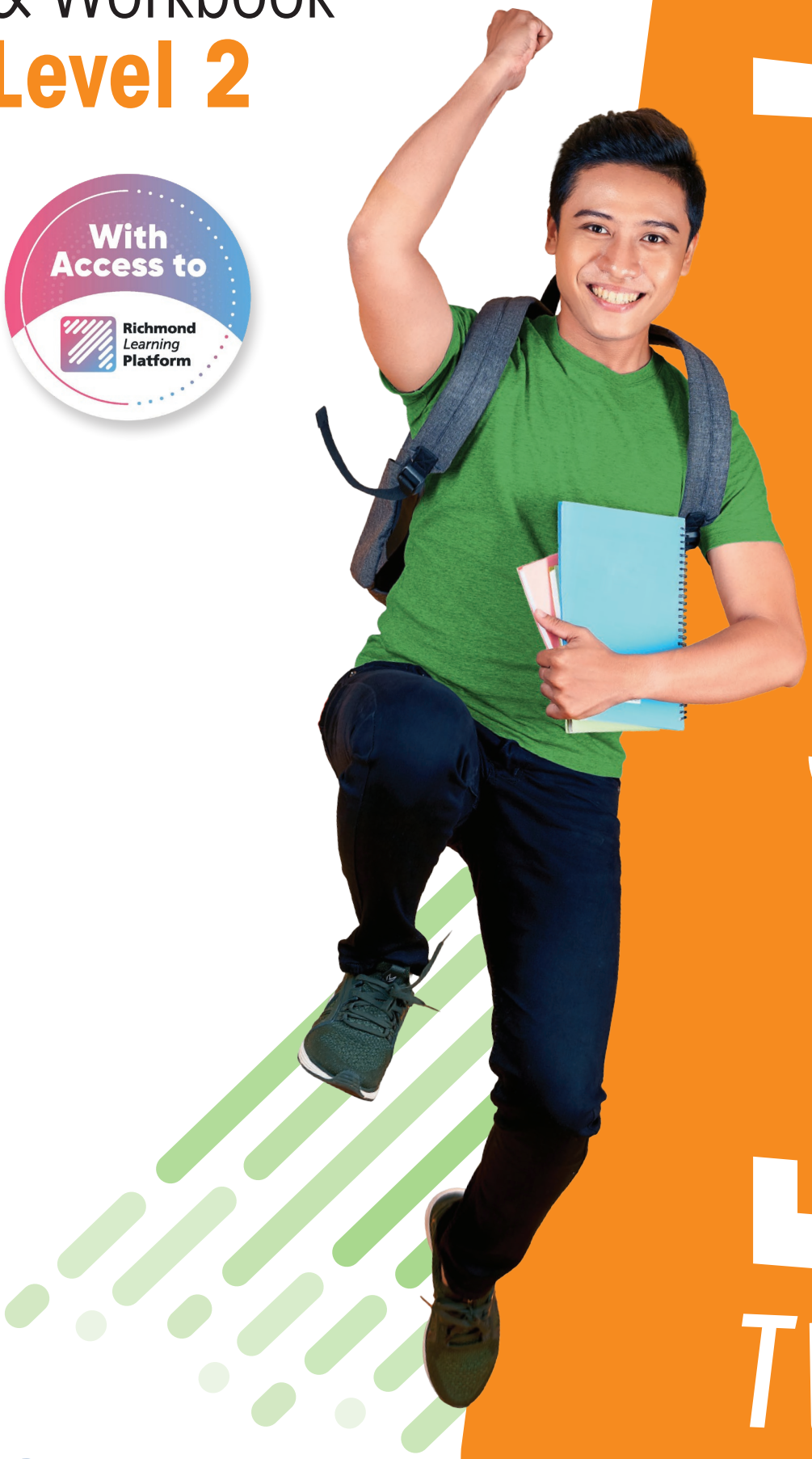
Student's Book
& Workbook
Level 2

With Access to
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Everyone!

TEENS

British English

Richmond

1 Glad to Know You! Page 10

2 People and Events Page 26

Communicative Functions

- Asking and telling people the time, day, etc.
- Asking for and giving personal information
- Describing facts, routines, and scheduled activities
- Describing activities that are in progress at the moment
- Talking about past situations and states
- Talking about completed actions in the past

Vocabulary

- Landmarks
- Personal information
- Personal items

Expressions

- Reacting to news: *Too bad! Really? Good job! I'm so sorry. Congratulations! That's great!*
- *A bit more*
- *Sorry to bother (you)*
- *Eager to*
- *Mind-blowing*
- *CU! / See you around!*
- *Bug (someone)*
- *I'm done!*
- *Crack jokes*
- *Put something away*
- *Be in (someone's) shoes*
- Household items
- Numbers: 100–1,000
- Wild animals
- Years
- Regular and irregular verbs

Expressions

- Describing experiences: *It was fun / terrible / great / bad / cool / awful / easy / hard*
- *Against all odds*
- *A losing battle*
- *The sky is the limit*
- *What was it like?*
- *Go sour*

Grammar Focus

- Time: expressions and prepositions
- Present simple: positive, negative, questions
- Wh- words: *what, when, who, where, how, why*
- Present simple vs present continuous
- *To be* in the past simple: positive, negative, questions
- Past simple: positive, negative, questions; regular and irregular verbs

Pronunciation

- /s/, /z/, /ɪz/ (final)
- Intonation in wh- questions
- /ɛ/ - /eɪ/
- Years
- Silent letters in irregular verbs

Listening and Speaking

- Talking about what you usually do with your family during a special celebration
- Making a presentation about a relative's or friend's life

Reading and Writing

- 'Is Our Technology Spying on Us?'
- Writing a dialogue using the information given in an article
- 'Ancient Travellers: Explorers or Genocidal Criminals?'
- Answering questions about a controversial topic

Project

- Creating a comic strip about a person's routine
- Panel: discussing problematic situations that vulnerable populations deal with

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3 A Taste of Home and Beyond Page 42

4 What Is It Like? Page 58

Communicative Functions

- Buying and selling things
- Describing large and small quantities
- Indicating that something has more of a quality than necessary
- Making adjectives stronger
- Indicating that something is more than necessary
- Describing something negative or unwanted
- Indicating that something is sufficient or less than necessary
- Making comparisons and expressing degrees of difference

Vocabulary

- Foods and containers
- Verb + noun collocations
- Opposite adjectives (I)

Expressions

- Showing approval and disapproval: *No way! Get out! That's crazy! You're kidding! What? How dreadful! Cool! Awesome! Is that right? Wow! Sweet! That isn't very nice! That's great! Really?*
- Grocery shopping
- *Call it a day*
- *Under the weather*
- *Take (something) to the next level*
- *Hustle and bustle*
- Opposite adjectives (II)
- Character adjectives
- Geographical features
- Adjectives for cities

Expressions

- Describing people and things: *What do you think of…? What's she / he / it like?*
- *Open 24 / 7*
- *There's more than meets the eye*
- *Are you for real?*
- *Can't help*

Grammar Focus

- Articles: *a / an, the,* no article
- Countable and uncountable nouns
- *Much, many, a few, a lot of, a little*
- *Too, very, not… enough*
- *Too much, too many, not enough*
- Comparatives
- Superlatives
- *(Not) as… as…*

Pronunciation

- /æ/ - /ʌ/
- Stress: *(not) as + adjective + as*

Listening and Speaking

- Sharing a traditional recipe with the class
- Talking about a natural landmark

Reading and Writing

- 'Journeys That Inspired Great Books'
- Describing a place and a personal travel experience
- 'Nature Is More Than a Nice Picture: It Is Our Only Treasure!'
- Describing and comparing three animals from different habitats

Project

- Creating and recording an audio story
- Writing a bio-poem

Richmond

5 Inner Balance: Body and Mind Page 74

6 Getting to Know New Places! Page 90

Communicative Functions

- Giving advice
- Giving orders and commands
- Making suggestions and invitations
- Talking about future intentions, decisions, and plans

- Making suggestions
- Giving advice
- Giving opinions
- Expressing permission
- Expressing prohibition
- Expressing ability
- Expressing obligation and lack of obligation

