Student's Book
& Workbook
Level 3



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Everyone!

TEENS

British English

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Communicative Functions	
• Checking information • Giving information about everyday activities • Expressing the frequency of an action • Talking about what people are doing at the moment • Talking about definite plans	• Buying things • Talking about completed actions and events • Expressing existence, number, or location in the past • Talking about actions that were in progress at a specific time in the past • Talking about actions that were in progress when other actions or events happened
Vocabulary	
• Visual arts • Absolute adjectives and modifiers • Transport verbs • Facilities **Expressions** • Checking information: tag questions • *Raise awareness of* • *Unwind* • *There's a film on* • *On top of the world* • *Take action* • *When is a good time for you?*	• Means of transport • Parts of a car • Classroom activities **Expressions** • Buying a ticket: *We need... Single ticket. Return ticket. The next boat leaves in...* • *Rush hour* • *Dirt cheap* • *Shut up!* (as in *No way!*) • *Phew!* • *Finger-lickin' good!* • *Turn out* • *Gain* • *Overwhelm* • *Go along with (agree with)* • *Make one's mark*
Grammar Focus	
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Listening and Speaking	
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• Thinking of a problem (and a possible solution) affecting your community	• Creating a video about traffic pollution

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Communicative Functions

- Persuading
- Describing the way someone does something
- Expressing (in)ability and (im)possibility in the present
- Expressing (in)ability and (im)possibility in the past
- Talking about definite plans
- Asking for, granting, and refusing permission
- Giving orders and instructions
- Expressing obligation, lack of obligation, and prohibition
- Expressing obligation and ability in the past
- Asking for and giving advice
- Expressing feelings and emotions
- Asking for and giving travel information

Vocabulary

- Countries: population, currency, culture, symbols, immigration, holidays
- Inventions
- Verbs related to education
- Holiday activities

Expressions

- Persuading: *That doesn't matter! Don't worry! Yes, you do! Don't be silly! Who cares? You'll be fine.*
- *Be good at*
- *A breakthrough*
- *A turning point*
- *Leave town*
- *Really? / Oh dear! / I can't believe it! / That's terrible!*
- *Let yourself go*
- *Tree hugging*
- Feelings and character
- Housework
- Travel collocations
- Air travel

Expressions

- Permission: *May I...? Could she...? Is it OK if...? I don't think so. I'm fine with (you) going. I'm afraid not.*
- *Cool*
- *Team up*
- *Blow off steam*
- *Cross the ocean*
- *Get around on land*
- *Lose your temper*
- *Just as well*
- *Put an all-nighter*
- *Pitch in*

Grammar Focus

- *Can* (ability and possibility)
- Adverbs of manner
- *Could* (ability)
- Present continuous (arrangements)
- Imperatives (I)
- *Have to, don't have to, can't, should, shouldn't*
- *Could, couldn't, had to, didn't have to*
- *Should, ought to, had better*

Pronunciation

- Emphatic stress
- *Ought*: /ɔːt/

Listening and Speaking

- Talking about difficult travel experiences
- Talking about how you feel

Reading and Writing

- 'Reconnecting with Nature to Improve Your Health'
- Describing a forest-bathing experience
- 'Why Tourists Are Digging Deep in Asturian Mines'
- Writing about a tourist destination and giving advice for visiting it

Project

- Designing a culture board game
- Creating a brochure about a historical site

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Communicative Functions

- Apologising and making promises
- Talking about future plans or intentions
- Making predictions
- Talking about probability and possibility
- Talking about possible future situations

- Understanding simple signs and notices
- Expressing obligation, lack of obligation, and prohibition
- Expressing needs, wants, and desires
- Talking about future plans
- Making instant decisions or offers

Vocabulary

- Stages of life
- TV genres
- Higher education

Expressions

- Apologising and making promises: *I'm really sorry, but... I'm afraid I... I feel terrible. I forgot to... It's my fault. I apologise. How can I make it better? How can I make it up to you? I'll...*
- *It certainly is! / That's right! / Absolutely!*
- *Take (someone) out*
- *Straight away*
- *Listen up!*
- *Take it easy!*
- *Keep your fingers crossed!*
- *I really think… / I truly feel… / From my point of view... / From my perspective… / In my view…*
- *Catch (someone's) eye*
- *Carry out*

- Public places
- Swimming pool vocabulary
- Adjective prefixes: *in–, dis–, un–*
- Party foods and drinks

Expressions

- Giving warnings: *Hey! Watch what you're doing! Be careful! Look out (for). Watch out (for).*
- *Ew! Gross!*
- *Come over*
- *(It's) your call!*
- *What are you like?*
- *What do you like?*
- *What do you look like?*
- *How do you like...?*
- *Calm down!*
- *Yikes!*

Grammar Focus

- Main verb forms
- *Be going to* (plans and predictions)
- *Will, might* (predictions)
- Adverbs of probability
- First conditional

- Imperatives (II)
- *Must, mustn't, don't have to*
- *Want to, need to, would like to*
- *Be going to* (plans) vs. *will* (instant decisions)

Pronunciation

- Syllables ending in *–ly*

- Main stress

Listening and Speaking

- Talking about your favourite TV programme

- Explaining the safety rules for practising an extreme sport

Reading and Writing

- 'Within Two Decades, We Will Be able to Prevent Diseases and Ageing'
- Writing about actions for preventing diseases

- 'How Teens Perceive Cyberdating Aggression on WhatsApp: Common, But Not Serious'
- Writing ideas on how to deal with cyberdating aggression

Project

- Writing a script for a TV news report

- Creating the 7 rules of friendship / the 7 things about teens adults should know

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1. Look at the images and circle the correct options.



Naty_Lee / Shutterstock.com

a. Himari's family *are* / *aren't* from Japan.
b. They *are* / *aren't* from Italy.
c. Himari *lives* / *doesn't live* in Italy.
d. She *doesn't speak* / *speaks* Italian.
e. She *doesn't like* / *likes* cheese.
f. She *likes* / *doesn't like* the Colosseum, the ancient stadium for gladiators.
g. She *goes* / *doesn't go* to school on a motorbike with her mum.
h. She *has* / *hasn't* got volleyball practice on Fridays.
i. She *doesn't know* / *knows* how to surf.
j. She *speaks* / *doesn't speak* French.

2. Pair work. Ask and answer questions about Himari.

Where are Himari's family from?

They're from Japan.

3. Look and use the opposites of the adjectives in **bold** to complete the sentences.

• long	• bad	• difficult	• ~~soft~~	• unpredictable
• kind	• serious	• fun	• amazing	



a. This is _____.
This isn't **boring**.



b. This isn't **great**.
This is _____.



c. This seems _____.
This doesn't seem **easy**.



d. The shot isn't **predictable**.
The shot is _____.



e. They aren't **short**.
They are _____.



f. This isn't **hard**.
This is soft.



g. She is _____.
She isn't **mean**.



h. This isn't **ordinary**.
This is _____.



i. He looks _____.
He doesn't think it's **funny**.

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4. Read and write *PS* (Present simple) or *PC* (Present continuous). Then, match each sentence with the correct description.

a.	b.	c.	d.	e.
I'm watching a film. _____	It's always hot in Dubai. _____	He loves his siblings. PS	We're eating in two hours. _____	She always arrives at 8.00 a.m. _____
c				
This is a constant state.	**This is a routine.**	**This is a fact.**	**This is a future arrangement.**	**This is an activity happening now.**

5. Read and complete the text using the past simple form of the verbs. Then, classify them.



Dorothea Lange, 1936



Four of the seven Browning children wait for the school bus at the road by their farm. Oregon, 1939

Dorothea Nutzhorn (AKA Dorothea Lange) **(a)** _____ (be) born in the USA in 1895. She was a documentary photographer, which means she **(b)** _____ (take) photos of real events. Lange **(c)** _____ (become) famous for the images she **(d)** captured (capture) during the Great Depression.

