1 School life

Vocabulary Routine activities; free-time activities
Grammar Present simple and present continuous; subject and object questions; adverbs and expressions of frequency

AUDIO

Vocabulary Routine activities

1 Look at the activities in the box. Which do you do every day? Which activities do you only do on school days?

do an exam do exercise do homework
get dressed get home get up go home
go to bed go to school have a break
have a shower have breakfast have lunch
have dinner tidy your bedroom
wear a uniform

A I have breakfast every day. And you?
B Yes, me too! But I only do homework on school days.

Grammar Present simple and present continuous

2 Read the messages from Harry to his uncle. Where is Harry? Why is he there?

Hi Uncle Mike! Thanks for my present.

I'**m not spending** my birthday at home. I'**m staying** in France for two weeks with a boy called Louis. He *lives* in Paris with his family, and I'**m going** with Louis to his school.

The school *is* unusual. It *doesn't have* classrooms. Students *decide* what to study. What *do you think* about that?

Louis and his sister **are helping** me with my French. It**'s** slowly **improving**! What **are you doing** today?

3 Look at the words in bold and in italic in exercise 2. Complete the table with the missing words and choose the correct options.

Present simple and present continuous

Grammar animation

Present simple

Affirmative	We study English. He [1] _____ in France.
Negative	We don't sit in classrooms. The school [2] _____ have a gym.
Question	Why [3] _____ you like your school? When does your lesson finish?

Present continuous

Affirmative	I [4] _____ studying French today. She's practising the piano. They [5] _____ doing homework.
Negative	I [6] _____ studying at the moment. He isn't going to school today. They aren't doing exercise.
Question	Where [7] _____ you studying? Is she waiting for us?

Use the present [8]**simple / continuous** to talk about habits or repeated actions, permanent situations or facts.
Use the present [9]**simple / continuous** to talk about actions happening now or around now, temporary and changing situations.

→ Grammar reference **page 52**

4 Choose the correct verb forms in the sentences.

1 Harry **doesn't celebrate / isn't celebrating** his birthday at home today.
2 At Louis' school, students **wear / are wearing** a uniform.
3 Louis and his sister **go / are going** to school together every day.
4 Harry's French skills **get / are getting** better at the moment.

5 Complete the sentences with the verbs in the box in the correct present simple or continuous form.

not have not prepare start study use

1 Our school is small and so it _____ a lot of classrooms.
2 Our first lesson _____ at eight o'clock in the morning.
3 We _____ two foreign languages at the moment.
4 There are no exams this month, so students _____ for any exams right now.
5 We _____ laptops in our lesson today.

6 Write questions from the prompts.

1 What subject / you / enjoy / at the moment?
2 Where / you / go / at the weekends?
3 What / you / read / at the moment?
4 Where / you / spend time / after school each day?

7 **SPEAKING** Ask the questions in exercise 6 to your partner. What do you have in common?

Reading

1 Read the article quickly. Choose a title for the article from options A–C.

A My eyes and ears in the classroom
B Nyx is my best friend
C Robots are always right



Makayla is 16. She has an illness called Chronic Fatigue Syndrome. This means that she often feels tired, and she sometimes hasn't got the energy to go to school. But thanks to a robot called Nyx, Makayla doesn't have to miss school.

With help from Nyx, Makayla can be at home and in class at the same time. With her tablet, she connects to Nyx, and she sees and hears the teacher and the other students, and she can talk to them. Sometimes Makayla wants to get the teacher's attention so she can ask a question. She can't just put her hand up because she's not actually in the classroom. So, what does Makayla do? Well, she flashes Nyx's light and the teacher lets her speak.

Makayla, when do you use Nyx?
I use Nyx every school day. I often stay at home in the morning and I go to school in the afternoon.

Who helps you during lessons?
My classmates help me. They take turns to work with me.

Who looks after Nyx at school?
My classmates. They've got a coat for her, so she doesn't get cold when she travels around the school! They even take her to lunch and outside at break times.

How do you feel about school now?
I feel really positive about it. I feel ready for my exams, and I see and talk to my friends every day.

2 001 Read and listen to the article. Answer the questions with *Yes (Y), No (N)* or *Don't know (DK).*

1 Does Makayla always go to school? .....
2 Does Nyx have a light? .....
3 Do Makayla's classmates talk to her in class? .....
4 Does Nyx stay in one classroom? .....
5 Has the school got other robots? .....
6 Does Makayla feel happy about school? .....

Grammar Subject and object questions

3 Look at the underlined questions in the article. Complete the grammar box with the words *auxiliary* or *main*.

Subject and object questions

Grammar animation

Subject questions

In subject questions, the question word refers to the subject of the verb.
Question word + [1] ..... verb + object
There is no [2] ..... verb.
Who helps you during lessons?
Who looks after Nyx at school?

Object questions

In object questions, the question word refers to the object of the verb.
Question word + [3] ..... verb + subject + [4] ..... verb.
What does Makayla do?
When do you use Nyx?

→ Grammar reference **page 52**

4 Choose the correct words to complete the questions. Write your answers to the questions.

1 Who **makes / does make** your breakfast?
2 Which classroom **spend you / do you spend** the most time in?
3 What lesson **have you / do you have** next?
4 Who **takes you / you take** to school in the morning?
5 Who **is sitting / does sit** next to you right now?

5 Use the words in brackets in the correct form to complete the questions. Then ask and answer with a partner.

1 Who ..... (travel) to school with you?
2 Who ..... (help) you with difficult homework?
3 What film ..... (you / watch) again and again?
4 Which friend ..... (message) you the most?
5 Who ..... (you / say) hello to first at school?

Vocabulary Free-time activities

1 Use a verb from box A and a phrase from box B to make activities. How many free-time activities can you find in two minutes?