Vocabulary

- Parts of the body
- Adjectives related to emotions
- *Play, do, go*
- Food groups

Expressions

- Asking about health issues: *What's up with you? What's wrong? How can I help you? Which ear is bothering you? How did you hurt your head? What about your foot? Does it hurt, too? How do you feel now?*
- *Shoot (tell me)*
- *The more, the merrier*
- *Lucky you!*
- *Get in shape*
- *Way to go!*

- New York: food, entertainment, transport
- Phrasal verbs
- Urban features
- Adjectives to describe food

Expressions

- Showing interest: *What a great idea! That's really interesting! That sounds amazing! That's really wonderful! It's a good / great idea!*
- *What a drag!*
- *Gotta go / run / leave / take off*
- *Keep a dog on a lead*
- *Be worth it*
- *Wear many hats*

Grammar Focus

- Adjectives: *–ed, –ing*
- *Should* (I): advice
- Imperatives
- *Going to*: positive, negative, questions

- *Should* (II): advice, suggestions, opinions
- *Can / Can't*: permission, prohibition, ability
- *Have to, don't have to, can't*
- Verb + adjective

Pronunciation

- Stress and meaning

- Exclamations

Listening and Speaking

- Talking about the benefits of different foods

- Talking about a delicacy from your country

Reading and Writing

- 'Food and Health: What's the Connection?'
- Writing a text recommending healthy and tasty food

- 'Caring for WONDERful Places'
- Writing a rule and making a suggestion for visiting a place

Project

- Creating food memes

- Recording a podcast about a city you would like to visit

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Review

1. Read and complete the dialogue.



Hey! I'm_____ Tim, and this _____ Sam. What_____ your name?

I_____ Celine, and he_____ my brother, Louis. We_____ exchange students.

Really? Where _____ you from?

We_____ from Belgium.

Cool! It_____ nice to meet you.

2. Read and match.

a.	Where's Laura from?		Yes, he is.
b.	Where are your friends from?	a	She's from Portugal.
c.	Is James from Peru?		No, she isn't. She's from Japan.
d.	Where are you and your friend from?		We're from England.
e.	Are you from Spain?		Yes, they are.
f.	Is Aimi from China?		No, I'm not. I'm from Germany.
g.	Where are you from?		They're from the USA.
h.	Are they from Colombia?		I'm from Brazil.

3. Write the nationalities of the people in exercise 2.

a. Portuguese	b.	c.	d.
e.	f.	g.	h.

4. Circle the correct options.

a. John is *a* / *an* musician.
b. My friend is *a* / *an* painter.
c. Susana is *a* / *an* nurse.
d. Lynn is *a* / *an* actress.
e. Bob is *a* / *an* engineer.
f. I'm *a* / *an* vet.
g. My sister is *a* / *an* dentist.
h. Alex is *a* / *an* electrician.

Challenge!
Can you say five other occupations in 10 seconds or less? Try it out!

Richmond

5. Read and complete. Then, label.

• my (x3)	• your	• his	• her	• our (x2)	• their

Hi, I'm Leandro, and I'm 15. In this photo, I'm the one in the blue shirt. Let me introduce **(a)** my family. First, **(b)** _____ sister and **(c)** _____ brother. **(d)** _____ names are Sofia and Isaac. She's 9, and Isaac is 12. You can also see **(e)** _____ parents. **(f)** _____ name is Nora, and **(g)** _____ name is Alberto. Everyone says they look pretty young. We love ***each other*** very much. **(h)** _____ pet's name is Max. He's not in the picture, but he's always around. How about you? Have you and **(i)** _____ family got a picture like this?



Sofia

Quick note!

Each other means that an action is reciprocal or that a feeling is mutual.

6. Look at each picture. Mark (✗) *T* (True) or *F* (False).

a. The cushions are under the couch.	T	✗	**d.** There's a girl in the chest.	T	F
b. There's a bike on the wall.	T	F	**e.** There are clothes behind the chest.	T	F
c. There's a tall plant next to the couch.	T	F	**f.** The large board is in front of the chest.	T	F





7. Correct the false sentences from exercise 6.

_____

_____

_____

Pichi

8. Read, cross out the mistakes, and correct them. Then, listen and check.

Dad: Well… laundry day! Whose jeans are these?
Lisa: I've got all my jeans in the wardrobe. Those aren't ~~my~~. mine
Mum: I guess they're Kevin's. They're small, so they're he. _____
Dad: OK. And I guess this purple hoodie is Lisa's.
Kevin: Yes. It's she. _____
Lisa: Yeah, it's my. Let me put it in the wardrobe. _____
Dad: And is this towel your, Kevin? _____
Kevin: No, Dad. That's Mum's.
Dad: OK… Mum's. And whose are all those shirts?
Mum: Honey, they're we. _____
Dad: Really? Sorry! It's just that the mess is always their! _____



9. Read and circle the correct options.

a. **Jay:** Is Adele still popular? I don't know much about *her* / *him*.
Liz: Yeah! Many people love *her* / *him*. She's a multiple Grammy Award winner. Two of her hits are 'Someone Like You' and 'Hello'. I love to sing *it* / *them*.
Jay: Oh. I see.

b. **Jim (on the phone):** Sue, can you hear *me* / *you*?
Sue: Not much. Please, call *me* / *you* back… Hold on, now I can hear *me* / *you*!
Jim: Listen, my best friend is inviting *us* / *them* to go to The Weeknd's concert. Do you want to come?
Sue: That sounds great! I'm in!

c. **Lucy:** I love this song. This is Imagine Dragons. Do you like *him* / *them*?
Matt: Well, not much… I don't hate *us* / *them*, but they're not my favourite band.
Lucy: I like the lead singer. Listen to *her* / *him*!
Matt: Well, he sounds good in this song.

10. Tick (✓) the correct order of adjectives.



a. Adele has got…
- ◯ eyes big and green.
- ◯ big green eyes.
- ◯ green big eyes.



b. The Weeknd has got…
- ◯ curly short brown hair.
- ◯ short curly brown hair.
- ◯ brown curly short hair.



c. The lead singer of Imagine Dragons is a…
- ◯ tall, well-built man.
- ◯ man tall well-built.
- ◯ man well-built tall.

Believe it or not…

Singing is a complete workout. Overall circulation improves, and the lungs and diaphragm strengthen when you use proper singing techniques.



© Richmond

11. Unscramble the sentences. Then, make them true for you.

a. singing / he / shower / the / loves / in



_____

You: _____

b. doesn't / going / alone / like / the / cinema / he / to



_____

You: _____

c. games / like / video / they / playing / friends / with



_____

You: _____

d. hates / coins / having / she



_____

You: _____

12. Take the survey. Then, ask the questions to two classmates and share the results.

a. What time do you usually get up?	You	C1	C2
At 7.00 a.m.			
At 8.00 a.m.			
Other (Which?)			
b. Where do you usually do homework?	**You**	**C1**	**C2**
In my room			
In the living room			
Other (Which?)			
c. How many pets have you got?	**You**	**C1**	**C2**
None			
One			
Two or more			
d. How often do you exercise?	**You**	**C1**	**C2**
Never			
Once or twice a week			
Three or more times a week			
e. When do you have time to relax?	**You**	**C1**	**C2**
On Fridays			
At the weekend			
Other (Which?)			

I usually get up at 7.00 a.m. Lucas doesn't. He gets up at 6.00 a.m. because he lives far from school.



Challenge!

Can you find some aspects in common between your two classmates? Include them in your presentation.

