

“

We
never
stop
learning.

”

Look at the photo and discuss the questions.

1 What kinds of things do you learn from these people?

friends parents or grandparents teachers

2 What's the most enjoyable or difficult thing you've learnt this year?

4

Live and learn

READING

topic: the School Enterprise Challenge

skill: answering a question about the whole text

task: multiple choice

GRAMMAR

the future: plans and intentions (*going to*, present continuous, present simple)
the future: predictions (*will*, *may/might*)

VOCABULARY

ways of learning

LISTENING

topic: schools: past, present and future

skill: understanding general meaning

task: multiple choice

SPEAKING

topic: meeting school friends

skill: making arrangements

task: long turn

WRITING

topic: school exchanges

skill: reading the task carefully, beginning and ending emails

task: email

SWITCH ON

video: school swap

project: class debate

4 Live and learn

READING

Power up

- 1 Which of these subjects do you study at school? What other things would you like to study or learn about? Why?

art business studies computer studies dance drama
geography history maths media studies music PE science

Read on

- 2 Read the title of the article. What do you think the School Enterprise Challenge is? Read the first paragraph and check your ideas.

- A a business that sells things to schools
- B a new kind of school where students learn about business
- C a competition for schools to start businesses

- 3 Look at the photos in the article. Read the rest of the article. Which businesses does it mention?

- 4 **e** Read the article again. For each question, choose the correct answer.

- 1 Alison liked the idea of the School Enterprise Challenge because
 - A she knew that most schools need more money.
 - B she thought students needed to do more than traditional subjects.
 - C she wanted to help students to become rich.
 - D she was already running her own business.
- 2 What does Alison say about the project in Colombia?
 - A It stopped local businesses from cutting down trees.
 - B People used less paper as a result of the project.
 - C Some people still don't agree that recycling is important.
 - D The students spent the money they made on helping the environment.
- 3 Alison says that students who take part in the competition
 - A always make a lot of money.
 - B already know how to run a business.
 - C can decide how to use the money they make.
 - D can work individually or as a team.
- 4 How does Alison feel about the idea of working for the School Enterprise Challenge?
 - A She is excited about seeing lots of different businesses.
 - B She thinks she wouldn't enjoy all the travelling.
 - C She is worried it would be very difficult to choose the winners.
 - D She thinks there won't be time to visit many schools.

- 5 Read the exam tip and complete the task.

exam tip: multiple choice

Some questions ask about the general meaning of the whole text. To answer these questions, read the text again and think about the general idea.

Read the article again. What would be a good introduction to the article?

- A Teacher Alison Blackmoor talks about why her job is important and how the School Enterprise Challenge can help her in her school.
- B For Alison Blackmoor, students can learn a lot from the School Enterprise Challenge. She discusses the advantages of taking part.
- C Alison Blackmoor explains what she learned from working for the School Enterprise Challenge.
- D In this article, Alison Blackmoor tells us how she became a teacher and why she started teaching her students how to run their own business.

- 6 Complete the definitions with the verbs in bold in the article. Put the verbs in the correct form.

- 1 When you a new business, it begins to work.
- 2 When you money, you get it by selling things.
- 3 If you a business, you are the boss and help it to work well.
- 4 If you a café or shop, you start it, so that people can come into it for the first time.
- 5 If you a business plan, you make it by thinking carefully about it.
- 6 When you a team of people, you tell them what to do.

Sum up

- 7 Work in pairs. Take turns to explain what the School Enterprise Challenge is and what its advantages are. Use these words and the verbs from Ex 6.

competition business life skills money community

It's a competition for schools to ...

Speak up

- 8 Work in groups. Think about a business you could start at your school and discuss the questions. Present your ideas to the class. Then vote for the best idea.

- 1 What kind of business is it?
- 2 What is your business plan?
- 3 How much money do you think you could make?
- 4 What would you spend the money on?

