪdʒ/
well dressed /wel 'drest/

6D Life hacks

brainwave /'breɪnweɪv/
drop /drop/
excellent /'eksələnt/
freezer /'fri:zə(r)/
overnight /əʊvə'naɪt/
sink /sɪŋk/
towel /'taʊəl/
wrap /ræp/

Spoken English
Give it a go. /ˌgɪv ɪt ə ˈgəʊ/
If you say so. /ɪf juː ˈseɪ səʊ/
Let me think. /ˌlet miː ˈθɪŋk/
What's with...? /ˈwɒts wɪð/
You've got nothing to lose. /juːv gɒt

rou ve got nothing to lose. /ju:v got ˌnʌθɪŋ tə ˈluːz/

You've made my day! /juːv ˌmeɪd maɪ ˈdeɪ/

Everyday English

After that, you should (+ infinitive) / arftə 'ðæt jur ʃəd/

Before you begin, (+ imperative) /bɪˌfɔː juː bɪˈgɪn/

Finally, (+ imperative) /'faɪnəli/ Start by (+ -ing) /'start baɪ/ The first thing you should do is (+ infinitive) /ðə 'fɜːst θɪŋ juː ʃəd ˌduː ɪz/

The last thing you do is... /ðə ˈlɑːst θɪŋ juː ˌduː ɪz/

The next step/thing is to (+ infinitive) /ðə 'nekst step, θιη ιz tə/

When you've done that, (+ imperative) /wen juːv ˌdʌn ˈðæt/

6 Culture

achievement /əˈtʃiːvmənt/
contract /ˈkontrækt/
geographically /dʒiːəˈgræfɪkli/
giant /ˈdʒaɪənt/
huge /hjuːdʒ/
inspired /ɪnˈspaɪəd/
island nation /ˈaɪlənd ˌneɪʃn/
motivating /ˈməʊtɪveɪtɪŋ/
sporting champion /ˈspɔːtɪŋ ˌtʃæmpiən/
sportswear manufacturer /ˈspɔːtsweə
mænjuˌfæktʃərə(r)/

6 Learn through English

a feel-good sensation /ə 'fiːl gʊd senˌseɪʃn/
athletic body /æθˌletɪk 'bɒdi/
beat /biːt/
for a start /fər ə 'stɑːt/
moreover /mɔːr'əʊvə(r)/
release /rɪ'liːs/
remind /rɪ'maɪnd/
workout /ˈwɜːkaʊt/

The Museum of the Strange

Episode 3 curious /'kjʊəriəs/ dummy /'dʌmi/ smash /smæʃ/ vampire /'væmpaɪə(r)/

Unit 6 Our world - Wordlist

electronics /ɪlek'troniks/

Irregular verbs

Verb	Past simple	Past participle	Verb			
be	was, were	been	lose			
become	became	become	make			
begin	began	begun	mean			
bite	bit	bitten	pay			
break	broke	broken	put			
bring	brought	brought	read			
build	built	built	ride			
burn	burnt	burnt	ring			
buy	bought	bought	run			
can	could		say			
catch	caught	caught	see			
come	came	come	sell			
cost	cost	cost	send			
cut	cut	cut	set			
do	did	done	sing			
draw	drew	drawn	sink			
drink	drank	drunk	sit			
drive	drove	driven	smell			
eat	ate	eaten	speak			
fall	fell	fallen	spell			
feel	felt	felt	spend			
fight	fought	fought	stand			
find	found	found	steal			
fly	flew	flown	stick			
get	got	got	sweep			
give	gave	given	swim			
go	went	gone	take			
grow	grew	grown	teach			
have	had	had	tear			
hear	heard	heard	tell			
hide	hid	hidden	think			
hit	hit	hit	throw			
hold	held	held	understand			
hurt	hurt	hurt	wake			
keep	kept	kept	wear			
know	knew	known	win			
learn	learnt	learnt	write			
leave	left	left				

Manla	Deat danie	Dest a sutisials
Verb	Past simple	Past participle
lose	lost	lost
make	made	made
mean	meant	meant
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
sing	sang	sung
sink	sank	sunk
sit	sat	sat
smell	smelt	smelt
speak	spoke	spoken
spell	spelt	spelt
spend	spent	spent
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
sweep	swept	swept
swim	swam	swum
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

Phonetic symbols

ix	as in see /siː/	d	as in did /dɪd/	ΙĐ	as in near /nɪə(r)/
31	as in fur /f3:(r)/	3	as in vision /'vɪʒn/	dʒ	as in June /dʒuɪn/
p	as in pen /pen/	ar	as in arm /aɪm/	ŋ	as in sing /sɪŋ/
S	as in so /səʊ/	aı	as in five /faɪv/	uː	as in too /tuː/
I	as in sit /sɪt/	k	as in cat /kæt/	eə	as in hair /heə(r)/
i	as in happy /'hæpi/	h	as in how /haʊ/	f	as in fall /fɔːl/
ə	as in ago /əˈgəʊ/	а	as in got /gɒt/	- 1	as in leg /leg/
b	as in bad /bæd/	aυ	as in now /naʊ/	٨	as in cup /kлp/
Z	as in zoo /zuː/	g	as in got /gɒt/	υə	as in pure /pjʊə(r)/
е	as in ten /ten/	m	as in man /mæn/	V	as in voice /vɔɪs/
еі	as in page /peɪdʒ/	ΣĽ	as in saw /sɔː/	r	as in red /red/
t	as in tea /tiː/	ΣI	as in join /dʒɔɪn/	θ	as in thin $/\theta In/$
ſ	as in she /ʃiː/	t∫	as in chin /tʃɪn/	j	as in yes /jes/
æ	as in hat /hæt/	n	as in no /nəʊ/	ð	as in then /ðen/
əυ	as in home /həʊm/	Ω	as in put /pʊt/	W	as in wet /wet/

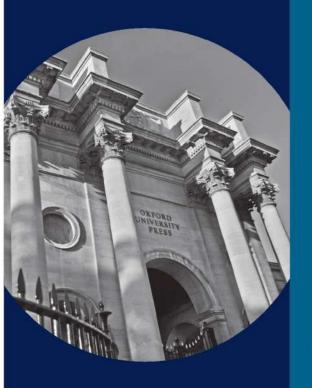


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Уз *Project Explore* ученици ће стећи сигурност у комуникацији и ван учионице.

- Припрема ученике за коришћење енглеског у реалном свету кроз различите теме, текстове и задатке.
- Материјал прилагодљив сваком ђаку у одељењима са ученицима различитих нивоа знања.
- Пројекти, лекције из културе, фото-приче и стрипови развијају радозналост.
- О Активности које подстичу креативност, сарадњу и комуникацију и развијају животне вештине.
- Ученици ће пред собом имати изазов, али и одговарајућу подршку на сваком кораку процеса учења.