A

do draw go listen make
meet play read take watch

B

a cake an instrument arts and crafts
books food friends photos pictures
shopping sport to a (drama) club
to music TV shows/films video games
videos your phone

2 Complete the questions with a verb from box A in the correct form. Then ask and answer with a partner.

1 What kind of music do you _____ to?
2 Who _____ TV or films with you?
3 What do you usually _____ photos of?
4 Where do you _____ your friends?
5 Which friend _____ video games with you?

Listening

3 002 Listen to a podcast about school clubs. Complete the notes.

J-Culture Club

Watch animated videos, learn [1] _____ and try [2] _____.

When? On Thursday at [3] _____.

Where? In room [4] _____.



Rock Band Club

Learn to play [5] _____.

When? On [6] _____ at 1 p.m.

Where? In the [7] _____.



Instaclub

Learn about [8] _____

When? On [9] _____ at 4 p.m.

Where? In the [10] _____.



4 002 Listen again and answer the questions. Use a maximum of four words.

1 What years are Eri and Jonah in?
2 What subject does Miss Thomas teach?
3 Why is Eri interested in Japanese culture?
4 What instrument does Jonah play?
5 How many people are there in the band?
6 What does Miss Thomas use to take photos?

Grammar Adverbs and expressions of frequency

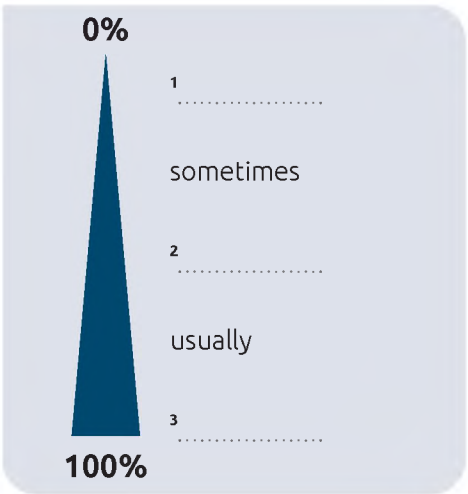
5 Look at the extracts A–D from the podcast. Decide if sentences 1–4 are true (T) or false (F). What helps you decide?

A Eri Often, we learn some Japanese. We sometimes try Japanese food, too.
B Jonah And we perform at a couple of school concerts each year.
C Jonah I'm usually late but the others are always there on time.
D Host Great! So that's the Instaclub on Fridays at 4 p.m.

1 At every J-Culture Club meeting, they learn Japanese and eat Japanese food. _____
2 Each year, Rock Band club perform at two school concerts. _____
3 Jonah arrives at the start of every Rock Band club meeting. _____
4 There's an Instaclub meeting every week. _____

6 Complete the diagram with the adverbs of frequency in the box.

~~sometimes~~ ~~usually~~ always
never often



7 Underline the adverbs and expressions of frequency in exercise 5, e.g. Often. Do they go at the beginning, in the middle or at the end of the sentence?

8 Choose the correct options to complete the rules.

Adverbs and expressions of frequency

Grammar animation

- Adverbs of frequency usually go [1] **before / after** the verb *be* and [2] **before / after** all other verbs.
- A few adverbs of frequency (*usually*, *sometimes*, *often*) can also go immediately before the [3] **subject / object**.
- Other expressions of frequency usually go [4] **in the middle / at the end** of the clause.
- To ask about frequency, start questions with [5] ***How many / How often***.

→ Grammar reference **page 52**

9 Put the words in the correct order.

1 starts / 8 a.m. / School / at / always .
2 games / a week / play / We / twice / together .
3 sports club / go / every / I / week / to a .
4 does / the book club / How often / meet ?
5 fifty minutes / usually / long / are / Lessons .

Speaking

1 **SPEAKING** What are the people in the photos doing? How often do you do these things?









2 003 Listen to two friends talking about their activities. Complete each sentence with the correct name.

Lucas Maria Noah

1 ..... plays football at the weekend.
2 ..... watches sport on TV.
3 ..... doesn't know what e-sports are.
4 ..... plays games with people they don't know.
5 ..... also loves video games.

3 **SPEAKING** Tell your partner something you like and something you don't like using the phrases below.

I like / love ...
I don't mind ...
I hate / can't stand ...

4 004 Read and listen to the dialogue. What do Ajay and Kate have in common?

Ajay What kinds of things do you like?
Kate I like books. I often read short stories.
Ajay Me too. That's interesting!
Kate I like music, too. I sing a lot.
Ajay Really? What kind of music do you sing?
Kate All kinds. I sometimes write my own music.
Ajay Oh, wow! How often do you do that?
Kate Maybe once or twice a month. Do you like music?
Ajay Yes. I listen to a lot of different music.
Kate That's great! Do you sing?
Ajay No, I don't. But I play guitar a bit. I like sport, too.
Kate Me too. I go to a running club twice a week.
Ajay Oh, right. I don't do that, but I often play football.
Kate Same here! I'm in the school team.

5 **SPEAKING** With a partner, ask and answer questions about the activities in the box. What do you have in common?

books exercise music pictures
shopping sport video games videos

6 **SPEAKING** Describe your weekly routine to a partner. Ask questions and show interest. Then tell the class about your partner's routine.

A I often play games on Fridays.
B Really? What kind of games do you like?

→ Grammar reference **page 52**

2 A good sport

Vocabulary Sports adjectives; sports verbs
Grammar Dynamic and stative verbs; verbs of preference; word order

AUDIO

Vocabulary Sports adjectives

1 Match pairs of opposite adjectives from the box. One of the adjectives has two possible opposites.

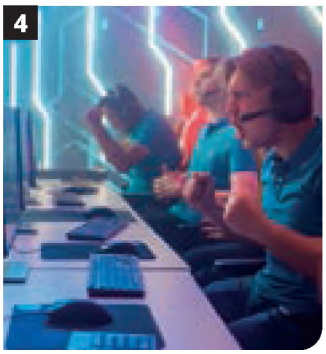
boring clean dangerous dirty easy exciting fast hard heavy interesting light long loud new old quiet safe short slow

2 SPEAKING Look at photos 1–4. Choose at least two adjectives to describe each sport. Discuss your answers.


1


2


3


4

Grammar Dynamic and stative verbs

3 Read the social media post. How does Laura feel about the activity in the photo?

This is my favourite photo of me. I'm surfing early one morning. I love it because I know that I feel good in that photo. You see that on my face – I'm smiling and enjoying myself. I look happy because I belong in that water.