Alison Blackmoor talks about the **School Enterprise Challenge**

I first got interested in the School Enterprise Challenge when I was working as a teacher. I got bored with teaching the same old subjects and felt that students needed to learn life skills as well as the traditional maths and history. The School Enterprise Challenge helps students **start** and **run** their own business, and the best businesses win prizes. Students all over the world take part. The aim isn't for students to make lots of money for themselves, but to learn about business and help their school or local community.

I'm always amazed at the clever ideas students have, like **opening** a school café or repairing furniture for other schools. There was an amazing project in Colombia, South America one year. The students could see that the natural forest in their area was getting smaller as businesses were cutting down too many trees. To help people to recycle paper, the students built recycling boxes and put them in local schools, colleges and businesses. They sold the waste paper for recycling, then used the money to plant more trees. It was a brilliant idea, which helped the environment and really taught everyone how important recycling is.

'It was a brilliant idea, which helped the environment and really taught everyone how important recycling is.'

As well as learning how to run a business, the students also learn more general skills such as how to plan ahead and **manage** a team of people. The organisation that runs the School Enterprise Challenge supports schools with information packs and ideas about how to **develop** their business plan. And there are lots of different ways students can choose to spend the money they **make**. Some use it to buy sports equipment for their school. Others might use it to help poorer students to buy books or school uniforms.

I stopped teaching and got a job in business a few years ago, and now I'm going to apply to work for the School Enterprise Challenge as a competition judge. I'm sending my application in next week, so wish me luck! Judges travel all over the country to visit schools that are taking part, to see their businesses in action. It sounds amazing! Then the judges decide on the winners. Next year's competition opens in March, so if you're reading this, why not think about having a go and starting your own school business?



4 Live and learn

GRAMMAR

- 1 Read the grammar box and complete the examples with the correct form of the verbs in brackets.

explore grammar

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the future: plans and intentions

A *going to* for intentions or things we are planning to do

I ¹ (apply) to work for the School Enterprise Challenge.

B present continuous for future events that we have already planned, arranged and agreed



I ² (send) my application in next week.

C present simple for something that will happen at a particular time in the future because it is part of a timetable or schedule



Next year's competition ³ (open) in March.

Note: We don't usually use *going to* + *go*. Instead, we use the present continuous.

I'm going to go I'm going to the cinema tonight.

- 2   4.1 Watch or listen to people talking about their plans and intentions. Which of the activities (A–H) do they mention?

- | | |
|------------------------------|-----------------------------|
| A watching TV | E reading a comic |
| B singing | F revising for exams |
| C going to the cinema | G swimming |
| D going shopping | H playing basketball |

- 3   4.2 Watch or listen again and complete the sentences.

- 1 This evening I in a show.
- 2 Tonight I my brothers because my mum is out.
- 3 At the weekend I shopping with my friends and family. I a dress for my grandma's anniversary.
- 4 I my coursework, which needs to be done before September.
- 5 Tonight I to my best friend's party.
- 6 I my friends and we football.

- 4 Make six sentences about your plans and intentions for these times. Use 'going to' and the present continuous. Work in pairs and share your sentences with your partner.

- | | |
|----------------------|--------------------------|
| • this evening | • next month |
| • tomorrow at school | • in the summer holidays |
| • next weekend | • my next birthday |

- 5 Read Jacob's email about his plans for starting at a new school. What is different about this school?

 To: Sam  From: Jacob

Hi Sam,

I love Australia! It's so warm and sunny, and the people are really friendly. I ¹ (go) to my new school for the first time next Monday. It's an amazing school called Templestowe College.

The students here decide what they want to learn.

I ² (meet) my teacher on Monday and we ³ (talk) about what I want to do.

I ⁴ (study) science subjects in my first term.

I ⁵ (not spend) much time on subjects

I hate, like geography and history. I wrote my own timetable last night. My first class ⁶ (start) at 10.30 on Monday, and my lessons ⁷ (finish) at 5 p.m. I ⁸ (enjoy) getting up a bit later!