Richmond

1 Glad to Know You!



Goals

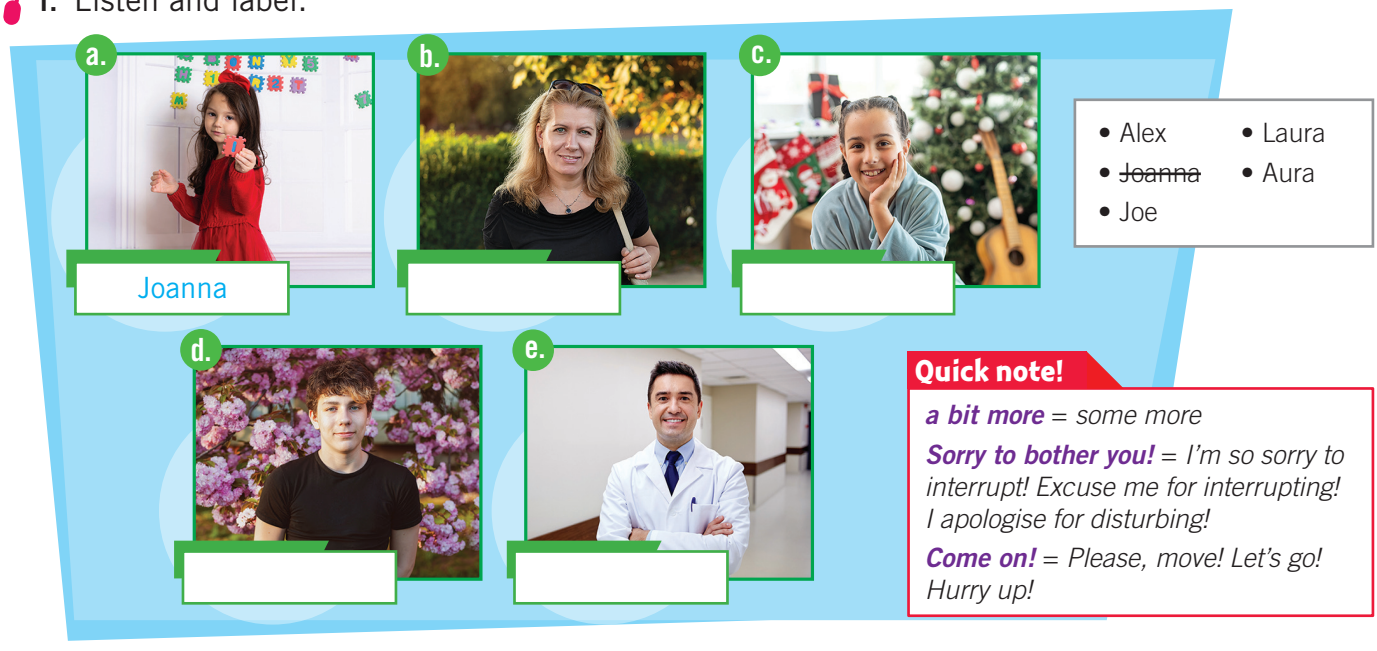
- Write an email about tourist places people can visit in your city.
- Discuss how you feel about school and what you like and dislike about it.
- Make questions using wh- words.
- Differentiate the present simple from the present continuous.
- Talk about what you usually do with your family during a special celebration.
- Write a dialogue using the information given in an article.



- Tell your classmates something they don't know about you.
- Share some good family memories with your classmates.
- What do you like to do with your family?
- What do you like to do in your city?

Language and Function: A

1. Listen and label.



Quick note!

a bit more = *some more*

Sorry to bother you! = *I'm so sorry to interrupt! Excuse me for interrupting! I apologise for disturbing!*

Come on! = *Please, move! Let's go! Hurry up!*

2. Listen again and answer.

a. What's Joe's surname?
His last name's Martinez.

b. Where's Joe from?

c. What does Aura do?

d. How old is Joanna?

e. What does Alex have to do?

f. When does Laura have guitar lessons?



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Grammar focus: time expressions

3. Read and circle the correct options.

a. Joe became a doctor *in* / *at* 2000.

b. He runs twenty kilometres *every* / *in* week.

c. They watch films *in* / *at* the weekend.

d. The school is open only *in* / *at* the morning.

e. She has guitar lessons *at* / *on* Wednesdays.

f. Alex has a handball match *at* / *on* 3.30 p.m.

4. Write your own sentences using the given words. Then, share them with the class.

a. on:

b. in:

c. at:

d. every:

5. Read and circle the correct options.

Hello Diego,

I felt happy after reading your greetings! I am glad to know you're visiting my country! It's unbelievable! I can show you around and take you to some great places. I don't know the city that well, and my speaking is ***so-so***, but it's not a problem.

I'm ***eager to*** show you Buckingham **(a)** *Palace* / *Cathedral*, where the British Royal Family lives. Also, we have to see the Great Bell of the Great **(b)** *Square* / *Clock* of Westminster, also called Big Ben. We can visit the British and the Victoria and Albert **(c)** *museums* / *statues*; they're ***mind-blowing***.

Oh, we can also go to Hever **(d)** *Tower* / *Castle*, it's one hour from London by train, you'll enjoy it. Our tour can end at Wembley **(e)** *Stadium* / *Palace*, England's national stadium and the home of English football. Can't wait to ***CU!***

Love,

Rachel

Send

Challenge!

Search interesting facts about the places seen on this page and share them with the class.

Quick note!

so-so = neither very good nor very bad

eager to = *strongly want to*

mind-blowing = *surprising, impressive, awesome*

CU! = *See you!*

6. Read and complete.

• cathedral • Tower • Statue • ~~Square~~ • Palace • Clock • museum • Castle • Stadium



a. Tiananmen ___Square___ is a stunning place in Beijing, China.



b. The _____ of Liberty is on Liberty Island in New York City, USA.

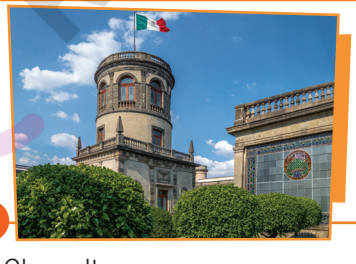


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c. The World _____ is in Berlin, Germany.



d. Notre Dame _____ is such an emblematic spot.



e. Chapultepec _____ is an outstanding viewpoint.

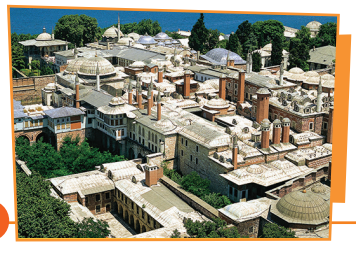


f. The Belem _____ is in Lisbon, Portugal.



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g. La Bombonera _____ is the home of Boca Juniors football team.



h. The Topkapi _____ is now a _____ in Istanbul, Türkiye.

Believe it or not...

Tiananmen is one of the most visited squares in the world; visitors have to queue for hours before entering. There's no ticket office, as entry is free!

7. Imagine some foreign friends are coming to your city for the first time. Write an email talking about places they can visit. Send it to your teacher.

Checkpoint I can write an email about tourist places people can visit in my city.

Language and Function: B

1. Listen and match the correct option to continue the dialogue.

Victoria	Oliver
a. I'm taking karate lessons again. Maybe I can participate in the city contest.	◯ Oh, no! Too bad!
b. My brother can't take me to school. He's ill.	◯ Really? Good job!
c. My maths marks are better! I study every evening.	◯ I'm so sorry.
d. After Bruno's death, my family doesn't want to get another dog.	◯ Wow! Congratulations! That's great.

2. Pair work. Read and react to these news. Then, create your own example.

- My buddy doesn't want to talk to me. He doesn't text me back.
- I'm close to saving all the money I need to buy a new phone.
- I'm not sure that I can go to my sister's concert. I'm so down.
- _____ _____ _____

Useful English: reacting to news

3. Read and tick (✓) the topics Laura mentions in the email.

To: vicsmith@mail.com
Subject: Greetings!

What's up, Victoria?

We're now in San Francisco. It's a huge place! We live in a nice neighbourhood. My school's quite amazing, and it has got a great view of the city. Remember you taught me to ride a scooter? Well, I ride mine to school. By the way, I don't know many classmates yet. Surprisingly, history is now my favourite subject.

Alex doesn't enjoy living here because our house is not close to his school; he has to travel by tram. He's in the handball team. I wish he studied more, but you already know him!

My mum seems to be an expert at organising tours. She always takes us to awesome places like the Golden Gate Bridge or the Alcatraz Island. They're pretty cool. How about you? Do you go to the same school? How's your younger sister? Does she still ***bug you***? Write soon!

