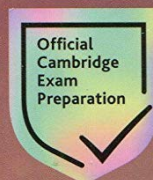




CAMBRIDGE



PREPARE

STUDENT'S BOOK

B1

LEVEL 4

**James Styring
Nicholas Tims**

**Second
Edition**

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UNIT	VOCABULARY	READING	GRAMMAR
1 ALL ABOUT ME page 10	Describing people Prefixes: <i>un-, in-, im-</i>	✔ all.about.me	Present simple and continuous
2 IN FASHION page 14	Clothes: adjectives Adverbs	Fashion and music	Past simple
Culture Traditional clothes page 18			
3 MY WAY OF LIFE page 20	Life events <i>too, enough, not enough</i>	Is teenage life better now than in the past?	Comparatives and superlatives <i>not as ... as</i>
4 CHAMPIONS page 24	Sports Words with different meanings	✔ Meet the new BMXers	Past continuous
Life Skills Physical well-being: Keeping fit page 28			
Review 1 Units 1–4 page 30			
5 CALL THE POLICE! page 32	Crimes and criminals <i>ourselves, yourselves, themselves and each other</i>	That isn't allowed here	Past simple and continuous
6 CITY LIFE page 36	City problems Compounds: noun + noun	✔ City problems – teenagers' solutions	<i>some/any, much/many, a lot of, a few / a little</i>
Culture New York City page 40			
7 GETTING ON page 42	<i>be, do, have</i> and <i>make</i> Phrasal verbs: relationships	Troublespot: don't get angry – get advice	<i>have to</i> and <i>must should</i>
8 GOING AWAY page 46	International travel Phrasal verbs: travel	We're off to Tokyo	Future: <i>be going to</i> and present continuous
Life Skills Interpersonal skills: Dealing with conflict page 50			
Review 2 Units 5–8 page 52			
9 SHOP TILL YOU DROP page 54	Money and shopping Easily confused words: <i>pay, charge, cost</i>	✔ Help! I just can't stop shopping!	Present perfect The past participle of <i>go</i> : <i>been</i> and <i>gone</i>
10 TASTE THIS! page 58	Food and drink adjectives <i>look, taste, smell</i>	Ollie, don't eat that!	Present perfect and past simple <i>How long?</i> and <i>for/since</i>
Culture British food page 62			


LISTENING	SPEAKING	WRITING	VIDEO
		An online profile	
A conversation about fashion and music in the past	✓ Talking about yourself		▶ In fashion
			▶ Trendsetters
		✓ An informal email (1)	▶ Life events
A programme about sport	Describing a past event		
		✓ A story (1)	
An interview about living in the country	Agreeing and disagreeing		▶ Modern life
			▶ New York City
		✓ An informal email (2)	
✓ A talk about a travel writing competition	Making suggestions		
		✓ A story (2)	
✓ Seven short conversations about food	Ordering food		▶ Taste this!
			▶ International food in London

12

12

UNIT	VOCABULARY	READING	GRAMMAR
11 A HEALTHY FUTURE page 64	Body and health Illnesses and injuries: verbs	We will live for 1,000 years	<i>will</i> and <i>be going to</i>
12 INCREDIBLE WILDLIFE page 68	Animals Adverbs of probability	Weird animals	Modals of probability
Life Skills Social responsibility: Respecting the environment page 72			
Review 3 Units 9–12 page 74			
13 MIXED FEELINGS page 76	Adjectives: moods and feelings Adjectives: <i>-ed</i> or <i>-ing</i>	 The worst day of the week	<i>just, already</i> and <i>yet</i>
14 ON SCREEN page 80	TV and film Talking about films and shows	So you want to be in a film?	Relative clauses
Culture The film industry page 84			
15 DIGITAL LIFE page 86	Computer phrases Phrasal verbs: technology	 Apps for learning English	Present simple passive
16 AMAZING SCIENCE page 90	Doing experiments Phrasal verbs: science	The Ig Nobel Prize	Zero and first conditional
Life Skills ICT literacy: Staying safe online page 94			
Review 4 Units 13–16 page 96			
17 TALENTED page 98	Arts and entertainment Adjectives: <i>-al</i> and <i>-ful</i>	 Who are the real artists?	Reported commands
18 THE WORLD OF WORK page 102	Jobs Suffixes: <i>-er, -or, -ist, -ian</i>	I'm in charge	Second conditional
Culture Special training page 106			
19 THE WRITTEN WORD page 108	Things that you read <i>say, speak, talk</i> and <i>tell</i>	 Signs, notices and messages	Reported speech
20 SEEING IS BELIEVING page 112	Collocations: thinking <i>look (at), see, watch</i>	Illusions everywhere	Past simple passive
Life Skills Critical thinking: Identifying reliable news page 116			
Review 5 Units 17–20 page 118			
Extra activities page 120			
Vocabulary list page 128			
Grammar reference and practice page 138			
List of irregular verbs page 158			

Key to symbols:

 B1 Preliminary for Schools exam task

 Video

LISTENING	SPEAKING	WRITING	VIDEO
		✓ An article (1)	▶ Healthy future
A programme about animals at work	✓ Describing a photo (1)		
		✓ An article (2)	▶ Mood and feelings
✓ Six conversations about TV and film	Reaching agreement		
			▶ History of Hollywood
		✓ An informal email (3)	
A conversation about a teenage inventor	✓ Describing a photo (2)		
		A biography	▶ Talented
Two conversations about problems	✓ Discussing options		▶ I'm in charge
			▶ Performing arts schools
		An online book review	
✓ A university podcast	Expressing surprise and disbelief		

**LEARN ABOUT THE FEATURES
IN YOUR NEW STUDENT'S BOOK!**

Start each unit by talking about you, your life and the unit topic

Learn useful tips to help you prepare, plan and check your writing

ABOUT YOU

01 Watch the video and answer the questions.

What are you wearing today?
What fashions do you like?
Which colours or clothes look on you?

