

Clean and green!

2

VOCABULARY

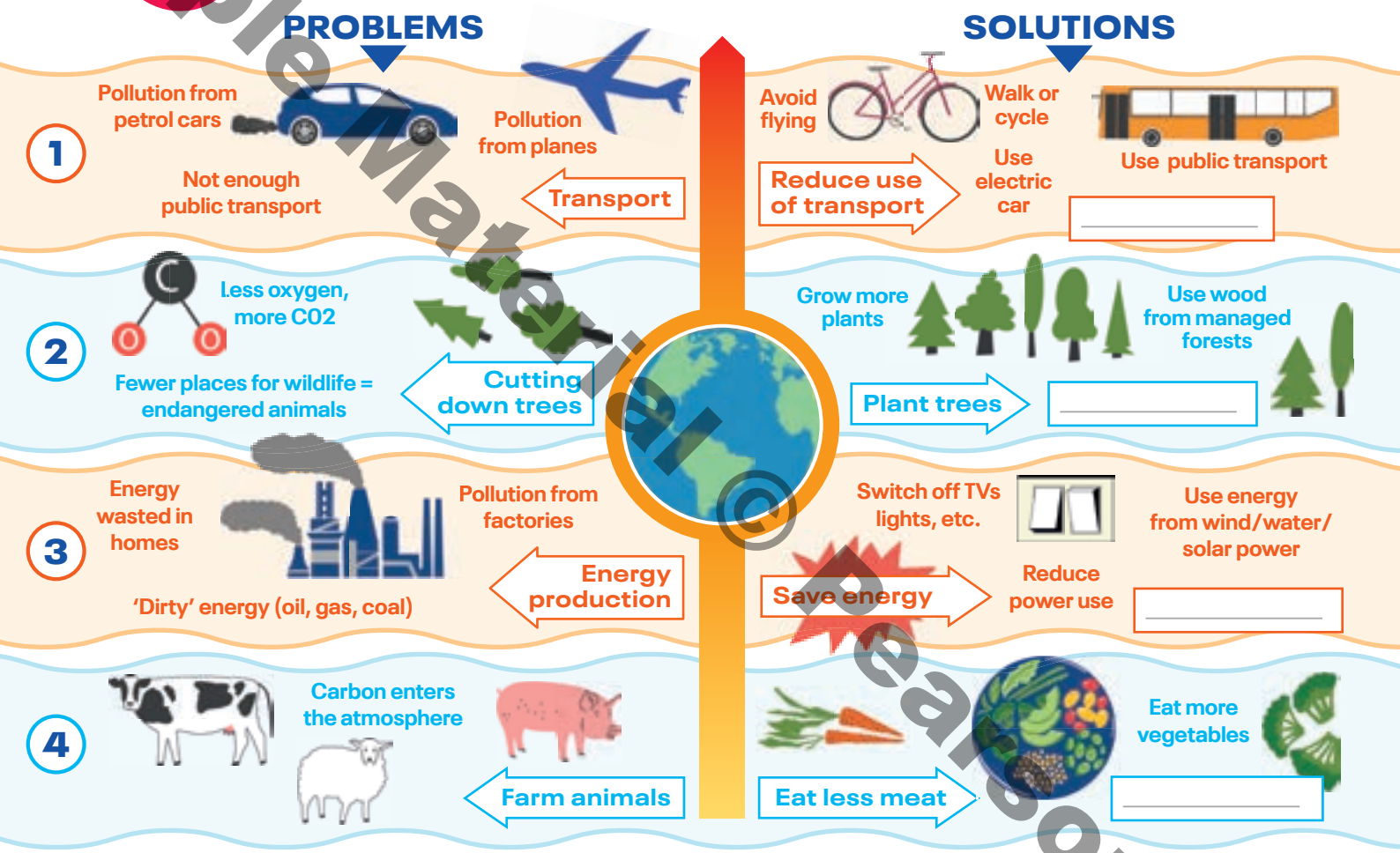
Talking about the environment | Compound nouns: the environment | Protecting and damaging the environment | Environmental issues | Elections and campaigns

GRAMMAR

Past Perfect | Used to and Past Simple

GLOBAL WARMING PROBLEMS AND SOLUTIONS

Global warming is definitely one of the biggest problems facing the world today. It began many, many years ago, and it is mainly due to human activity. Different things we do cause different problems, which all have one thing in common: they make global warming worse. But there are things we can do to help. Today we're looking at some of them.



2.1

Vocabulary

Protecting the environment

- 1 Look at the diagram. Which environmental problem do you think is the most serious? Why?
- 2 2.1 Complete the gaps in the diagram with the solutions below. Listen and check.

Dry washing outside Recycle more paper and cardboard
Share cars and car journeys
Try some non-meat products

- 3 2.2 Study Vocabulary box A. Which words can you find in the diagram?

VOCABULARY A

Talking about the environment

atmosphere endangered animal factory
food waste oil oxygen petrol pollution
solar power wind power

4 Complete the sentences with the correct form of words from Vocabulary box A.

- One large tree can provide enough *oxygen* for 3–4 people.
- Many creatures live in forests, so cutting down trees leads to more _____.
- Sunny areas like the Sahara Desert may be good places for _____ 'farms'.
- Using _____ in cars and other vehicles is very bad for the atmosphere.
- A lot of _____ in the sea and rivers comes from plastic.
- _____ creates energy from the movement of air.