Dorothea **(e)** _____ (contract) polio as a child, so she **(f)** _____ (walk) with a limp. After secondary school, she **(g)** _____ (decide) to become a photographer. Later, she **(h)** _____ (learn) skills from different photographers in New York City. In 1918, Dorothea **(i)** _____ (change) her surname to Lange. First, she **(j)** _____ (open) a photography studio, but, years later, she **(k)** _____ (start) to take photos of different people who **(l)** _____ (be) affected by the Great Depression. She **(m)** _____ (keep) working until her death in 1965.

To be	Regular		Irregular
	captured		

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6. Read the answers and write the questions.



a. _____
Yes, there were many dancers at the carnival.

b. _____
No, there wasn't a rock concert.

c. _____
No, there weren't many people in costumes.

d. _____
Yes, there was a parade.

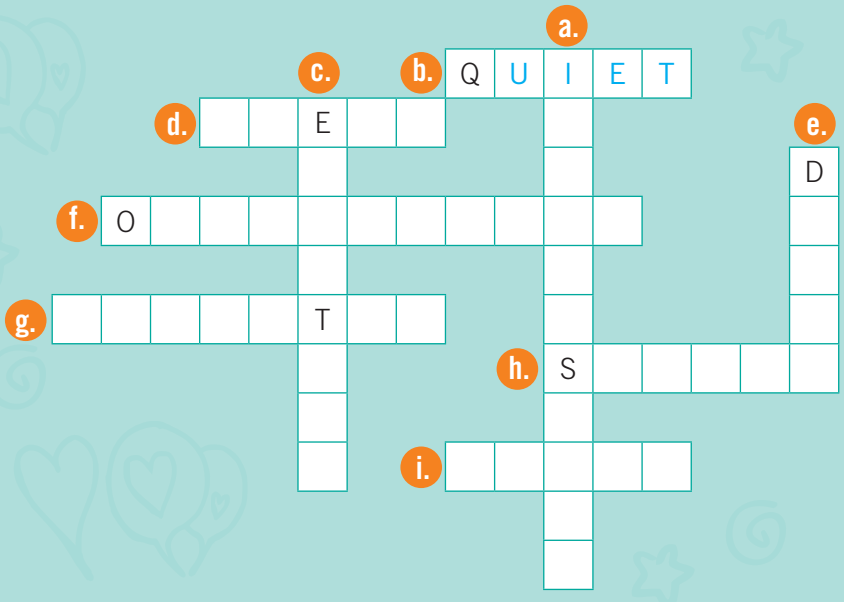


7. Pair work. Imagine that you visited one of these places last year. Ask and answer questions.

- water park
- beach
- European city
- nature reserve

a. where / go
b. who / go with
c. when / leave
d. how long / the trip / take
e. what / do
f. was there / were there

8. Solve the crossword. Then, use some of the words to complete the phrases.



Across

b. silent
d. free from pollution and dirt
f. filled with too many people
g. contaminated
h. having an unpleasant odour
i. characterised by loud sounds

Down

a. fascinating
c. causing much excitement
e. not clean or pure



A quiet and _____ street.



A n_____, p_____, and s_____ street.

9. Read, complete each piece of advice, and discuss.

a. I feel sad and very jealous because only three friends liked my new profile picture while my sister got so many likes on her latest post!

Piece of advice: You should...

b. Someone is bullying me using a fake account. I can't take it anymore!

Piece of advice: _____

c. I love checking social media at night when everyone at home is sleeping. I spend hours on it... but in the morning, I feel grumpy and very tired.

Piece of advice: _____

d. Since we argued, my ex-friend has created several fake profiles to impersonate me and post disgusting things.

Piece of advice: _____

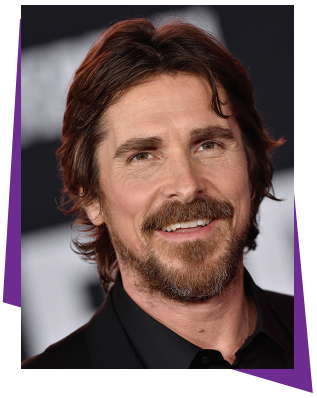


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10. Complete using the adjectives in their comparative and superlative forms when needed. Then, listen and check.

• ~~tragic~~	• old	• young	• mad	• self-confident
• expensive	• slow	• angry	• scary	• corrupt
• dirty	• shy	• lonely		







Willrow Hood / Shutterstock.com/

One of my favourite superheroes of all time is Batman. I love reading every comic and graphic novel, and watching every new film featuring this fantastic character. In *The Batman*, directed by Matt Reeves, the hero, played by Robert Pattinson, is just as **(a)** tragic as he is in Christopher Nolan's trilogy, starring Christian Bale. However, in *The Batman*, the hero is **(b)** _____ and **(c)** a_____. Bruce Wayne also appears **(d)** _____ and **(e)** l_____ than he does in *Batman Begins*, where he is **(f)** o_____ and **(g)** _____ _____. Reeves's *The Batman* is **(h)** _____ than Nolan's *Batman Begins*, but I like its pace because it allows us to see the hero change from seeking vengeance to inspiring hope. Regarding Gotham City, both films portray it as **(i)** _____ and **(j)** d_____ as it is in other Batman films. The villains are fantastic, as always. The Joker is as **(k)** _____ as the Riddler, but I think the Riddler is definitely **(l)** _____. As far as the budget is concerned, Nolan's conclusion to *The Dark Knight* trilogy is the most **(m)** _____ Batman film ever made.

11. Read the rules and mark which are right (✓) or wrong (✗). Correct the wrong ones using imperatives, *(don't) have to*, *can('t)*, and *should(n't)*. Then, create your own example.

a. Pet dogs:

- When you walk your dog, you can clean up after it. ✗ You have to clean up after...
- Make sure your dog doesn't drink enough water daily. ✗ Make sure your dog drinks...

b. A school trip:

- You should bring a lot of cash. _____
- Don't wander off. Stick with the group. _____

c. A person with symptoms of a cold:

- Cover your mouth and nose when you cough or sneeze. _____
- You don't have to wear a mask if you're around other people. _____

d. An extremely hot day:

- You don't have to drink water regularly, even if you aren't especially thirsty. _____
- Don't close the curtains in rooms that face the sun. _____

e. At a deep swimming pool:

- You can swim alone. _____
- Play breath-holding games. _____

f. On public transport:

- _____
- _____

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1 Visual Vibes!



Goals

- Check information in conversations.
- Talk about present actions and future arrangements.
- Ask and answer subject and object questions.
- Present your plans for a trip.
- Talk about your weekend plans.
- Write your opinion about a current issue.

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- What types of visual art do you know about?
- Do you use digital tools or traditional materials for your artwork? Why?
- Show your classmates a piece of art you've made.

1. Read and complete with the names and ages of the winners.

These are the winners of this year's Youth Visual Arts Contest!

a.



Lucas Tremblay
17
Canadian

Lucas is seventeen and passionate about photography. 'I'm always looking for the perfect shot. Capturing moments in light and shadow is everything to me,' he explains.

b.



_____ Mokoena
_____
South African

Zanele is seventeen and explores art through printmaking. 'I always enjoy the process of carving and pressing. My prints often show people in everyday life,' she says.