You can learn how to look after animals at this school – they've lots of animals here. My friend Ollie and I ⁹ (help) look after the snakes.

I have to go now. Ollie ¹⁰ (come round) to my house in half an hour.

Write soon,
Jacob

- 6 Complete Jacob's email with the correct form of the verbs in brackets. Use 'going to', the present continuous or the present simple.

Speak up

- 7 Imagine you can choose what to study at your school. Write your timetable for next week.
- 8 Write questions about a partner's timetable. Use 'going to', the present continuous or the present simple.
What time do your lessons start?
What subjects are you going to study?
What are you doing on Tuesday afternoon?
- 9 Work in pairs. Ask and answer your questions from Ex 8. Tell the class about your partner's plans.

game on

Work in pairs. Think about an activity you're going to do and three things you need for it. Tell your partner what the three things are. Can he/she guess what you're going to do?

I need my computer, some books and a dictionary.


You're going to do your English homework!

VOCABULARY


ways of learning

1 Which of these things do you find easy to learn? Which do you find difficult?

English vocabulary facts maths names and dates
new software sports words in songs

2  4.3 Listen to four students talking about how they learn best. Match the speakers (1–4) with the sentences (A–D).

- A I learn best when I'm working in a group.
- B I can't learn by listening. I need to use my hands and do things myself.
- C I think you can only learn if you work hard.
- D I think you learn by trying things and getting them wrong.

3  4.4 Complete the sentences with the correct form of these verbs. Listen again and check your answers.

get give have make (x2) take (x2)

- 1 I need to watch someone do something and then a go myself.
- 2 I'm good at listening to other people and advice from them.
- 3 I find it difficult to up my mind about something if I'm working alone.
- 4 If I'm not sure about how to do something, I'm happy to it a try and see what happens.
- 5 I'm not scared of a chance and a mistake because that's how you learn.
- 6 I need to work hard if I want to do well and good grades in tests.

4 Work in pairs. Which sentences in Ex 3 are true for you? Tell your partner.

5 Choose the correct words to complete the sentences. Then work in pairs. Can you guess which sentences are true for your partner?

- 1 I hate just listening and noting **up** / **down** what someone says.
- 2 I find it difficult to settle **off** / **down** in class and sit still.
- 3 I prefer to get up and move **around** / **out**.
- 4 If something isn't correct, I'm happy to cross it **up** / **out** and start again.
- 5 I usually hand my work **off** / **in** on time.
- 6 I hate it if I'm late with a piece of work and the teacher tells me **off** / **out**.

explore vocabulary

phrasal verbs


Sometimes phrasal verbs with similar meanings use the same particle.

stand up, get up, jump up (= move so that you are on your feet)

6 Read the vocabulary box. Make groups of phrasal verbs with these words and the words in bold.

lie run sit take throw walk

- 1 settle **down**, **lie down**
- 2 move **around**,
- 3 cross **out**,

7  e Read the article. For each question, write the correct answer. Write one word for each gap.

Celebrating when things go wrong

Do you hate it when things go wrong? Many people are scared of ¹ mistakes, but in fact our mistakes can ² us a lot, at school and in life. For example, if you don't ³ well in an exam, you learn about all the things you don't know, so you can improve next time. Fear of getting things wrong often prevents people from trying new things. But in fact, if you ⁴ something a try, you can learn a lot from the experience, even if you fail. You just need to make up your ⁵ that you will look at the experience in a positive way and be clear you're going to do better next time. So don't be scared to ⁶ a chance and try something new – just be ready to learn from it if it doesn't go as you planned!

Speak up

8 Do you agree that you can learn from making mistakes? Tell the class about a time this happened to you.

4 Live and learn

LISTENING

Power up

- 1 Work in pairs. How do you think schools were different in the past? How are schools changing now?