5 2.3 Match the words below with the words in Vocabulary box B to make compound nouns. Listen and check.

car centre change dioxide energy source warming

VOCABULARY B

Compound nouns: the environment

carbon *dioxide* global _____
 climate _____ recycling _____
 electric _____ renewable _____
 energy _____

6 Complete the quiz questions with the correct form of compound nouns from Vocabulary box B.

The environment quiz

- You can take almost anything to a _____. But which of these things is the easiest to recycle?
crisp packets / toothpaste tubes / aluminium cans
- We're seeing more _____ on our roads. But how long does it usually take to fully recharge an empty car battery?
30 minutes / about 8 hours / about 12 hours
- It's very important to use _____ such as solar power. What percentage of Iceland's energy comes from hot water under the ground?
70% / 80% / 90%
- You can help to fight _____ by checking how much energy you use. Which of these things uses the most energy in five minutes?
an electric shower / a games console / a smartphone
- All humans breathe in oxygen. Then they breathe out _____. Plants take this in and release oxygen into the air. Which plants do this the best?
vegetables / trees / flowers

7 In pairs, do the quiz in Exercise 6. Go to page 136 and check your answers.

8 2.4 **WORD FRIENDS** Complete the phrases with the verbs below. Listen and check.

clean up protect reduce save throw away

- | | |
|-------------------------|---|
| 1 <i>recycle/reuse/</i> | <i>plastic bags/rubbish/</i> |
| <i>throw away</i> | <i>aluminium cans</i> |
| 2 _____/damage | <i>the planet/the environment/</i> |
| | <i>our health</i> |
| 3 _____/waste | <i>water/electricity/money/energy</i> |
| 4 <i>pollute/</i> _____ | <i>the air/the ocean/rivers/beaches</i> |
| 5 _____/increase | <i>pollution/food waste</i> |

9 2.5 Choose the correct option. Listen and check.



THE FOOD WASTE CHALLENGE

Although food waste is a natural product, it ¹*damages / protects* the environment because it creates dangerous gases which harm the atmosphere. Unfortunately, we ²*clean up / throw away* too much food – we waste about one third of all the food we produce! It's possible to ³*increase / recycle* this food waste to use it as compost in the garden.

Another thing we can all do is to ⁴*save / protect* any extra food that is left at the end of a meal and put it in the fridge, not throw it in the bin. Then we can ⁵*waste / reuse* that food to make another meal – for example, a soup or an omelette. If we are all more careful about the food we eat, we can ⁶*reduce / pollute* food waste and help the environment.

VIDEO




WIDER WORLD

- 7 Watch four people talking about being green. What do they do to help the environment?
- 11 How green are you? Are your town and school green? Discuss in groups.

- 1 Which of the items below produce energy?

jellyfish milk natural gas sugar sun wind

- 2  2.6 Read the blog post quickly and answer the questions.

- How much do elephants eat?
- How can animal waste help the zoo?



Super zoo power!

Did you know that you can heat a building with animal waste? At school, I heard about a local zoo that had tried it, so I went to see for myself. When I got there, the zoo-keeper had just fed the elephants. He told us that they've got huge appetites and can eat 100 kg of fruit and vegetables every day! Over the previous week he had collected a container of waste from all the plant-eating animals in the zoo. I hadn't realised what a mountain of animal waste looked like!

How do they use the animal waste? They mix it with water, food waste and old straw from the animals' beds, and they produce a 'biogas'. This goes into an engine that produces electricity. So, had this idea really helped the zoo? Absolutely! Before they started using the waste, the zoo had found it difficult to control how much they spent on electricity. Now they can keep the animals warm and save money too!

- 3 Study the Grammar box. Find more examples of the Past Perfect in the blog post.

GRAMMAR Past Perfect

Past Perfect

He **had collected** a container of waste.
I **hadn't realised** what it looked like.
Had this idea **helped**? Yes, it **had**./No, it **hadn't**.

Past Perfect and Past Simple

When I **got** there, the zoo-keeper **had just fed** them.
He'd **already mixed** the waste with water **before** I **arrived**.
I **left** the zoo after we'd **had** lunch.

Time expressions

when, before, after, just, already, by the time


GRAMMAR TIME > PAGE 127

- 4 Read the sentences. Underline the action that happened first.
- The lions were thirsty because nobody had given them water.
 - The workers had left the factory before the fire started.
 - After the party had finished, we cleaned up the garden.
 - Once I'd seen that documentary, I began recycling seriously.
 - I couldn't cycle to work because someone had stolen my bike.
 - The penguins had just finished eating when we arrived.
 - I wanted to recycle the empty cans, but Sam had thrown them away.
- 5 Complete the sentences with the Past Perfect form of the verbs in brackets.
- The monkeys were sick because a visitor had given (give) them the wrong food.
 - Maria showed me some photos she _____ (take) at the zoo.
 - We _____ (not realise) how useful animal waste was until we read that article.
 - They _____ (already/feed) the animals when I got there.
 - _____ (you/hear) about biogas before you visited the zoo?