Love,
Laura

Send

- ✓ school
- ◯ security
- ◯ neighbourhood
- ◯ money
- ◯ friends
- ◯ transport
- ◯ jobs
- ◯ attractions

Quick note!
bug someone = *bother, annoy, pester someone*

4. Read and highlight the correct statements based on the previous email.

a. Laura likes history.
Laura doesn't prefer history that much.

b. Laura's school is a short way from home.
Laura's school is a long way from home.

c. Laura and Alex live in San Francisco.
Laura and Alex don't live in San Francisco.

d. Alex goes to school on the underground.
Alex doesn't go to school on the underground.

e. Alex doesn't like sports.
Alex likes sports.

f. Their mum takes them to cool places.
Their mum doesn't take them to cool places.

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Grammar focus: present simple

5. Classify the underlined sentences in exercise 3.

Affirmative	Negative	Questions
We live in a nice neighbourhood.		

6. Pair work. Create questions from the prompts and answer them.

a. her / aunt / like / Italian food / ?

b. you / podcasts / listen to / at / night / ?

c. he / have got / any / books / ?

d. your / mum - dad / like / pasta / ?

e. you / school / walk / to / ?

f. in their house / have / a ping-pong table / got / your uncles / ?



Pronunciation: the *–s* sound

7. Listen and circle the correct ending sound in each case.

a. talk**s**: /s/, /z/, or /ɪz/

b. say**s**: /s/, /z/, or /ɪz/

c. feel**s**: /s/, /z/, or /ɪz/

d. think**s**: /s/, /z/, or /ɪz/

e. play**s**: /s/, /z/, or /ɪz/

f. like**s**: /s/, /z/, or /ɪz/

g. watche**s**: /s/, /z/, or /ɪz/

h. teache**s**: /s/, /z/, or /ɪz/

Quick note!

- Remember to add *–es* to verbs that end in *o, s, sh, ch, x,* and *z*: *undergoes, passes, squashes, fixes, matches, whizzes.*
- Change *–y* to *–ies* in verbs that end in consonant + *y*: *carries, tries, worries.*

8. Listen to the dialogue between Alex and his mum, Aura, and write *T* (True) or *F* (False).

a. Alex is a little bit nostalgic. T

b. Alex's mum, Aura, ignores him.

c. Alex has got no friends.

d. Some classes are difficult according to Alex.

e. Alex loves history and chemistry.

f. Alex is part of the swimming team.

g. Alex's mum doesn't like listening to music at home.

h. Alex feels in a better mood after talking to his mum.



9. Group work. Discuss how you feel about school and what you like and dislike about it.

Checkpoint I can discuss how I feel about school and what I like and dislike about it.

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Language and Function: C

1. Listen and circle the correct options.

a.	Boy's name:	Mark	Alex	Adam
b.	Girl's name:	Ana	Katie	Kiara
c.	Boy's enjoyable band:	SZA	The Killers	The Big Moon
d.	Girl's favourite singer:	Madonna	Taylor Swift	Billie Eilish
e.	Girl's nationality:	American	Egyptian	Argentinian
f.	Boy's nationality:	French	Colombian	Mexican
g.	Boy's place of birth:	Oaxaca	Guadalajara	Toluca
h.	Girl's place of birth:	Cairo	Suez	Quenna
i.	Girl's mum's job:	police officer	teacher	engineer
j.	Boy's dad's job:	doctor	architect	artist
k.	Girl's siblings:	one sister	four brothers	none
l.	Boy's siblings:	one brother	two sisters	none



Quick note!

see you around = *see you later; see you soon*

Grammar focus: wh- questions

2. Read and answer the questions using the information from exercise 1.



a. What's her name?
Her name's Kiara.

b. Where's she from?
_____

c. What's her favourite singer?
_____

d. What does her mum do?
_____

e. How many siblings has she got?
_____



f. What's his name?
_____

g. Where's he from?
_____

h. What's his favourite band?
_____

i. What does his dad do?
_____

j. How many siblings has he got?
_____

3. Read the questions in exercise 2. Then, complete with *be*, *do*, and *does*.

a. To make questions with _____, we invert the subject and verb.

b. To make questions with other verbs, we add _____ or _____.

Quick note!

When speaking, we don't always repeat the question verb when answering:

- *Where are you from? Colombia.* (Not always: *I'm from Colombia.*)
- *What are their names? Kevin and Yasmin.* (Not always: *Their names are Kevin and Yasmin.*)

4. Pair work. Ask and answer the questions from exercise 2 using the information in the ***Quick note!*** box.

Richmond

5. Complete the questions. Then, read and match.

a. Where do you study?	Because the lead singer's voice is so cool.
b. _____ do you do after school?	With my neighbour. He studies at the same school.
c. _____ do you like that band?	I've only got two, but I'm thinking of adopting another one.
d. _____ many cats have you got?	a I study at the Academy of the Holy Family. I love it!
e. _____ do you walk to school with?	We've got maths next Wednesday. Oh, I have to finish my homework.
f. _____ have you got your next maths class?	I usually do my homework and meet up with my friends.

- What
- ~~Where~~
- When
- How
- Who
- Why

Pronunciation: intonation in wh- questions

6. Read. Then, listen and repeat the questions aloud.

Wh- questions have falling intonation:

What's your favourite band? ↘

Where do you live? ↘

Where are your parents from? ↘

7. Pair work. Ask and answer the questions from exercise 5.



8. Write questions using the wh- words given. Then, interview some of your classmates.

a. **What:**

b. **Where:**

c. **When:**

d. **Who:**

e. **How:**

f. **Why:**



Checkpoint I can make questions using wh- words.

Richmond

Language and Function: D

1. Look and label. Then, classify into *PH* (Personal hygiene) and *PA* (Personal appearance).





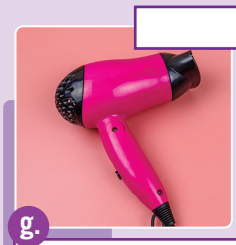




- soap
- ~~toothbrush~~
- shampoo
- hairdryer
- make-up
- hairbrush
- perfume







Challenge!

Name other objects for personal hygiene and personal appearance.

Quick note!

I'm done! = *I'm finished!*

2. Listen and write the objects in the order you hear them.

a. _____ b. _____ c. _____ d. _____

e. soap f. _____ g. _____

Grammar focus: present continuous

3. Listen again and answer. Use the clues in the box.

a. What's Laura doing?

b. What's Alex doing?

c. What's their mum doing?

d. What's their dad doing?

- drive - home
- look for - hiking boots and gloves
- pack - bag
- make - sandwiches and milkshakes

4. Read and match.

a. Is Abbie travelling by plane?

b. What's John baking?

c. What are the children doing?

d. How many sandwiches are you taking?

e. Is Mark speaking Russian?

They're playing with their pet.

e Yes, and he's only six years old.

Mum said ten.

No, she's going by train. Then, she'll take a taxi to get home.

Bread. He's a great baker.

Richmond

Pronunciation: /ɛ/ and /eɪ/ sounds

5. Circle the sound /ɛ/ or /eɪ/.

a. great /ɛ/ /eɪ/	**b.** bread /ɛ/ /eɪ/	**c.** said /ɛ/ /eɪ/	**d.** plane /ɛ/ /eɪ/	**e.** then /ɛ/ /eɪ/
f. eight /ɛ/ /eɪ/	**g.** ten /ɛ/ /eɪ/	**h.** pet /ɛ/ /eɪ/	**i.** train /ɛ/ /eɪ/	**j.** play /ɛ/ /eɪ/

6. Write sentences using as many words from exercise 5 as possible. Then, read them aloud.

- _____
- _____
- _____
- _____

Grammar focus present simple vs. present continuous

7. Read and label *PS* (Present simple) or *PC* (Present continuous). Then, match.

a. Snowy days are cold.	PS		A timetable or schedule.
b. We're meeting tomorrow morning.		b	A future arrangement.
c. Maths ends at 1.30 p.m.			An action happening now.
d. I'm eating pasta.		a	A fact.
e. Dad drives home early on Saturdays.			A routine

8. Read and highlight the correct answer in each case.

a.
A: What are you doing?
B: I'm reading a new book.
I read every day at the same time.

b.
A: What time do you get up?
B: I'm getting up.
I always get up at 7:00

c.
A: What kind of pizza do you like?
B: I'm eating my favourite one!
I like pepperoni!

d.
A: Where are you playing?
B: We're playing at the school's gym.
We play at the school's gym.