Listen up

- 2  4.5 Read the exam tip and complete the task.

exam tip: multiple choice

Read the questions and all the options before you listen. Sometimes words and ideas from all the options are mentioned in the recording. Listen carefully to see which option matches perfectly.

You will hear five conversations about schools. Read question 1 and the options in Ex 3. Listen to the first conversation. Which ideas do the speakers mention? Which answer is correct?

- 3   4.6 Read questions and options 2–5. Listen and for each question, choose the correct answer.

- 1 You will hear two friends talking about a history lesson. What did they both enjoy?
- A watching a film
 - B doing a quiz
 - C discussing the topic
- 2 You will hear two friends talking about homework. The girl thinks that homework
- A was easier in the past.
 - B wasn't as interesting in the past.
 - C took more time in the past.
- 3 You will hear a boy telling his friend about a school trip to a sports event. How did he feel about it?
- A happy about the experience
 - B disappointed at the result
 - C angry at the behaviour of others
- 4 You will hear two friends talking about studying music at school. The boy advises the girl to
- A change the instrument she plays.
 - B join the school band.
 - C practise more.
- 5 You will hear two friends talking about education in the future. What do they agree will be different in twenty years?
- A Students will learn different subjects.
 - B Schools will be bigger.
 - C Students will learn from home.

- 4 Read the grammar box and complete the examples with these verbs.

may not allow might be will learn won't change

explore grammar

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the future: predictions

- A We use *will* to make a prediction about the future. The negative form is *won't*.

I think people ¹ the same subjects.

The subjects ² much.


- B We use *may* or *might* for predictions, when we think something is possible but we are not sure.

Schools ³ bigger.

The teachers ⁴ them to go on the next trip.


- 5 Complete the comments with the correct form of the verbs in brackets. Use 'will' or 'won't' when the writer is sure. Use 'may/might' or 'may/might not' when the writer is not sure.

What will schools be like in the future?




SamG

I'm sure teachers in the future ¹ (not be) real people. They ² (be) robots! We know that in the future, robots ³ (do) a lot more of our jobs for us, so why not teaching?



BD57

We definitely ⁴ (not have) big classes like now. All students ⁵ (study) on their own, on tablets, and computer programs ⁶ (check) their work. This already happens at the Altschool in the United States!



EllieT

Well, we can't be certain, but I think that we ⁷ (have) computer chips inside our heads, to make us smarter. So, you never know – someone like me ⁸ (not get) such bad exam results in the future!

Speak up

- 6 Work in pairs. Which ideas from the comments in Ex 5 do you agree with? Think of three more predictions about what schools will or may/might be like in twenty years.

We won't spend so much time at school.

We might have online classes.

SPEAKING

Power up



1 How often do you see your school friends outside school? Where do you meet? What do you do together?

2 Read the exam tip and complete the task.

exam tip: long turn

When you talk about a photo, you can describe what you see and you can also make guesses about what is happening (e.g. where the people are or how they are feeling).

Look at the photo in Ex 1. Where are the people? What things do you know for sure about the photo? What things can you guess?

3 4.7 Listen to a student talking about the photo. Compare what she says with your ideas from Ex 2.

4 4.8 Complete the sentences about the photo with these words. Listen again and check your answers.

look maybe might probably right there are

- five people in the photo.
- I think they be school friends because they have some books with them.
- They're wearing warm clothes, so it's winter.
- They very relaxed and happy.
- The boy on the is showing the two girls his tablet.
- I think he's showing them some photos or a video.

5 Work in pairs. Turn to page 155. Take turns to talk about the photo. Say what you can see and make guesses. Try to talk for one minute.

6 4.9 Listen to two conversations. When and where do the friends agree to meet? Complete the table.

	day and time	place
Josh and Tim	1	2
Laura and Rosie	3	4

explore language

suggesting an arrangement

Do you fancy going/meeting up ... ?

What about going/meeting ... ?

We could go/meet ...

explaining a problem

I can't ... because (I need to) ...

agreeing an arrangement

That sounds good.