Daria is eighteen and focuses on mixed media. 'I usually combine paint, photography, and collage. Sometimes I experiment with found objects to add new textures,' she explains.

c.



_____ Volkova
_____
Russian

Mike is sixteen and practises digital illustration. 'I often draw characters and scenes inspired by nature and animation. Art is how I understand the world,' says Mike.

d.



_____ Thompson
_____
Australian

e.



_____ Ortega
_____
Mexican

Carla is fifteen. She creates vibrant murals in her neighbourhood. 'Sometimes in my work I include symbols from indigenous traditions to honour my roots', she says.

f.



_____ Chen
_____
Chinese

Liang is fourteen and doesn't usually create colour illustrations. 'I prefer the elegance and simplicity of black ink on rice paper,' he says.

Niran is sixteen and works with sculpture. 'I always look for new ways to reuse discarded items. I never use shop-bought materials. I want my art to speak about the environment,' she says.

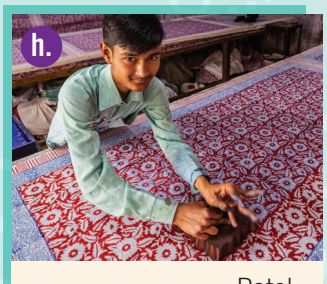
g.



_____ Suparsorn
_____
Thai

Vikram is fifteen. He dances and expresses himself with textile art. 'I always choose bright, meaningful colours for my fabrics. I never use patterns without a story behind them,' Vikram shares.

h.



_____ Patel
_____
Indian

Congratulations! Come to the awards ceremony for the Youth Visual Arts Contest. See you at the Toronto Convention Centre.

2. Read and match each question to a visual artist from exercise 1.

- (g) What materials does she use for her sculptures?
- ( ) What type of colours does he use for the fabrics?
- ( ) What does she enjoy about printmaking?
- ( ) What does he like about using black ink?
- ( ) What does he like to draw?
- ( ) Whose art involves light and shadow?
- ( ) How does she honour her roots?
- ( ) What media does she combine in her work?

3. In your notebook, sort the words into art tools, types of visual art, and art-related actions.

• blend	• canvas	• frame	• palette	• sculpture
• brush	• carve	• mixed media	• printmaking	• sketch

Your grammar: present simple and adverbs of frequency

4. Circle the adverbs of frequency in exercise 1. Then, circle the correct options below.

a. **Positive sentences:** Adverbs of frequency go *after* / *before* / *between* most verbs. Note: *Sometimes* can also be at the beginning or end of the sentence.

b. **Sentences with *to be*:** Adverbs of frequency go *after* / *before* / *between* the verb *to be*.

c. **Negative sentences:** Adverbs of frequency go *after* / *before* / *between* the auxiliary and the verb.

Quick note!

	Frequency
always →	100%
usually, normally →	80%
often →	60%
sometimes →	40%
hardly ever, rarely →	5%
never →	0%

5. Write sentences about your hobbies. Add some details.



a. (never) I never take photos, but I often make videos with my friends.

b. (sometimes) _____

c. (often) _____

d. (usually) _____

e. (always) _____

Useful English: checking information (tag questions)

6. Listen and complete with ways of checking information.

a. She's wearing a blue jacket, isn't she?

b. You're Vikram, from India, _____?

c. You make art with fabrics, _____?

d. She is Carla, _____?

e. She works with mixed media, _____?

f. And you're Daria, _____?

Quick note!

When the statement is positive, the tag question is negative, and vice versa.

- *He takes nice photos, doesn't he?*
- *You aren't Salim, are you?*

7. Guess this information about a classmate. Then, check if it is true.

favourite food		favourite film or TV series	
sport they enjoy		place or city they like to visit	
favourite animal			

You like pizza, don't you?

No, I don't. Your favourite food is ramen, isn't it?

No, it isn't. It's sushi.

Checkpoint I can check information in conversations.

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Language and Function: B

1. Listen to the conversation. Tick (✓) the topics they mention.



_____ Canadian food



_____ Liang's relatives



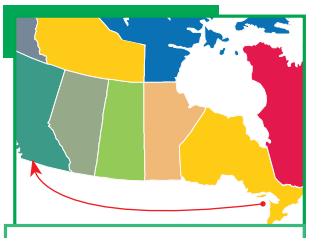
_____ population of Canada



_____ online tickets



✓ size of Canada



_____ buses from Toronto to Vancouver



_____ Carla's friends



_____ Chinese food

2. Read and complete with the synonyms in the box. Then, listen again and check.

• great	• beautiful	• ~~fascinating~~	• fed up	• huge

a. It's a fascinating (very interesting) country.

b. Yeah, China is _____ (very big).

c. You'll get really _____ (very bored).

d. That sounds _____ (very good)!

e. It's a _____ (very attractive) place.

Quick note!

It's really huge. ✓
It's very big. ✓
It's very huge. ✗

Your grammar: present continuous

3. Listen again and complete the sentences. Then, write *N* (Now) or *F* (Future).

a. Hey, Carla. What are you doing? — N

b. Hi, Lucas. I'_____ some sketches for my mural. — ☐

c. I'_____ on an ink illustration. — ☐

d. _____ you _____ it in the contest? — ☐

e. What are you doing when the ceremony is over? — F

f. I'_____ some art galleries and museums. — ☐

g. I'_____ taking a bus. — ☐

h. I'_____ on my mobile phone right now. — ☐

4. Write two more questions for a classmate. Then, take turns asking and answering.

a. What are you doing right now?

b. What are you doing after school today?

c. Are you studying a lot at the moment?

d. _____

e. _____

Quick note!

I'm writing an email.
I'm not taking a photo.
Are you developing film?

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5. Read the email and number the events (1-4) in chronological order.

Hi, Robert!
Just wanted to let you know that I'm coming to Vancouver. I'll get there next Thursday on flight YVA5678, arriving at 8.15 p.m. It'll take five hours to get there. Can you pick me up at the airport? I'll be there for a week, so I hope we can spend some time together. My flight back to Toronto is the following Wednesday. It leaves at half past seven in the morning and lands at three in the afternoon. Sounds odd, but the flight is just four and a half hours. The day after that, I'm heading back to Beijing.
I'm really enjoying my time in Canada. The other artists in the competition are amazing. My new friends Lucas and Carla are planning to take some night photos together after supper. The awards ceremony is tomorrow. I'm excited to see you!
Liang ;)



Liang flies to Vancouver.



The awards ceremony takes place.


Liang and his friends are taking some photos.



Liang flies to Beijing.

6. Complete according to exercise 5. Then, fill in the details for an imaginary trip.

Outbound Flight - Thu 10 Sept	
YVA5678	**From** Toronto 3.15 p.m.
Details _____ hours total 3,344 km total	**To** Vancouver _____
Return Flight - Wed 16 Sept	
YVA7834	**From** Vancouver _____
Details 4.5 hours total 3,344 km total	**To** Toronto _____

Outbound Flight - _____	
YVA9578	**From** _____ _____
Details _____ hours total _____ km total	**To** _____ _____
Return Flight - _____	
YVA6247	**From** _____ _____
Details _____ hours total _____ km total	**To** _____ _____

7. Ask a classmate about their imaginary trip. Then, answer.

Where are you right now?
Where are you going?
Where are you going next?
What are you doing there?
What places are you visiting?
When are you going back to your hometown?

Challenge!
Include tag questions in your conversation. Say 'tag!' every time you spot one.
- *You're not going to the North Pole, are you?*
- *You're going to the Bengaluru Palace, aren't you?*

Checkpoint I can talk about present actions and arrangements.