9. Pair work. Use the prompts to write questions. Then, take turns asking and answering the questions.

a. what / you / do / every afternoon / ? _____
b. your best friend / eat / vegetables / ? _____
c. your classmates / play / outside / right now / ? _____
d. what / you / study / at the moment / ? _____
e. what time / you / have breakfast / on Sundays / ? _____
f. your dad / want / to play / chess / this afternoon / ? _____

Checkpoint I can differentiate the present simple from the present continuous.

Richmond

Listening and Speaking

1. Listen and tick (✓) what they do during these celebrations.

Maite's Family at Christmas



- a. They tell funny stories and ***crack jokes***. ○
- b. They order fast food. ○
- c. They all wear new clothes. ○
- d. They play Secret Santa. ○
- e. They go to bed early. ○

Johan's Family at Halloween



- a. They go door-to-door saying *Trick or Treat!* ○
- b. They order a large pizza. ○
- c. They dress in costumes they make by themselves. ○
- d. They eat ice cream. ○
- e. They watch a horror film. ○

Carly's Family on Mother's Day



- a. Children make Mum breakfast. ○
- b. Dad plays the guitar and sings mum's favourite song. ○
- c. They prepare brownies and milkshakes. ○
- d. They try a new restaurant. ○
- e. They ***put*** their phones ***away*** all day. ○

Paul's Family on New Year's Eve



- a. They have an outdoor barbecue. ○
- b. They travel abroad. ○
- c. They eat twelve grapes at midnight. ○
- d. They play board games. ○
- e. They dance all night. ○

Quick note!

crack jokes = *tell jokes*

Challenge!

Search other ways people in the USA say *Trick or Treat!* How do you say it in your country?

Quick note!

put something away = to store something in an appropriate or usual place



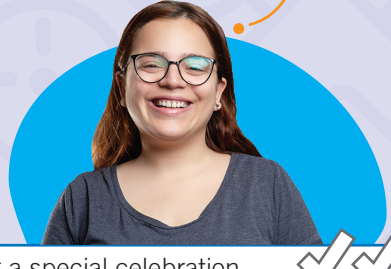
Believe it or not...

These are some customs people have on New Year's Eve to wish for luck:

- In Denmark, people smash plates against friends' house doors.
- In Brazil, Rio de Janeiro, people jump over seven waves.
- In Spain, people eat 12 grapes and make 12 wishes, one for each stroke of midnight.

2. Choose your favourite celebration and write what you usually do with your family on this day. Then, share it with the class.

My favourite celebration is New Year's Eve. We go to my grandparents' country house. There, we all prepare dinner, eat Granny's biscuits, and watch a film.



Checkpoint I can talk about what I usually do with my family during a special celebration.

WB, page 8

17 PARTNERSHIPS FOR THE GOALS

Before reading

1. Class discussion. What is the best age for a child's first phone?

While reading

2. Read and write the questions in the correct place. Then, check.

Is Our Technology Spying on Us?

Sergio C. Fanjul

Maybe this has happened to you or someone you know: two people are sitting around a table on which there is a phone. A short time later, the phone shows ads related to the conversation.

Questions:

- Can they hear us?
- What to do about it?
- ~~What's the issue?~~
- Are there other spying methods?
- Who's behind this?

What's the issue?

The content of the ads can vary from person to person (it could be a trip or a patio table), but it happens again and again: it feels as if the phone is listening to our conversations and showing us ads for the things we want. Some people swear they see ads for things they did not even mention, things they only imagined. Be careful what you think.



It is still very difficult to read the minds of others, but it is definitely possible to know a great deal about them through our interactions on the internet, from our emails, likes, and searches. So much, in fact, it can sometimes seem like our minds are open books. Internet companies have access to information that we leave like a trail of breadcrumbs using big data analysis techniques to show us personalised ads. Some users see this as an advance, and others see it as a nightmare.



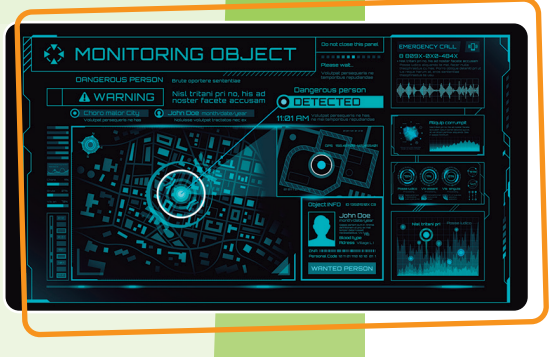
Technically, ***eavesdropping*** is possible. Mobile phones have got microphones that the applications can use, while voice recognition techniques are more powerful. Machines can understand our words and even answer us, as anyone who is familiar with messaging apps (e.g., WhatsApp), text processors with a dictation feature, or assistants like Siri, Alexa, or Google Assistant knows.

'We know that intelligence agencies have spying methods like senior officials do through their phones,' explains Sergio De los Santos, director of innovation for Telefónica's cybersecurity unit. Certain spyware programs, like Pegasus (for iOS), enable remote spying until they are discovered, utilising design faults in the operating system. The Israeli company that developed it, NSO Group, claims that it helps governments fight 'terrorism and crime'. This type of technology can end up in the wrong hands.

Quick note!

eavesdrop = to listen to a conversation secretly

'It is important to pay attention to the permissions we grant and the conditions we accept on applications,' says Eduardo Nieva, technical director for the security company Check Point in Spain and Portugal. 'For example, if a torch app asks us permission to use the microphone, geolocation, or the camera, it is kind of suspicious.' He recommends uninstalling any apps we don't use and reviewing all permissions.



Translated and adapted from *El País* (Spanish edition)

Richmond

After reading

3. Read and write *True* or *False*.

a. The content of ads is the same for everyone; it doesn't vary from person to person. ☐

b. Internet companies can access our information through our phones. ☐

c. There are some applications that can understand what we say. ☐

d. Intelligence agencies use spyware programs to know phone users' interests. ☐

4. Read and tick (✓) the dialogues that are related to the text.

a. **Julieth:** What are you doing?

Gabo: I'm accepting all the permissions for this new app.

Julieth: Just like that? Don't you care what you agree?

Gabo: Well, I don't like to give access to my camera and microphone, but I have to when using the app.

b. **Alana:** Look at this promo!

Kaleth: Wow, a round trip to Cancun.

Alana: It just appeared on my phone; I didn't have to look for it.

Kaleth: Really?

Alana: Uh-huh. It's precisely what I'm sending to my parents. We want to go there next holiday.

Believe it or not...

In the world, unwanted access to information and hacker attacks happen around every 44 seconds throughout the day.



c. **Felipe:** Hey, bro. I need to see a dentist. I've got a terrible toothache.

Adam: Ouch! I wouldn't like to ***be in your shoes***. Call to make an appointment.

Felipe: Mum's making me one through her WhatsApp.

Adam: Great. I hope you can see the dentist soon. A toothache is the worst!

d. **Annie:** Hi, Vicky! Who are you talking with? Now you can talk alone?

Vicky: Ha ha. No, I'm asking Siri for a good sushi restaurant around here.

Annie: Oops, ha ha. What's Siri recommending to you?

Vicky: Well, there's a new sushi place around the corner. It says that it's a 92% match for me.

Quick note!

be in someone else's shoes = to imagine or understand another person's feelings or situation by imagining oneself in their circumstances

5. Group work. Read, discuss, and mention some possible reasons for each position.

> According to the text, 'Internet companies have access to our personal information. Some users see it as an advance, and some see it as a nightmare.'