#surflife #myhappyplace



4 Read the grammar box. Then look at the underlined words in exercise 3. Which describe actions? Which describe states?

Dynamic and stative verbs

Dynamic verbs describe an action: something 'happens'.
*We **do** taekwondo.*
*Are you **watching** tennis?*

Stative verbs describe a state: nothing 'happens'.
*She **loves** e-sport.*
*The game **seems** fun!*
We don't usually use stative verbs in the present continuous form.
~~*I'm hating video games.*~~ ×

Some verbs can be dynamic or stative with different meanings (e.g. *think*, *have*, *look*):
*I **think** tennis is boring.* (Stative – think = believe)
*I'**m thinking** about starting swimming lessons.* (Dynamic – think = consider)

→ Grammar reference **page 53**

5 Complete another of Laura's social media posts. Put the verbs in brackets in the correct form.

This is my least favourite sport. I [1] _____ (think) it is so boring. My mum [2] _____ (own) a set of golf clubs, but no one [3] _____ (use) them. Don't get me wrong – I [4] _____ (like) ball sports and right now I [5] _____ (think) about joining a basketball team. But golf [6] _____ (involve) too much walking, and it [7] _____ (feel) very slow when I do it. I [8] _____ (prefer) to run about.

6 Complete the sentences with the verbs in the box in the correct present simple or continuous form.

be feel have not / know sound

1 I _____ how to play volleyball.
2 Some of my friends _____ swimming lessons at the moment.
3 Surfing _____ fun but I've never tried it.
4 I _____ really happy right now.
5 My brother _____ very nice to me at the moment.

Reading

1 Read the article quickly. Match questions 1–3 to paragraphs A–C.

1 Which game is very dirty? .....
2 Which game has very quiet fans? .....
3 Which game is often dangerous? .....

ALL KINDS OF FOOTBALL

Some people say that football's the best game in the world. It's certainly very popular. Here, players of different versions of the 'beautiful game' answer some questions.

A There are five players in a **blind football** team. The goalkeeper can see but the other players are blind, or partially blind like me. We all wear masks so we're equal and no one has an advantage. Inside the ball, there are small bells. The fans don't shout so we can hear the bells clearly and use them to locate the ball. The rules are almost the same as in FIFA matches, but we only play for 25 minutes in each half. It's a fantastic sport and I'd love to compete for my country in the Paralympics one day.





B **Swamp football** is probably not a sport you know much about. It comes from Finland, but there are about 300 swamp football teams around the world. There are six players in each team, including the goalkeeper. The pitch is smaller than a normal football pitch and the game is shorter – only 20 minutes. That's because it's a difficult and tiring game. In fact, it started as a way of helping soldiers to keep fit. Personally, I love swamp football, but I hate cleaning my boots after a match!

C **Cycle ball** looks modern but it's actually over 120 years old. It's from the USA. Players move the ball with the wheels of their bikes. There are four of us – two in each team – and we're on our bikes all the time. We can't put our feet on the ground. We often crash into each other, so it's not always very safe. I prefer it when I don't fall off, but sometimes you can't help it. It's a price I'm happy to pay for playing this great sport.



2 005 Read and listen to the article. Which sport (A–C) is each sentence about?

1 You don't use your feet to kick the ball. .....
2 Twelve players are on the pitch at one time. .....
3 The writer doesn't say where this sport is from. .....
4 You can win a medal in this sport at a large international sports event. .....

Grammar Verbs of preference

3 Look at the extracts from the article. What verb form or noun comes after each verb in bold?

*I'**d love** to compete for my country ...*

*Personally, I **love** swamp football, but I **can't stand** cleaning my boots after a match!*

4 Choose the correct options to complete the grammar box. Use the sentences from the article to help you.

Verbs of preference

Grammar animation

- Use verbs of preference to talk about likes, dislikes and preferences.
- After verbs *can't stand, dislike, enjoy* and *don't mind*, we usually use a noun or [1]**infinitive / *-ing* verb**.
- After verbs *would hate, would(n't) like,* and *would love*, we use a noun or [2]**infinitive / *-ing* verb**.
- After *hate*, *(don't) like*, *love* and *prefer*, we can use a noun, an *-ing* verb or an infinitive verb.

→ Grammar reference **page 53**

5 Complete each sentence with the verb in brackets in the correct form. More than one answer might be possible.

1 I love ..... (watch) live sports matches.
2 I'd like ..... (learn) to play a new sport.
3 I enjoy ..... (do) indoor activities.
4 I can't stand ..... (exercise) in the gym.
5 I'd hate ..... (run) a marathon.
6 I don't like ..... (kick) a ball.
I prefer ..... (hit) it.

6 Write questions using the verbs in brackets. Then ask and answer with a partner.

1 you / play / table tennis? (like)
2 what big event / you / go / to? (would like)
3 you / quiet or loud activities? (prefer)
4 you / be / outside / in the rain? (mind)
5 what kind of sports / you / watch? (love)
6 you / spend time / alone or with others? (prefer)

Vocabulary Sports verbs

1 Complete the table with the words in the box. You can use the words more than once.

catch hit jump kick run score throw

Football	Table tennis	Volleyball
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....		.....
.....		

2 Complete the text with verbs from exercise 1 in the correct form. Which sport is it?

This is a really fast sport. To win a game, a player needs to [1] ..... 11 points. To win a match, you need to win at least three of five games. To serve, the player [2] ..... the ball in the air and [3] ..... it with the racket. Players can [4] ..... on their side of the court, but they can't [5] ..... the ball.