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Language and Function: C

1. Listen and tick (✓) the photo that the judges are talking about.



2. Listen again and take quick notes about Lucas.

a. Family

Has got an older...

b. Education

c. Interests

Quick note!

raise awareness of = to help people understand the importance of an issue



Your grammar: present simple vs. present continuous

3. Highlight the auxiliary verb and the main verb in each sentence. Then, match.

a.	The judges are evaluating the photos.	This is a routine or a fact.
b.	They are judges in a competition.	This is something happening now or around now.
c.	Lucas is going to the awards ceremony.	This is a future arrangement.

4. Read and complete with sentences from the text.

Lisa Méndez is a fifteen-year-old Argentinian student. She wants to use her photos to ***raise awareness of*** important social and environmental issues. Lisa lives in Rosario and is taking a photography course after school. 'Lisa's working really hard and is very talented,' her best friend told us. She isn't one of the winners of the Youth Photo Competition, but she's preparing for next year's competition and is participating in a national event in two weeks.



a. Routine or general fact: _____

b. Something happening around now: _____

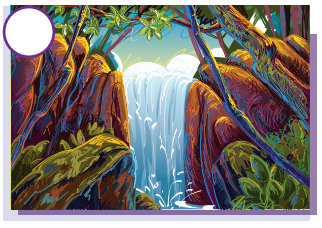
c. Future arrangement: _____

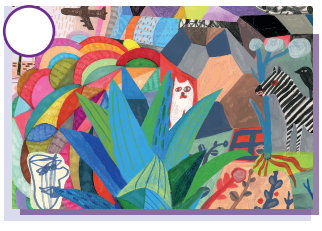
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5. Listen and match.

a. landscape	**b.** discarded materials	**c.** ~~black and white~~	**d.** textile art
e. camera kit	**f.** collage	**g.** digital illustration	**h.** mural








Vaggelis Kousioras / Shutterstock.com

6. Complete the questions. Then, listen again and answer.

a. Who wins in the first category? _____

b. What _____ Aisha _____ about Daria's artwork? _____

c. Who _____ all the winners? _____

d. What prize _____ Lucas _____? _____

_____

Your grammar: subject and object questions

7. Match the questions in exercise 6 with the rules.

• Object questions have got an auxiliary verb (*do*/*does*).	**a**	**b**	**c**	**d**
• Subject questions have got the same word order as a sentence.	**a**	**b**	**c**	**d**
• Object questions ask for information about an object.	**a**	**b**	**c**	**d**
• Subject questions ask about the performer of the action.	**a**	**b**	**c**	**d**

8. Pair work. Choose each a different quiz and answer it. Then, take turns asking and answering each other's quiz questions.

Quiz A

a. Who lives in the Blue House?

b. Which former US president appears on the one-dollar banknote?

c. How many colours are there in a rainbow?

d. Where does the sun set?

Quiz B

a. Who lives in the Pink House?

b. Which famous person appears on British banknotes?

c. How many colours are there in your country's flag?

d. Where does the sun rise?

Checkpoint I can ask and answer subject and object questions.

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Language and Function: D

1. Match the frequently asked questions (FAQs) with the answers.

a. Are there any restaurants in the park?

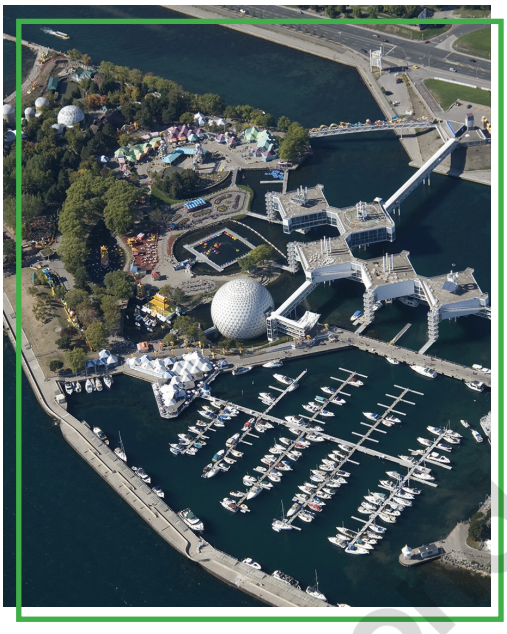
b. How do you get to Ontario Place?

c. Is there a safe place to leave my bag?

d. What attractions has the park got?

We recommend you come hands-free to enjoy all of the rides comfortably. Are you planning to come directly after you **get off** a plane? Although there's luggage storage nearby, the park is not responsible for any lost items.

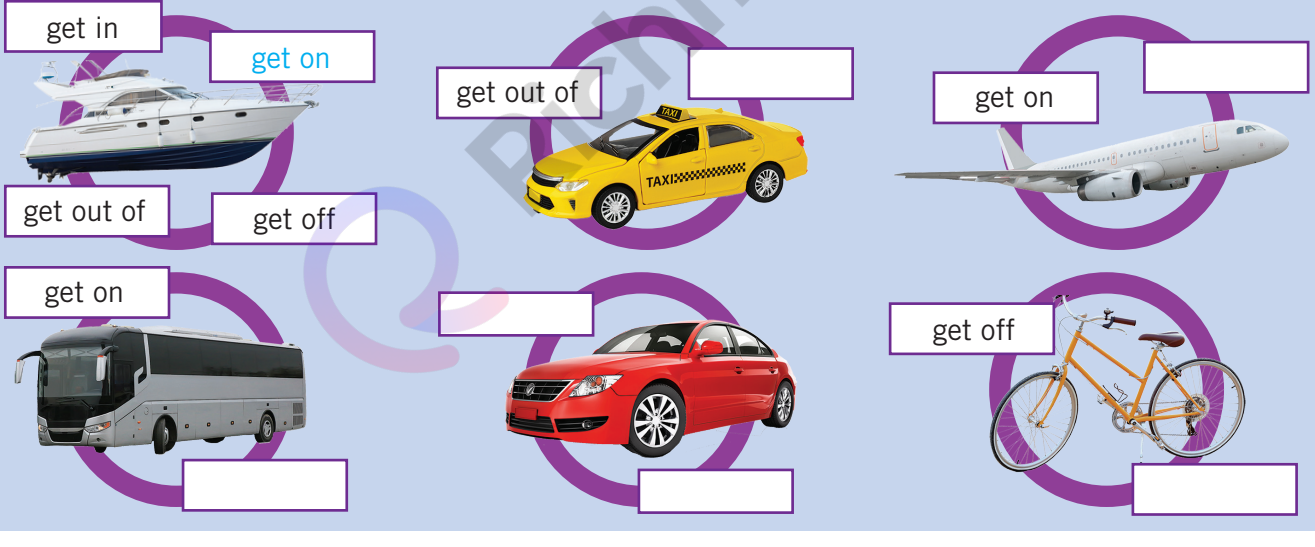
Of course! With a view of Lake Ontario, you can enjoy a casual meal or a snack at our outdoor restaurant. You can also enjoy film nights, take part in Segway tours, or hire a boat there. All in the same place!



Attractions include water slides, a cinema, and a climbing structure. You can even **get on** a boat for a little adventure at the lake. We want people of all ages and interests to visit us and have a great time!

Drive here and park in one of our car parks, or **get in** a taxi and come over! Once you **get out of** the car, you're only a few steps from the entrance. Do you prefer to **get on** your bike? Use any of our bike racks to park it. You can also take any of the available bus routes. **Get off** at the bus stop; it's just a ten-minute walk from there.