- 6 Complete the sentences so they are true for you. Use the Past Simple and the Past Perfect. Then, in pairs, compare your sentences.

- I had never ... before ...
- I had just ... when ...
- I had already ... , but then ...

A hike in the countryside

- 1 How often do you go to the countryside? What do you enjoy about it?
- 2  2.7 Read the story quickly. Did Evan agree or disagree with his friend? How do you know?
- 3 Read the story again and choose the correct answer.
 - 1 What problem did Evan and his friends find on their trip?
 - a a traffic jam on the way to the country
 - b rubbish in a lovely place
 - c a large group of unfriendly walkers
 - d an illegal waste dump
 - 2 Who suggested clearing up the litter?
 - a Evan
 - b everyone in the group
 - c Amy
 - d the members of Leave No Trace
 - 3 What is the objective of Leave No Trace?
 - a to remove rubbish from the countryside
 - b to persuade people not to go camping
 - c to encourage people to visit beautiful places
 - d to take care of the countryside
 - 4 What did Evan and Amy disagree about?
 - a banning cyclists from hiking paths
 - b reducing the number of visitors to the countryside
 - c stopping people from climbing Mount Everest
 - d protecting the Grand Canyon
 - 5 What is the main purpose of the story?
 - a to advertise the Brecon Beacons National Park
 - b to show how hiking can help you make friends
 - c to compare hiking in Wales with hiking on Mount Everest
 - d to raise a serious environmental issue
- 4 In groups, write a leaflet advising people how to behave in the countryside. Use the highlighted words and phrases for environmental issues in the story.

5 In pairs, discuss the questions.

- 1 How serious is the problem of littering in beauty spots near where you live?
- 2 How can we solve the problems of littering and overcrowding in the countryside?

YOUR WORLD

LEAVE NO TRACE



Last weekend the weather was great, so I went hiking with friends in the Brecon Beacons National Park. Unfortunately, there was a problem: lots of people had had the same idea. We had to queue to get out of the car park and onto the path!

After a few hours we stopped for a picnic next to a beautiful mountain stream. Then we noticed the mess. Some other walkers had left all sorts of litter on the ground and in the water. There was paper, food, cans, plastic, even a broken walking pole! It was like a waste dump.


We all felt angry and started talking about the problem. But then one of my friends, Amy, took some plastic rubbish bags out of her backpack and handed them around. 'There's no point complaining,' she said. 'Let's do something about it!' Everyone started picking up rubbish and before long, the place was beautiful again.

Once we'd finished, Amy told me about an environmental organisation she'd heard of called Leave No Trace. Their aim is to protect the environment – to encourage people to respect the countryside and to leave no trace – that is, make sure it's as clean and beautiful when you leave as it was when you arrived. They advise you to keep to paths, use proper campsites, take your rubbish away with you, be careful with campfires and respect wildlife and other people.

Just then, a group of mountain bikers rode past. 'Isn't that the problem?' I asked, pointing at the cyclists. 'There are too many people. Maybe we need to limit the numbers allowed to come to beautiful places like this.' Amy laughed. 'How could you control that?' 'Well, not everywhere, obviously, but certain places like national parks should be protected. Did you see that photo of the queue of people waiting to get to the top of Mount Everest?' Amy nodded. 'OK, maybe we need to limit access to a few places like Everest and the Grand Canyon, but not everywhere. It's impossible.'

We agreed to disagree.

Used to and Past Simple

- 1 Do you think it's important for a town or city to have parks and open spaces? Why?/Why not?
- 2  2.8 Read the blog post. What are the main changes in Bruno's street? How are things better?



GREEN STREETS

by Sofia Morales

My cousin Bruno used to live in a noisy street in Barcelona, Spain. Now he lives in a quiet street with lots of trees and benches, but he hasn't moved! What happened? I spoke to him yesterday to find out more.

Your street looks fantastic in this photo. Did you use to play here when you were young?

No way! Our street used to be full of traffic all day. It wasn't safe for kids, so we used to play on our balconies.

What happened?

A few years ago architects designed a plan to move traffic to certain streets. They created more green spaces.

What do other people think?

My friends are all happy. We didn't use to go outside much. Now it's safer to use our bikes or walk. We can hang out in the street and it feels much friendlier.

- 3 Study the Grammar box. Find more examples of *used to* in the blog post.

GRAMMAR *Used to and Past Simple***Used to and Past Simple**

Our street *used to be* full of traffic. (past state/situation)

Our street *was* full of traffic.

We *didn't use to go* outside much. (past habit/regular action)


We *didn't go* outside much.

Did you use to play here? Yes, I *did*./No, I *didn't*.

Where *did* he *use to play*?