Listening

3 006 Listen to the first part of the dialogue about a popular sport. Complete the rules. Use a number and one of the words in the box.

bag(s) point(s) metre(s)

LET'S PLAY CORNHOLE!

RULES

1 You take turns to throw ..... at the board.
2 You stand about ..... from the board.
3 Each player has got ..... .
4 A bag in the hole = ...
5 A bag on the board at the end of the round = ...
6 You need ..... to win the game.



4 007 Listen to the second part of the dialogue. Kyle asks Lauren for some tips. Match 1–5 to A–E to complete the tips.

1 Hold .....
2 Put .....
3 Don't throw .....
4 Throw .....
5 Make sure you're .....

A one foot in front of the other.
B the bag at the hole.
C relaxed.
D the bag in front of the hole.
E the bag in the middle of your hand.

5 **SPEAKING** Discuss the questions.

1 Would you like to play cornhole? Why / Why not?
2 Do you have the skill to be a good cornhole player?
3 What three tips are useful for new cornhole players?

Grammar Word order

6 Look at the sentence below. Identify the sentence parts in the box. What order do they come in?

object subject verb when where

I play basketball at the park on Saturdays.

7 Choose the correct options to complete the grammar box. Use the example sentences to help you.

Word order

- A clause includes a subject + verb + object (if needed). Then where and when in that order.
  I practise cornhole at home in the evenings.
- Some verbs have two objects – a direct object and an indirect object. The indirect object comes [1]**first / second**.
  *I gave **you a tip**.*
  The indirect object can also come [2]**first / second** if we use a preposition like *at*, *for* or *to*.
  *I gave **a tip to you**.*
- We usually put expressions of place and time at the beginning or [3]**at the end / in the middle**.
  *We play football **at the park on Saturdays**.*
  ***At the park on Saturdays**, we play football.*
- We use adverbs of frequency (e.g. *never, always*) before the main verb and [4]**after / before** *be*.
  *I **always love** playing. I'**m usually** the winner.*
- We use certain adverbs of degree (e.g. *quite, rather, really*) [5]**after / before** the main verb.
  I ***really*** love playing cornhole.

→ Grammar reference **page 53**

8 Put the words in the correct order.

1 the bag / their hands / Players / in / hold .
2 cornhole / at the weekends / usually / I / play .
3 playing / love / at the park / We / sport / really .
4 the rules / remember / They / of the game / usually .
5 throws / to his team mate / Jonny / the ball / never .

9 Place the words in brackets in the correct place in the sentence. Sometimes there is more than one correct answer.

1 Each team puts three balls in the centre of the court. (always)
2 The players run to the centre line and take three balls. (at the start of the game)
3 The players throw at the other team. (balls)
4 The balls move fast around the court. (usually)
5 When a ball hits, the player leaves the court. (a player)
6 Players must watch the balls all the time. (really)
7 The winning team hits on the other side of the court. (all the players)

10 **SPEAKING** Can you guess the sport described in exercise 9?

Speaking

1 **SPEAKING** What activities do you do at the weekend? When and where do you do them?

2 008 Listen to the conversation and complete the sentences.

1 Micah and Ava can't meet on Saturday afternoon because _____.
2 They can't meet on Sunday morning because _____.

3 008 Listen to the conversation again and complete the details about Micah and Ava's final arrangement.

Activity:	
Meeting place:	
Day:	
Time:	

4 008 Complete the questions and answers with the words in the box. Then listen to the conversation again and check.

about busy Let's perfect sorry want

1 Do you _____ to go skateboarding this weekend?
2 What _____ Saturday afternoon?
3 No, _____, I play tennis on Saturdays.
4 I'm _____ in the morning.
5 'What about 3 o'clock?' 'OK, that's _____.'
6 _____ meet at the skatepark.



5 009 Read and listen to the dialogue. When and where do the friends agree to meet? What for?

A Do you want to play e-sports after school on Monday?
B Oh, I can't. I'm busy on Mondays. I go to football training then.
A No problem. What about Tuesday?
B Sorry, I've got my piano lesson on Tuesday.
A That's OK.
B What about Wednesday?
A I'm not free on Wednesdays, and I've got dance class on Thursday.
B No worries. Are you free on Friday? I am.
A Yes, I am, too. That's great. Let's meet outside the school gates at three o'clock.
B Great. See you then.

6 **SPEAKING** In pairs, practise making arrangements. Take turns to be A and B. Follow the instructions below.

cook go shopping meet friends
play a sport play video games
watch a TV show

A Suggest an activity (use an idea from the box above or your own). Suggest a day.
B *Apologise and say you're busy on that day.*
A Respond to your friend's apology. Suggest another day.
B *Say you're free.*
A Suggest a time and place to meet.
B *Apologise and say you're busy at that time.*
A Respond to your friend's apology. Suggest another time.
B *Say you're free at that time.*
A Finish the conversation with a positive phrase.

A Do you want to go swimming on Saturday?
B Sorry, I can't. I'm busy on Saturdays. I visit my grandparents.
A No worries ...

→ Grammar reference **page 53**

3 Fabulous food

Vocabulary Food; food adjectives
Grammar Countable and uncountable nouns; intensifiers with adjectives; quantifiers

AUDIO

Vocabulary Food

1 Which of these foods and drinks can you find in the photo? What else can you see?

bananas beef bread carrots cereal cheese chicken chips coffee eggs garlic grapes ice cream juice lemonade lettuce milk mushrooms olive oil oranges pasta rice salmon salt sugar tomatoes yoghurt



2 Think of different ways you can group the words in exercise 2.

Foods you put in the fridge: cheese, chicken ...
Food you don't put in the fridge: bananas ...