2. Look and complete with the verbs in **bold** in exercise 1.



Pronunciation: /s/ vs. /z/

3. Listen and circle the word you hear.

a. bus / buzz **b.** price / prize **c.** plays / place **d.** race / raise **e.** eyes / ice

4. Classify the words in exercise 3. Then, listen, check, and repeat.

/s/	/z/
bus	buzz

Richmond

5. Look and complete. Use a dictionary if necessary.



t o i l e t s



r ___ s t ___ ___ r ___ n ___



l ___ ___ k ___ r ___



c a ___ h ___ o ___ nt

Dutchmen Photography / Shutterstock.com



g ___ ___ t
s ___ o ___



f ___ ___ s t - a ___ d
___ o ___ ___



c ___ ___
___ a ___ ___



p ___ c ___ ___ c
___ i ___ e

6. What do you do in the places from exercise 5? Circle the correct option.

a. You wash your *eyes* / *hands*.
b. You get *clothes* / *food*.
c. You leave your *bags* / *pet*.
d. You take out *coins* / *cash*.
e. You buy *souvenirs* / *tickets*.
f. You get your *health* / *wallet* checked.
g. You leave your *car* / *documents*.
h. You eat your *order* / *packed lunch*.

7. Read, listen, and circle *T* (True) or *F* (False). Then, correct the false statements.

a. Juan's staying at the hotel. **T** **F** _____
b. They're riding Segways at 12.30. **T** **F** _____
c. They're eating at the picnic site. **T** **F** _____
d. They're taking a taxi to go back. **T** **F** _____

8. Complete. Then, choose another tourist place and fill in a similar table in your notebook.

Name	Ontario Place
Location	
How to get there	
Attractions	

9. Follow the model to present a one-day trip to the place in exercise 8.

Trip to the National Coffee Park	
7.30 a.m.	Leave from Armenia
9.00 a.m.	Grab some snacks
10.00 a.m.	Watch a play
11.00 a.m.	Take the train tour
12.00 p.m.	Have lunch
1.30 p.m.	Enjoy the rides all afternoon!



Checkpoint I can present my plans for a trip.

Richmond

Listening and Speaking

1. Listen and label.



Inés

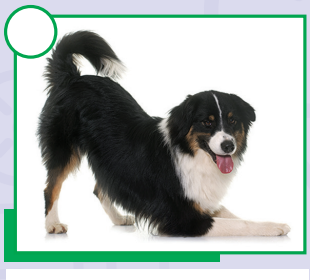








a



- Hana
- Amina
- Leo
- Fátima
- ~~Inés~~
- Tomás

Quick note!

unwind = to relax, rest, or take a break



2. Listen again and match each question to an image from exercise 1.

a. What are you watching?
b. Are you spending time with your pet?
c. Are you studying for an exam or writing an essay?
d. What class are you taking?
e. Are you playing any sports?
f. Are you meeting up with your friends?

3. Work in groups of three. Follow the instructions.

- Answer the questions in exercise 2 with just one word. Write one answer in each box. Don't follow any particular order.
- Rotate the books in your group. Ask and answer questions about your classmates.



4. Pair work. Ask questions about your weekend. Record the interviews.



Quick note!

there's a film on = it's being shown in theatres

Checkpoint I can talk about my weekend plans.

WB, page 8

3 GOOD HEALTH AND WELL-BEING

Before reading

1. Pair work. Compare the photo in this unit's opener with the ones in the text below. Then, answer and discuss.

   a. What are the people in the photos doing?
   b. What's a selfie? Which of the photos is a selfie?
   c. Do you think the people in the photos are in danger? Why?

While reading

2. Does the text include similar ideas to the ones you discussed with your classmate? Read and check.

Rise of Selfie Deaths Leads Experts to Talk About a Public Health Problem

Oriol Güell

A new global study shows that there was an average of one fatality per week in 2021, mostly involving young people trying to take risky photos to gain more followers on social media. (1)



Vaccines against yellow fever and malaria tablets were the classic precautions for tourists travelling to certain locations. But in the age of the mobile phone, avoiding taking selfies in spectacular but dangerous locations is now on the list. (2)

A study by the Spanish iO Foundation, which specialises in tropical diseases, revealed that during the first seven months of 2021, there were 31 fatal accidents – one per week – despite the travel restrictions still in place after the pandemic. 'It is a growing problem that can now be considered a public health issue because of the scale it is reaching. The study helped us to better understand the situation, and that is the first step towards taking precautions,' (3) says Manuel Linares Rufo, president of the iO Foundation.

Compared to locals, the tendency to take risks is much higher among tourists. By age group, deaths were most frequent among individuals under 19 (41% of the total) and those in their 20s (37%).



Media coverage of this issue has had significant repercussions, particularly when the victim is well-known on social media. (4) One of the most recent cases involved an influencer named Sophia Cheung, 32, who was famous for posting photos taken in extremely dangerous places. Cheung died after slipping and falling from a waterfall in Hong Kong. Other incidents include a 24-year-old Norwegian who fell from a ninth-floor balcony in Marbella, and a 14-year-old who fell through a skylight in Madrid.

'We decided to carry out the study when we saw the notable impact that the news of these deaths was having and the limited recognition of the problem in scientific literature and in travel medicine,' says Linares Rufo. One way to tackle the problem is to identify the most dangerous places and issue warnings to people visiting them. This should also involve mobile phone manufacturers, app developers, and social media platform administrators. At the local level, training programmes should be organised,' (5) the researcher adds.

Adapted from *El País* (English edition)

Challenge!

Go online and answer: *Is the number of fatalities caused by risky selfies this year different from or the same as in 2021?*

After reading

3. Read and match.

a.	b.	c.	d.	e.
Why does the iO Foundation consider risky selfies a public health problem?	According to the study, how old were most of the reported victims?	Which famous influencer died taking a selfie?	Where were the three victims mentioned when they died?	What does Linares propose as possible starting points?
To identify the most dangerous places and warn people	People under 19 and in their 20s	a Because of the dimensions that the problem is reaching	Sophia Cheung	At a waterfall, a balcony, and a skylight

4. Which one of the five underlined sentences in the text...

a.	is a cause of the problem?	1
b.	explains the usefulness of the study?	
c.	is an invitation for others to participate in the solution?	
d.	expresses the importance of social media in the situation?	
e.	is a comment on how the times are changing?	

Believe it or not...

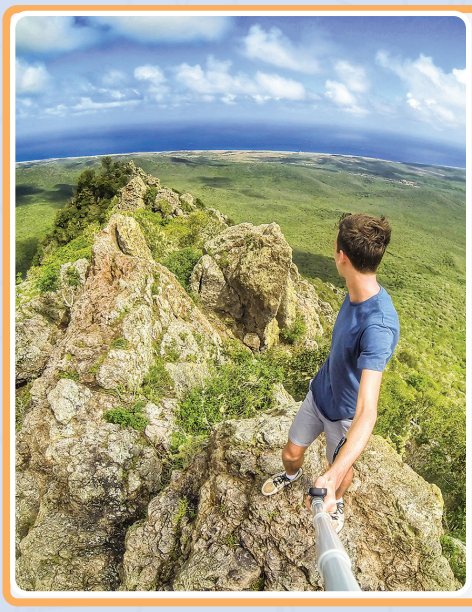
The selfie craze is also killing animals.
In 2016, tourists pulled a baby dolphin out of the sea in Argentina to take photos with it. As a result, the dolphin died.



5. Apart from the solutions in the text, what other ideas do you think can help prevent selfie deaths? Discuss with your classmates.