Good idea.

Cool!

See you there.

See you on (Saturday).

7 4.10 Read the language box. Then complete the extracts from the conversations in Ex 6 with one word in each gap. Listen again and check your answers.

A **Tim:** Do you ¹ meeting up on Saturday morning?

Josh: I ² on Saturday morning because I've got my guitar lesson.

B **Tim:** What ³ after your lesson? We ⁴ meet at my house and have some lunch.

Josh: That ⁵ good.

C **Laura:** We could ⁶ at the cinema at 6.30.

Rosie: Good ⁷ I need to ⁸ with my mum, of course.

D **Laura:** OK. ⁹ you on Friday then.

Rosie: Yes. See you ¹⁰

Speak up

8 You are going to make an arrangement with a friend for this weekend. Complete the calendar with three plans you already have.

	morning	afternoon	evening
Saturday			
Sunday			

9 Work in pairs. Look at your notes from Ex 8 and plan a conversation to make an arrangement. Practise your conversation. Then swap roles.

Student A: Suggest an arrangement.

Student B: Explain a problem if necessary.


Student A: Suggest another arrangement.

Student B: Accept the suggestion and agree the arrangement.

4 Live and learn

WRITING

Power up

- 1 Discuss the questions.
 - 1 What do you think you can learn from a school exchange?
 - 2 What problems might there be?
- 2  4.11 Listen to two students talking about their experiences of a school exchange. Do they mention any of your ideas from Ex 1? What other ideas do they mention?



Plan on

- 3 Read the writing task. Who are you writing to? How many words should you write? How many ideas should you include?

Read this email from your English-speaking exchange student and the notes you have made. Write your **email** to Sam, using all the notes.
Write your answer in about **100 words**.

 From: **Sam**

Hi,

How are you? I'm very excited because it's nearly time for my visit to your country. My flight is booked and my bag is ready, so I'll see you tomorrow!!

1 great!

What's the weather like in your country at the moment? It's very cold and wet here.

2 tell Sam

I'd like to bring a present for your family, to thank them for being my host family. Do you have any ideas? It can't be too big because it has to go in my bag.

3 suggest

Are you going to come on the exchange visit to England? I hope you are. What's the date for that?

4 yes - give the date

See you soon,
Sam

- 4 Read the exam tip and complete the task.

exam tip: email

It is important to read the task very carefully so that you understand exactly what you have to write.

Look at the notes (1–4) in the writing task in Ex 4. For which note should you:

- | | |
|--|---|
| A make a suggestion? | C show how you feel about something? |
| B give some facts about your country? | D include a number? |



5 Read part of a student's reply to Sam. Which note from the writing task in Ex 3 does it answer?

My mum and dad love chocolates, so you could bring them some chocolates from your country. They would love that!

6 Write a reply to one of the other notes in the writing task in Ex 3. Work in pairs and read your reply to your partner. Can he/she guess which note it answers?

explore language

We use informal phrases at the beginning and end of informal emails. Notice that we use a comma after the phrase.

email beginnings

Hi,
Hi there,
Hi Jo,
Dear Jo,
Hello,

email endings

Bye for now,
Write soon,
See you soon,

7 Read the language box. What beginning and ending does Sam use in his email?

8 Read the writing task in Ex 3 again and plan your answer. Make notes in the table.

beginning phrase	
reply to note 1	
reply to note 2	
reply to note 3	
reply to note 4	
ending phrase	

Write on

9 e Write your email. Use your notes from Ex 8. Write about 100 words.

Improve it

10 Check your email.

- 1 Did you use an informal phrase as a beginning and ending? Has it got a comma after it?
- 2 Did you answer all four notes? If not, can you add any replies that are missing?
- 3 Check your spelling. You can use the email in Ex 3 to check the spelling of words that are in it (e.g. *weather, exchange*).