VOCABULARY

- 1 Look at the photos. Who are the people and what are they wearing? Then listen and check.
- 2 Listen to an interview with three teenagers. Are they talking about:
- a what's fashionable at the moment?
 - what clothes they might buy?
 - what they like wearing?
- 3 Read the questions. Then listen again and write a (A), (M) or (F) (like).
- 1 Which clothes are **comfortable**?
 - 2 Which jeans are **stylish**?
 - 3 Who is wearing something **brand** new?
 - 4 Who doesn't wear **smart** clothes?
 - 5 Who isn't interested in **trendy** clothes?
 - 6 Who is very **anti-dress** today?
- 4 Match the adjectives to their opposites!
- Exercise 3 How many adjectives can you match to each photo?
- | | |
|---------------|---------------|
| body-dressed | casual |
| loose-fitting | second hand |
| uncomfortable | unfashionable |

[illegible]

READING

- 2 Read the article again. Choose the correct answers.**
- Before the 1880s, teenagers**
 - didn't listen to music very much.
 - listened to the same music as adults.
 - In the 1950s, teenage boys**
 - wore casual clothing.
 - wore leather suits.
 - wore clothes similar to the pop stars.
 - In the 1980s,**
 - fashions shocked some people.
 - hippies wore mini skirts.
 - musicians in the late 70s
 - At work colourful clothing**
 - was worn by brand new clothes.
 - was popular in the 1990s liked
 - Many singers of the 1990s liked**
 - wearing special suits.
 - wearing smart suits.
 - Todaydays, people**
 - get their fashion ideas from YouTube.
 - wear similar clothing to Taylor Swift and Ed Sheeran.

TALKING POINT

- Why do you think people choose to dress like music stars?

IN FASHION 1

Say what you think about the topic in the text

Speaking Describing a photo (2)

Learn useful words and phrases for effective communication

Watch interviews
with teenagers
like you

GRAMMAR Zero and first conditional

- [illegible]

VOCABULARY Phrasal verbs: science

- 1 Match the sentence halves.
- 1 We're trying to **sell**
2 To do this experiment, **cut**
3 First, you need to **carry**
4 I can't **wash**
5 If you have 1 billion and you **take**
6 Be careful. Don't **blow**
7 **away** 1 million, you get **one**
8 **a** sheet of paper into 1 cm strips.
9 **is** the whole subject
10 **is** the answer to this problem.
11 **are** experiments in a lab.
12 **the** number of atoms in this molecule.
- Complete the sentences with the verbs above.
- I can't _____ how to design this experiment.
If you _____ the units and divide by two, you get the answer.
_____ the prizes into six prizes.
I've _____ lots of experiments last year.
This _____ unless you _____ water on it.
If you leave seventy-five _____ ten, leaves fifty-five.
- Turn to page 125.

SPEAKING Describing a photo (2)

- 1 Look at the photo. Where do you think the students are? What do you think is happening?
- 
- 2 Listen to someone describing the photo. Compare your ideas.
- 3 Read the Prepare to speak box. Then listen again which details do you not hear?
- PREPARE TO SPEAK**
- Describe a photo (2)
- When you aren't sure
- it looks like a kind of ...
 - it could maybe be ...
 - They seem very ...
 - I'm not really sure, but ...
- When you don't know the words
- I don't know what it's called.

Look at another photo. Where do you think the
catheter is? What do you think is happening? T

-

CULTURE

Learn about the culture of English-speaking countries and the wider world

VIDEO

Watch interesting documentaries about the culture topics



LIFE SKILLS

Develop important skills that you can use in your daily life

CULTURE

NEW YORK CITY

- 1 Ask and answer the questions with a partner.
 - a. How many people live in New York?
 - b. What city is the largest in the USA?
 - c. What city is the largest in the world?
- 2 Do the New York City quiz.
- 3 Read the text. Find the answers to the quiz.

NEW YORK, NEW YORK

New York is one of the most exciting cities in the world. It's the capital of New York State and the largest city in the USA, with a population of about 8.5 million. The city is famous for the Big Apple and people also call it 'the city that never sleeps' because it's busy day and night.

History

Over the past two centuries, many different groups of people have lived in New York. The first settlers were Dutch and English. In 1790, the city was the capital of the United States. In 1898, New York City was created by joining five different cities together.

New York life

There are five main areas in the city called boroughs: Manhattan, the Bronx, Queens, Richmond and Brooklyn. Manhattan is the most famous of the boroughs. It's the heart of the city and is home to many of the city's most famous buildings and landmarks. The Statue of Liberty is one of the most famous landmarks. It was built in 1886 and is a symbol of freedom.