Writing

6. Imagine the boy in the photo is your friend. Express your opinion as a reply to his post.



Tommy Wow

Hi, everybody! Where are you right now? I'm ***on top of the world***! Lovely, isn't it?

_____

Your username

_____

_____

_____

_____

_____

SEND

Quick note!

on top of the world = at a very high place or very happy

Checkpoint I can write my opinion about a current issue.

Richmond

Photography: A Valuable Tool

11 SUSTAINABLE CITIES AND COMMUNITIES

Step 1 Pair work. Think of a problem affecting your community and complete.

Type of problem (e.g., people are abandoning pets): _____

a. The problem is worrying…	_____ some people.	_____ most people.	_____ everyone.
b. The problem is affecting…	_____ some public places.	_____ most public places.	_____ all public places.
c. You feel really…	_____ sad.	_____ angry.	_____ hopeless.
d. People are…	_____ ignoring the problem.	_____ complaining about the problem.	_____ waiting for others to ***take action***.

Quick note!

take action = to do something, to act

other: _____ _____

other: _____ _____

Step 2 Think about a possible solution to the problem. Answer the questions.

a. What can you do? _____

b. Who can you ask for help? _____

c. How can you use photography to help solve the problem? _____

_____

Step 3 Take photos that represent the problem in your community and the possible solution(s). Use the photos and the ideas from steps 1 and 2 to share your work with the class and the school.

In our community, people are abandoning their pets. This is worrying everyone. We feel really sad about this problem. It is affecting most public places. People are waiting for others to take action.

Some owners can't take care of their pets. So, we can create adoption campaigns with the help of animal welfare organisations. We can take photos of abandoned pets and post them on social media to promote pet adoption.



Step 4 Discuss your experience. Read the value scale and tick (✓) a number.

	1	2	3	4
a. I think the project was cool.				
b. I could practise my English.				
c. I think my group's project was captivating.				
d. I enjoyed the time I spent doing the project.				

1: I totally disagree.
2: I disagree.
3: I agree.
4: I totally agree.

Richmond

Got It!

1. Listen and correct.

a. Mila's taking a photography class next year.
She's taking it every day after school at the moment.

b. Mila doesn't like photography very much.
_____

c. Dante hasn't got time to help Mila.
_____

d. Mila's going home later.
_____

e. Mila's taking lots of animal photos at the moment.
_____

f. Sometimes, Mila calls her parents after school.
_____

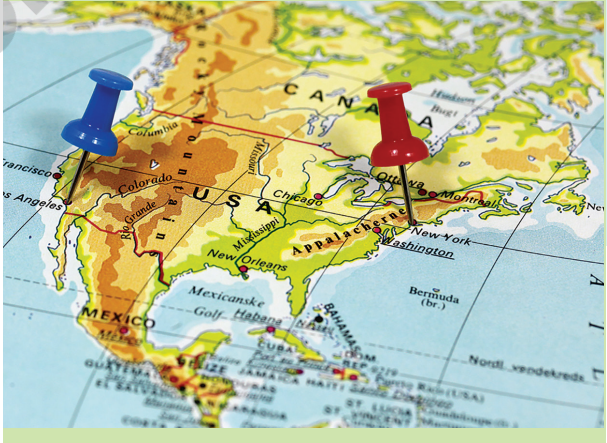
Quick note!

When is a good time for you? = *When are you free?*



2. Read and complete with the correct verb form.

The Johnson family **(a)** are moving (move) to Los Angeles next weekend. They **(b)** _____ (love) their home in New York, but Tracy, the mum, **(c)** _____ (start) a new job there soon. Right now, the Johnson children are in their rooms. Kevin **(d)** _____ (pack) his bags, Lindy **(e)** _____ (play) with her friend, and Noah **(f)** _____ (watch) TV. The Johnson children are sad because they **(g)** _____ (think) New York is fantastic. However, they **(h)** _____ (know) that they have to move.



3. Circle *P* (Present) or *F* (Future).

a.	Are you going to school tomorrow?	P	F	**e.**	Kim is taking French classes these days.	P	F
b.	Are you watching TV right now?	P	F	**f.**	Ari is starting a new school next week.	P	F
c.	Vic and Joe are at home.	P	F	**g.**	Are you going away on holiday?	P	F
d.	Jake is coming to Paris in September.	P	F	**h.**	Are you tired?	P	F

4. Underline the correct answers.

a.	Who gets to school first?	To school.	Sebastian always does.	He gets off the bus.
b.	What do you do in your free time?	I often go swimming.	Yes, I do.	Are you?
c.	Who makes lunch?	Eliana has.	Eliana is.	Eliana does.
d.	Who studies the most?	Yes. I love it!	Brilliant!	I do.
e.	Who goes with you?	Great!	My sister.	Isn't she?
f.	What are you writing?	An email.	A photo.	Sometimes.

Richmond

5. Read and tick (✓) what you can do in the Finding Europe programme.







Here at Teen Travel, we want to put an end to boring bus tours. We know that teenagers love to travel, meet new people, and experience other cultures. Our programmes are designed to meet those expectations and more. Three of our most popular programmes are Finding Europe, Thailand for Teens, and Amazing Australia. Just take a look at what Finding Europe offers:

Day 1: Morning – Arrive in Paris. Visit the Eiffel Tower.
Afternoon – Free time.

Day 2: Morning – Disneyland Paris and French classes.
Afternoon – Try a traditional French meal. Hope you like snails!
Evening – Fly to Madrid.

Day 3: Morning – Guided tour of Real Madrid's Santiago Bernabéu Stadium.
Afternoon – Open-top bus tour of the city.
Evening – Free time.

Day 4: Morning – Rock climbing or mountain biking.
Afternoon – Make your own *paella*.

Day 5: Morning – Fly to Rome; city tour.
Afternoon – Train to Florence.

Day 6: Morning – Free time.
Afternoon – Fly to London.

Day 7: Morning – Sightseeing in London, including a ride on the London Eye.
Afternoon – Free time.

Day 8: Free day.

Day 9: Fly home.

✓ eat French food	_____ visit a theme park	_____ swim with sharks	_____ visit a landmark
_____ eat German sausages	_____ visit a football stadium	_____ visit the Acropolis	_____ make a traditional dish

6. Imagine you are travelling with the Finding Europe programme. Describe your trip to a friend.

Dear _____,

_____

_____

_____

_____

_____

7. Pair work. Role-play a phone conversation with another person on the tour. Make plans for your free time.



Tell your friend about:
- the place you're visiting now.
- what you're doing next.
- when you're flying home.

Richmond

Workbook
Level 3

Everyone!
TEENS

British English

Richmond

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Richmond

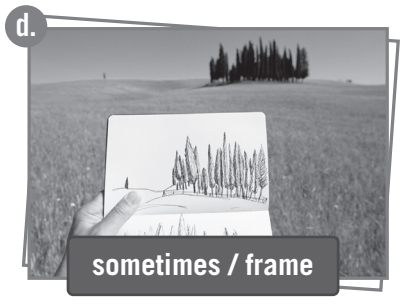
1 Visual Vibes!
Language and Function: A

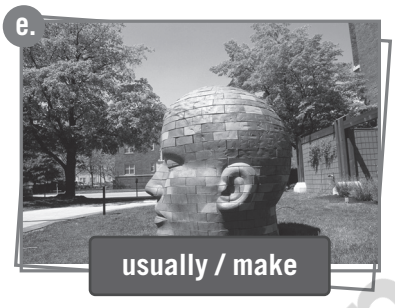
1. Use the cues to complete the sentences and questions.













a. I *don't always use* _____ a palette.
b. He _____ his favourite brush.
c. They _____ their canvases outside.
d. Sofía _____ her sketches.
e. _____ you _____ big sculptures?
f. We _____ frames for paintings.
g. _____ artists _____ painting tools?