Past Simple

I *spoke* to him yesterday. (single action in the past)

- 4 Complete the sentences with the correct form of *used to* and the verbs in brackets.
- I *used to love* (love) walking, but I prefer cycling now.
 - We _____ (not recycle) our rubbish, but we do now.
 - My mum _____ (drive) to work, but now she gets the bus.
 - He _____ (leave) all the lights on, but now he switches them off.
 - When my dad was little, he _____ (not waste) food.
 - My cousins _____ (not go) outside much when they were my age.
- 5 Complete the questions with the correct form of *used to* and the verbs in brackets. Then, in pairs, ask and answer the questions.
- Did you use to live* (you/live) near a park when you were little?
 - _____ (you/go) swimming often?
 - _____ (you/travel) by bus or car?
 - Where _____ (your friends/meet)?
 - How often _____ (you/play) outside?
 - _____ (your neighbourhood/look) very different?
- 6  2.9 Complete the text with the correct form of *used to* and the verbs in brackets. Use the Past Simple if *used to* is not possible. Listen and check.

My gran ¹*used to live* (live) in London, but she
² _____ (move) to Manchester last year.
 London was very different sixty years ago. The roads are busy now, but there ³ _____ (not be) much traffic back then. Gran and her friend ⁴ _____ (take) the bus to school when they were young – it was exciting for them. Every day they ⁵ _____ (run) upstairs to get the front seat, but one day Gran ⁶ _____ (fall) down the stairs! She ⁷ _____ (not enjoy) the bus ride after that.

YOUR WORLD

- 7 In pairs, compare your present habits with your past habits. Think about your home, school, friends and hobbies.

I do a lot of exercise now, but I didn't use to do much exercise a few years ago. I used to spend all day in front of the computer.

1 In pairs, discuss the questions.

- Is it a good idea for students to meet with teachers to discuss important things about their school? Why?/Why not?
- What kind of things should they discuss?

2 2.10 Listen to a dialogue and answer the questions.

- Where are the people?
- What are they doing?
- Who wins the election?
- What does the new student council president want to do?

3 2.11 **WORD FRIENDS**

Complete the sentences with the phrases below. Listen and check.

become a member of
 hold an election join a campaign
 organise an event sign a petition
 vote for a candidate

- I'm going to join a campaign to get more people in my area to recycle rubbish.
- David and Martina have decided to _____ a group that protects local wildlife.
- Yes, of course I'll _____ to help clean the local park. Have you got a pen?
- Let's _____ in which people make things from rubbish. We could call it Trash to Treasure.
- You shouldn't _____ just because he or she is your friend or someone you know.
- Every year we _____ at our school to choose new student councillors.

4 2.12 Listen to four dialogues. Choose the correct answer.

1 What is the date of the student election?

A



B



C



2 What is the boy going to do?

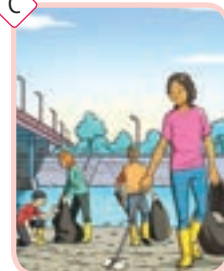
A



B



C



3 What did Mark's dad use to recycle when he was a boy?

A



B



C

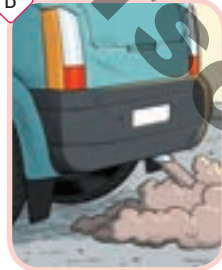


4 What kind of campaign has Sarah joined?

A



B



C



5 In pairs, write an election leaflet explaining why people should vote for you as student councillors. Present your leaflet to the class. Vote for the best candidates.

As student councillors, we would plant more flowers around the school. We would also ... In addition, we would ...

YOUR WORLD

VIDEO



YOU'VE GOT A POINT!

- Abe:** Hi, Eren! Are you ready?
- Eren:** Hi, Abe! Look, there's no way I can go cycling today.
- Abe:** Why not? Your bike looks OK to me.
- Eren:** Well, the tyres are soft, for a start.
- Abe:** So what? You can pump them up.
- Eren:** I suppose so.
- Abe:** In the US, I cycled a lot. It's a great way to get around.
- Eren:** Yes, I agree.
- Abe:** Why don't we cycle to school tomorrow?
- Eren:** Well, I don't think we should do that.
- Abe:** Why not? I think it's a great idea.
- Eren:** I disagree. It's quicker by bus and my brakes don't work properly either!
- Abe:** Hmm ... they just need adjusting. It might actually be quicker by bike. And it's better for your health. And for the environment.
- Eren:** True, but it is dangerous.
- Abe:** You've got a point, but we'll be fine if we stay on the bike lanes.
- Eren:** Maybe you're right.
- Abe:** So, I'll meet you here at 8.00 tomorrow. Be ready on time. We don't want to be late.
- Eren:** OK then.



The next morning ...

- Eren:** Abe, we're way too early.
- Abe:** See? You can sleep for seven minutes longer tomorrow.
- Eren:** Absolutely!

SOUNDS GOOD!

So what? • We're way too early. •
See?

- 5** Study the Speaking box. Find examples of the phrases in the dialogue.

SPEAKING Agreeing and disagreeing

Agreeing

I think that's a good/great idea.
I think so too.
Absolutely! I (totally) agree.
You can say that again!

Partially agreeing

Maybe you're right, but ...
You've got a point, but ...
True, but ...
I suppose/guess so/not.

Disagreeing

I don't agree.
I don't think we should ...
I'm not sure about that.

I (totally) disagree.
I don't think so.
That's not always true.