- 4 Answer the questions with information from the article.
 - a. How big was the first community in New York in the 1600s?
 - b. What are the names of the five main areas of the city?
 - c. How tall is the Statue of Liberty?
 - d. Which area of New York is the most famous for shopping, according to the article?
 - e. How can you get from Manhattan to Brooklyn?
 - f. Why do people visit the Statue of Liberty?
- 5 Match the **highlighted** words in the text to the meanings.
 - a. very tall buildings, usually in a city
 - b. an informal name for something or someone, used instead of a real name
 - c. consisting of many different types
 - d. the number of people living in a particular area
 - e. a system of trains that usually travel underground
 - f. areas of a town or city that people live in
- 6 What are these signs? Which ones would you like to see?
 - a. No parking
 - b. No smoking
 - c. No dogs
 - d. No littering
 - e. No alcohol
 - f. No mobile phones
 - g. No photography
 - h. No eating or drinking
 - i. No smoking or drinking
 - j. No smoking or drinking or photography

- 8 Listen again. Are the sentences true or false?
 - a. First, we went to the city.
 - b. Next, we visited Times Square.
 - c. After lunch, we decided to visit a museum.
 - d. I visited the Statue of Liberty.
 - e. I visited the Statue of Liberty.
 - f. I visited the Statue of Liberty.
 - g. I visited the Statue of Liberty.
 - h. I visited the Statue of Liberty.
 - i. I visited the Statue of Liberty.
 - j. I visited the Statue of Liberty.
- 9 Look at the phrases in the **Useful Language** box. Change the words in brackets with your own ideas.
 - a. I went to the city (visit).
 - b. I visited the Statue of Liberty (visit).
 - c. I visited the Statue of Liberty (visit).
 - d. I visited the Statue of Liberty (visit).
 - e. I visited the Statue of Liberty (visit).
 - f. I visited the Statue of Liberty (visit).
 - g. I visited the Statue of Liberty (visit).
 - h. I visited the Statue of Liberty (visit).
 - i. I visited the Statue of Liberty (visit).
 - j. I visited the Statue of Liberty (visit).

USEFUL LANGUAGE
 Describing where to go
 1 First, we went to the city.
 2 Next, we visited Times Square.
 3 After lunch, we decided to visit a museum.
 4 I visited the Statue of Liberty.
 5 I visited the Statue of Liberty.
 6 I visited the Statue of Liberty.
 7 I visited the Statue of Liberty.
 8 I visited the Statue of Liberty.
 9 I visited the Statue of Liberty.
 10 I visited the Statue of Liberty.

PROJECT

Write about an interesting visit to a famous city. Think about your answer to the questions.
 • What city did you visit? What did you go to?
 • Did you go there with your family or friends?
 • What was the weather like during your visit?
 • What famous buildings and sights did you see?
 • Did you go shopping for anything special?
 • What did you eat and drink?
 • What was your favourite part of the visit?
 Present your work to the class, using the phrases from the **Useful Language** box.

LIFE SKILLS

CRITICAL THINKING

IDENTIFYING RELIABLE NEWS

LIFE SKILLS

Identifying reliable news
 We can get news from many sources. We can ask people we know and we can turn on the radio or TV. But we also need to think about what's happening. However, we can't trust everything we see or hear. We need to identify reliable sources that we can believe and trust.

1 Ask and answer the questions with a partner.

- a. What sources of information help you stay up to date?
 • My parents
 • Teachers and other adults
 • My friends at school
 • Newspapers and magazines
 • News on the radio or TV
 • Internet websites and apps
 • Other sources
- b. Which sources of information do you believe the most? Why do you think they are better than other sources?

2 Read the text quickly. Match the questions (a-e) to the expert's answers.

- a. Why do people create fake news?
 • Money can be made by spreading fake news.
 • Fake news can be used to spread lies.
 • Fake news can be used to spread hate.
 • Fake news can be used to spread fear.
- b. How can we avoid fake news?
 • We can check the source of the news.
 • We can check the date of the news.
 • We can check the content of the news.
 • We can check the comments on the news.
- c. What other negative effects can fake news have?
 • Fake news can be used to spread lies.
 • Fake news can be used to spread hate.
 • Fake news can be used to spread fear.
 • Fake news can be used to spread confusion.
- d. What does the phrase 'fake news' mean?
 • Fake news is news that is not true.
 • Fake news is news that is made up.
 • Fake news is news that is spread online.
 • Fake news is news that is spread by social media.
- e. What does the phrase 'fake news' mean?
 • Fake news is news that is not true.
 • Fake news is news that is made up.
 • Fake news is news that is spread online.
 • Fake news is news that is spread by social media.

3 Match the sentences to similar ideas in the introduction and paragraphs 1-5.

- a. We get information about the news from lots of places.
- b. Fake news can change opinions about people and companies.
- c. A fake story can become famous if lots of people share it online.
- d. Some websites use fake news to get more visitors and make money.

4 Match the **highlighted** words in the text to the meanings.

- a. funny stories that people tell
 • give or receive something
 • make or understand something
 • topic or subject
 • very new and up-to-date
 • have a bad effect on something
- b. Match the phrases (a-f) to the topics (1-4). Then listen to four people talking about fake news. Which topics do they discuss?

5 Listen again and answer the questions.

- a. In the astronomy article, what did scientists discover?
 • They discovered a new planet.
 • They discovered a new star.
 • They discovered a new galaxy.
 • They discovered a new comet.
- b. Why might NASA want to keep the story secret?
 • They want to keep the story secret because it's a big discovery.
 • They want to keep the story secret because it's a big discovery.
 • They want to keep the story secret because it's a big discovery.
 • They want to keep the story secret because it's a big discovery.
- c. Why was it impossible for them to be married?
 • They were too young.
 • They were too poor.
 • They were too different.
 • They were too far apart.
- d. Why didn't the company like the phrase 'strange pink liquid'?
 • It was too strange.
 • It was too pink.
 • It was too liquid.
 • It was too strange and pink.
- e. What health products are fake stories often about?
 • Fake stories are often about health products that are not real.
 • Fake stories are often about health products that are not real.
 • Fake stories are often about health products that are not real.
 • Fake stories are often about health products that are not real.
- f. What are the fake news websites really trying to do?
 • They are trying to get more visitors and make money.
 • They are trying to get more visitors and make money.
 • They are trying to get more visitors and make money.
 • They are trying to get more visitors and make money.