2. Unscramble the sentences.

a. usually / I / paint / evenings / in / the — *I usually paint in the evenings.*
b. brushes / clean / their / artists / often / good
c. always / sketches / her / carries / Maya
d. messy / is / studio / never / Leo's
e. we / sculptures / sometimes / outdoors / display

3. Read and match.

a. You	like modern sculpture,	are you?
b. She	aren't part of the art club,	hasn't he?
c. He	know a famous illustrator,	don't you?
d. We	has got a studio in London,	isn't she?
e. You	is Argentinian,	don't we?

Richmond

Language and Function: B

1. Write the adjectives that can replace the underlined phrases.

• fascinating	• great	• beautiful	• delicious	• ~~huge~~	• fed up

Visit Lima! It's a **(a)** very large and **(b)** very interesting city. The colonial architecture in the historic centre is **(c)** very attractive. The Plaza Mayor is a **(d)** very good place to visit, although you can get **(e)** very bored if you spend too much time waiting for guided tours. Also, the food in Lima is **(f)** very tasty, especially its famous dish, ceviche.



a. *huge*
b. _____
c. _____
d. _____
e. _____
f. _____

2. Use some of the adjectives from exercise 1 to complete the sentences.

a. The city where I live is a _____ place, with lots of history and culture.
b. My neighbourhood is _____, full of parks and gardens.
c. People say the festivals here are _____ to watch and enjoy.
d. I think the restaurants in my town serve _____ meals.
e. Sometimes, when there's too much noise, I feel like I'm _____.

3. Complete with the present continuous form of the verbs in brackets.

Leo: What *are you doing* (do) after school today?
Nina: I _____ (watch) a film. Why?
Leo: My brother and I _____ (have) an exhibition in the afternoon.
Nina: Amazing! Who _____ (go)?
Leo: A lot of people! But not Sam and Julia.
Nina: Oh, right. They _____ (travel) to Cusco this week, aren't they?
Leo: Exactly. But most of the class _____ (come) to support us.
Nina: I'll be there, too.



4. Read and circle *N* (Now) or *F* (Future). Then, answer about yourself.

a. Are you visiting the art museum later? N / (F) _____
b. Are you drawing something these days? N / F _____
c. Are you going to the party with us? N / F _____
d. Are you watching a film tonight? N / F _____
e. What is your teacher doing now? N / F _____

Richmond

Language and Function: C

1. Read and circle the correct option.

a.	**A:** What *do you do* / *are you doing* after school?	**B:** I usually play video games or go running.
b.	**A:** Today, *I go* / *I'm going* shopping for clothes.	**B:** Great! Who are you going with?
c.	**A:** These days, *I read* / *I'm reading* a novel.	**B:** Really? What's it called?
d.	**A:** *Do* / *Are* you always *go* / *going* home after class?	**B:** No. I always go to photography class.
e.	**A:** Who *do you practise* / *are you practising* with?	**B:** I practise with the school's karate team.

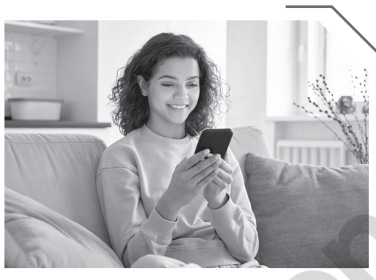
2. Read and order the conversation (1–8).

Because I'm going to the OneRepublic concert, and I've got an extra ticket. Wanna come?

1 Hey, Chris! Quick question: What are you doing tomorrow?

OK. So, let's talk tomorrow about where we're meeting.

My mother and my sister. They like OneRepublic as well.





Hi, Angela! I usually go to karate on Wednesdays, but tomorrow's class was cancelled. Why do you ask?

Do they? That's lovely!

Sure! I'm here waiting for Tim, my brother. He's picking me up in five. Let me ask him. Maybe he wants to come too!

I'd love that! Thanks! Is anyone else coming?

3. Complete the questions about exercise 2. Then, circle *S* (Subject question) or *O* (Object question).

a.	Who *goes* (go) to karate lessons? Chris does.	(S)	O
b.	When _____ he _____ (do) karate? On Wednesdays.	S	O
c.	Where _____ Angela _____ (go)? To a concert.	S	O
d.	Who _____ (play) at the concert? OneRepublic.	S	O
e.	When _____ Chris's brother _____ (pick) him up? In five minutes.	S	O

4. Complete the questions to ask about the information in **bold**.

a. **Chris and Angela** are going to a concert.
Who *is going to a concert?*

b. Tim is picking **Chris** up.
Who _____

c. Tim is a **photojournalist**.
What _____

d. Tim travels often **because of work**.
Why _____

e. Tim is travelling **next week** to Argentina.
When _____

f. **Tim's boss** is travelling with him.
Who _____

Richmond

Language and Function: D

1. Read and complete the sentences according to the signs.



a. Let's see the  *picnic site* and take a break.

b. I'm going to the  _____ to buy a souvenir.

c. Cameron needs to go to the  _____.
There is one ***right by*** the  _____.

d. Excuse me, where is the  _____?

e. Please, put your belongings in the  _____.

f. Is there an Italian  _____ nearby?

g. Don't forget to wash your hands in the  _____.

Quick note!

right by = *very near, next to, around*

2. Read and circle the correct option.



Listen up, everybody! Just some reminders before we leave: We're **(a)** *getting in / getting on* a tour bus that goes around the city. This bus makes several stops. Our plan is to **(b)** *get out of / get off* only at the Atomium, so please remain in your seats. When we arrive there, feel free to look around. Remember, no one can **(c)** *get in / get on* a taxi alone to go back to the hotel. The Atomium is fantastic, but don't separate from the group. Don't get lost! We're **(d)** *getting in / getting on* the plane back home later today, and your parents want to see all of you **(e)** *getting out of / getting off* it!

3. Use the verbs in the box and the itinerary to complete the sentences.

• take • walk • cycle back • expect • ~~leave~~ • stay









My Day Trip to Brussels

a. I'*m leaving* the *hotel* at 9.00 a.m. to start the hotel's _____ to the Design Museum.

b. I'_____ at the _____ until 12.15 because I'_____ to the _____ for lunch.

c. After lunch, I'_____ to the _____ _____. It's just around the corner.

d. Then, I'_____ a taxi to go to _____. I need to find a gift shop near there. I'm sure everyone at home _____ a souvenir!



Travel Itinerary

9.00 a.m.	Departure from the hotel
9.10 a.m.	Cycling tour
9.40 a.m.	Design Museum
12.40 p.m.	Hotel's restaurant
1.45 p.m.	Choco-Story Museum
4.00 p.m.	Mini-Europe

Richmond

Listening and Speaking

1. Listen to Liz and Tim's podcast episode. Tick (✓) the plans that are taking place at the weekend.

Jessica's weekend plans are...



- **a.** going kayaking on the lake. ✓
- **b.** going to the beach.
- **c.** visiting her grandad.
- **d.** going birdwatching.

Ari's weekend plans are...



- **a.** going to a concert.
- **b.** having a picnic.
- **c.** spending time with friends.
- **d.** celebrating his brother's birthday.

Liz and Tim's plans are...



- **a.** travelling with their parents.
- **b.** working on their next episode.
- **c.** playing video games.
- **d.** making their favourite snack.