- 1** Do you usually have the same opinions as your friends and family? What kinds of things do you disagree about?
- 2** **8** **2.13** Watch or listen and answer the questions.
- 1 What do Abe and Eren disagree about?
 - 2 What reasons do they give to justify their opinions?
 - 3 Who wins the argument?
- 3** Which of Abe's and Eren's arguments about cycling do you agree with? Why?

SET FOR LIFE



- 4** What would encourage people to use bikes more often? Discuss in pairs. Use these ideas to help you.

- more and safer bike lanes
- an inexpensive public bike hiring system
- secure on-street bicycle parking

VIDEO



WIDER WORLD

- 7** **9** Watch four people talking about protecting animals and public transport. Do they agree with these statements? What reasons do they give?

- 1 People spend too much money on protecting animals. They should spend it on helping people instead.
- 2 Everyone should use public transport.

- 8** In pairs, discuss one of the statements in Exercise 7.

- 1 Read the survey report. Do you find anything surprising about the results?

ARE YOU ENVIRONMENTALLY FRIENDLY?

Objective

The aim of the survey was to find out if students in our class were environmentally friendly. We asked ten questions. Thirty students took part.

Survey results by question

- 1 **Do you think you can do anything to help protect the environment?** All students think they can do something to protect the environment.
- 2 **Have your habits changed to protect the environment?** Half of the class say that their habits have changed. Some students recycle rubbish.
- 3 **Do you switch off lights when you don't need them?** Only thirty percent turn off lights when they leave a room.
- 4 **Do you waste electricity by leaving chargers plugged in?** Most students don't leave chargers plugged into the socket.
- 5 **Do you ride a bike to school?** None of the students ride a bike to school. Some ride a bike to see friends or at the weekend.
- 6 **Do you eat meat every day?** Almost all of the class eat meat every day.
- 7 **Do you think eating less meat can help the environment?** Only two people think eating less meat can help the environment.
- 8 **Do you make an effort to save water?** About three quarters of the class try to save water.
- 9 **Do you recycle plastic bags or plastic bottles?** Most of the class recycle plastic bags and about sixty-five percent recycle plastic bottles.
- 10 **Do you buy second-hand clothes?** Surprisingly, none of the students buy second-hand clothes.

Summary conclusions

To sum up, we found that most students thought that they could protect the environment. They all said that their habits had changed. Students made an effort to save water, but only a few made an effort to save energy. Most students recycled plastic bags and bottles. Surprisingly, most students didn't know that eating less meat and buying second-hand clothes could help the environment.

In conclusion, the students in our class could be more environmentally friendly.

- 2 Study the Writing box. Find similar phrases in the survey report.

WRITING A survey report

The objective

- 1 The objective of the survey was to ...
- The aim of this report is to ...

Report findings by question

- 2 Thirty percent of the students think ...
- None of the/Only a few students ride a bike ...
- Half of the class buy ...

Summary conclusions

- 3 In conclusion, we found that all of the class thought ...
- Surprisingly, only a few students ate ...

- 3 Study the Language box. Find examples of quantifiers in the survey report.

LANGUAGE Quantifiers

We use quantifiers in reports: *all, almost all, many/most, three quarters, half, some, a few, not many, none*. We can also use percentages: *thirty percent/30%*.

- 4 In groups, create your own questionnaire for an environmental survey and carry it out. Record the results.

WRITING TIME

- 5 Write a survey report using the information you have collected from your survey.

1 Find ideas

Make notes for your survey report. Think about your objective, your findings and your summary conclusions.

2 Plan

Organise your ideas into three sections. Use the report in Exercise 1 to help you.

3 Write and share

- Write a draft of your report. Use the Language box and the Writing box to help you.
- Share your report with another student for feedback.
- Write the final version of your report.

4 Check

- Check language: have you used quantifiers and percentages?
- Check grammar: have you used the correct tense for each section?

Vocabulary Activator

WORDLIST

2.15

Talking about the environment

atmosphere (n)
endangered animal (n)
factory (n)
food waste (n)
oil (n)
oxygen (n)
petrol (n)
pollution (n)
solar power (n)
wind power (n)

Compound nouns: the environment

carbon dioxide (n)
climate change (n)
electric car (n)
energy source (n)
global warming (n)
recycling centre (n)
renewable energy (n)

Word friends

(protecting and damaging the environment)

clean up rivers
damage the planet

increase pollution
pollute the air
protect the environment
recycle plastic bags
reduce food waste
reuse aluminium cans
save energy
throw away rubbish
waste water

Environmental issues

environmental organisation (n)
leave no trace
mess (n)
national park (n)
respect the countryside
respect wildlife
waste dump (n)

Word friends

(elections and campaigns)

become a member of
hold an election
join a campaign
organise an event
sign a petition
vote for a candidate

Extra words

bike lane (n)
bin (n)
biogas (n)
breathe (v)
campfire (n)
campsite (n)
cardboard (n)
careful (about/with) (adj)
charge a battery
coal (n)
compost (n)
countryside (n)
create green spaces
creature (n)
crisp packet (n)
cut down trees
cyclist (n)
design a plan
dryer (n)
encourage (v)
environmentally friendly (adj)
farm animal (n)
in a terrible state
keep the air clean
leave lights on

litter (n)
local council (n)
non-meat product (n)
organise a clean-up
overcrowding (n)
path (n)
pick up rubbish
plant trees
plastic (n)
produce (v)
public transport (n)
release (v)
rubbish bag (n)
share cars
source (n)
stream (n)
survey (n)
switch off lights
toothpaste tube (n)
traffic (n)
trash (n)
turn into (v)
turn off lights
wasteful (adj)
wildlife (n)
zoo-keeper (n)