INDEPENDENT LEARNING

Reading skills

1 Look at the reading texts in Units 1–4. Which did you enjoy reading? Why? Which did you find difficult?

2 Think about the different reading skills you have used in Units 1–4. Give yourself a score from 1–5 for each skill (5 = the best).

I can ...

- 1** match paragraph headings to paragraphs.
- 2** read a text carefully to find specific information.
- 3** read notices and messages carefully to understand the meaning.
- 4** complete a text with missing sentences.
- 5** answer multiple choice questions about a text.
- 6** answer multiple choice questions about the meaning of the whole text.

3 Work in pairs. Talk about the reading texts and skills that you found difficult. What made them difficult for you?

4 Work in pairs. What texts could you read in English to improve your reading? How could you work on the skills that you find difficult?

Texts to read

.....
.....

How to improve the skills I find difficult


.....
.....
.....
.....
.....

SWITCH ON

School swap

1 Work in pairs. Describe your school in 30 words. Think about these things.

- number of students
- discipline
- sports
- how long you spend at school

2  Watch the clip. Is Warminster a private school or a state school? Is Bemrose a private school or a state school?

3  Watch again and answer the questions.

- 1** Is Brett a good student at Bemrose?
- 2** How is discipline stricter at Warminster?
- 3** Which school has bigger class sizes?
- 4** What times do classes finish at Bemrose and Warminster?
- 5** What does it mean if a student is a boarder?

4 What was the purpose of the school swap? Would you like to do a school swap? Why/Why not?

Project

5 Work in pairs. Think about the things you like most and least about your school.

6 You are going to have a class debate. One group will agree with this statement and the other group will disagree. Read the statement and plan your arguments.

‘School would be better with a longer school day and no homework’.

7 Hold the debate.

UNIT CHECK



Wordlist

School subjects

- art (n)
- business studies (n)
- computer studies (n)
- dance (n)
- drama (n)
- geography (n)
- history (n)
- maths (n)
- media studies
- music (n)
- PE (n)
- science (n)

Ways of learning

- get good grades (phr)
- give something a try (phr)

- have a go (phr)
- make a mistake (phr)
- make up your mind (phr)
- take a chance (phr)
- take advice (phr)

Phrasal verbs

- cross (something) out
- get up
- hand (something) in
- jump up
- lie down
- move around
- note (something) down
- run around
- settle down
- sit down

- stand up
- take (something) out
- tell (someone) off
- throw (something) out
- walk around

Business collocations

- develop a business plan
- make money
- manage people
- open a café/shop
- run a business
- start a business

Making arrangements

- Cool! (adj)
- Do you fancy ... -ing? (phr)
- Good idea! (phr)

- I can't because ... (phr)
- I need to check with ... (phr)
- See you on (Saturday). (phr)
- See you there! (phr)
- That sounds good. (phr)
- We could go/meet ... (phr)
- What about ... -ing? (phr)

Other

- competition (n)
- business (n)
- life skills (n)
- community (n)
- fact (n)
- software (n)

Vocabulary

1 **4.12** Listen to six conversations and answer the questions. In your answers, use words/phrases from the *Ways of learning* and *Phrasal verbs* sections of the wordlist.

- 1 Why is the girl not happy?
- 2 Why is the boy pleased?
- 3 What is the girl doing with her homework?
- 4 What is the boy finding it difficult to do?
- 5 What do the students do before the lesson starts?
- 6 What should the students do with the information about the trip?

2 Complete advert with words from the *Business collocations* section of the wordlist.

Food fundraiser!

We want to ¹..... a new school café at the beginning of next term. At the moment we're trying to ²..... our business plan and we need more helpers! If you want to learn how to ³..... a business, come and join us at our meeting next Monday. You'll learn lots of great skills, like how to plan menus and also how to ⁴..... other workers. Come and help us get our café started, so we can ⁵..... money to help our school!