6 Complete the **Useful Language** phrases with the words in the box.

- a. cases discuss issue serious share solution

7 **USEFUL LANGUAGE**

- a. It can be a ... problem.
 • It can be a ... problem.
 • It can be a ... problem.
 • It can be a ... problem.
- b. There have been many ... of this.
 • There have been many ... of this.
 • There have been many ... of this.
 • There have been many ... of this.
- c. It's quite an important ...
 • It's quite an important ...
 • It's quite an important ...
 • It's quite an important ...
- d. We need a ... to this problem.
 • We need a ... to this problem.
 • We need a ... to this problem.
 • We need a ... to this problem.
- e. People shouldn't ... fake news.
 • People shouldn't ... fake news.
 • People shouldn't ... fake news.
 • People shouldn't ... fake news.
- f. It'd be good to ... it at school.
 • It'd be good to ... it at school.
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FAKE NEWS

GET THE REAL FACTS!

Q1

When people talk about fake news, they mean false stories that we sometimes find in the media. For example, a website might post an article with false information about a famous celebrity. That's why it's important to check the source of the news and to think about what's really happening.

Q2

The phrase 'fake news' isn't new. In fact, it's more than 100 years old. And of course, newspapers and fake news have existed since people started using language. However, fake news is becoming more common today because of technology. Technology makes communication faster and easier than before.

Q3

In some cases, people invent fake stories to have fun and make money. But fake news can also be used to get attention. For example, websites might use fake headlines to attract more readers so they can earn more money. In some cases, fake news can cause more harm than good, and it's not funny!

Q4

To protect yourself against fake news stories, ask yourself four questions: who, what, when and why. Who wrote the story? Are they experts on the subject? Do you trust them to tell the truth? What do other people say? Check the facts with other sources and people that you trust.

Q5

Why has this story appeared? Did you find it on a website that usually tells the truth? Why has this story appeared? Did you find it on a website that usually tells the truth? Why has this story appeared? Did you find it on a website that usually tells the truth?

Q6

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Q7

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Q8

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Q9

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Q10

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Q11

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Q12

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Q13

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Q14

Why has this story appeared? Did you find it on a website that usually tells the truth? Why has this story appeared? Did you find it on a website that usually tells the truth? Why has this story appeared? Did you find it on a website that usually tells the truth?

Q15

Why has this story appeared? Did you find it on a website that usually tells the truth? Why has this story appeared? Did you find it on a website that usually tells the truth? Why has this story appeared? Did you find it on a website that usually tells the truth?

PROJECT

Work together to create something fun and expand your learning

REVIEW

Check your progress

4

CHAMPIONS



ABOUT YOU

Which sports do you play regularly?
Which sports do you watch?

VOCABULARY

Sports



15



Match the photos to some of the sports in the box. Then listen and check. Check the meaning of the other sports.

athletics boxing climbing cycling
gymnastics ice hockey ice skating
jogging rugby squash surfing
swimming table tennis tennis
volleyball windsurfing

A



B



C



D



E



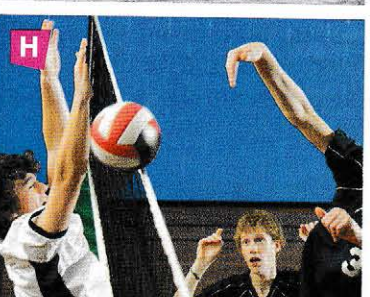
F



G



H



16

2 Listen to six interviews and match the sentence halves.

- | | |
|---------------------|----------------------------|
| 1 We go | a athletics in the summer. |
| 2 We do | b cycling all the time. |
| 3 I don't play | c jogging quite often. |
| 4 I go | d ice hockey. |
| 5 My mates and I go | e tennis together. |
| 6 We never play | f windsurfing on the lake. |

3 Add the sports from Exercise 1 to the table.

do	go	play
<i>athletics</i>	<i>climbing</i>	<i>ice hockey</i>

4 What other sports and activities can you think of? Add them to the table in Exercise 3.

play basketball go snowboarding

5 Do the quiz in pairs. The answers are all from Exercises 1 and 2.

RACE AGAINST THE



Answer the questions about the sports in Exercise 1.

Be quick! You've got a time limit of five minutes!

- Which nine sports can you do on your own?
- Which four sports are for two or four players?
- Which three sports are for teams of more than four?
- Which five sports do you do on or in water or ice?
- In which two sports do you use a racket?
- In which four sports is there a net?
- Which sport is not in the Olympic Games?
a cycling b table tennis
c ice hockey d squash
- What sports do people do in these competitions?
a Wimbledon b Tour de France
c IAAF World Championships

6 Discuss the questions.

- What's your favourite sport? Why? When do you do it?
- What are the most popular sports in your country?

READING

1 Read the text quickly and answer the questions.

- Who are the new BMXers?
- Do they like racing or 'freestyle' BMX?

Did you think that BMX racing was just for men? Think again ...

Meet the new BMXers

It was a dark, rainy, winter's day at the National Cycling Centre in Manchester (UK) and I was taking photographs of the girls' BMX team. They were riding around the track with apparently no fear. They all obviously had a real passion for the sport.