1 Choose the word which does not fit the phrases.

- 1 pollute *the air / rivers / your health / beaches*
- 2 recycle *plastic / the environment / cans / rubbish*
- 3 wind / electric / energy / solar power
- 4 protect *electricity / the planet / your health / the environment*
- 5 waste *atmosphere / water / energy / money*
- 6 leave a *mess / no trace / an event / petition*

2 Use the wordlist to find these things.

- 1 two gases *oxygen, ...*
- 2 one word with the same pronunciation as 'sauce'
- 3 two verbs which say what you can do with money
- 4 three places
- 5 two things we should reduce
- 6 four things we should respect



3 Choose the correct option.

- 1 I've never visited a national *source / park*.
- 2 Did you vote in the *campaign / election*?
- 3 We always leave no *limit / trace* after we have a picnic.
- 4 I always switch lights off to *reuse / reduce* our electricity bill.
- 5 We need to clean *out / up* our local river.

4 PRONUNCIATION Study the table and phonemes. Then say the words below.

Vowels		Consonants	
/æ/ cat /kæt/	/aɪ/ high /haɪ/	/dʒ/ age /eɪdʒ/	
/uː/ blue /bluː/	/eɪ/ day /deɪ/	/w/ when /wen/	
/ɔː/ more /mɔː/	/əʊ/ no /nəʊ/	/j/ yes /jes/	

- 1 /ɪn'deɪmɪdʒəd 'æɪnɪməʊz/
- 2 /rɪ'njuːəbəl 'enəʊdʒi/
- 3 /'gləʊbəʌl 'wɔːmɪŋ/
- 4 /ɪn'vaɪrənməntl 'dæmɪdʒ/

5 2.16 PRONUNCIATION Listen and check. Then listen again and repeat.

Vocabulary

- Complete the words in the sentences.
 - We create food waste from the food we don't eat.
 - F_____ produce useful things, but some also produce harmful waste.
 - O__ is a thick dark liquid from under the ground.
 - Nearly all animals need o_____ to breathe.
 - The gases around the Earth are our a_____.
 - When people v____, they choose the best candidate in an election.
- Choose the correct answer.
 - You can _____ a plastic bottle by cutting it in half and growing a plant in it.
a reuse b reduce c respect
 - We're organising a social _____ to bring together as many people as possible.
a event b member c election
 - _____ change causes some unusual weather patterns that we see today.
a Global b Climate c Atmosphere
 - I think _____ cars are a great idea for using cleaner energy.
a petrol b electric c renewable
 - Mother animals always _____ their children from possible danger.
a increase b hold c protect
- Complete the quiz questions with the words below. Then, in pairs, do the quiz.

campaign clean endangered global recycling
renewable

Are you environmentally friendly?

If you can answer 'yes' to most of these questions, you certainly are!



- Do you often go to your nearest recycling centre to throw away your glass and plastic rubbish?
- Do you know the other main type of _____ energy, besides solar power?
- Can you name a gas which makes _____ warming worse?
- Have you ever joined a _____ to help _____ animals or the environment?
- Would you give your free time to help _____ up your area?

Grammar

- Choose the correct option.
 - When we arrived at the cinema, the film had already started / already started.
 - The shop just closed / had just closed when we got there to buy crisps.
 - When my friend finished reading the book, she lent / had lent it to me.
 - My new alarm clock didn't have batteries, so I had bought / bought some.
 - The cat wasn't hungry because somebody fed / had fed her.
 - I went to collect the post, but the birthday cards from my family in Canada didn't arrive / hadn't arrived.
- Complete the sentences with the correct form of *used to* and the verbs in brackets.
 - I didn't use to like (not like) tomatoes when I was younger.
 - I _____ (collect) superhero action figures when I was younger.
 - My grandparents _____ (take) me to school.
 - I _____ (not visit) art galleries when I was a child.
 - I _____ (play) with toy cars as a child.
 - I _____ (be) afraid of the dark.
- Change the underlined parts of the sentences in Exercise 5 to make them true for you.
- Complete the text with the correct form of *used to* and the verbs in brackets. Use the Past Simple if *used to* is not possible.

We ¹moved (move) to the city six years ago. Before that we ²_____ (live) in a country house next to a farm. I ³_____ (help) with the animals on the farm. One summer my cousins ⁴_____ (come) to stay with us. They really ⁵_____ (like) life in the country too! After that they ⁶_____ (visit) us at our country house every summer.

Speaking

- In pairs, do the speaking task. Student A, go to page 136. Student B, go to page 142.

Dictation

- ▶ 2.17 Listen. Then listen again and write down what you hear during each pause.