Grammar Countable and uncountable nouns; *some, any, much, many, a lot of, how much / many?*

3 Read about Amir's diet. Underline the things he eats and drinks. Which are countable and which are uncountable?



My brother Amir eats a lot of vegetables, like carrots and broccoli. He doesn't eat much rice, but he eats a lot of noodles. He eats some fish – he likes sushi. Amir doesn't eat many snacks, but he likes popcorn. He has some sweets at the weekend, but he doesn't have any ice cream or fizzy drinks. How many glasses of water does he drink every day? Six or seven!

4 Look again at Amir's diet. Complete the rules with *countable* or *uncountable*. Then choose the correct option to complete the rules.

Countable and uncountable nouns

Grammar animation

1 _____ nouns have a singular and a plural form.
a vegetable ➜ *some vegetables*
2 _____ nouns only have a singular form.
We don't use *a / an* with uncountable nouns.
rice ➜ *some rice*

some, any, much, many, a lot of, how much / many?

Grammar animation

In affirmative sentences:
1 we use **some** / **any** with countable and uncountable nouns.
2 we usually use **some** / **a lot of** to talk about big quantities.
In negative sentences:
3 we use **some** / **any** with countable and uncountable nouns.
4 we use **many** / **much** with countable nouns.
5 we use **many** / **much** with uncountable nouns.
6 we use *How many ... ?* with **countable** / **uncountable** nouns.
7 we use *How much ... ?* with **countable** / **uncountable** nouns.

➜ Grammar reference **page 54**

5 Complete the sentences with *some, any, much* or *many*. There may be more than one correct answer.

1 She'd like _____ vanilla ice cream for dessert.
2 We don't have _____ milk left at all. Can you buy some?
3 I'd like to make risotto for lunch. Have we got _____ rice?
4 There are _____ eggs in the fridge if you want to make an omelette.
5 There aren't _____ oranges left – just two.
6 How _____ bananas do you need to make the cake?
7 There isn't _____ cereal left – just half a packet of cornflakes.
8 How _____ cheese did you buy at the market?

Reading

1 Look at the photo and predict the topic (A–C) for the article.

A People who taste food as a job.
B People who have a strong sense of taste.
C People who can eat a lot of food.

2 010 Read and listen to the article and check your answer to exercise 1. Check the meaning of the bold words in the article.



Do you hate the **taste** of spinach? Do you always leave broccoli on your plate? Do you find coffee too strong or honey too sweet? People probably call you a picky eater, but maybe you're a supertaster.

Scientists say about 25% of people are supertasters, and that it's more common in women than in men. 50% of people are medium tasters, and another 25% of people are non-tasters. Why does this happen? Well, the reason why some people don't like any green vegetables can be genetic. Supertasters have a different version of a gene called TAS2R38. This version of the gene makes bitter **flavours** taste extra strong. Supertasters also have a lot more **taste buds** than other people. These two things mean that foods such as chilli and **bitter** green vegetables can taste too strong, and supertasters might avoid them. One way to find out if you are a supertaster is to count your taste buds. Supertasters have 35 to 60 taste buds per 6-millimetre circle on their tongues.

So is it good to be a supertaster? The name certainly sounds cool and there are some advantages: supertasters are often picky eaters, so they don't usually put on weight because they don't eat too much. Also, they don't eat too many **unhealthy** foods – for example, foods with too much sugar or fat – because the taste is too strong. But they also don't eat enough green vegetables – and this means that they don't get many **healthy** vitamins. Supertasters also often put a lot of salt on their food to stop the bitter taste – and too much salt isn't good for you.

What do you think? Are you a supertaster?

3 Are these statements true (T) or false (F)? Correct the false statements.

1 Supertasters can find coffee too strong. .....
2 Green vegetables taste good to supertasters. .....
3 Supertasters have a lot of taste buds. .....
4 Supertasters often eat too many unhealthy foods. .....
5 They tend to add a lot of sugar to their food. .....

Grammar *too / too much / too many / (not) enough*

4 Look at the grammar box. Does each sentence (1–4) describe something good or bad? Complete the rules (5–6) with the correct words.

too / too much / too many / (not) enough Grammar animation

1 'I cooked **enough** rice.' .....
2 'There are**n't enough** mushrooms in this risotto. And there is**n't enough** cheese.' .....
3 'I eat **too much** salt and **too many** sweets.' .....
4 'My risotto is **too** salty.' .....
5 We use *too*, *too much*, *too many*, and *not enough* to talk about things that are **good** / **not good**.
6 We use *enough* to say that something is **good** / **not good**.

5 Complete the rules with the words in the box. Use the examples in the article to help you.

(not) enough | too | too many | too much

We use [1] ..... + adjective.
We use [2] ..... + uncountable noun.
We use [3] ..... + plural countable noun.
We use [4] ..... + noun.

→ Grammar reference **page 54**

6 Choose the correct option.

1 There is **not enough** / **too much** pizza. Just one piece.
2 My mum drank **too many** / **too much** coffee last night. She couldn't sleep.
3 I can't eat it all. There's **too many** / **too much** food.
4 Ugh! This tea is **too** / **too much** sweet.
5 Lia feels sick. She ate **too much** / **too many** chips.
6 It's important to drink **enough** / **too much** water.

7 Complete the sentences with *too*, *too much*, *too many* or *(not) enough*.

1 My brother eats ..... hamburgers.
2 I haven't drunk ..... water today. I feel thirsty.
3 Have you ever drunk ..... coffee?
4 This sandwich isn't very tasty. It's got ..... bread and ..... cheese.
5 This recipe is ..... difficult for me to cook. It's got ..... ingredients.

8 **SPEAKING** Do you have a healthy diet? Discuss your ideas with a partner. Use *too*, *too much*, *too many* or *(not) enough*.