Olivia, aged 15, has long, brown hair. She's smart and confident, and the way she was smiling showed how much she loved it. How did she first become interested in BMX? ¹ Although all the racers were boys, she knew instantly it was the sport for her. 'It's not harder for girls to get into the sport,' she said – anyone can do it. 'BMX gives you knowledge. When you come to the track, you learn something new every day.'

So what is a BMX? A BMX is a bike with small wheels and a low seat. Small wheels actually go faster than big wheels at speeds of up to 20 km/h. ² These mean that a bike can travel quickly without the rider using their legs too much. But there are no gears on a BMX, so the rider has to pedal a lot to go fast. ³

Some BMXers love doing jumps and crazy stunts – this is called 'freestyle'. Other riders prefer racing. BMX races are fast but short. ⁴ Both riding styles have something in common: riders fall off their bikes a lot. That's why they all wear a helmet, as well as knee and elbow guards under their racing clothes.

Many people think that BMX is scary or dangerous, but fear isn't a thought that goes through this BMX team's minds. ⁵ They don't see the difference between male and female, not while they are out on the track doing what they enjoy the most.

2 Read the article again. Five sentences have been removed from the text. For each space choose the correct sentence. There are three extra sentences which you do not need to use.

- She laughed because some of the riders were moving their legs so quickly.
- They usually only last for about 40 seconds.
- BMX race bikes can be very expensive.
- She was watching her older brother race.
- They weren't worried by the rain either.
- They see BMX as a fun sport, a way of life, a good social activity.
- Normal bikes have at least 20 gears.
- This is the biggest problem with BMX races.

3 Match the highlighted words in the text to the meanings.

- part of a bicycle that controls the speed of the wheels
- tricks or difficult jumps on a bike
- a path, often circular, used for races
- a hard hat that protects your head
- things you wear to protect parts of your body when playing a sport

TALKING POINTS

Should schools offer the same sports to girls and boys? Or are some sports for boys and others for girls?

Do you think there is too much sport on TV? Why? / Why not?



GRAMMAR

Past continuous

1 Read the examples. Then choose the correct words to complete the rules.

- 1 I **was taking** photographs of the girls' BMX team.
- 2 They **were riding** around the track.

- a We use the past continuous to talk about actions in progress at a particular time in the *present / the past*.
- b We form the past continuous with the correct *present / past* form of *be* and the *infinitive / -ing* form of the verb.

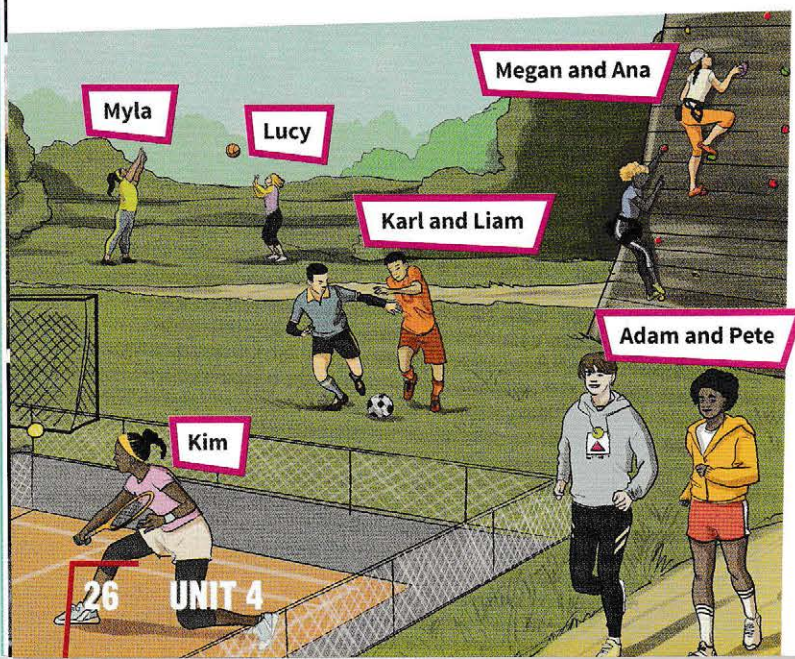
GRAMMAR REFERENCE AND PRACTICE PAGE 141

2 Choose the correct form of the verbs to make past continuous sentences.

- 1 They *were wearing* / *were wear* dark helmets.
- 2 He *isn't playing* / *wasn't playing* ice hockey last night.
- 3 My friends *wasn't talking* / *weren't talking* about sports.
- 4 What was he *doing* / *do* on the court?
- 5 *Were* / *Was* she watching the games?
Yes, she *was* / *were*.
- 6 Mark *is climbing* / *was climbing* yesterday.
- 7 My parents *was going* / *were going* to a bike race.
- 8 Were they *listening* / *listen* to the match?
No, they *weren't* / *wasn't*.

3 Look at the picture of a park last Saturday morning. Write positive and negative past continuous sentences about what the people were and weren't doing.

- 0 Kim / play tennis / swim
Kim was playing tennis. She wasn't swimming.
- 1 Adam and Pete / run / skate
- 2 Myla / throw a ball / hit a ball
- 3 Karl and Liam / play squash / kick a ball
- 4 Megan and Ana / cycle / climb
- 5 Lucy / catch a ball / do athletics



4 Write questions in the past continuous.

- 0 you / do / sports at 3.30 yesterday?
Were you doing sports at 3.30 yesterday?
- 1 what / you / do / at 8.30 yesterday evening?
- 2 you / read / at 10.30 / yesterday evening?
- 3 what / you / wear / last / Sunday?
- 4 you / sleep / at midnight last night?
- 5 you / have / breakfast at 8.00 this morning?
- 6 what / do / five minutes ago?