3 Read what the people say and write the school subjects.

1 This is my favourite subject because I love numbers and I like trying to work out the answers to difficult questions.

2 I love anything to do with technology and it's great to learn how to write your own programs!

3 This is always the best lesson of the week for me. I love all sports!

4 This is my favourite subject! I love acting and I'd love to be a professional actor.

5 This is a great subject to study because it will help you get a job. You learn about different companies and how to make money, too!

- 1
- 2
- 3
- 4
- 5

UNIT CHECK

Review

1 Choose the correct verb forms to complete the conversations.

- 1 A: Do you want to come round to my house this evening?
B: Sorry, I can't. **I'm going / I'm going to go** to the cinema with my family.
- 2 A: Do you have any plans for the summer holidays?
B: Yes. **I'm asking / I'm going to ask** my uncle if I can work in his café. I need some money!
- 3 A: What time is the film starting / does the film start tonight?
B: At 7.30. Don't be late!
- 4 A: What's that?
B: It's a form for a drama competition. I think **I'm entering / I'm going to enter** it.
- 5 A: **Are you coming / Do you come** to Jan's party at the weekend?
B: Yes, of course!
- 6 A: Where are you going?
B: To the library, but I need to hurry. **It closes / It's going to close** at 3.30!

2 Complete the sentences with the correct form of these verbs. Use 'will/won't' or 'may/might' (not).

come have join not be not enjoy
probably / do spend win

- 1 I'm sure that in the future students more time at home, learning on the internet.
- 2 Why don't you enter the singing competition? You never know – you
- 3 No, I don't want to go to the museum. I know I it!
- 4 I the football club next term. I'm not sure yet, but it's possible.
- 5 I'm feeling ill, so I at school tomorrow. I'm not sure yet.
- 6 Don't worry. You really well in the test tomorrow.
- 7 We should go to Eve's birthday party on Saturday. I'm sure we a great time.
- 8 I to the concert with you. I'm going to ask my mum – I hope she says 'yes'!

3 e Read the advert. For each question, write the correct answer. Write one word for each gap.

Young inventors competition

Can you think of a great new invention? Then why not get together with other people at your school and enter our competition? Last year there ¹ some amazing ideas from schools all around the country, like some new kind of wheels for a skateboard that allow you to turn more easily and an app to help you revise for exams. And we know this year's competition ² definitely be even better!

So what are you waiting for? I'm sure you can think of ³ new and exciting! And you never know – you ⁴ even think of an idea that you can use to make some money in the future!

So are you going ⁵ give it a go? We know you will ⁶ regret it if you do!

4 a 4.13 Read three students' ideas for the competition in Ex 3. Choose the correct words to complete them. Listen and check your answers.

A My school is entering a team this year. We have a problem with rubbish at our school, so we ¹**design / are designing** a bin that talks to people. As they walk past, ²**it'll speak / it's speaking** to them and say, 'Don't forget to use me!' We hope it ³**won't / might** encourage people to put more of their rubbish in the bin and so make our school cleaner.

B We ⁴**have / are going to have** a go in the competition this year. We ⁵**don't have / are having** a meeting next week to make the final decision. We want to design an app for school lunches. The idea is that people ⁶**are seeing / will see** the menus in advance and choose the lunch they want. This means the school cafeteria ⁷**might / won't** cook any meals that people don't want. We ⁸**won't / might** take advice from someone who writes apps, to help us get started. It's really exciting!

C The competition ⁹**starts / is going to start** next month and I'm really excited about it! I'm working with a group in my school and we have a few ideas. I think we're ¹⁰**going to probably / probably going to** work on a school bag that uses energy from the sun to charge your phone. It will ¹¹**turn also / also turn** your phone to silent, so the teacher ¹²**never will / will never** tell you off again for your phone making a noise in class!

5 Write a blog post about your plans for the weekend. Answer these questions.

- 1 What are you doing on Saturday and Sunday?
- 2 How do you feel about your plans?
- 3 When are you going to do your homework?
- 4 What do you think will be the best part of the weekend?