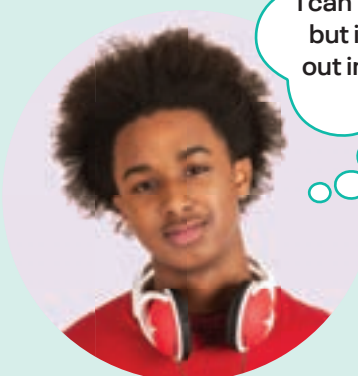
SET FOR LIFE



Open your mind!



1
I'll never learn how to do it.



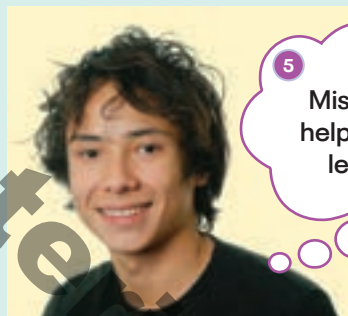
2
I can't do it yet, but I'll work it out in the end.



3
If something doesn't work, I need to try another way.



4
I don't like challenges.



5
Mistakes help me to learn.



6
I hate it when I get negative feedback on my work.

1 Which of the thoughts above do you often have? Which thoughts do you think are the most helpful?

2 2.18 Listen to Josh's conversation with his teacher. Which of the thoughts above does he have?

3 2.18 Choose the correct option. Then listen again and check.

- 1 With easier work, Josh can learn *more* / *less*.
- 2 The connections between different parts of your brain get *weaker* / *stronger* if you use them a lot.
- 3 People with a *growth* / *fixed* mindset believe that their brain can change.
- 4 People with a *growth* / *fixed* mindset usually don't try as hard as they can.
- 5 If you can't do something, you should try again in *the same* / *a different* way.

4 Look again at the thoughts above. Which show a growth mindset? Which show a fixed mindset?

5 Read about Mia's problem and the advice she got from other teenagers. In pairs, decide which tip shows a growth mindset. Which do you think is the best tip?

Share it!



Mia_MT

I used to be the best tennis player in my town and I loved playing. But now lots of people are better than me. It isn't much fun anymore. Do you think I should give up tennis and try a new sport?



LizAlto:

Some people stop improving as they get older – there's nothing that you can do about that. Don't continue with something that isn't fun. Try something new!



StarMan:

You were the best player in your town, so you clearly have lots of ability. But maybe the other players are working harder than you when they train. Think about how you can train differently.



Mark21:

I know it can be difficult in sport, but stop comparing yourself with other people. Think about your tennis level now, and how you can improve it. Find your fun from getting better than you were before.

Develop a growth mindset

6 Read about three other teenagers' problems. In pairs, discuss the situations and the advice that you might give them. Use the expressions from the Useful phrases box.

1 I've always been very messy and it's really starting to annoy me. I keep losing things in my room and forgetting to do things because I can't find my timetable. I'd love to be really organised like some of my friends, but that's just not my personality.

2 It's my dream to be a politician, but I think I'm too shy to talk in public. Is it time to find a new dream?

3 I'm terrible at Science. I try really hard, but I always get bad grades. Should I stop trying in my Science homework so I have more time for the subjects that I'm good at, like foreign languages and History?

7 Read the Useful tips. In pairs, discuss the questions.

- 1 Have you been in any situations in the past where you didn't have a growth mindset? What happened?
- 2 Imagine you are giving advice to your past self. What might you say?

You can't do it yet, but you'll work it out. Don't stop trying!

SET FOR LIFE

8 In pairs, role play a conversation about having a growth mindset. Follow the instructions.

- 1 Choose one of the problems in Exercise 6 or use your own idea.
- 2 Write a dialogue. Use expressions from the Useful phrases box.
Student A: You are the person with the problem.
Student B: You are Student A's friend. Give him/her advice and explain about growth mindset.
- 3 Practise your dialogue. Use your body language and voice to show how you feel.
- 4 Act out your dialogue to the class or record it on your phone.

USEFUL TIPS

A growth mindset helps you to be the best that you can be in school and in other areas of your life.

Keep challenging yourself.

Learn from mistakes and feedback, but don't feel bad about them.

Never think that you can't do something. Think that you can't do it yet.

When you're not succeeding, ask yourself, 'What can I do differently?'

Remember that with hard work you can change your brain.

USEFUL PHRASES

Suggesting a new way to do something

Why don't you ... ?
Try doing it a different way.
It'll help you to improve.

Encouraging a growth mindset

You can become (more intelligent/better at ...ing).
Hard work brings results.
You can change!

Asking for advice

What should I do?
If I still can't do it, then what?



Progress Check Units 1-3

Vocabulary and Grammar

1 Choose the correct answer.

- Of course you'll win! Just ___ your best!
a make b do c give
- We ___ Mark since 2020.
a know b 've known
c 've been knowing
- I'm not tall or short. I'm average ____ .
a height b size c built
- Thomas has ___ excellent results in judo this year!
a reached b succeeded c achieved
- You wear ___ on your legs like trousers. They are tight but comfortable.
a ankle boots b leggings c sandals

2 Complete the email with one word in each gap.



Hi, Hatty!