5 Ask and answer the questions in Exercise 4.

VOCABULARY

Words with different meanings

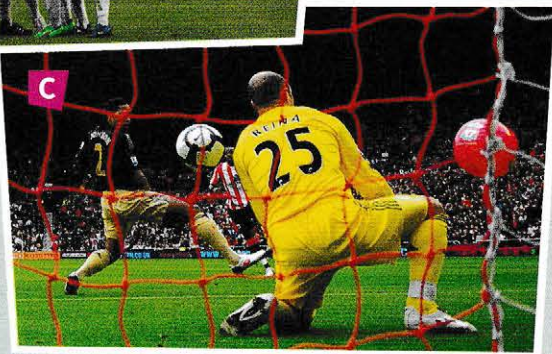
1 Read the sentences. Choose the correct meaning of the **words**.

- 1 I did the extra maths **exercise**. Did you?
a noun: physical activity to get stronger
b noun: written work to practise something
- 2 Does this tracksuit **fit** you?
a verb: be the right size
b adjective: healthy and strong
- 3 Who won the Chelsea-Arsenal **match**?
a verb: be the same
b noun: a sports competition
- 4 The Bulls won the basketball game by 20 **points**.
a noun: the score (e.g. the number of goals/baskets) at the end of a match
b verb: indicate using your finger
- 5 The basketball team has got a new **trainer**.
a noun: a sports shoe
b noun: a person who prepares players for an event
- 6 I can't **work out** what to do next.
a verb: to exercise to make the body stronger
b verb: to find the answer to a problem
- 7 We got a **coach** to the volleyball match.
a noun: a type of bus
b noun: someone who teaches people a sport
- 8 We **train** at the football club twice a week.
a noun: a long, thin vehicle that travels on rails
b verb: to practise a sport

2 Complete the sentences. Use the correct form of the **words** in Exercise 1.

- 0 This green colour **matches** your top.
- 1 You aren't _____ enough. Do some _____!
- 2 We go jogging with the rugby _____ every day, but we never _____ in the gym.
- 3 I can't see the captain. Can you _____ to her?
- 4 I bought some white _____ but they don't _____ me. They're a size 7 but I take an 8.
- 5 I need help with the last _____ on page 144.
- 6 How many _____ has your team got? Did they play any _____ last week?
- 7 Let's get a _____. The railway station is closed, so there aren't any _____ today.
- 8 I can't _____ how to play this game.

3 >> Work with a partner. Student A turn to page 121. Student B turn to page 126.



LISTENING

1 Listen to the show and look at photos A–C. Which is the photo of the week? What happened next?

2 Number the events in the order you hear them. Then listen again and check.

- The football went into the goal.
- The Sunderland player kicked the football.
- A fan threw a beach ball onto the field.
- A Sunderland player was running towards the goal.
- The referee decided to allow the goal.
- The football hit the beach ball.

3 Listen again. Complete the sentences.

Liverpool (x3) Manchester Sunderland (x2)

- The *Sports Review* studio is in _____.
- A _____ fan threw a beach ball onto the field.
- _____ won the match 1–0.
- The _____ players weren't playing well.
- Chloe thought _____ played better than _____.

SPEAKING

Describing a past event

- When was the last time you watched a sports event (in person or on TV) or took part in one? What was it?
- Listen to Max and Rachel talking about sports. Who took part in an event? Who watched one?
- Read the *Prepare to speak* box. Complete the sentences with the past simple or past continuous form of the verbs. Then listen again and check.

- Manchester City _____ (win) for most of the game.
- Real Madrid _____ (score) two goals in the last five minutes.
- Lots of people _____ (watch) the competition.
- I _____ (come) third in one race.



PREPARE TO SPEAK

Describing a past event

When you describe a past event:

- use the past simple to talk about the main things that happened
- use the past continuous to talk about actions in progress
- add your opinion: *It was an amazing ...*, *It was really exciting*, *It was the best ... ever*, *It was so cool*, *I really enjoyed ...*
- add reasons for your opinion: *because ...*

4 Listen to the whole recording again. Which phrase from the *Prepare to speak* box do they *not* use?

5 Complete the reasons that Max and Rachel give. Listen again to check.

- I was very happy because ...
- I really enjoyed taking part because ...

6 Think about a recent sports event. Read the questions and plan your answers.

- What was the event and when was it?
- Did you watch it or take part in it?
- What happened during the event?
- What was the final result?
- Did you enjoy it? Why? / Why not?

7 Ask and answer the questions in Exercise 6. Use the past simple and past continuous, and use phrases from the *Prepare to speak* box.



LIFE SKILLS PHYSICAL WELL-BEING

KEEPING FIT



LIFE SKILLS

Keeping fit

Fitness is an important part of a healthy lifestyle. If you want to keep fit, you need to care for your body and do physical activity every day.

1 Ask and answer the questions with a partner.

- 1 What activities do you enjoy doing in PE class?
- 2 What physical activities do you do in your free time?

2 Read the text quickly. Match the sentences with the types of training.

- 1 It's good for warming up before exercising.
- 2 It's exercise that gives you stronger muscles.
- 3 It's a typical activity for professional athletes.
- 4 It includes physical activities like cycling.

3 Read the text again and answer the questions.

- 1 How can lifting smaller weights help you keep fit?
- 2 What two ways can people lift weights at the gym?
- 3 How does aerobic exercise keep your heart healthy?
- 4 What type of training can help you cycle faster?
- 5 Why is balance important for some types of exercise?
- 6 Why is interval training a good idea for tennis players?