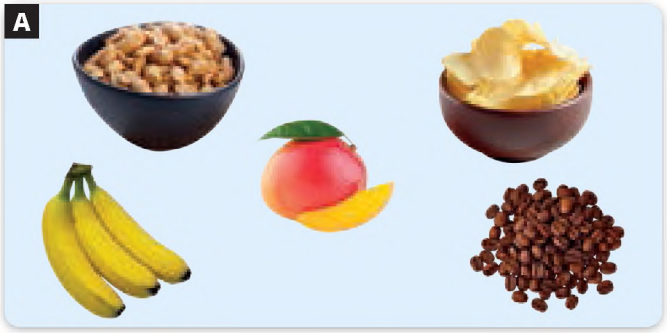
A I have vegetables three times a week, I think that's enough.
B I eat a lot of vegetables as well. But I eat too many sweets.

Vocabulary Food adjectives

1 Look at the pictures. Which adjectives describe each of the foods in boxes A and B?

bitter crunchy delicious greasy healthy
salty savoury spicy sweet unhealthy

A



B



2 **SPEAKING** Which foods from boxes A and B do you think go well together?

Listening

3 011 Listen to two teenagers trying different food combinations. What four food combinations does Lauren try?

1 .....
2 .....
3 .....
4 .....

4 011 Listen again. Complete the sentences with one word in each space.

1 Lauren mustn't eat ..... because she is allergic to them.
2 Lauren thinks mango and chilli is a ..... combination.
3 Lauren thinks that chocolate and crisps go really ..... together.
4 After the bananas with cheese, Lauren asks for some ..... .
5 Lauren thinks coffee and butter is ..... .
6 Some people believe that coffee and butter is a ..... drink.

Grammar Quantifiers: *a lot of, a few, a little, less, fewer*; intensifiers: *a bit, quite, rather*

5 Read the sentences and compare the words and phrases in **bold**. Which word or phrase is bigger / stronger?

1 We're trying **a few** / **a lot of** food combinations.
2 They're all **a bit** / **rather** strange.
3 But it is **a bit** / **quite** spicy.
4 I prefer food with **less** / **more** salt.
5 Coffee with **a lot of** / **a little** butter? Yuk!
6 I prefer food with **a lot of** / **fewer** different flavours.

6 Read the grammar box and complete the rules with *adjective*, *noun*, *countable* and *uncountable*. Use the examples in exercise 5 to help you.

Quantifiers

Grammar animation

We use quantifiers like *a lot of / a few / a little / less / fewer* to say how much or how many there is.

Before a(n) 1	Before a(n) 2	Before a(n) 3 ..... noun.	Before a(n) 4 ..... noun
a lot of a few a little less fewer	a bit quite rather	a lot of a few fewer	a lot of a little less

We use intensifiers like *a bit / quite / rather* to make an adjective stronger or weaker.

a bit quite rather very
Weaker → Stronger

→ Grammar reference **page 54**

7 Choose the correct option.

1 'Do you want something to drink?' 'Just **a little** / **a few** water, please.'
2 The porcini mushrooms were **rather** / **a lot of** expensive.
3 She's decided to eat **fewer** / **less** cheese.
4 I like coffee with **a little** / **a bit** milk.
5 You should eat **a few** / **fewer** biscuits. They have too much sugar!
6 I don't like this burger. It's **a lot of** / **rather** greasy.

8 Complete the dialogue with the words in the box. Sometimes more than one answer is possible.

a few	a little	a lot	fewer
less	rather	too many	too much

A Hi Tino. Are you hungry? Would you like something to eat?

B Hi Ellie. I feel [1] ..... full. I had a big breakfast this morning. I had [2] ..... of bread, with [3] ..... butter and honey. And [4] ..... cups of coffee.

A What! That's not good for you, you know.

B Yes, I know I should drink [5] ..... coffee. And I should eat [6] ..... biscuits, too.

A Yes, you eat [7] ..... sweet snacks. Here, have some of my grapes.

Speaking

1 **SPEAKING** Look at the Corner Café menu. Discuss the questions.

1 Why is there more than one price for some of the food and drink?

2 What would you like to eat from this menu?

Corner Café

Sandwiches – homemade bread, all fresh

Chicken and salad • Tuna **£4.50**

Mozzarella and tomato • Avocado and chilli **£4**

Pizzas – cooked in our Italian pizza oven

Margherita (tomatoes, cheese) **£5 • £7 • £9**

Chicken and red peppers **£5 • £8 • £10**

Spicy meat **£6 • £9 • £11**

Extra toppings: extra cheese, mushrooms, onions, peppers, olives, spinach **£1 each**

Desserts – try a sweet treat!

Chocolate brownie with vanilla ice cream **£3.50**

Ice cream (various flavours) **£2 per scoop**

Drinks

Cola, lemonade, sparkling water **£1.50 • £2.50**

Fruit smoothies: banana, strawberry, mango **£3**

Tea **£2.50** • Coffee **£3**

All our dishes are NUT FREE! Ask your server for more information.

2 012 Listen to a conversation in the Corner Café. Answer the questions.

1 How many pizzas do Maya and Jude order? .....

2 How many extra pizza toppings does Maya want? .....

3 What do they order for dessert? .....

4 How much does it all cost? .....

3 013 Read and listen to the dialogue. Are the statements true (T) or false (F)? Correct the false statements.

1 They can't agree on what they want to eat. .....

2 They order two different pizzas. .....

3 They don't want mushrooms on pizza. .....

4 They both want to have a dessert. .....

A I'm hungry. Let's order.

B Yes, good idea. Let's have a pizza. Or would you like a sandwich?

A I'd like a pizza.

B Sounds good. Me too. I think I'll have a Margherita with extra cheese.

A I'll have the same. And some mushrooms.

B Mushrooms? Nice idea! I'd like mushrooms, too. Let's get one medium pizza, not two small ones? We can share it.

A Great idea! And then we save £3.

B Brilliant! So we can also have a chocolate brownie.

A Great!



4 Read the dialogue again. Find and underline phrases for agreeing with an idea.

5 **SPEAKING** With a partner, imagine you are at a café. Discuss what to order, using phrases for agreeing from exercise 3.