Writing

6. In your notebook, write a dialogue in which the characters talk about the text on page 21 and their thoughts on it.

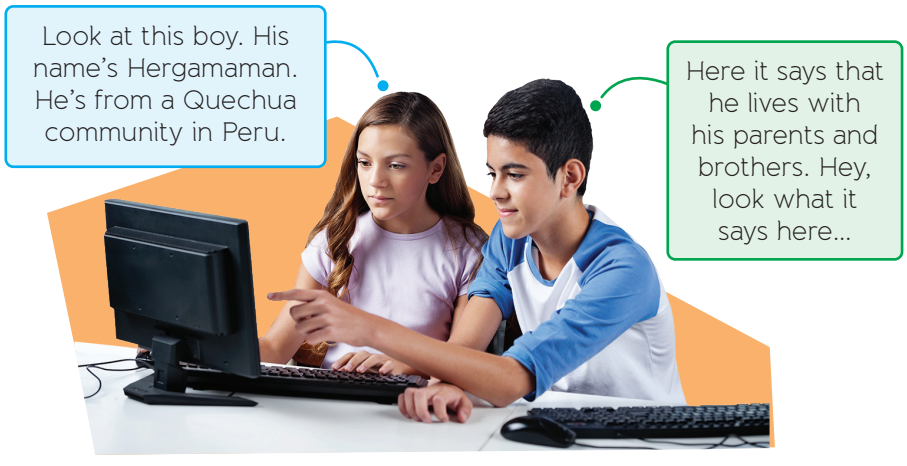
Checkpoint I can write a dialogue using the information given in an article.

WB, pages 9-10

Unusual Routines

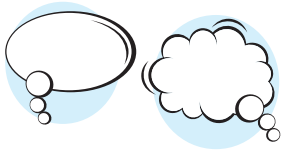
10 REDUCED INEQUALITIES

Step 1 Pair work. Research how children from remote areas live. Look up information about their family, place of living, routine, customs, culture, etc.

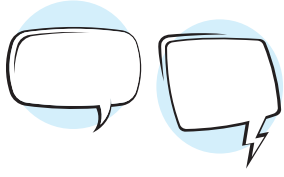


Quick note!

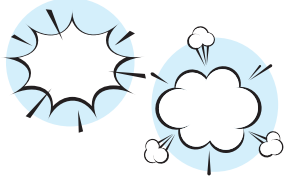
- thought bubbles



- dialogue bubbles



- shout bubbles



Step 2 Choose one child from the ones you found out and write their daily routine. Add as many details as possible.

Step 3 Create a comic strip based on your writing; you can draw it by hand or use an online or digital resource. Use the correct speech bubbles in each scene.

Step 4 Present your strip to the class.



Step 5 Discuss your experience. Answer these questions about your work.

	Yes	So-so	No
a. Is the product of my project clear?			
b. Do I need to work more on some specific grammar or vocabulary?			
c. Do I like to work in pairs?			
d. Am I happy with the results of the project?			

© Richmond

Got It!

1. Listen and highlight.



a. *Amy* / *Ben* spends time with his family on Sundays.
b. *Amy* / *Ben* gets up at 8.30 a.m. on Saturdays and Sundays.
c. *Amy* / *Ben* does homework on Saturdays.
d. *Amy* / *Ben* does homework on Sundays.
e. *Amy* / *Ben* gets up at 7.00 a.m. on Saturdays.
f. *Amy* / *Ben* meets up with friends on Sundays.
g. *Amy* / *Ben* plays the guitar on Saturdays.
h. *Amy* / *Ben* plays video games on Sundays.

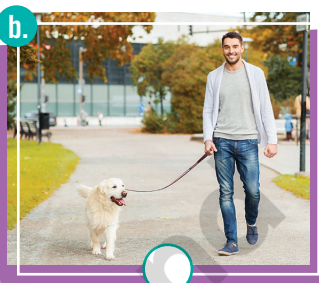
2. Listen and tick (✓) what they are doing.

a.





b.





c.





d.





3. Write the verbs in present simple or present continuous.

Claire **(a)** lives (live) in Lisbon, but she **(b)** _____ (be) from Rome. Her mother and father studied art , but she **(c)** _____ (study) history there.

Claire **(d)** _____ (like) Lisbon desserts, but she **(e)** _____ (not enjoy) eating them outside, she prefers taking them home. She **(f)** _____ (feel) proud to be a good hostess when her parents visit her there.



4. Use the correct present simple form to complete the sentences.

• want • ~~play~~ • teach • watch • study • go

a. Carlos plays chess.
b. Sarah _____ art to children and adults.
c. I _____ to visit new and interesting places in my city.
d. My father _____ climbing once a month.
e. My family and I _____ horror films on Saturdays.
f. My granny _____ Nahuatl every day.

5. Circle the correct prepositions.

a. Edgar Allan Poe was born *in* / *on* the 19th century.
b. We usually go hiking *on* / *at* Tuesdays.
c. The concert starts *every* / *at* 5.30 p.m.
d. My sister practises Taekwondo *at* / *every* the afternoon.
e. I go cycling *every* / *at* morning with my dog.
f. Mum's birthday is *on* / *in* 19 January.
g. Are you going to Paris *at* / *in* the summer?



6. Write the correct wh- word for each sentence.

a.	When	did you arrive in San Francisco? Two years ago.
b.		were your parents born? In Texas.
c.		many times have you travelled by plane? Just one.
d.		do you mean? Don't worry, it was not so important.
e.		does Peter pack his gloves? He's going to the mountains.
f.		do you eat with? I usually eat with my parents and sister.

7. Match the questions and answers about Mei-Ling's routine. There is an extra answer.

Mike: Hi, Mei-Ling. Tell us: What time do you start your day? — e

Mike: Wow, why does school start so early? —

Mike: A cram school? What do you do there? —

Mike: OK, and what do you do after those sessions? Do you help your mum with the housework? —

Mike: Oh, I see. What are you doing these days? —

a. **Mei-Ling:** I'm on holiday, so I'm meeting up with my friends, playing basketball, and singing through the Karaoke TV app with my family.

b. **Mei-Ling:** We have tutoring sessions, review some topics, and study for our examinations.

c. **Mei-Ling:** Because studying is really important in my country. Some of us even go to a cram school after classes.

d. **Mei-Ling:** No, I don't do housework because of school homework. I just take out the rubbish.

e. **Mei-Ling:** Well, I get up early, actually before 6.00 a.m., because classes start at 7.00 a.m. Then, I make my bed, have a quick shower, get dressed, have breakfast, and go to school.

f. **Mei-Ling:** I don't have breakfast at home: I have it on the way. As for lunch, I have it at school.

8. Complete the table with questions. Then, ask and answer in pairs.

Present simple		Present continuous	
What do you usually do after class?		What are you doing these days in your free time?	

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Workbook

Level 2

Everyone!

TEENS

British English

Richmond

Richmond

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Richmond

1 Glad to Know You!
Language and Function: A

1. Read and match.

a. I'm from Fortaleza, Brazil.

b. I love cycling.

c. ~~It's Ribeiro.~~

d. I usually meet up with my friends.

e. I'm thirteen.

Charlotte: What's your surname?
Danilo: *c*
Charlotte: Where are you from?
Danilo: ____
Charlotte: How old are you?
Danilo: ____
Charlotte: What do you do in the afternoons?
Danilo: ____
Charlotte: What do you love doing at the weekend?
Danilo: ____



2. Complete using the words in the box. Then, match.

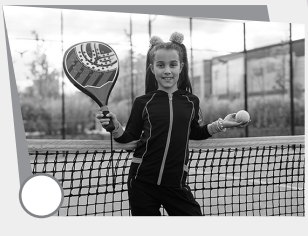
a. Liliana is _____*eighteen*_____ and works at a restaurant. She likes singing and _____ with her cousins.

b. Anahi is from _____ and works as a yoga _____. She likes cycling and painting.

c. Lisa is _____ and is homeschooled. She likes playing football and listening to _____.

d. Katie is _____ and goes to a school near her _____. She likes playing tennis, reading, and dancing.