4 Match the **highlighted** words in the text to the meanings.

- 1 regular programme of activities
- 2 stop something from happening
- 3 in a good or correct way
- 4 move something to a higher place
- 5 pull something to make it longer
- 6 ability to exercise for a long time



5 Listen to Anna and Tom talking about their fitness habits. Who is usually more active?



6 Listen again. Complete the sentences with one or two words.

- 1 Tom usually plays _____ after school.
- 2 Tom sometimes goes to _____ with friends.
- 3 Anna's got _____ practice twice a week.
- 4 Anna also _____ on Tuesdays and Fridays.
- 5 Tom and Paul usually play _____ at the weekend.
- 6 Anna says Tom should _____ with his friend Danny.

7 Complete the *Useful language* phrases with the words in the box.

about active after school
could go swimming stairs



USEFUL LANGUAGE

Making a fitness plan

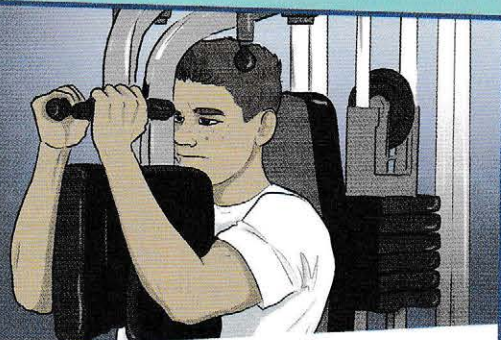
- 1 I usually play (basketball) _____.
- 2 I don't usually _____ on weekdays.
- 3 I do _____ an hour of exercise most days.
- 4 I'm not very _____ at weekends.
- 5 I _____ ride my bike to school more often.
- 6 We should always walk up the _____.



4 ways to **keep fit**

Scientists say that people should do one hour of physical activity every day. It can be sports, exercise or everyday activities, such as walking. In the USA, only 25% of teenagers do enough physical activity, and that's a problem. In addition, teens need three types of training to keep fit: weight, aerobic and flexibility training. They also need to train well for specific sports. Good coaches understand athletes' needs and help them to train **properly**.

1



Weight training gives you stronger, healthier muscles. If you **lift** big weights, your muscles get larger. You can also use smaller weights and lift them more times. This trains your body to exercise for a longer time. At the gym, some people use weight machines, but other people prefer free weights. In both cases, they must lift the weights carefully to **prevent** accidents.

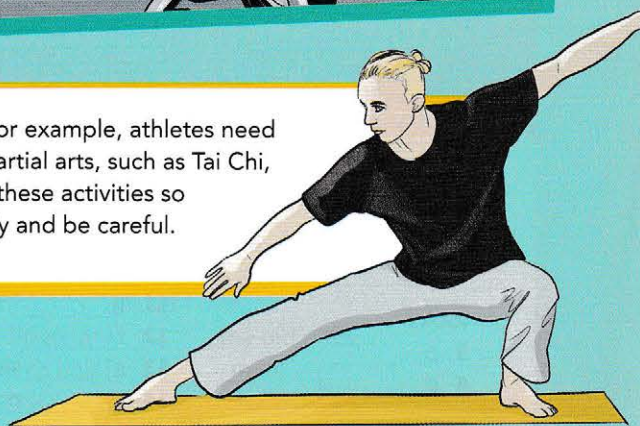
Aerobic training is good for you because it makes your heart work harder. You can do light exercise for a longer time, such as cycling slowly for an hour. This gives you **stamina** so you can exercise longer. You can also cycle hard for five minutes and then rest for a minute. Then you cycle for another five minutes and rest again. This is interval training and it helps you become faster.

2



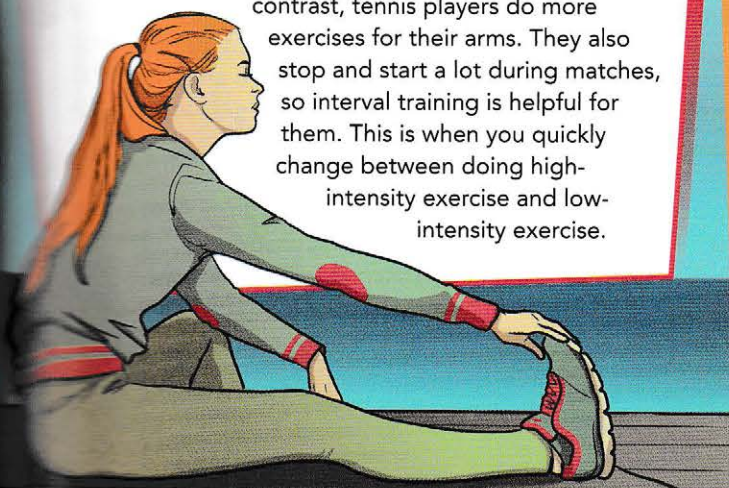
3

Flexibility training is also important for fitness. For example, athletes need to warm up and **stretch** their muscles before they exercise. Martial arts, such as Tai Chi, are great for flexibility training. People also need balance for these activities so they don't fall down. In flexibility training, it's best to go slowly and be careful. You don't want to hurt yourself!



4

Sport-specific training is a special exercise **routine** that helps athletes play one sport better. For example, professional football players run a lot and do extra weight training for their legs. In contrast, tennis players do more exercises for their arms. They also stop and start a lot during matches, so interval training is helpful for them. This is when you quickly change between doing high-intensity exercise and low-intensity exercise.



PROJECT

An exercise plan

Make a plan for doing exercise in your free time. Think about the questions and make notes.