→ Grammar reference **page 54**

4 Now and then

Vocabulary Verbs and their opposites; feelings
Grammar Past simple (regular and irregular); past simple *be*, *there was/were*; past time phrases; subject / object questions

AUDIO

Vocabulary Verbs and their opposites

1 Read the text about objects in a time capsule. Which of these things are still popular now?

Our time capsule from 1999!

Hello, people of the future! We hope you like our time capsule. This is what's inside:

A Mobile phones are quite common now in the USA. You can receive messages and make calls anywhere!

B The Internet became popular in the mid-1990s. Now, in 1999, we can use a computer to connect to the World Wide Web.

C We listen to music on CDs. Singers like Britney Spears sold millions of CDs in the 1990s and won many awards.

D We watch films on VHS videos. We buy them, or we can borrow them from local shops.

E Most of us agreed that the Nintendo Game Boy is the best device of the 1990s – only two people didn't agree.

F Grunge music and fashion appeared in the USA in the mid-1980s, but it didn't appear in the UK until the 1990s. People spent a lot of money on grunge fashion!



2 Read the text again and find the opposites of the verbs in the box. Which are in the past tense?

buy disagree disappear disconnect
lend lose save send

3 Complete the questions with the correct form of the verbs from exercise 2, or their opposites. Then ask and answer the questions with a partner.

1 Do you ever _____ books from a library?
2 Where do you usually _____ clothes?
3 Do you ever send or _____ letters or postcards?
4 How often do you _____ to the internet at school?
5 Which singers often _____ awards these days?
6 What do you _____ money on?

Grammar Past simple: regular and irregular verbs

4 Complete the table about the past simple. Use *Our time capsule from 1999!* to help you.

Past simple: regular and irregular verbs — Grammar animation

		Affirmative	Negative
Regular verbs	I / He / She / It We / You / They	agreed appeared saved	1 _____ 2 _____ didn't save
Irregular verbs	I / He / She / It We / You / They	3 _____ spent 4 _____	didn't sell didn't spend didn't win

Questions	Short answers
When did grunge appear?	It appeared in the 1980s.
Did you agree?	Yes, I 5 _____ . / No, I didn't.

→ Grammar reference **page 55**

5 Choose the correct option.

1 She didn't **bought** / **buy** her laptop in a shop. She **bought** / **buy** it online.
2 I **didn't have** / **hadn't** any money, so my friend **lent** / **borrowed** me some.
3 A My team **win** / **won** the game yesterday.
B Yes, I know. I **saw** / **see** the game on TV.
4 The Wi-Fi **wasn't connect** / **didn't connect**, so I **used** / **use** the 4G on my phone.

6 Complete the sentences with the past simple forms of the verbs in brackets.

1 Japanese electronics company Nintendo _____ (create) the Game Boy™. They _____ (sell) almost 120 million of them between 1989 and 2003.
2 Grunge fashion _____ (appear) at the same time as grunge music when bands like Nirvana became popular. Grunge _____ (make) big black boots fashionable.
3 In the early 90s, CDs _____ (become) very popular. People _____ (listen) to them on CD players.
4 Mobile phones made calls and _____ (send) text messages, but they _____ (not connect) to the internet.

7 SPEAKING In what ways were entertainment and communication in the 1990s different to the present day?

Reading

1 Read Carla's blog quickly to get the main idea. How did life change for American teenagers between the 1900s and the 1940s?

2 014 Read again and listen. Are the sentences true (T) or false (F)? Correct the false sentences.

1 Nobody used the word teenager in 1900. .....
2 In 1900, 16% of Americans with a job were under the age of 18. .....
3 Working teenagers weren't paid a lot of money in 1900. .....
4 Teenagers spent less time at school per year in 1940 than they did in 1900. .....



CARLA'S BLOG

Hi! My name's Carla. You probably know a lot about American teens like me from TV shows and movies and maybe we're quite similar. **But what were American teenagers like in 1900?**

Well, first of all, the word teenager didn't exist! People turned thirteen, but **there weren't any 'teenagers' like us in 1900. You were a child, then you got a job, and then you were an adult!** In 1900, children could leave school at 14 to work, and most did. Only eleven per cent of children aged 14 to 17 went to high school and eighteen per cent of all working Americans were under the age of 16.



Was work better than school? No, it wasn't. Life was very hard for working teens. Many of them worked in coal mines, cotton mills or factories for long hours. The work wasn't well paid, and it was often dangerous. **Unfortunately, for most families, there wasn't a choice.** They needed the money to pay for basic things like food and clothes.

Luckily, by the 1940s, things started to get better. People had more money and there were new laws about education and work. More teenagers went to school, from an average of about 100 days per year in 1900 to 143 days in 1930, and they stayed in education longer. By 1940, around fifty per cent of American teenagers finished high school. **There was time for sports, music and hanging out!** For the first time, teenagers developed their own identity. This was the birth of teenage culture.

I feel very lucky that I was born in this century and I can enjoy being a teenager. Don't you agree?

Grammar Past simple of *be*: *(there) was / were*; past time phrases

3 Study the phrases in bold in Carla's blog. Complete the table with the correct words.

Past simple of *be*: *(there) was / were*

Grammar animation

	Affirmative	Negative
I / He / She / It We / You / They There	**was** [2] ..... **was / were**	[1] ..... **weren't** **wasn't /** [3] .....
Questions	**Short answers**	
Was I / he / she / it ... ?	Yes, I / he / she / it **was**.	No, I / he / she / it [4] ..... .
Were you / we / they ... ?	Yes, you / we / they **were**.	No, you / we / they **weren't**.

→ Grammar reference **page 55**

4 Choose the correct option.

1 There **wasn't** / **weren't** any films on TV last night.
2 There **were** / **was** too many people in the café.
3 Where **were** / **was** he yesterday morning?
4 Why **were** / **was** they unhappy yesterday?
5 A **Was** / **Were** she at school last week?
B No, she **wasn't** / **weren't**.