- K-pop music
- jogging
- home
- teacher
- fifteen
- ~~eighteen~~
- ten
- Canada









3. Read and complete with *in*, *on*, *at*, and *every*.

Alejo is one of Laura's friends. He was born **(a)** *in* 2008. His birthday is **(b)** _____ 2 March. He gets up **(c)** _____ five o'clock because he makes his bed and does the washing-up before school. He has a nap **(d)** _____ the afternoon after school. He plays video games **(e)** _____ Saturdays. He goes to concerts **(f)** _____ Sunday with his family.

Roger is one of Kevin's friends. He's only sixteen, but he already works **(g)** _____ the weekend in a hotel. Sometimes he has a shift **(h)** _____ the morning, and other times he works **(i)** _____ night. The morning shift starts **(j)** _____ seven o'clock and finishes **(k)** _____ midday. **(l)** _____ Sundays, Roger usually works **(m)** *in* the afternoon. He starts **(n)** _____ one o'clock and finishes **(o)** _____ five. He gets paid **(p)** _____ month.

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Language and Function: B

1. Complete with the verbs in brackets in the correct form. Then, write people's occupations.

• teacher • doctor • actress • graphic designer • ~~luthier~~ • musician



Zack is a *luthier*.

I get up at 5.30 a.m., have breakfast, and **(a)** *cycle* (cycle) to work. There, I **(b)** _____ (repair) stringed instruments. In the afternoon, I **(c)** _____ (sing) with my band, The Fire Rocks. I **(d)** _____ (not have got) a tremendous voice, but many people like it. In the evening, I play video games, write lyrics, exercise, or **(e)** _____ (read) comics. I never go to bed before 11.00 p.m.



Ann is a _____.

She gets up at 4.00 a.m., **(a)** _____ (drink) some juice, kisses her son Keon goodbye, and **(b)** _____ (drive) to work. There, she **(c)** _____ (see) her patients. After work, she usually helps at a foundation for children in need. When she **(d)** _____ (not go) there, she picks up her son. In the evening, they **(e)** _____ (do) Keon's homework and **(f)** _____ (eat) together. She goes to bed at 10.00 p.m.



Leo is a _____.

He gets up at 5.00 a.m. because he **(a)** _____ (study) from 6.00 a.m. to midday on weekdays. Then, he **(b)** _____ (walk) to work; he **(c)** _____ (teach) maths to kids in a public school from 1.00 p.m. to 6.00 p.m. In the evening, he **(d)** _____ (not do) anything special since he's always too tired, so he goes to sleep at 9.00 p.m.



Jo is a _____.

I **(a)** _____ (start) my day at 6.15 a.m. and **(b)** _____ (run) in the park for an hour. Then, I have classes until midday and have lunch. In the afternoon, I practise with my band. I **(c)** _____ (play) the drums, the guitar, the violin, and the piano. In the evening, I **(d)** _____ (not watch) TV, I **(e)** _____ (prefer) to listen to music or practise a little more before going to bed at 10.00 p.m.



Adam is a _____.

He **(a)** _____ (get up) at 6.15 a.m., has a shower, gets dressed, and takes the bus to work at 7.00 a.m. He **(b)** _____ (not have) breakfast at home, he does it on his way to work. At the office, he **(c)** _____ (design) web pages and creates logos for companies. In the evening, he **(d)** _____ (go) back home and **(e)** _____ (relax). He goes to bed at around 9.00 p.m.



Mia is an _____.

She **(a)** _____ (not get up) early. She **(b)** _____ (work) for a TV channel. She and Antonio Valverde **(c)** _____ (have) the main roles in the soap opera *Los Caminos del Corazón*. Rumour has it that they **(d)** _____ (not like) each other. After a hard day on the set, she goes back home and **(e)** _____ (have) a bath. She goes to bed at 10.45 p.m.

2. Read aloud and classify the verbs according to their final *–s* sound.

• ~~fries~~ • sleeps • brushes • does • misses • gets • tries • loses • makes

/s/	/z/	/ɪz/
	fries	

3. Pair work. Read and react to the news with a suitable response.

a. I can't go to the camp.
b. I have got a new puppy! Its name is Rex.
c. This is the third A that I get in a maths exam.
d. My granny is in hospital.

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Language and Function: C

1. Read and answer about yourself.

a. Where do you study?

_____

_____

b. What do you do after school?

_____

_____

c. How do you get to school?

_____

_____

d. When have you got PE?

_____

_____

e. Who's your favourite singer?

_____

_____

f. Why do you like that singer?

_____

_____

2. Read and complete with wh- words.

Jacob: Hi, Nat. What's up?

Nathalie: Hello, Jacob. I'm waiting for Amelia.

Jacob: Ah, Amelia, your new friend. ___*Where*___ is this girl from?

Nathalie: She's from Australia.

Jacob: _____ old is she?

Nathalie: She's almost sixteen.

Jacob: _____ does she live?

Nathalie: She lives near my house.

Jacob: _____ does she live with? _____ many siblings has she got? _____ kind of music does she like? _____ is she going back to Australia?

Nathalie: Hey! _____ are you asking about her? You ***have a crush on her***, ha ha ha!

Jacob: Me? No way!

Quick note!

have a crush on someone = to have strong, romantic feelings for someone



3. Write a question for each answer.

a. *Where do you study?*
In California Institute.

b. _____
In my free time, I read graphic novels.

c. _____
I have got two pets: a dog and a tortoise.

d. _____
My favourite sports star is Simone Biles.

e. _____
I've got it on Mondays and Thursdays.

f. _____
Its extra activities. They are great!

4. Answer the questions from exercise 3 about yourself.

a. _____

_____

b. _____

_____

c. _____

_____

d. _____

_____

e. _____

_____

f. _____

_____

Richmond

Language and Function: D

1. Read, look, and answer using the words in brackets.

a. What is she doing? (play - pet)



_____
_____

b. What is he doing? (pack - bag)



_____
_____

c. What are they doing? (make - sandwiches)



_____
_____

d. What are you doing? (study - English)



_____
_____

2. Read aloud and write the correct sound /ɛ/ or /eɪ/.

a. date: /eɪ/ **b.** late: _____ **c.** ten: /ɛ/ **d.** wet: _____

e. pen: _____ **f.** hate: _____ **g.** set: _____ **h.** pain: _____

3. Read and match.

a. Where does Edward live?

b. What are you doing on the computer?

c. What do you and your sister do on Sundays?

d. What is Ana Maria reading?

e. What time do the students have their break?

f. Is your mum working today?

- I'm not sure. Maybe a book about animals. She loves that kind of books. In fact, she wants to be a vet.
- No, she never goes to the office on Saturdays. She's playing tennis with my dad right now.
- *a* Well, he's staying at his parents' house these days, but he lives in a flat near his work.
- Usually, at 9.20 a.m., but today they're participating in a special activity, so they have it at 10.00 a.m.
- I'm writing an email to my citizenship teacher. I have some questions about the project for this term.
- We usually do the housework, but today we're meeting up with our friends.

4. Answer the questions using the correct present tense and the verbs given.

a. What is Thomas doing?
b. What does he do there?

- ~~work~~
- teach

He **(a)** *is working* in a school.
He **(b)** _____ maths.

c. What do you usually do in the afternoon?
d. What are you doing today?

- study
- meet up

I usually **(c)** _____ with friends, but today I **(d)** _____ for an exam.

e. Where are Jim and Joe having lunch these days?
f. Who usually prepares their lunch?

- have
- cook

These days, they **(e)** _____ lunch at their granny's house, although their mum usually **(f)** _____ for them.

g. What does Molly do before going to bed?
h. Who is she talking to right now?

- chat
- read

She usually **(g)** _____ a book, but right now she **(h)** _____ with her mum, who is abroad.

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Listening and Speaking

1. Listen and write the country.

Some Christmas Eve Traditions

• Japan • Poland • Finland • ~~Iceland~~ • Italy • Norway

a.



Iceland

b.

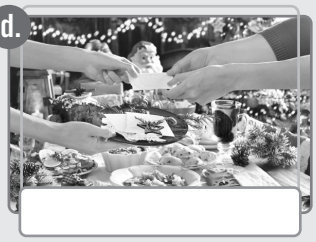


image_vulture / Shutterstock.com

c.



d.



e.



f.