- What sports can you do after school?
- What other exercise can you do on school days?
- What activities do you usually do at the weekend?
- What sports or exercise can you do with friends?
- What other activities can help you to keep fit?

Present your exercise plan to the class.

REVIEW 1

UNITS 1-4

VOCABULARY

1 Write the opposite adjectives.

- What's wrong? You look **miserable**. You're usually very c_____ on Fridays.
- Diana's very **polite**. She's never r_____.
- 'Is Jacob **confident**?' 'No, he's quite s_____.'
- It was **careless** of you to lose your phone again. You need to be more c_____ with your things.
- Marcus is really **friendly** today. He can sometimes be quite u_____!

2 Find the words (→ ↘ ↗ ↓).

u	p	r	e	t	y	i	n	e	u	d	w
g	o	o	d	l	o	o	k	i	n	g	t
f	w	t	r	e	n	d	y	a	f	b	e
a	e	u	o	b	n	o	h	d	a	r	e
i	c	o	b	a	r	d	l	r	s	a	n
s	m	a	r	t	n	a	n	r	h	n	a
t	i	i	s	o	b	e	n	i	i	n	s
r	p	n	c	u	d	g	r	d	o	p	m
a	t	e	e	n	a	g	e	p	n	r	a
i	s	e	o	k	a	l	d	e	a	e	r
g	e	l	d	e	r	l	y	e	b	t	w
h	b	c	a	s	a	l	g	i	l	t	t
t	s	k	i	n	y	c	u	r	e	y	e

Find words to describe someone's:

age

1 t eenage

2 e _____

looks

3 p _____

4 g _____ -l _____

hair

5 b _____

6 c _____

7 s _____

8 b _____

clothes

9 c _____

10 s _____

11 u _____

12 t _____

13 s _____ -h _____

14 b _____ n _____

3 Choose two correct options for each verb.

- play volleyball boxing rugby ice skating
- do surfing gymnastics athletics cycling
- go table tennis climbing squash jogging
- leave home school to university married
- get born married university a degree
- have children home confident long hair
- get school a child a job a driving licence

4 Read the text opposite and choose the correct word for each space. For each question, choose A, B, C or D.

- | | | | |
|------------|--------------|-----------|------------|
| 1 A be | B get | C take | D have |
| 2 A tiny | B few | C little | D narrow |
| 3 A teams | B coaches | C members | D teachers |
| 4 A finish | B miss | C stop | D retire |
| 5 A method | B road | C kind | D way |
| 6 A degree | B university | C grade | D practice |

GRAMMAR

1 Complete the conversations. Use the present simple or continuous, or the past simple or continuous form of the verbs.

- A: I _____ (spend) a lot of time on homework at the moment.

B: Me too. It's unbelievable! Last term, we _____ (not have) as much work.
- A: Why _____ you _____ (stop) having guitar lessons?

B: I _____ (not make) any progress and I didn't like the teacher.
- A: Why _____ Tom _____ (be) so unfriendly at the moment?

B: I _____ (not know). He usually _____ (say) hello in the mornings.
- A: _____ (you / go) cycling next Saturday?

B: No. I _____ (usually / go) cycling on Saturdays, but I _____ (lose) my helmet yesterday.
- A: How old _____ (be) you when you _____ (get) your driving licence?

B: Eighteen. But I _____ (not own) a car until I was 25.
- A: I _____ (send) you loads of messages last night but you _____ (not read) any of them.

B: No, sorry. I _____ (train) for a swimming competition. It's on Sunday. _____ you _____ (come) to watch?

GAME OVER

LIFE AFTER THE OLYMPICS



For athletes, the Olympic Games is often considered the most important event of their career. It is the chance to compete with the best sportsmen and women from around the world. But what happens to athletes when they are too old to ¹ _____ part at this level? At this point many athletes are still young: often between 25 and 35 years old.

This can be a difficult time for many athletes. Only a ² _____ number of them are as famous as Usain Bolt and can earn a lot of money as a celebrity. Others are lucky enough to start a career connected with their sport, for instance as ³ _____ for the next generation of Olympians. But for most athletes, when they ⁴ _____ from being a professional sportsperson, their whole ⁵ _____ of life changes.

They often start studying again and go to university. In fact, nowadays many athletes study for a ⁶ _____ while they are training.

This means they are better prepared for the time when their sports careers are over.

2 Complete the second sentence so that it means the same as the first. Use no more than three words.

- 1 Your room is messier than mine.
- 2 I'm not as good at climbing as my dad.
- 3 I don't own a warmer jacket.
- 4 My old boots aren't as comfortable as these ones.
- 5 My hair isn't as curly as my sister's.
- 6 You're more patient than me.
- 7 There isn't a player on the team as bad as me.
- 8 My brother and I are the same height.

My room isn't _____ yours.
 My dad is _____ at climbing than me.
 This is _____ jacket I own.
 These boots are _____ my old ones.
 My sister's hair is _____ mine.
 I'm _____ as you.
 I'm _____ player on the team.
 I'm _____ as my brother.

3 Choose the correct words.

- 1 Tonight she *meet* / *'s meeting* some friends at the cinema.
- 2 Thank you for the gift you *sent* / *send* me recently.
- 3 She got the *better* / *best* mark in the class.
- 4 I was looking online because I *needed* / *was needing* some new clothes.

4 Correct the mistake in each sentence.

- 1 We are having fun when we are together.
- 2 I didn't heard my phone so I missed your call.
- 3 Our new home is more near the school.
- 4 My dad wasn't going to university.

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	4	
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	2	
100-119	1	



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