Quick note!

in the spirit of adventure = willing to try new things



2. Highlight the plans in exercise 1 that are similar to yours.

3. Listen again. Number the information (1–8) in the order you hear it.

- **a.** They thank their guests. ○
- **b.** They greet their guests. ○
- **c.** They talk about their plans. ○
- **d.** They invite their listeners to participate. ○
- **e.** They introduce the topic. ○
- **f.** They interview their guests. ○
- **g.** They say goodbye. ○
- **h.** Liz and Tim greet their listeners. 1

4. Write down some ideas for a podcast about weekend plans. Then, discuss them with a classmate, write the script in your notebooks, and record the podcast together.



Richmond

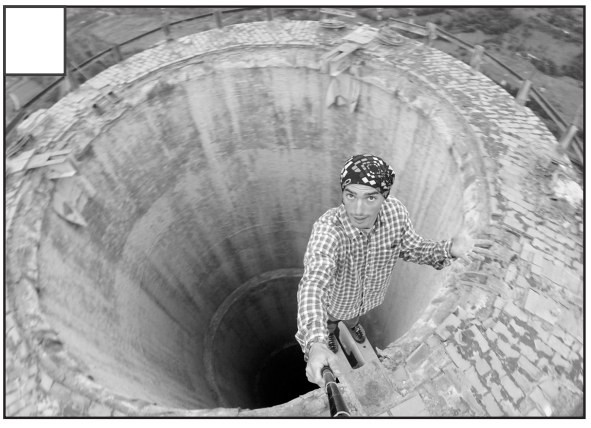
3 GOOD HEALTH AND WELL-BEING

Before reading

1. Pair work. Look at the selfies. Which picture do you think is getting more likes? Why?



Tanya



Leo

I think _____'s picture is getting more likes because _____

_____

_____

While reading

2. Read and complete the article with the experts' opinions.

The Selfie: Fun or Risky?

People take selfies for many reasons. They may want to capture a special moment, show how they feel, or just have fun. Some people say taking selfies helps them feel more confident or express who they are.

(1) _____

The Role of Social Media

Many selfies are shared on social media, where people can get likes and comments. But this can also lead to problems. Some people feel pressure to look a certain way or post exciting photos just to get attention. Others take physical risks just to stand out online.

(2) _____

Making Smart Choices

It is important for people to think carefully about how and why they take selfies. They should consider whether they do it for themselves or just for social validation. And they must make sure it is safe and respectful. Taking selfies is not bad, but they should be taken with care.

(3) _____

a. According to media psychologist, Dr Pamela Rutledge, selfies can be empowering and boost confidence – but they should not control how people feel.

b. As advised by YoungMinds, a UK mental health charity, people should think carefully before taking and posting selfies in order to protect their privacy, wellbeing, and online image.

c. As explained by Dr Jill Weber, chasing likes and approval can harm self-esteem and may lead to risky or attention-seeking behaviour.

Richmond

After reading

3. Answer the questions according to the article.

a. Why do people take selfies?

_____

b. What are some positive effects of taking selfies, according to the experts?

_____

c. What advice does the article give about taking selfies?

_____

4. Match each word or expression from the text to its correct meaning. Write the letters.

Word / Expression	Meaning
a. capture a moment	good decisions ◯
b. express who they are	doing something dangerous ◯
c. get attention	confidence in oneself ◯
d. smart choices	to take a photo of something special ◯
e. self-esteem	to make others notice you ◯
f. risky behaviour	to show their feelings or identity ◯

5. List five ways people can get likes on their selfies without putting their lives in danger.

a. _____

b. _____

c. _____

d. _____

e. _____

Writing

6. Read the post and answer the questions.

Quick note!

risk your neck = to put yourself in serious danger



Risky selfies Question Report

by AskingYou

What do you think about people who do extreme things for a selfie? Would you ***risk your neck*** to take one? Why?

Re: Risky selfies Question Report

by _____

Your username

_____

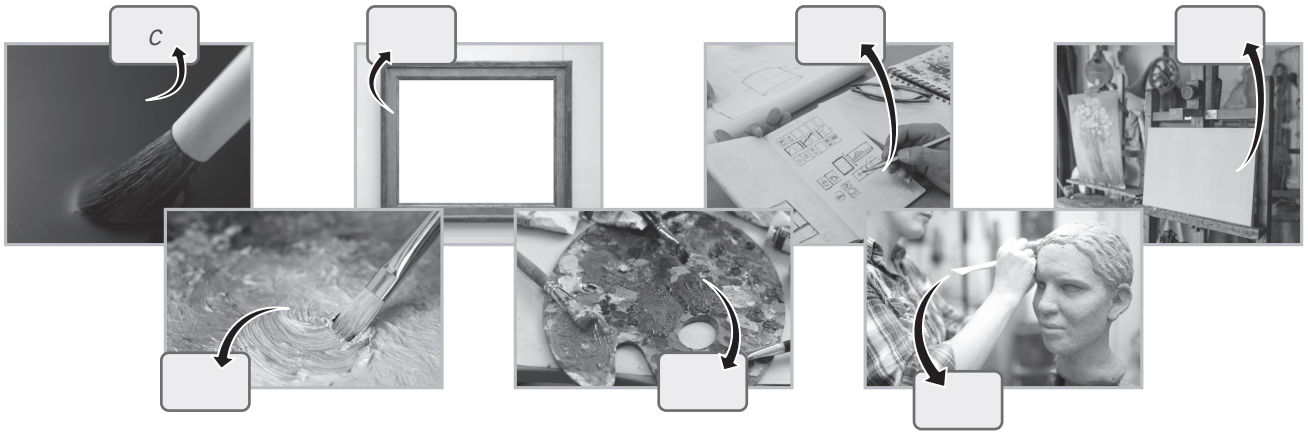
_____

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Vocabulary Review

1. Look and label the pictures.

a. carve **b.** blend **c.** ~~brush~~ **d.** sketch **e.** canvas **f.** frame **g.** palette



2. Find four adjectives in the word search and complete.

a. That sculpture is _____*huge*_____.

b. He takes _____ photos.

c. This documentary is not fun.
I'm _____ with it.

d. This chocolate is _____.

e. Her textiles are _____.
I love the patterns.

F	A	N	T	A	S	T	I	C	P
Z	B	F	V	K	O	U	I	B	U
P	S	U	O	I	C	I	L	E	D
J	S	W	H	Q	U	U	O	F	E
B	E	A	U	T	I	F	U	L	F
O	U	J	G	P	M	M	K	Q	N
R	O	V	E	S	G	I	N	U	L

3. Read and correct the words in **bold**.

Maya: The pizza we bought at the **lockers** tastes delicious! **(a)** *restaurant*

Leo: I'm glad we ate it at the **gift shop.** I love eating outdoors. **(b)** _____

Maya: Oh look, there's a huge queue to store our things in the **toilet**! **(c)** _____

Leo: It can wait. Do you know where the **car park** is? I need cash to buy a present in the **picnic site**. **(d)** _____ **(e)** _____

Maya: It's over there. But it's starting to rain. Let's go to the **cashpoint** and get the car. **(f)** _____

Leo: Good idea. I need to use the **restaurant** in the supermarket. **(g)** _____

4. Circle the odd one out and explain your choice.

a.
black and white
colour
digital
(flash)

_____
_____
_____

b.
excellent
awful
fascinating
delicious

_____
_____
_____

c.
bus
bike
get in
plane

_____
_____
_____

d.
hamburger
toilet
gift shop
picnic site

_____
_____
_____

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A1 A2 B1

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