Believe it or not…

In China, some people believe that eating a 'peace apple' on Christmas Eve blesses them with a safe and peaceful year ahead. This tradition of gifting 'peace apples' or *pingguo* on Christmas Eve is so popular that the price of apples rises every 24 December.



2. Listen again and tick (✓) the correct answer.

a. In Japan, celebrating Christmas is still relatively new. On Christmas Eve, people usually order chicken from a very famous fast-food chain or _____.

- [✓] book a table at a restaurant
- [ ] cook a big feast at home

b. On Christmas Eve in Poland, many families share oplatek, a paper-thin square wafer. Each person breaks off a piece as they _____.

- [ ] sing Christmas carols
- [ ] wish each other Merry Christmas

c. After Christmas Eve, Finnish families traditionally eat porridge that has got one single almond inside it. Whoever finds the almond _____.

- [ ] has good luck from that point on
- [ ] pays for the New Year's Eve meal

d. Iceland has got a tradition called Yule Book Flood, in which people give their loved ones books to _____.

- [ ] wish them good fortune
- [ ] read on Christmas Eve

e. Some Italian families celebrate Christmas Eve with the Feast of the Seven Fishes, a huge seafood and pasta dinner. They _____ in commemoration of waiting for the birth of Baby Jesus.

- [ ] don't talk to each other
- [ ] abstain from eating meat

f. In Norway, families light a candle every night starting on Christmas Eve and ending on New Year's Day. Norwegians also often _____ on Christmas Eve.

- [ ] exchange presents
- [ ] fast

3. Group work. Think and write about some traditions that your family have on Christmas Eve. Then, share them with other groups.

Richmond

4 QUALITY EDUCATION

Before reading

1. Discuss in pairs: *Have you ever posted something online and later wanted to delete it? Why?*

While reading

2. Read the text and match the headings to the correct paragraphs. There is an extra heading.

Headings:

a. Who's Really Watching?
b. Smart Posting Advice
c. What Could Go Wrong?
d. ~~Think before You Share~~
e. How to Create a Strong Password
f. Be Kind and Careful

Posting Online: What You Need to Know

1. *d*

These days, it's incredibly easy to share things online. With just one click or tap, you can post a picture, a comment, or a video for many people to see in an instant. People use social media **apps** and websites all the time to connect with friends, family, and even strangers. But before you share anything, it's really important to stop and think carefully. Who exactly will see this? What will they think about you or the person in the post? Think about your **digital footprint**.

2. ____

Once you put something online, it's very difficult to take it back. Even if you quickly **delete** the post, someone may already have a copy by taking a **screenshot** or sharing it with others. Things you post can stay online forever, or at least for a very long time. That means a silly joke, a photo, or a comment can affect you years later, for example when applying to schools or jobs. This is why being careful about what you share is so important, especially when it comes to personal photos or private messages.

3. ____

Many social media apps let you choose who can see your posts. You may think that using private settings keeps your posts safe. But even with these controls, information can still **spread** beyond your chosen audience. For example, a friend may share your post with someone else or save it without your permission. Strangers or people you don't know may find what you posted. In the future, schools, teachers, or employers could also see it, which might affect your **image**.

4. ____

Sometimes, people post things online without thinking that they may share something mean, private, or **embarrassing** about themselves or others. This kind of **careless** posting can hurt feelings, cause bullying or teasing, and even damage friendships. That is why it is important to post with kindness and think carefully about how your words or images might affect others.

5. ____

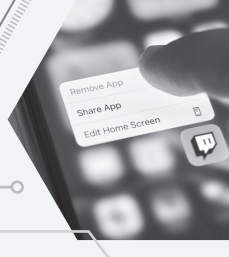
Here are some smart tips to help you stay safe and be kind online:

- Never share your exact location or private information like your phone number or address.
- Always ask for permission before posting a photo or video of someone else.
- If you wouldn't say something in person, don't say it online.
- Before posting, ask yourself: Is this kind? Is it helpful? Could it hurt me or someone else?

Believe it or not…

There is no software (antivirus, firewalls, or antispyware) in the world that is 100% effective; so be careful with the way you use technology.









After reading

3. Match the words in **bold** in the text to their definitions.

a.	*screenshot*	a picture of what is showing on a phone or computer screen, saved as an image
b.		a record of everything you post or do online, which can be seen or remembered later
c.		short for *applications*; programs you use on phones or tablets, like social media
d.		to remove something from a computer or website
e.		the way something can reach a lot of people, like a post being shared
f.		the specific place where you are, often shown on maps or by GPS
g.		not careful
h.		something that makes a person feel uncomfortable, or ashamed
i.		how others see you or think about you, especially on the internet

4. Read and tick (✓): *Where in the text would these sentences go?*

a. Experts say it's important to think about how your posts can shape the way others see you, both now and in the future.

- ☐ At the end of Paragraph 1.
- ☐ At the end of Paragraph 4.

b. Even something that seems like a harmless joke can turn into a serious problem online.

- ☐ In the middle of Paragraph 2, after 'That means a silly joke, a photo, or a comment can affect you years later…'
- ☐ At the beginning of Paragraph 3.

5. Write your answers using information from the text.

a. Why is it important to think before sharing something online? _____

_____

b. Why is it difficult to take back something you post online? _____

_____

c. How can information still spread even if you use private settings? _____

_____

d. What problems can careless posting cause? _____

_____

Writing

6. Use the sentences in the box to complete a summary of the original text.

Sharing online is fun and easy, but it's important to stop and think first. Your posts, likes, and comments help create your image online. **(1)** ____

Even when you use privacy settings, your content can still be shared or saved by others. **(2)** ____

Once something is on the internet, it can stay there for a long time. **(3)** ____

Posting something rude or too personal can hurt someone or even damage a friendship. **(4)** ____

To stay safe online, do not share personal information. **(5)** ____

a. A friend may forward it without telling you.

b. It can affect you later, like when applying for a job.

c. People may judge you based on what they see online.

d. This will prevent you from having your information used in the wrong way.

e. Always ask yourself if your post is helpful or kind.

Richmond

Vocabulary Review

1. Look, read, and complete.

a.



The Prague Astronomical C l o c k is in Czechia.

b.



Nattakit Jeerapatmaitree / Shutterstock.com

Lotte World __ o __ e __ is in South Korea.

c.



The Vatican Obelisk is in the middle of St Peter's S __ u __ r __.

d.



San Felipe __ a __ t __ e is in Colombia.

e.



ricardo cohen / Shutterstock.com

The Christ the Redeemer __ t __ t __ e is in Brazil.

f.



Viacheslav Lopatin / Shutterstock.com

Luzhniki S __ a __ i __ m is in Russia.

g.



saiko3p / Shutterstock.com

The Acropolis __ u __ e __ m is in Greece.

h.



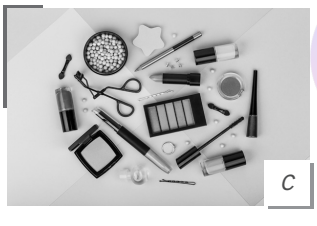
Mysore __ a __ a __ e is in India.

i.



Cologne C __ t __ e __ r __ l is in Germany.

2. Look and match.



c

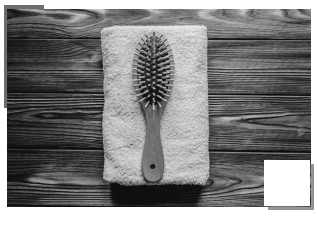












a. toothbrush
b. soap
c. ~~make-up~~
d. shampoo
e. perfume
f. hairbrush
g. hairdryer

3. Read and complete.

a. What's your _____?
My name is James.

b. What's your favourite _____?
It's Kings of Leon.

c. What's your dad's _____?
He's a doctor.

d. Have you got any _____?
Yes, one brother and one sister.

e. What's her *place of birth*?
She was born in Venice, Italy.

f. What's his _____?
He's French.

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A1 A2 B1

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