It ¹**was** great to hear from you yesterday! I'm delighted that you've joined a ²_____ to clean up our local area. I've been waiting ³_____ ages for something like this. I hate the way some people just ⁴_____ away rubbish without thinking.

I'm afraid I can't help this weekend because my teacher ⁵_____ given us a lot of homework. It's for Monday, so I can't ⁶_____ it off. I need to ⁷_____ it done. But can I join you later next week. I ⁸_____ the environment seriously too, and I would like to help! Let me know.

Love,
Amy

3 Complete the second sentence with the word in bold so that it means the same as the first one. Use no more than four words.

- I was on the phone to my parents when the door bell rang. **TALKING**
My parents *were talking to me* on the phone when the doorbell rang.
- My cousins have stopped watching so much television. **USED**
My cousins _____ more television than they do now.
- My new jacket has been my favourite outfit recently. **WEARING**
I _____ my new jacket a lot recently.
- I think Louis is aged somewhere between thirty and forty. **THIRTIES**
Louis _____, I think.
- This is now my fifth year in Gdansk. **LIVED**
I've _____ five years now.

Speaking

4 Complete B's responses with the words below. There are three extra words.

anyway are glad have
much so that's this

- A: You look great in that outfit.
B: Thanks, I'm *glad* you like it.
- A: May I help you?
B: No, I'm fine, but thanks _____ .
- A: Does this hat suit me?
B: Hmm ... I don't think _____. The colour isn't right.
- A: You've got great taste in clothes.
B: Thanks, _____ really nice of you.
- A: I think this shirt looks great on me.
B: Maybe you _____ right, but I think the other one looks better.

5 Imagine you are in a shop which sells clothes and accessories. In pairs, follow the steps below. Then change roles.

Step 1

Student A: Choose one of the items in the photos below and mime trying it on.

Student B: Compliment Student A on how they look.

B: You look great in those sunglasses!

Step 2

Student A: Thank Student B, but say you can't decide if you should buy it.

Student B: Offer to help Student A.

A: Really? Do you think so? I can't decide what to get!

B: Can I help you?

Step 3

Student A: Accept the help, then give your opinion about a different item.


Student B: Agree or disagree.

A: That would be great, thanks. What about this cap? I think it looks cool!

B: I'm not sure about that.




Listening

- 6 Would you like to keep in touch with your school friends after you leave school? Discuss in pairs. Think of three reasons why this might be a good idea.
- 7  PC1-3.1 Listen to Eve describing how she met her old school friend and complete the sentences. Use 1-3 words in each gap.

Meeting an old school friend

- Eve and Maya met at a café in ¹the town centre.
- Eve felt ²_____ when she saw Maya because she looked different. Her clothes were made from ³_____.
- When Maya left the school, Eve felt ⁴_____ about it.
- They talked about the present. Eve's university course includes a project on ⁵_____.
- Maya organises events for an ⁶_____.

Reading

- 8  PC1-3.2 Read the blog post on the right. For each gap (1-5), choose the correct sentence (a-g). There are two extra sentences. Listen and check.
- a I'm talking about individual love and attention.
 - b It's hard to tell young people to switch their screens off.
 - c This takes time away from family, school work and other important things.
 - d When teenagers get together, they sometimes make bad choices.
 - e Maybe it's natural to choose another teenager like themselves instead of a famous singer or sportsperson.
 - f It helps them find what they're interested in.
 - g I can see how much it's helped her.
- 9 In pairs, discuss the questions.
- 1 What YouTube channels do you follow? What kind of channels would you like to follow?
 - 2 Do you think it's helpful to follow advice from teenage YouTubers? Why?/Why not?
 - 3 Would you like to have your own YouTube channel? Why?/Why not?

Teenage YouTubers: a good thing?

My friend and I both have teenage children and we recently had a serious talk about teenage YouTube channels. She was worried about how much time her son spends watching videos on them. It isn't just gaming channels. He also looks at other topics – anything from fashion to the environment.

I think my friend is worrying a bit too much. It's really good for teenagers to have a lot of things to choose from. ¹_____ It's healthy that they're curious and feel secure enough to see what's out there.

I can give my own daughter as an example. She follows a teenage YouTuber's channel about achieving goals, being positive and making the most of things. ²_____ OK, so maybe I'm a bit upset she didn't get this good advice from me! But it doesn't matter where it came from. The important thing is it worked.

We have to accept that teenagers often look to role models as examples. ³_____ They're about the same age as the person they're following. They probably have some of the same goals and challenges.

I told my friend something important and I would like all parents to remember it. There's one thing you can give your child that a YouTuber never can. ⁴_____ It's what I always remember to do.

One final thought: I'm more concerned about the teenagers that make the videos than the ones that watch them. It takes hours and hours to get ideas, make videos and upload them. ⁵_____ And then there's reading all the comments (and some of them are not very kind). If my daughter asks about having her own YouTube channel, I'll ask her to think very carefully.

Writing

- 10 You have a friend in Canada who is interested in nature and helping the environment. He has emailed you asking if you are interested in those things too. Reply to your friend's email. Include this information.
- where and when you went
 - what environmental topics you are interested in
 - the worst environmental problem in your area
 - what you would like to do to help
 - the name of a beautiful natural place in your country you've visited