5 Complete the sentences with the correct form of the verb *be*. Make them true for you.

1 My grandparents ..... alive in 1900.
2 There ..... time to hang out with my friends before school this morning.
3 I ..... awake at midnight last night.
4 The last film I saw ..... very good.
5 My parents ..... born in the same country.
6 My friends ..... happy last time I saw them.

6 Put the past time phrases in the box in order. Start with the most recent.

an hour ago on Friday evening
at midnight last night in 1900 this morning
in the 1920s and 30s two weeks ago
last week yesterday

in 1900 ← → an hour ago

7 **SPEAKING** Ask and answer questions with a partner using past time expressions.

Where were you on Sunday / on Friday evening?
Who was your teacher last year / in 2023?

Vocabulary Feelings

1 Read Lucia and Hugo's online messages. Fill in the gaps with six of the adjectives in the box to match the emojis.

annoyed bored embarrassed excited relaxed scared surprised tired unhappy worried

Live chat

Lucia Hi Hugo. How's your holiday going? It rained all day here. There's nothing to do. I'm so [1] ..... 😞.

Hugo Hi Lucia. Fuerteventura is great. Today we tried kitesurfing and saw a shipwreck! I was so [2] ..... 😄 about the kitesurfing, but also a bit [3] ..... 🥴. It was great, but really difficult.

Lucia Cool! What about the shipwreck?

Hugo The ship has a very interesting history. In 1994, there was an accident and it got stuck. It was so creepy! My little brother, Miguel, got [4] ..... 🤪 and then he felt a bit [5] ..... 😳. We just got back to the campsite. I'm so [6] ..... 😴.

Lucia Poor Miguel! Enjoy the rest of your holiday.

2 015 Listen to Lucia and Hugo. What are they feeling? Match 1–4 to four of the adjectives from exercise 1.

1 ..... 3 .....
2 ..... 4 .....

Listening

3 016 You will hear two teenagers talking about the places in photos 1 and 2. Predict the vocabulary you will hear. Then listen and check.

4 016 Listen again and complete the sentences.

1 ..... destroyed the roof of the mall.
2 Noi says people are ..... when they see photos of the fish in the mall.
3 Britain built the Maunsell Sea Forts in ..... .
4 Tom says the forts were creepy, but he wasn't ..... .



1 **New World Shopping Mall** *Thailand*



2 **Maunsell Sea Forts** *Great Britain*

Grammar Subject / object questions in the past

5 017 Listen to a conversation about a holiday in England. Complete the questions with the correct words.

1 Where did you ..... ?
2 Who ..... the tickets?
3 Why did she ..... to go to England?
4 Who ..... you it always rains?
5 ..... did you do there?

6 Read the grammar table and choose the correct option to complete the rules.

Subject / object questions in the past

Grammar animation

Subject questions

Question word	+ past simple verb	(+ object)?
Who	told	you that?

Object questions

Question word	+ *did*	+ subject	+ infinitive without *to*?
Where	did	you	go?

We use [1]**subject** / **object** questions to ask who or what did an action.
We use [2]**subject** / **object** questions to ask about when, where, why, how (etc.) someone did an action.

→ Grammar reference **page 55**

7 Tick the correct questions. Correct the incorrect ones.

1 Where did you go on holiday? ☐
2 Who did visit the castle yesterday? ☐
3 What you ate for dinner? ☐
4 When did you get home? ☐
5 Why they visited that creepy place? ☐
6 Who wanted to go to England? ☐

8 **SPEAKING** Discuss the questions.

1 Which place in this lesson do you think is the most creepy?
2 Do you know any creepy places? Where are they?

Speaking

1 **SPEAKING** Read the fact files below. Which person would you most like to meet? Why?

2 Complete the fact files with the words in the box.

environmental human rights
sporting plastic medals

3 018 Listen to the conversation. Answer the questions.

1 What are Yana and Andy discussing?
2 Who do they choose to write about from exercise 1?

4 018 Choose the correct option. Then listen again and check. Which phrases are for making suggestions and which are for responding to suggestions?

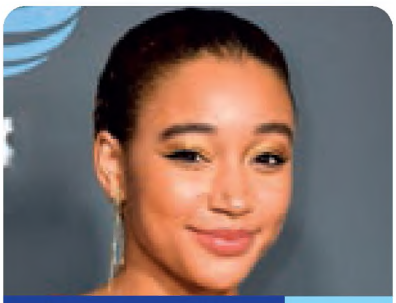
1 How **is** / **about** Wonder Woman?
2 We **could** / **can** choose a sports hero.
3 I'm not so **happy** / **keen** on that idea.
4 I'd **really** / **rather** not write about the environment again.
5 **Why** / **How** don't we choose a human rights hero?
6 That **sounds** / **hears** good.

5 **SPEAKING** In pairs, take turns to make and respond to suggestions.

- You want to go shopping after school.
- You'd like to go out at the weekend.
- You need to do research for a project together.
- You'd like to go to a concert on Friday.

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TODAY'S YOUNG HEROES



Amandla Stenberg

Actor

About: Amandla appeared in *The Hunger Games* with Jennifer Lawrence.

Born: 1998, California, USA

What makes them a hero: Amandla fights for women's rights and against racism. She's a [1] _____ hero.



Fionn Ferreira

Scientist and engineer

About: Fionn won the 2019 Google Science Fair.

Born: 2000, Cork, Ireland

What makes him a hero: Fionn found a way to remove [2] _____ pollution from water.

He's an [3] _____ hero.



Simone Biles

Gymnast

About: Simone became the greatest female gymnast ever.

Born: 1997, Ohio, USA

What makes her a hero: Simone won 30 World Gymnastics Championship [4] _____.

She's a [5] _____ hero.

→ Grammar reference **page 55**